



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 2022)**

HISTORY



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FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Candidates Item Response Analysis report (CIRA) for the History subject. The report offers candidates, educators, policymakers, curriculum designers and other education stakeholders observations on the 2022 Certificate of Secondary Education Examination (CSEE). CSEE is a summative evaluation whose major role is to determine the extent to which the objectives of education have been achieved in the History subject at an Ordinary Level of secondary education.

The report analyses the candidates' responses to the examination questions for this subject. 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. Thus, featured with and supported by item analysis data, this report provides insights into understanding instructional weaknesses and candidates' competences 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 presented. The analysis shows that most of the candidates whose performance was good had enough knowledge on the assessed topics. Being proficient in English language, they could correctly identify the task in each topic. However, the candidates who performed poorly seemed to lack such attributes. The reasons for good and poor responses are analysed, and their extracts provided so as to validate 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 Council thanks all who, by one way or another, contributed to the preparation of this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Certificate of Secondary Education Examination (CSEE) History paper in 2022 assessed the candidates' competences according to the 2010 History syllabus. It is the performance of the candidates from the aforementioned paper on which this analytical report is based.

The paper had nine (9) questions which were distributed into sections A, B and C. All the 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 consisted of questions 3, 4 and 5. Questions 3 and 4 had 12 marks each, while question 5 had 11 marks. The total marks for this section were 35. Section C consisted of questions 6, 7, 8 and 9. The candidates were instructed to answer any three questions from this section. Each question in section C carried 15 marks, making a total of 45 marks.

A total of 505,356 candidates sat for the 2022 CSEE History subject, out of whom 315,873 (62.02%) passed. The percentage of candidates' performance in CSEE History subject for 2022 is greater than the 2021's performance in which 474,646 candidates sat for the examination out of whom 281,035 candidates (59.21%) passed. Thus, the rate of the candidates' performance in 2022 increased by 2.81 percent when compared to that of 2021. Generally, the performance of the candidates in the CSEE History subject has been improving since 2020 when 215,016 (50.53%) of the candidates passed.

Analysed in this report are the tasks of each question, and the strengths and weaknesses of the candidates' responses. The analysis incorporates the percentages of scores in each question in terms of graphs, tables or charts. In supplementing the analysis, some samples of good and poor responses are extracted from the candidates' scripts and presented to validate the cases in each question. Lastly, the report concludes and recommends the way forward on how the performance should be improved. Likewise, an appendix which shows the percentages of the candidates' performance for each question is provided.

In this report, the candidates' performance is categorised 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, respectively) are used to enhance the meaning, and make it easy to distinguish between one performance level and another. In other words, the candidates' performance is categorised 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.

It is expected that this report will enable teachers to get feedback about the effectiveness of the teaching and learning techniques, and learning resources. Moreover, this report will be a stimulus to students and prospective candidates to work harder in order to achieve their goals.

In essence, all education stakeholders will get reliable and adequate information about the general trend of the candidates' performance, teachers' effectiveness as well as the areas where much efforts are needed in the teaching and 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 509,356 candidates, which is equal to 100 per cent. Out of all, a total of 322,029 candidates (63.04%) scored between 0 and 4 marks, 167,088 (32.70%) scored between 5 and 9 marks, and 21,741 (4.26%) scored between 10 and 15 marks.

The general performance of the candidates for this question was average, since 36.96 per cent scored 5 to 15 marks. Figure 1 shows the percentages of the candidates' performance for question 1.

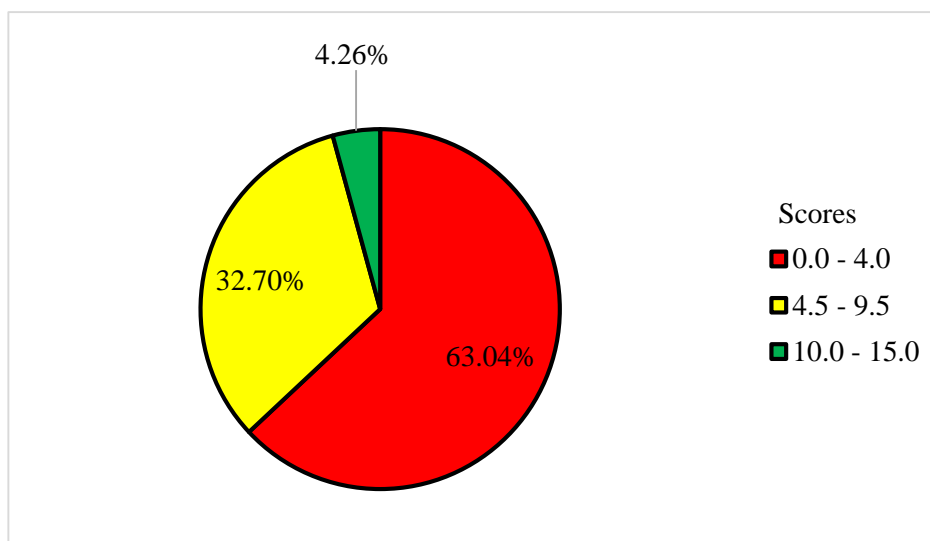


Figure 1: The percentages of the candidates' performance for question 1

Item (i) required the candidates to identify the collective name for persons who study society's cultural system, behaviour, beliefs and ideologies. The item was derived from the topic of *Sources and Importance of Studying History*. The correct option was C, *Anthropologists*. The students who opted for the correct response were well informed about the names and responsibilities of various persons in different sources of historical information.

Those candidates understood that anthropologists are persons who practice *anthropology*, which is the study of aspects of human within past and present societies. This is to say, anthropologists live among the people in order to understand or capture the social, religious, customs and cultural values of a particular society.

Though the candidates who opted for option A, *Archaeologists* were aware of the duties and names of people who play a key role in collecting and enriching historical information through *archaeology*, but they were unaware of the roles of anthropologists. Those candidates were supposed to understand that archaeologists in archaeology study the ancient and recent human past through material remains, whereas anthropologists in anthropology take a broad approach to understanding the many different aspects of the human experience.

Moreover, those candidates were supposed to bear in mind that, archaeology analyses the physical remains of the past in pursuit of a broad and comprehensive understanding of the human and culture. From such incorrect answer, it is obvious the candidates who opted for it failed to identify the differences of various sources of historical information in terms of functions, limitations, advantages, and concepts.

Similarly, other candidates opted for option B, *Linguists*. This was an incorrect response because linguists deal with the scientific study of human languages (linguistics), focusing on the theories of language structure, variation and use so as to understand human culture and social behaviour.

Those candidates were supposed to bear in mind that there is a distinction between linguists and anthropologists. The difference is that, linguists investigate how people acquire their knowledge about language and how language varies across speakers and geographical regions. In other words, these are the people who trace the origin and similarities of languages from

the early times and their importance and functions in the society. Anthropologists are people who study the societies in order to get their social, religious, customs and cultural values.

Distractor D, *Humanitarians* was opted for by the students who lacked the knowledge on various aspects of the sources of historical information and industrial capitalism. Those candidates were supposed to understand that *humanitarians* are people who are concerned with reducing suffering and improving people's living conditions.

In historical perspectives, these were the people who used the Bible to campaign for the abolition of slave trade; the likes of William Wilberforce and Thomas Clarkson. Thus, those candidates were to bear in mind that the humanitarians' main argument was that slave trade was sinful, and they also believed that all human beings were equal before God. Therefore, it is incorrect to regard humanitarians as anthropologists.

Also, distractor E, *Philanthropists* was plausible to some candidates. It was chosen by the candidates who failed to understand that *Philanthropists* are persons who devote their time, skills, resources and talents for the welfare of other people so as to make the world the better living place.

Philanthropists are like benefactors and, therefore, they have nothing to do with the studying of the social, religious and cultural values of a particular society. The selection of this incorrect response indicates that some candidates had limited knowledge on several aspects related to the sources of historical information, as well as the reasons for the abolition of slave trade during the 19th century.

Item (ii) required the students to identify the best term for the decade in which European powers managed to establish effective colonial control in Africa. The item was derived from the topic of *Sources and Importance of History*. The correct response was E, *Second decade of the twentieth century*. It was opted for by the candidates who were aware of dating historical events. Incorrect options A, *First decade of nineteenth century*, B, *Fourteenth decade of the nineteenth century*, C, *Nineteenth decade of fourteenth century*, D, *Second decade of the nineteenth century* were opted for by the candidates who had limited knowledge on dating historical events as well as the events that took place from the 14th century to the 20th century.

Item (iii) was derived from the *Industrial Capitalism* topic. It required the candidates to identify the name of the revolution which was featured by *fraternity, liberty* and *equality* as its core ideas. The candidates who were conversant with the factors for the abolition of slave trade opted for E, *French Revolution*. Those candidates were aware that the triad- liberty, equality and fraternity became popular with the French revolution, and it was the motto initiated by the French intellectuals to criticise slavery in Europe and the white world.

The candidates who opted for alternative A, *Egyptian Revolution* had limited knowledge on the factors for the abolition of slave trade. Egyptian revolution was not anti-slavery. Thus, those candidates were supposed to understand that the goal of the Egyptian revolution was to overthrow King Farouk and his son, to remove any remnants of British influence in the government, and to end the monarchy and create a republic in Egypt. The 1952 revolution is known for its redistribution of land rights in Egypt, in an attempt to end the feudal system and not slavery in the world. Thus, it is incorrect to feature the Egyptian revolution with *fraternity, liberty* and *equality*.

Distractor B, *Industrial Revolution*, was opted for by the candidates who had no knowledge on the role played by the French revolution in the abolition of slave trade. Those candidates were aware of the role of the industrial revolution in the abolition of slave trade, but they were not aware that it was not featured by *fraternity, liberty* and *equality*, as its principal tenets.

Similarly, option C, *Zanzibar Revolution* was an incorrect answer. It was chosen by the candidates who lacked knowledge on factors for the abolition of slave trade, as well as the reasons for Zanzibar revolution. Those candidates were supposed to understand that Zanzibar revolution was not featured by *fraternity, liberty* and *equality*, rather, its major motive was to overthrow the Arab regime whose exploitative tendencies were strongly hated by the African majority.

Those who opted for alternative D, *Libyan Revolution* were not aware of its role. Those candidates were supposed to bear in mind that the Libyan revolution of 1969 under Gaddafi did not consist of *fraternity, liberty* and *equality* as its core ideas. The selection of this incorrect option signifies that

some candidates lacked knowledge on the historical events that took place from the 19th century to the 20th century.

Item (iv) required the candidates to identify the name of the person who introduced the theory of the 'Origin of man' by describing the changes that the ancestors undergone until they became modern men. The item was derived from the topic of the *Evolution of Man, Technology and Environment*. The correct response was E, *Charles Darwin*. It was chosen by the candidates who were aware of the founder, concept and theory of evolution. Thus, they were conversant of Darwin's 1859 book *The Origin of Species* in which he said that the plants and animals that exists today evolved from simple cells.

The candidates who opted for alternative A, *Louis Leakey* and B, *Mary Leakey* were not informed because *Louis Leakey* and his wife *Mary Leakey* did not found the evolution theory, but they made crucial discoveries connected to early human evolution. Those candidates were supposed to bear in mind that the Leakeys' discoveries helped to shift the opinion of the scientific community to the notion that the earlier phases of human evolution happened in Africa.

Thus, it can be summed up that those students failed to draw the distinction between the founder of the theory of evolution and the archaeologists whose discoveries have had a major influence on human origins and evolution.

Moreover, the candidates who opted for alternative D, *Australopithecus* lacked the knowledge about the stages of evolution, and the names of the proponents of the theory of evolution. As a matter of fact, those candidates, in this category, were not aware that *Australopithecus* refers to the name given to the fossil remains of extinct early hominids.

Item (v) required the candidates to identify the name of the nation which could no longer exploit America after getting her political independence in 1776. It was derived from the topic of *Industrial Capitalism*. The correct response was A, *Britain*. The candidates who opted for correct response were aware of the influence of American independence and industrialisation in the abolition of slave trade.

However, the candidates who opted for option B, *Russia* had little knowledge on the impact of industrialisation, European colonialism, American independence and the factors for the abolition of slave trade. Those candidates were supposed to understand that Russia has never colonised the United States of America.

Likewise, options C, *Germany* D, *Japan* and E, *France* were incorrect, and they were chosen by the candidates who had limited knowledge on the historical events that took place in the 18th century and 20th century. They were incorrect options because none of those countries ever colonised the United States of America.

The incorrect options were opted for by those candidates because of the popularity of those countries in the global platform. Their participation in the scramble for and partition of the African continent (with the exception of Japan) as well as their engagement in First and Second World Wars made them popular among the candidates.

Item (vi) demanded the candidates to identify the colonial master against which Samora Machel and Augustino Neto took up arms to fight during the 1970s. The item was derived from the *Nationalism and Decolonization in Africa* topic. The correct response was D, *Portuguese*.

The candidates who opted for the correct answer were aware of the durations, colonial masters, colonies as well as the strategies through which various colonies attained their independence. That is to say, those candidates were conversant that Samora Machel and his colleague Augustino Neto of Mozambique and Angola respectively, took up arms to fight against and eventually uprooted the Portuguese rule in their respective countries.

However, some candidates who opted for options A, *British*; B, *German*, C, *French* and E, *Belgian* were attracted to those incorrect options because of their roles in the development of capitalism, scramble for and partition of the African continent, the First and Second World Wars and globalisation.

Though it is true that the British, Germans and French played an active role in those historical events, they did not colonise Mozambique and Angola after the scramble for and partition of the African continent. The choice of those incorrect responses testifies that the candidates were unaware of the

division of the African continent during the Berlin Conference. They were also not aware of the strategies that were used by particular countries during the struggle for independence against foreign domination.

Item (vii) required the candidates to identify, from the given alternatives, the objectives of establishing national military institutions in Tanzania. It was constructed from the topic of *Changes in Political, Social and Economic Policies in Africa After Independence*. The objectives given were:

- (i) *To promote the country from external aggression.*
- (ii) *To promote internal security and integrity*
- (iii) *To participate in national building activities*
- (iv) *To urge states to conform to peaceful settlement of disputes.*

The correct response was B, (i), (iii) and (ii). It was opted for by the candidates who had enough knowledge on the general objectives of military institutions in Tanzania. They were aware of Tanzania People's Defence Forces and the way they maintain internal security and defend the country from external security threats whenever there is a need.

Those who opted for incorrect options A, (i), (ii) and (iv); C, (i) (iii) and (iv); D, (i) and (iv) only and E (ii), (iii) and (iv) were not correct. This is because those options incorporated an objective (iv) *To urge states to conform to peaceful settlement of disputes* which is the function of the Security Council – an Organ of the United Nations Organisation. Therefore, the candidates who opted for those options failed to distinguish between the objectives of the Security Council and the objectives of establishing military institutions in Tanzania.

Item (viii) required the candidates to identify the names of the countries whose nationalist movements were promoted by the question of land. The item was constructed from the topic of *Nationalism and Decolonization in Africa*. The correct response was A, *Kenya, South Africa, Algeria and Zimbabwe*.

The candidates who opted for the correct answer were aware of how the land question contributed significantly to the rise and development of nationalistic movements, as well as group-consciousness of the agrarian people of Zimbabwe and Kenya. In these countries, political independence was attained through armed struggle. The armed struggle means were used because all peaceful attempts and diplomatic methods had failed.

Options B, *Kenya, South Africa, Tanganyika and Mozambique*, C, *Kenya Tanganyika, Uganda and Mozambique*, D, *Algeria, Zambia, Tanganyika and South Africa* and E *Tanganyika, Zanzibar, Uganda and Zimbabwe* were incorrect. The incorrectness in those options is derived from the fact that *Tanganyika, Uganda and Zambia* did not have many settlers, and thus they did not attain their political independence through armed struggle or revolution.

Those countries attained their political independence through peaceful or constitutional means. The choice of those distractors reflect that some candidates were unaware of the types of the colonial economies, and the types of the struggles for independence practiced in those countries.

Item (ix) demanded the candidates to identify the name of the first British man to go around the Cape of Good Hope. The item was derived from the topic of *Africa and the External World*. The correct response was alternative C, *Francis Drake*. The candidates who opted for the correct response were conversant with the key individuals during the period of mercantilism as well as the social and economic motives of the contacts between Africa and Europe.

Distractors A, *Vasco da Gama*, B, *Bartholomew Diaz* and D, *Ferdinand Magellan* were opted for by the candidates who were unaware that those options consisted of the names of persons who were not British, but Portuguese nationals. What can be deduced from such incorrect options is that some candidates were neither aware of the historical events nor the names of the sailors (or their nationalities) who played a key role during the voyages of discoveries.

The choice of these distractors testifies that the candidates had not enough knowledge about the durations, effects, challenges, popular sailors and the nations that were involved in the voyages of discoveries.

Likewise, some candidates opted for E, *David Livingstone*. This was an incorrect response because David Livingstone was not among the sailors during mercantilism. Rather he was a famous missionary who became active during the 19th century. Those candidates who opted for this distractor were unaware of the durations, historical events and the doers of those historical events.

Item (x) required the candidates to identify the name of the nation which purchased the Cape from the Netherlands for six million Pounds sterling. The item was constructed from the topic of *Africa and the External World*. The correct response was alternative A, *Britain*. The candidates who opted for the correct response were knowledgeable about the events that shaped the history of South Africa from the 15th century to the 20th century.

The candidates who opted for incorrect options C, *France* and E, *Portugal* were aware of the countries which were competing in the international trade. However, they were not aware of the durations and its impact. Those candidates were supposed to bear in mind that neither France nor Portugal bought the Cape because they were outsmarted by the British in the competition.

Likewise, incorrect options B, *Belgium* and D, *Germany* were chosen by the candidates who lacked the knowledge on the durations during which some European countries were active in the global platform. Those candidates were supposed to bear in mind that Belgium and Germany were active in the global arena during the 19th century and not before. Therefore, it was incorrect to associate those countries with the purchase of the Cape.

Option E, *Portugal* was chosen by the candidates who were not aware of the historical events that characterized the Cape of South Africa from the 15th century to 19th century. It was the Portuguese sailor, Bartholomew Diaz, who ascertained the southern limits of the African continent and named it Cape of Good Hope (because its discovery was a good omen that India could be reached by sea from Europe). Thus, it was due to the role played by the Portuguese sailors during the voyages of discoveries that attracted the candidates to option for this incorrect option.

In item (xi), the candidates were required to identify the correct list of the countries whose struggle for independence was characterised with armed struggle. The item was derived from the topic of *Nationalism and Decolonization in Africa*. The correct response was B, *Zimbabwe, Kenya and Mozambique*. The candidates, who opted for the correct response were well informed about the colonies whose colonial masters were reluctant to grant independence. Thus, the people in those colonies decided to resort to armed struggle.

Distractors A, *Zanzibar, Zimbabwe and Ghana*, C, *Zimbabwe, South Africa and Tanganyika*; D, *Kenya, Zimbabwe and Tanganyika* and E, *Mozambique, Angola and Ghana* were chosen by the candidates who lacked the knowledge on the strategies used by different countries in attaining their independence. The incorrectness in those options is due to the fact that Tanganyika and Ghana did not attain their political independence through armed struggle.

Item (xii) required the candidates to identify an odd statement about Julius Nyerere from the given options. The item was derived from the topic of *Africa in the International Affairs*. The correct response was C, *He played a key role in the formation of United Nations Organisation*. The candidates who opted for the correct response had an adequate knowledge about the key roles that Julius Nyerere played in the international platforms.

Those candidates were aware that the United Nations Organisation (UNO) was formed in 1945, and the qualification for membership required a state to be independent. Thus, in 1945 Tanganyika was not yet independent (she got independence in 1961). Hence, it was not possible for Julius Nyerere to have played a key role in the formation of the United Nations Organisation.

The students who chose options A, *He was one of Pan-Africanism leaders*; B, *He was one of the founders of organization of Africa Unity (OAU)*; D, *He campaigned and supported black majority rule in South Africa* and E, *He was one of the leaders of Front Line States* were unaware that those options were the correct roles that Nyerere played in the international arena.

In other words, the candidates who chose those options failed to differentiate the correct roles of Julius Nyerere from the incorrect ones. Those candidates were supposed to understand that Julius Nyerere was a

Pan-Africanist and leader of the Front Line States who campaigned and supported black majority rule in South Africa. He was also among the founders of the organisation of Africa Unity (OAU).

Item (xiii) required the candidates to identify, from the given options, the reason for the United States of America's unacceptance of the membership of the League of Nations though she pioneered its formation. This item was constructed from the *Crises in the Capitalist System* topic. The correct response was B, *She did not like to be involved in the European issues*.

The candidates who opted for the correct response were conversant with the isolationism policy that the United States of America embraced. This policy envisioned that joining the League of Nations might damage her economy. Also, she had had enough of the wars and dealing with other countries' problems would aggravate the situation or draw the USA into international affairs unnecessarily.

Option A, *She was invited as an overseer, thus she had no role to play* was an incorrect response. This is because the USA was an overseer during the Berlin conference (from 1884 to 1885), and not during the formation of the League of Nations (1919). The choice of this distractor indicates that some candidates were unaware of the causes of the scramble for and partition of Africa, resolutions and effects of the Berlin conference as well as the participating countries. Moreover, the candidates had limited knowledge on the effects of the First World War.

Moreover, the candidates who opted for option C, *She has a weakened economy due to the impact of the First World War* got it wrong. This is due to the fact that the war changed the economic balance of the world. It left the European countries deep in debt consequently making the USA the leading capitalist power and creditor in the world.

Distractors D, *She feared that Germany under Adolf Hitler would attack her* and E, *She was still feeling the shame she suffered in the Berlin Conference* were chosen by the candidates who were unaware of durations, causes and effects of industrial revolution, and the crises that emanated from the capitalist system.

In fact, those students were supposed to understand that the USA refused to accept membership of the League of Nations almost fourteen years before

the ascendancy of Adolf Hitler into power. Moreover, it should be understood that the USA did not feel any shame nor suffer whatsoever in the Berlin Conference since she attended as an observer.

Item (xiv) required the candidates to identify the statement which was not true in the statements given in the options about Zimbabwe. The item was set from the topic of *Nationalism and decolonisation in Africa*. The correct response was A, *Robert Mugabe declared Unilateral Independence in Zimbabwe*.

The candidates who opted for the correct response had an adequate knowledge about the struggles and trends of nationalism and decolonisation in Zimbabwe. As a matter of fact, those candidates were aware that it was not Robert Mugabe but Ian Smith who declared white-ruled Rhodesia (Zimbabwe) to be an independent state, free from any British control.

Other options B, *Ian Smith unilaterally declared independence in 1965*; C, *ZANU and ZAPU were the major political parties*; D *Zimbabwe attained her independence in 1980* and E, *Zimbabwe was a British colony* were true. Therefore, they were consequently disqualified from being the correct answers.

A simple revelation that one gets from such incorrect options is that some candidates were unaware of the real political trends that characterised Zimbabwe's struggle for independence.

Item (xv) required the candidates to identify the name of the person who named the Southern tip of Africa 'Cape of Good Hope'. The item was derived from the topic of *Africa and the External World*. The correct response was E, *Bartholomew Diaz*.

The candidates who opted for the correct response had enough knowledge on the durations, sailors, reasons and effects of the voyages of explorations conducted by the Europeans during the 15th century in Africa. Those candidates were aware that all European nations wanted to learn something about the unknown regions of Africa, and to discover the sea route to India.

The candidates who opted for option A, *Vasco da Gama* were aware of the voyages of explorations Portugal conducted during the 15th century in Africa. However, they failed to identify the names of the specific sailors

and their achievements or challenges that faced those voyages of explorations. Those candidates were supposed to bear in mind that Vasco da Gama did not christen the Cape ‘Cape of Good Hope’.

The place was named so by *Bartholomew Diaz* in 1487, whereas, Vasco da Gama reached the place in 1498. The choice of this distractor was caused by the popularity of Vasco da Gama among the candidates, since he was the first Portuguese sailor to reach the coast of East Africa as well as India.

The candidates who opted for option B, *Prince Henry* failed to understand that Prince Henry did not reach at the Cape of South Africa. He only sponsored and inspired the Portuguese sailors to undertake voyages of explorations during the 15th century.

Conversely, option C, *Cecil Rhodes* and D, *John Moffat* were chosen by the candidates who had limited knowledge on the roles and consequences of the agents of colonialism. Those candidates were unaware that Cecil Rhodes headed the British South Africa Company (BSAC) while John Moffat was a missionary who represented the London Missionary Society. Cecil Rhodes made treaties with chief Lobengula, whereas John Moffat advised chief Lobengula to accept the British proposal that led to the colonisation of Matabeleland.

2.2 Question 2: Matching Items

This question was derived from the topics of *Africa in International Affairs; Crises in the Capitalist System; and Establishment of Colonialism*. The question consisted of 5 items in which the candidates were required to match the explanations on roles of individuals in List A, with the names of the respective individuals in List B by writing the letter of the correct response beside the corresponding item number in the booklet(s) provided.

The question was attempted by 510,858 (100%) candidates. A total of 231,714 (45.36%) candidates scored 0 to 1 mark, whereby 90,001 (17.62%) scored zero. The number of the candidates who scored 2 to 3 marks was 174,332 (34.12%), while 104,812 (20.52%) scored 4 to 5 marks. The candidates’ performance for this question was average since 279,144 (54.64%) of the candidates scored 2 to 5 marks. The candidates’ performance for question 2 is shown in Figure 2.

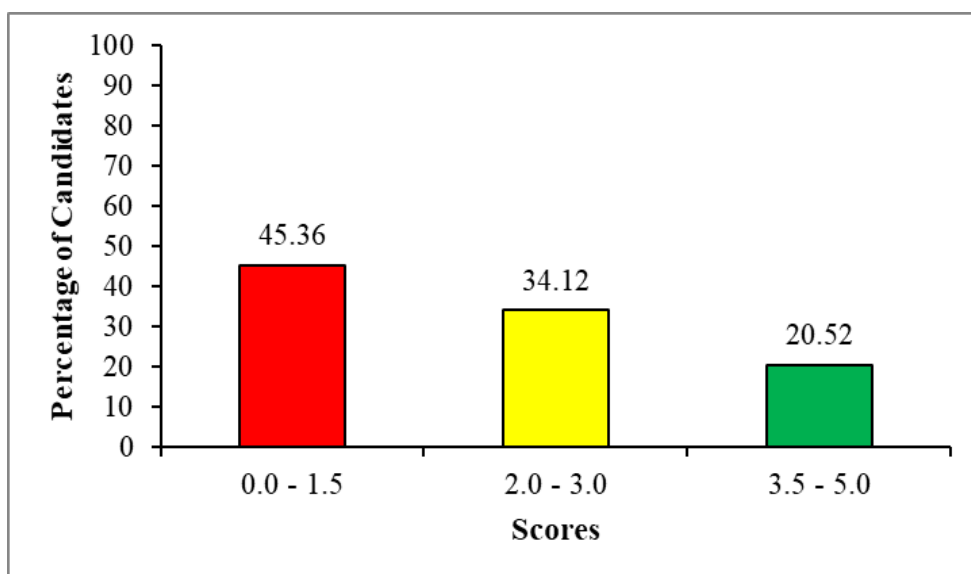


Figure 2: *The performance of the candidates for question 2*

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

List A	List B
(i) He pioneered the idea of forming a stronger African organization in the 1990s.	A Woodrow Wilson B Otto von Bismarck
(ii) He formulated 14 points of the League of Nations.	C David Livingstone D Cecil Rhodes
(iii) He ordered in the ‘Final Solution’ that the Jewish population should be eliminated.	E Adolf Hitler F Muammar Gaddafi
(iv) The Italian fascist who provoked the Second World War.	G Benito Mussolini H Carl Peters
(v) He chaired the conference which aimed at resolving the conflicts among the European powers in 19 th century.	

Item (i) required the candidates to match the name of the person who pioneered the idea of forming a strong African Organisation in 1990s, with the corresponding descriptions. The item was constructed from the topic of *Africa in the International Affairs*. The correct response was *Muammar Gaddafi*.

The candidates who got it correctly were well informed about the key role played by Muammar Gaddafi in envisioning the idea of forming a stronger organisation which would accommodate the new global trends. These global trends demanded the need for more intensive economic cooperation in different regions of the world for sustainable development.

Item (ii) required the candidates to identify the name of the person who formulated 14 points of the League of Nations. This item was constructed from the topic of *Crises in the Capitalist System*. The correct response was *Woodrow Wilson*. It was chosen by the candidates who were aware of the role he played in establishing an organisation (League of Nations) which aimed at bringing peace to the world in a system called ‘Collective Security’.

Those candidates were conversant that Woodrow Wilson (the then American President), was the architect for this organisation. Generally, the choice of this correct option indicates that some candidates had adequate knowledge about the causes and effects of the global historical events during the first half of the 20th century.

Conversely, the most opted distractor was E, *Adolf Hitler*. This was opted for by the candidates who failed to identify the historical events and their masterminds during the first half of the 20th century. Those candidates were attracted to this option due to the popularity of Adolf Hitler in the world events. He masterminded the events which downplayed the goals of the League of Nations, and ultimately caused the Second World War.

Other distractors A, *Otto von Bismarck*, B, *David Livingstone*, E, *Muammar Gaddafi*, and H, *Carl Peters* were chosen by the candidates who were unaware of the causes and effects of the historical events during the 19th and 20th century. As a matter of fact, those candidates were unaware of how colonialism was established in Africa, as well as the importance of cooperation among the states for sustainable development.

Item (iii) required the students to identify the name of the person who ordered the ‘Final Solution’ which aimed at eliminating the Jewish population. The item was set from the topic of *Crises in the Capitalist System*. The correct response was D, *Adolf Hitler*. This was opted for by the candidates who had adequate knowledge about the way the Jews were regarded and considered by the German people. The Jews were regarded as the cause of many Germany’s problems and misfortunes. It was on such

foundations that Hitler termed the Jews as sub-humans who were always trying to wreck Germany.

Item (iv) required the candidates to name an Italian fascist who provoked the Second World War. The item was derived from the topic of *Crises in the Capitalist System*. The correct response was G, *Benito Mussolini*. This was chosen by the candidates who had adequate knowledge about the effects of the First World War, lack of stable government, and the fear for the escalation of the Communist ideology as well as the role of the fascist ideology in provoking the Second World War. Those candidates were conversant that it was those situations which laid the foundation for Benito Mussolini to rise into power, and consequently sparked off the Second World War.

However, the majority of candidates were attracted by an option E, *Adolf Hitler*. This was chosen by the candidates who failed to differentiate between Nazism and Fascism. Those candidates were supposed to bear in mind that Nazism was founded by Adolf Hitler in Germany, whereas Fascism was founded by Benito Mussolini in Italy. The choice of the incorrect option demonstrates that some candidates were unaware of the names of the ideologies and their founders which were responsible for causing the Second World War.

Few candidates who opted for B, *Otto von Bismarck*; C, *David Livingstone* and H, *Carl Peters* lacked knowledge on the impact of the development of capitalism in Europe. Those candidates were unaware that Otto von Bismarck was instrumental for preventing the occurrence of war among the European nations which were scrambling for colonies. He convened the Berlin Conference, whereas, David Livingstone (explorer-cum-missionary) and Carl Peters (German trader) were the agents of colonialism who played a key role during the establishment of colonialism.

2.3 Question 3: Supply Items

This question was derived from the following topics: *Development of Economic Activities and Their Impact*; *Development of Social and Political Systems*; *Social economic Development and Production in Pre-colonial Africa*; *Interactions Among the People of Africa*; *Changes in Political, Social and Economic Policies in Africa After Independence*. It consisted of

six items in which the candidates were required to provide brief explanations.

First, the candidates were required to differentiate between mixed farming and shifting cultivation. Second, they were required to explain the reason for the Maasai to organise themselves in age set system. Then, they were required to differentiate between Nyarubanja and Ubugabire. Also, they were required to explain a way in which population pressure in Natal region led to Ngoni migration. Furthermore, they were required to explain two demerits of feudalism. Finally, they were required to explain the reason for HIV/AIDS to be regarded as a burden to provision of health services in Africa.

This question was attempted by 510,858 (100%) candidates. The candidates who scored 0 to 3.5 marks were 348,444 equal to 68.21 per cent out of whom almost one third (166,793 equal to 32.65 per cent) scored zero. Marks ranging from 4 to 7.5 were scored by 120,190 (23.52%) candidates, whereas a total of 42,224 (8.27%) candidates scored 8 to 12 marks. The performance of the candidates for this question was average since only 162,414 (31.79%) candidates scored from 4 to 12 marks. Figure 3 shows the candidates' performance for question 3.

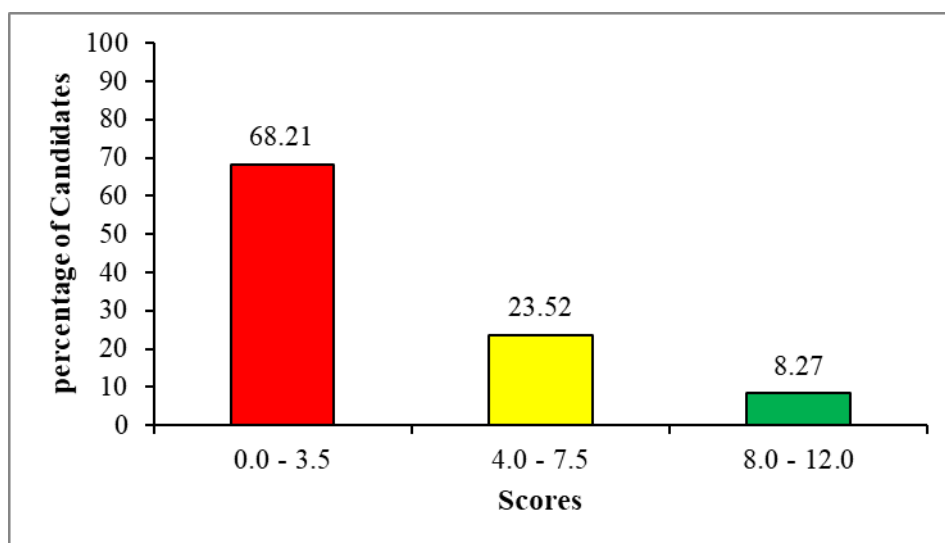


Figure 3: *Candidates' performance for question 3*

Item (i) required the candidates to differentiate between mixed farming and shifting cultivation. The item was derived from the topic of *Development of Economic Activities and their Impact*. The candidates who provided the

correct response had adequate knowledge on the concepts, relationship between agriculture, environment and technological development as well as the types of agricultural practices in Africa.

The candidates who failed to provide the correct response had limited knowledge about the way economic activities impacted the Africans during the precolonial period. The majority of candidates who scored zero in this item did not write anything in the provided blank spaces. Similarly, other candidates wrote incomprehensible sentences that did not qualify to be awarded any mark.

Item (ii) required the candidates to explain the reason for the Maasai to organise themselves in age set system. The item was derived from the topic of *Development of Social and Political Systems in Pre-colonial Africa*. The candidates who provided the correct response were aware of the pastoral ways of life. That is to say, those candidates understood that alertness, continuous search for water and pasture as well as raids to acquire more livestock were a prerequisite for the survival of the age-set system.

The candidates who failed to provide the correct responses were unaware of the factors that made age-set system to be popular among the pastoral societies. The major weakness that characterised much of the candidates' responses in this item was lack of knowledge about the assessed subject matter, as well as poor proficiency in English language.

In item (iii), the candidates were required to differentiate between Nyarubanja and Ubugabire. The item was set from the topic of *Socio-Economic Development and Production in Pre-colonial Africa*. The candidates who provided the correct responses had adequate knowledge about the terms, names of societies, locations and stages of social-economic development and production that some African societies had undergone before the advent of colonialism.

On the contrary, some candidates provided irrelevant responses to the question. For instance, some interchanged the meanings of the terms, some left the item unanswered due to lack of knowledge, and some provided incomprehensive sentences featured by incoherence and grammatical errors.

Item (iv) demanded the candidates to explain in which way did the population pressure in Natal region led to Ngoni migration. The item was

set from the topic of *Interactions among the People of Africa*. The candidates who provided the correct answer had sufficient knowledge about the social and economic factors for the interactions during the pre-colonial period.

Those candidates were aware of the way population growth put pressure on the land and consequently activated conflicts and wars over it. It was through such struggles that a number of political leaders emerged and were determined to gain land for crops and pasture for their people. The leaders (such as Zwangendaba and Mputa Maseko) who were not strong fled and travelled with their people long distances to East and Central Africa.

The candidates who lacked knowledge or failed to provide the correct response explained about the effects of Ngoni migration, whereas some explained about the Boer trek. The provision of such incorrect responses indicates that some candidates were unaware of some causes and effects of the political events that took place in South, East and Central Africa during the pre-colonial period.

Item (v) required the candidates to explain the demerits of feudalism. The item was derived from the topic of *Development of Socio-Economic Development in Pre-colonial Africa*. The candidates who provided the correct response were conversant about the social and economic stages that had been reached by some African societies during the pre-colonial period. Generally, the candidates were aware of the features, origins, disadvantages, and weaknesses of various social organisations and economic productions. In fact, those candidates explained the way the feudal systems encouraged a chain of exploitation, occurrence of wars and revolts.

Item (vi) required the candidates to explain the reasons for HIV/AIDS being regarded as a burden to the provision of health services in Africa. The item was derived from the topic of *Changes in Political, Social and Economic Policy in Africa after Independence*. The candidates who provided the correct response exhibited a deep understanding about the problems that have been hindering the development in Africa after independence.

The candidates who failed to provide the correct answer exhibited limited knowledge about the economic and social challenges resulting from the

impact of HIV/AIDS. Those candidates were unaware that once infected, an individual's production capacity declines. Moreover, treating infected persons is very costly since a lot of financial resources and time are used. Also, a lot of resources are used to take care of orphans resulting from HIV/AIDS deaths.

The candidates who scored zero, some failed to identify the demands of the question, and some lacked knowledge on the assessed subject matter. Their responses indicated that some of them were unaware of the impact associated with the economic activities, factors for the development of social and political systems; origins and characteristics of social organisations and production; interactions among the people of Africa; changes in political, social and economic policies in Africa after independence. In general, the candidates' responses for this category were featured by the presence of incoherence and incomprehensiveness in some of their explanations as portrayed in Extract 3.1.

(3)	(i) Shifting at cultivation it a nature things which human getting automatically but mixed farming not culture and not automatically.
	(ii) because masai organize loved culture.
	(iii) Ubugabire from koragwe but nyarubanga not from koragwe.
	(iv) Because amount of guest is too much
	(v) Umwizi system and Ubugabire system.
	(vi) Because low of medical and vaccine.

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

Moreover, the average marks (4 to 7.5) were scored by the candidates who had moderate knowledge on the tested topic. The majority of candidates in this category were able to identify the demands 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.

A few candidates of (42,224 equal to 8.27%) who scored marks ranging from 8 to 12 exhibited their adequacy in terms of knowledge and skills. The candidates in this category provided comprehensive explanations and vivid examples as portrayed in Extract 3.2.

	<p>(iii) Nyarubanja was the feudal relation system that was practised in areas around Lake Victoria or the Victoria basin and which was based on land ownership while Ubugabire was the feudal relation system that was practised in the area around Lake Tanganyika which was based on the ownership of cattle. The feudal lords in Nyarubanja were known as Omukama and the peasants were Batwarwa while in Ubugabire the Bagabire were the feudal lords. Nyarubanja was practised by societies like the Bahaya, Bunyoro while Ubugabire was practised by Hutu and Tutsi.</p>	
	<p>(iv) Population pressure is the increased in number of people in an area beyond the resources within the area. The population pressure in the Natal region led to the Ngoni migration as there was an increase of food scarcity due to large food demand by the people which resulted to competition for food and water resources. Population pressure led to scarcity of land required for cultivation hence the Ngoni migrated to find better and plenty arable land. Population pressure was accompanied with the rise of strong leaders who wanted to control the Natal region like Shaka Zulu leading to frequent wars hence the Ngoni had to migrate to safe areas.</p>	

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

2.4 Question 4: Rank Order Items

This question was derived from the topics of *Establishment of Colonialism; Africa and the External World; Industrial Capitalism; Africa in International Affairs; and Nationalism and Decolonization*. It required the candidates to re-arrange the given historical statements (i - vi) in a chronological order by writing numbers 1 to 6 beside the respective items. The given historical statements were;

- (i) *Chief Lobengula and Mtwā Mkwawa resisted actively against the imposition of colonial rule in Africa.*
- (ii) *Piet Retief and Jan Van Riebeeck were the leaders of the trekking parties in South Africa.*
- (iii) *David Livingstone was one of the influential individuals in Europe who encouraged the creation of overseas empires.*
- (iv) *Kwame Nkrumah and Jomo Kenyatta were the most effective and vocal spokesmen for Africa during the Pan-Africanist conference held in Manchester.*
- (v) *Julius Nyerere and Kenneth Kaunda were the prominent leaders of the Frontline States during decolonization in Southern Africa.*
- (vi) *Presidents Benjamin Mkapa and Yoweri Museveni were the key leaders who signed the treaty to create the new East African Community.*

This question was attempted by all the 510,858 (100%) candidates. A total of 253,527 (49.63%) candidates scored 0 to 3.5 marks, whereas 120,772 (23.64%) of them scored zero. The candidates who scored 4 to 7.5 marks were 157,829 (30.89%), while a total of 99,502 (19.48%) candidates scored 8 to 12 marks. With such statistics, it is evident that the performance of the candidates for this question was average, since 257,331 (50.37%) candidates scored 4 to 12 marks. The candidates' performance for question 4 is as shown in Figure 4.

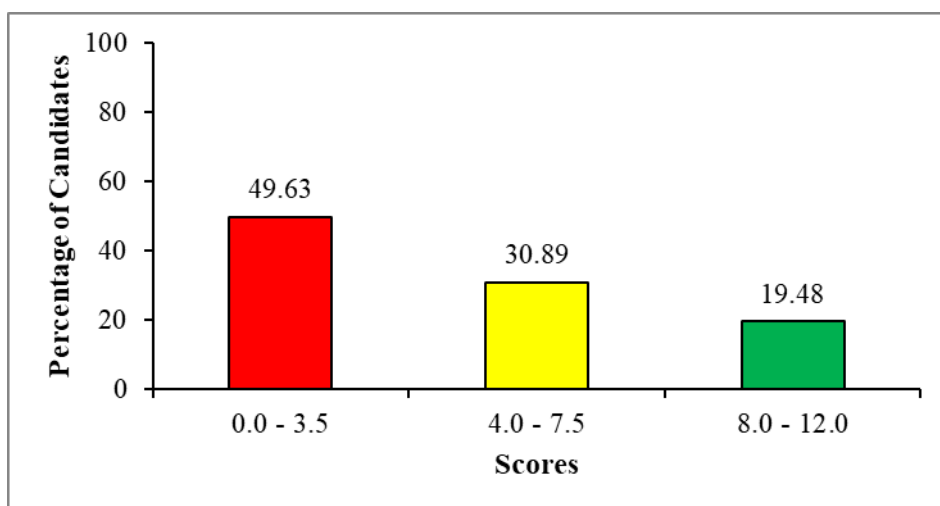


Figure 4: *Candidates' performance for question 4*

The candidates (120,772 equal to 23.64%) who scored zero, either lacked knowledge on the assessed subject matter or failed to identify the demands of the question. The majority of candidates in this category were unaware of the durations embedded in the given historical statements. In essence, those candidates were unaware of the historical events that took place in Africa from the 17th century to the 20th century. Extract 4.1 shows a sample of an incorrect response for question 4.

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

Extract 4.1 A sample of an incorrect response for question 4

In this question, 157,829 (30.89%) candidates scored average marks. Those candidates had moderate knowledge of the tested topics. Most of them were able to provide relevant responses to two or three items.

It is only a few percentage of the candidates (99,502 equal to 19.48 percent) who scored good marks. Their good performance is attributed to their adequate knowledge and awareness of the demands of the question. In fact, those candidates were conversant with the given historical events that took

place from the 17th century to the 20th century. Extract 4.2 shows a sample of a correct response from one of the candidates.

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

Extract 4.2: A sample of a correct response for question 4

2.5 Question 5: Map

This question was derived from the following topics: *Changes in Political, Social and Economic Policies in Africa After Independence; Nationalism and Decolonization* and *Colonial Social Services*. It consisted of five items (i-v). The candidates were required to draw a sketch map of Africa and locate:

- (i) A country whose military force took part in the military campaign against the forces of Idi Amin in 1978.
- (ii) An East African country that had the only institution offering higher education until the 1960s.
- (iii) A country which was connected by a new railway line from Tanzania through the assistance of the Chinese government.
- (iv) A British colony that attained her political independence in 1957.
- (v) A Portuguese colony that adopted a socialist economic strategy.

All the 510,858 (100%) candidates attempted this question. The distribution of the percentages of the performances of the candidates in this question was as follows: marks ranging from 0 to 3 were scored by 292,713 (57.30%), whereas 88,862 (17.39%) candidates scored zero. A total of 162,792 (31.86%) scored 3.5 to 7 marks, while only 55,353 (10.84%) scored 7.5 to 11 marks. This question had an average performance since 218,145 (42.70%) candidates scored 3.5 to 11 marks. Figure 5 presents the candidates' performance for question 5.

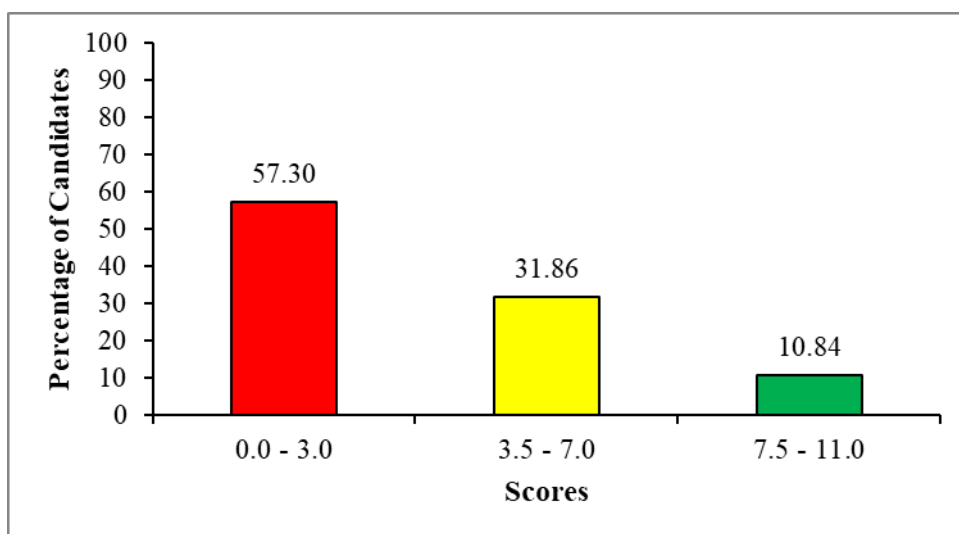
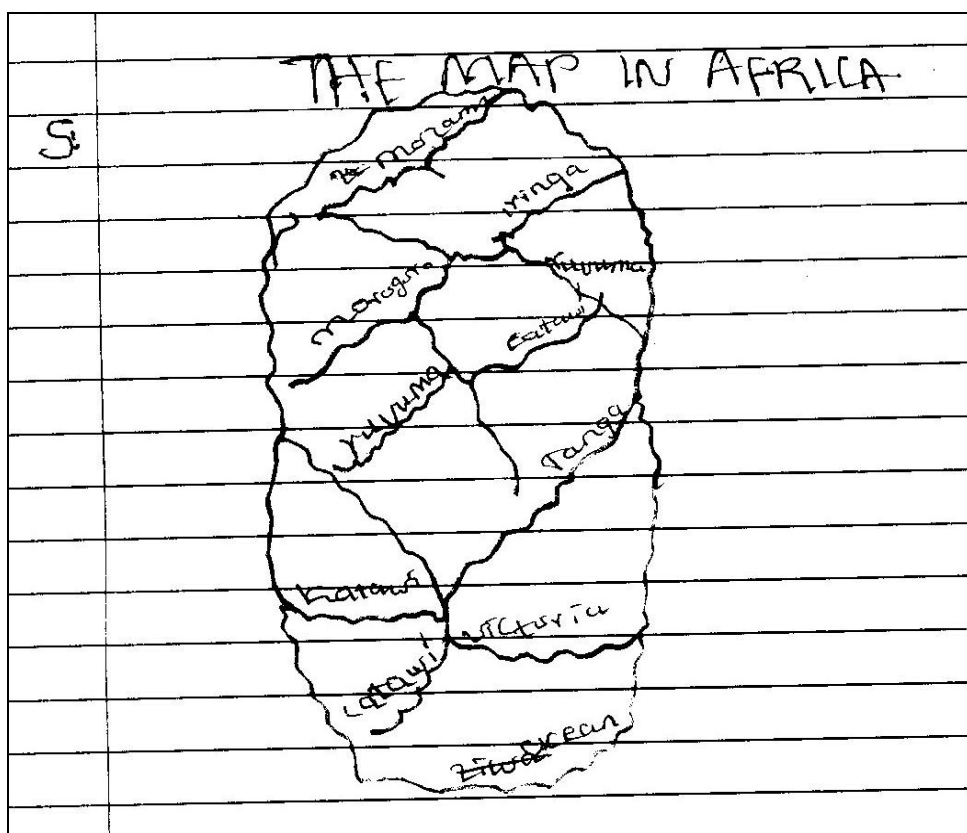


Figure 5: *Candidates' performance for question 5*

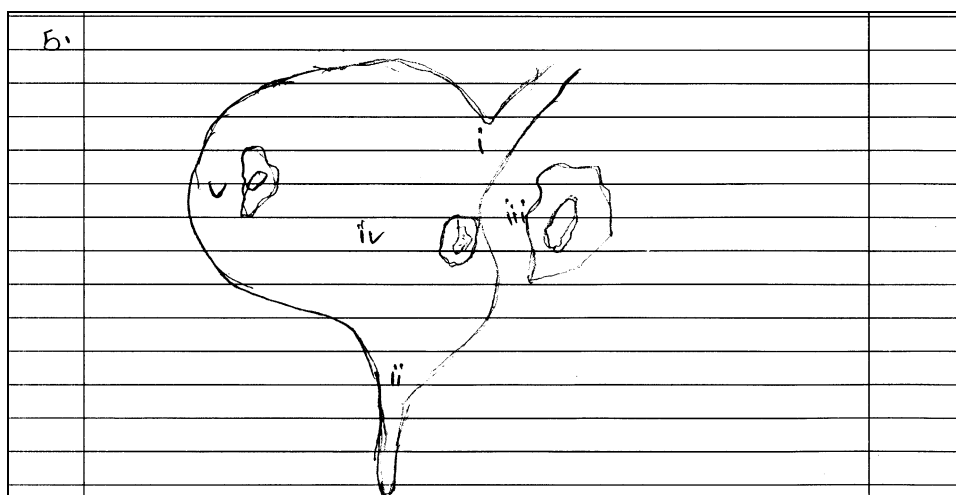
Of all the performance categories presented in Figure 5, the category with the highest number of candidates (292,713 equal to 57.30 percent) is the one whose marks ranges from 0 to 3. In this category, the candidates who scored zero constituted 88,862 (17.39%) candidates.

The most notable weaknesses exhibited by the candidates in this category is that, they could neither locate correctly, draw the sketch map nor identify the essentials of the map on the drawn sketch map. Some candidates either, interchanged the places, drew irrelevant sketch maps, or misconceived by drawing the map of East Africa, instead of drawing the map of Africa. Extracts 5.1 and 5.2 show irrelevant responses for question 5.



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

In Extract 5.1, the candidate could not identify the names of the countries and their proper allocations. Moreover, the candidate was unaware of the demands of the question, since he/she drew an irrelevant diagram instead of the map of Africa. Katavi, Tanga, and Ruvuma, among others are not the countries that were supposed to be located, as these are some regions in Tanzania. Other evidences showing the inability of the candidates in drawing and locating are as shown in the Extract 5.2.

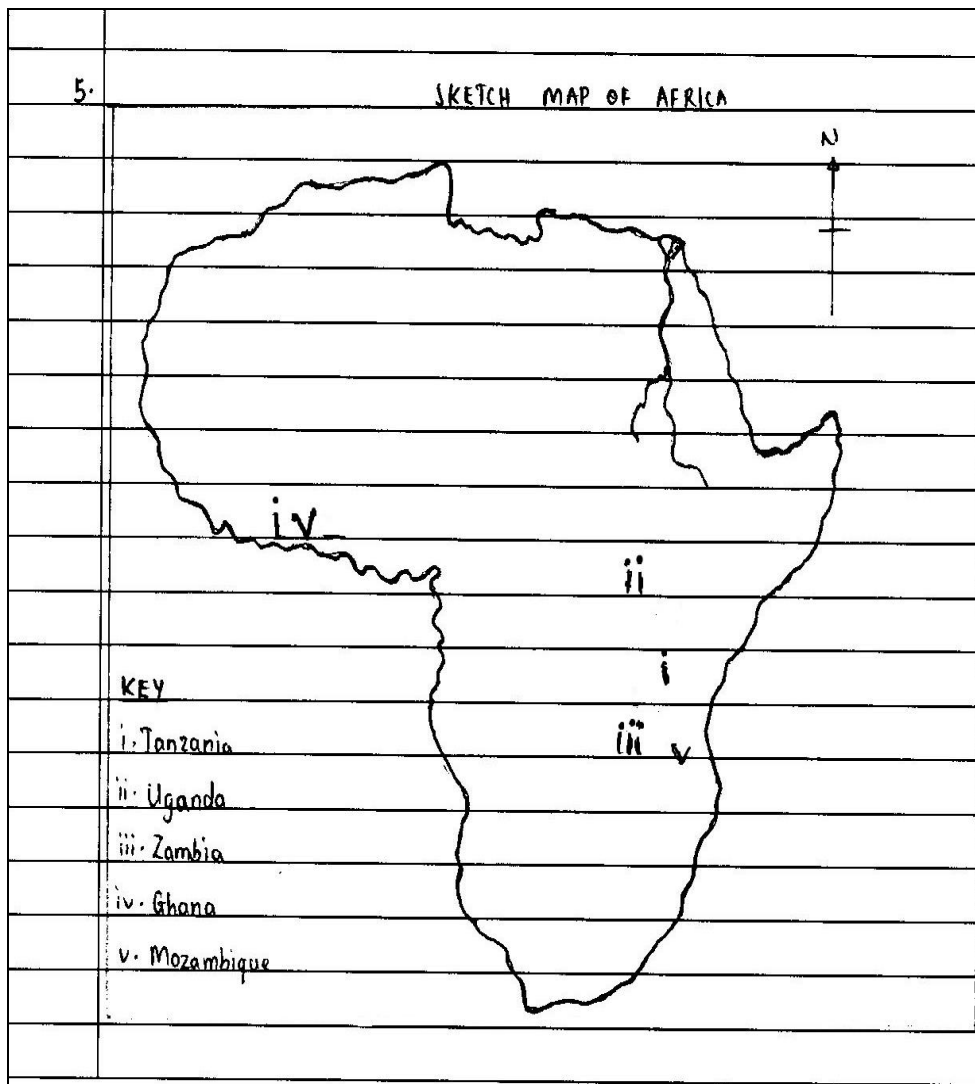


Extract 5.2: A sample of an irrelevant response for question 5

In Extract 5.2, the candidate exhibited a lack of knowledge and skills about drawing and locating. Such an irrelevant sketch map and inappropriate locations indicate that the candidate had limited knowledge and skills about the given historical events from 1950s to 1970s.

Furthermore, the majority of candidates who scored from 3.5 to 7 marks, some drew the sketch map of Africa with little shortcomings, while other candidates located correctly few of the given places.

Higher marks (8 to 11) were scored by the candidates who were aware of the historical events and the countries in which those historical events took place. In other words, the candidates were conversant with the struggles for independence as well as the social, political and economic changes that the post-colonial African countries took so as to do away with colonialism, neocolonialism as well as underdevelopment. Majority of the sketch maps drawn by the candidates in this category, were neat and the required places were correctly located as portrayed in Extract 5.3.



Extract 5.3: A sample of an irrelevant response for question 5

2.6 Question 6: Essay

The question was derived from the topic of *Nationalism and Decolonization*. It required the candidates to explain six factors that determined the forms of decolonization in Africa.

It was attempted by 343,901 (67.30%) candidates. The candidates who scored 0 to 4 marks in this question were 270,918 (78.78%), out of whom 141,982 (41.30) scored zero. Average marks (from 4.5 to 9.5) were scored by 56,178 (16.33%) candidates, whereas 16,805 (4.89%) candidates scored 10 to 15 marks. This was the only question in which the candidates had the weakest performance, since only 72,983 (21.22%) candidates scored marks ranging from 4.5 to 15. Figure 6 shows the performance of candidates for question 6.

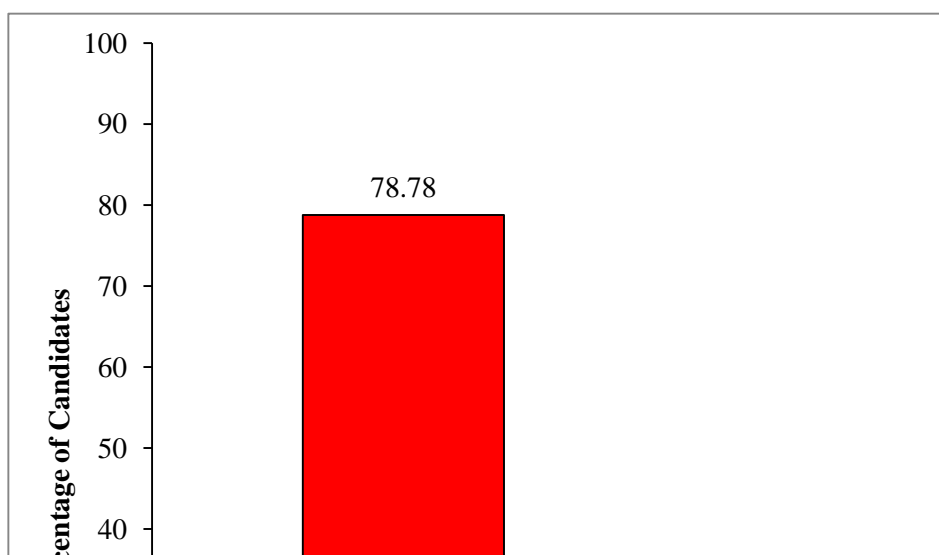


Figure 6: *The candidates' performance for question 6*

The candidates who scored poor marks were above three quarter (270,918 equal to 78.78%), out of whom 141,982 (41.29%) scored zero. Those who scored zero were not aware of the factors that determined the forms of decolonisation in Africa. The majority of candidates in this category explained about the reasons for the defeat of the African societies against the European invaders. Others explained about the reasons for

decolonisation, whereas some candidates explained the ways through which the colonial economy was established.

Moreover, the responses of the candidates in this category were characterised by unclear and incoherent explanations. In fact, those candidates were not conversant with the variations of the forms of decolonisation among the African colonies. Extract 6.1 shows a sample of a poor response for this category.

6.	<p>Decolonization - is the method used by African people to elaborate from colonies. The forms of decolonization are divide into three like creation method, destruction method. The following are the factor that determine the decolonization in Africa.</p> <p>Forced labour. are the factor that to determine the decolonization of Africa. So the colonial master to can move into village and then to get all people and to used in the work as so are are not like.</p> <p>Land alienation. So the land alienation are the factor that to determine the decolonization in Africa. Also the colonial to can move on the village and to get the land area like and the rich people to get small land and poor people to get large land.</p> <p>Taxation. So the colonial government to use the taxation of the people. Also the taxation to get all people like mother, father, and child. So the men to get head tax and the women to make tax.</p> <p>Low wages. The colonial master are not get good wages of worker. So the worker to estimate in the colonial farmer are not get high wages and then to get low wages.</p> <p>Exploitation. So the exploitation that are factor to determine the decolonization in Africa. Also the Europe people to can exploit the Africa natural resources, like mineral, the war.</p> <p>Segregation of people. So the colonial to can segregate African people because African are black in colour and Europe in white in colour.</p> <p>Generally. Also the decolonization are problem facing in Africa. Insecurity, poor leadership, poor strong army, poor weapons.</p>
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Extract 6.1: A sample of incorrect response for question 6

In Extract 6.1, the candidate explained the mechanisms through which colonial economy was established, instead of explaining the factors that determined the forms of decolonisation of Africa. The candidate was unaware of how the colonial economy was established as well as the reasons for existence of various forms of decolonisation among the African colonies. In a nutshell, the candidate was unaware of the objectives, features, and tactics that were used to establish colonial economy. Moreover, the candidate was not conversant with the durations covered and the types of African nationalism.

A total of 56,178 (16.33%) candidates scored marks ranging from 4.5 to 9.5. Some of these candidates provided few correct responses, contrary to the demands of the question, whereas others failed to exhaust the required number of points. Such responses indicate that the majority of candidates in this category had moderate knowledge about the tested topic.

Good marks (10 to 15) for this question were obtained by only 16,805 (4.89%) candidates. In their responses, they exhibited adequate knowledge on the relevant forms of decolonisation, and reasons for their applications in different African colonies. Extract 6.2 shows a sample of a relevant response for this question.

6.	Decolonization was the process whereby Africans
	arose to demand for their independence and end all forms
	of exploitation. Decolonization went hand in hand with mass
	nationalism which arose soon after the second World war.
	Various forms of decolonization were used in Africa. They were
	majorly four which were constitutional/peaceful means, armed
	struggle or barrel of gun, combined means and revolutionary
	means. Various African countries opted to use various forms of
	decolonization as a result of various factors which included;
	Status of the colony; One of the factor for decolonisa-
	tion was the status of a particular colony. This majorly applied
	for mandate territories like Tanganyika, Cameroon and Togo
	which were under the Trusteeship council which prepared them
	to get independence therefore they used peaceful or constitu-
	tional means to struggle for their independence.
	Type of the colony and colonial investment; In the
	colonies where the Europeans had invested much, they
	used armed struggle / barrel of gun/ blood shed. This applied
	most to settler colonies like Kenya and Zimbabwe where the
	British had established large settler farms, thus Europeans were
	not ready to leave the colonies.
	Nature of the colonizer; This was another factor whi-
	ch determined the form of decolonization. This applied mostly
	to the Portuguese who were very poor thus their economies
	relied on their colonies therefore it was not easy to grant
	independence to their colonies forexample Cape Verde, Angola and
	Mozambique thus they used armed struggle / barrel of gun.
	Type/kind of colonial administrative system used;
	The nature of decolonization method depended on the form
	of colonial administrative system used. Forexample in
	Zimbabwe, the British used direct rule which was very
	oppressive and violent thus the Zimbabweans used armed struggle.

Extract 6.2: A sample of correct responses for question 6

2.7 Question 7: Essay

This question required the candidates to justify the stated statement that: “The discovery of fire was very beneficial to man from the Middle Stone Age to the Iron Age”. The question was derived from the topic *Evolution of Man, Technology and Environment*. It was attempted by 449,934 (88.10%) candidates. A quarter of the candidates (116,321 equal to 25.85%) scored 0 to 4 marks, out of whom 34,681 (7.71%) scored zero.

Marks ranging from 4.5 to 9.5 were scored by 175,458 (39%) candidates, while 333,613 (35.15%) scored 10 to 15 marks. In general, the candidates’ performance for this question was good since 74.15 percent of the candidates (333,613) who attempted this question scored 4.5 to 15 marks. Figure 7 shows the performance of the candidates for question 7.

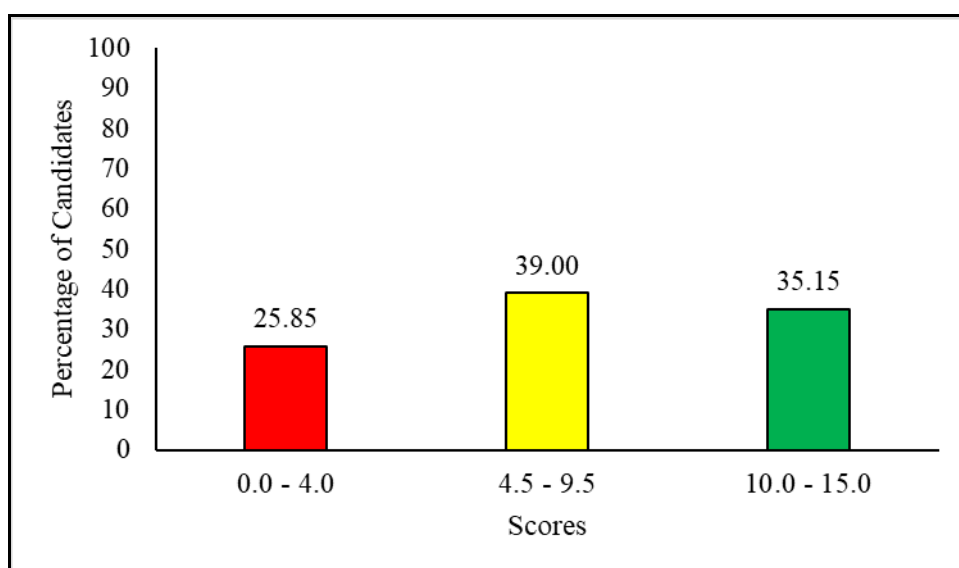


Figure 7: Performance of the candidates for question 7

The candidates who scored zero were unaware of the importance of the discovery of fire from the Middle Stone Age to the Iron Age. Most of the candidates’ responses in this category were revolved around naming and explaining the tools made and used by man during the given time, and differentiating between the Middle Stone Age and other Ages. They also explained about the physical features of man during the Middle Stone Age, and described the major changes in man’s ways of life during the Late Stone Age, among others.

The responses of the candidates in this category were characterised by incorrect interpretation of the requirements of the question, limited knowledge on the examined subject matter, as well as limited English language proficiency as portrayed in Extract 7.1.

7	<p>Middle stone age: the movement of man and woman. The stone age people, warning the middle the stone age the people used the stone age position.</p> <p>The following: The discovery of fire was very beneficial to man from the middle stone age to the iron age. This statement.</p> <p>Oral tradition: was the movement of colonial economic which a peace and movement where a person and long distance trade which the were that where. Political the historical the movement were government.</p> <p>Historical site: which the people used the movement and government which the history which the people used and migration of the people used and the historical movement.</p> <p>Museums: The group of people where by a person that the migration which the people used to the. The people used to the movement which the used and the people used the person go: ngon migration of africa.</p> <p>Language students: The group of the student was the communicable disease where which the a person where by the people to used and political where by used. The people and the government and political unity.</p> <p>The conclusion of the migration of the used and people used people used government. To the which the people where by the political which the statement of character.</p>	
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Extract 7.1: A sample of poor response for question 7

In Extract 7.1, the candidate itemised some of the sources of historical information, but failed to provide comprehensive and coherent explanations. Such a response signifies that the candidate had limited knowledge on the subject matter, failed to identify the demands of the question, and had a poor English language proficiency.

In the same vein, some candidates whose marks ranged from 0.5 to 4, itemised one correct point, provided one or two correct points contrary to the demands of the question, or mixed correct and incorrect responses. Similarly, other candidates in this group listed the points without giving any explanations. Failure to provide clear and relevant explanations signals that some candidates had either limited knowledge of the examined topic, or lacked proficiency in the English language.

The majority of candidates whose score was average (4.5 to 9.5 marks) were aware of the demands of the question. Some exhibited moderate knowledge of the subject matter. This is testified by the fact that, some could not exhaust the required number of points, others mixed correct and few incorrect responses, while a few candidates' responses were featured by incomprehensive sentences, unclear statements or phrases in some of their points.

Higher scorers in this question were those whose marks ranged from 10 to 15 marks. Candidates in this group exhibited adequate knowledge about the tested topic. Neatly, coherently, comprehensively, and with vivid examples; those candidates explained exhaustively the advantages of fire to man. For example, they explained how fire enabled man to scare wild animals away, to roast food, to communicate, to confine animals during hunting, to preserve food, and to warm himself during cold nights or seasons. Extract 7.2 is a sample of a good response for question 7.

7	IMPORTANCES OF DISCOVERY OF FIRE IN MAN'S LIFE	
	The discovery of fire was among the important innovations in man's life. The discovery of fire occurred in the Middle stone age in which the Homo erectus was the man who discovered fire. He discovered it by rubbing dry sticks against woods. This innovations had helped man alot from the middle stone to the Iron Age in the first millenium. The following are the benefits of discovery of fire during this period;	
	The discovery of fire helped man to warm up his body. The man who existed during the middle stone age was the Homo erectus who lived in caves and forest. During harsh conditions such as in the cold season, man suffered from cold. But the discovery of fire helped man to warm up his body.	
	The discovery of fire helped man to roast/cook raw meat. During that age man used to depend much on leaves, herbs, fruits, insects and roots as food. He did little hunting in which he ate raw meat. But the discovery of fire man could cook (roast) the meat and eat.	
	Fire helped man to fight against dangerous animals. As it is known, man of that age used to live in caves and forest in which there was no guaranteed security.	

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 *Colonial Administrative Systems*. It required the candidates to explain the reasons that motivated France to apply assimilation policy in her colonies in Africa. It was attempted by 205,433 (40.20%) candidates. The candidates who scored 0 to 4 marks were 121,842 (59.31%), out of whom more than a quarter

(27.59%) scored zero. A total of 61,425 (29.90%) candidates scored 4.5 to 9.5 marks, while 22,166 (10.79%) candidates scored 10 to 15 marks. The general performance of the candidates in this question was average since 83,591 (40.69%) candidates scored 4.5 to 15 marks. Figure 8.1 shows the performance of the candidates for question 8.

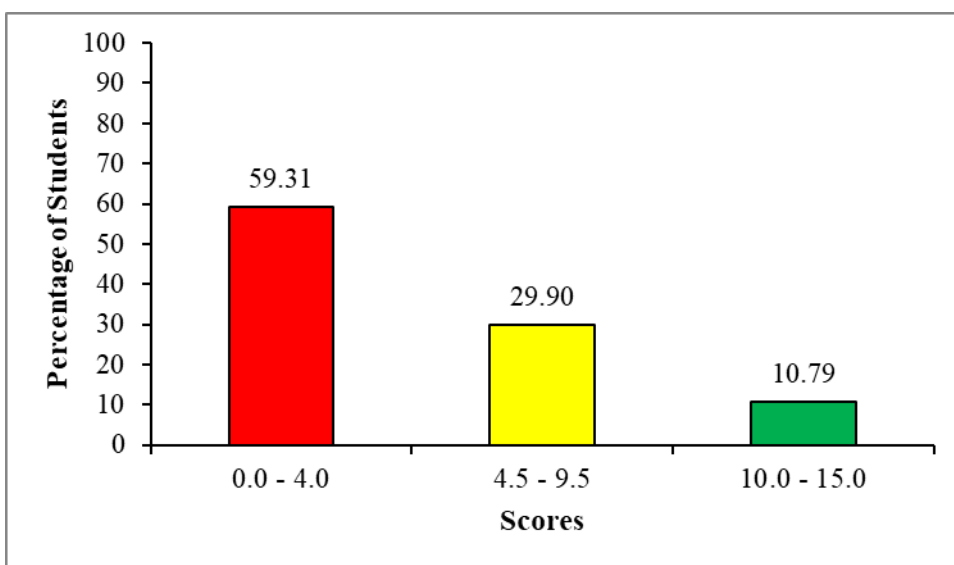


Figure 8: *Performance of the candidates for questions 8*

More than a quarter (27.59%) of the candidates (56,684) who scored zero were unaware of the colonial administrative systems that various colonising powers used in Africa. A great number of the candidates in this category lacked knowledge on the subject matter, while some failed to identify the demands of the question. In addition, poor English language proficiency characterised much of their responses.

Generally, the candidates in this category were unaware of the concepts of direct rule, indirect rule, assimilation and association. Moreover, they were not conversant with the strengths, weaknesses, motives for application of various colonial administrative systems, their impact, similarities and differences. Extract 8.1 illustrates a poor response for question 8.

8. Assimilation policy: Was the refers to the situation where by the same Colony to get late the assimilation-policy of their African Countries. The following were the France apply assimilation policy in her Colonies in Africa are:

Abstention of money with Settler Africa: This refers to the situation where by the Africanism to get the late of Colony of African resources the Socialism in their decolonization to their Socialism.

Example The Africanism to late the new Settler of African resources in their Societies.

To Supply reproduction of African resource: This was the refers to the situation where by the African Societies to get the new supply of reproduction of African resources. Example To late the new reproduction Coconut, maize and which others.

Extract 8.1: *A sample of poor response for question 8*

The candidates who scored 0.5 to 4 marks provided few correct points, others could not exhaust all the points demanded by the question, and outlined few points without giving explanations. Generally, the majority of candidates provided less than two correct points. Much of their responses were characterised by limited command of English language.

The candidates who scored 4.5 to 9.5 marks exhibited moderate knowledge about the subject matter, and moderate command of the English language. Moreover, their ability in identifying the requirements of the question was

good. Many of the responses of the candidates in this category exhibited moderate knowledge of the subject matter.

The candidates whose performance ranged from 10 to 15 marks demonstrated adequate knowledge of the subject matter as well as mastery of the examined topic. In addition, their English language proficiency was good. Also, they were able to identify the requirements of the question. Extract 8.2 is an example of a good response for question 8.

8	French culture and this helped them to spread it a greater extent.	
	To get their colonial demands, the rise of imperialism brought about many demands for industries (colonial demands), these demands were areas for investment, markets, cheap labour, raw materials and so on. The assimilation policy was a way of French to get their demands and decided to use this administrative system.	
	To avoid the african resistances / reactions, the French did not want to force operations as germans forced with their administrative system. They thought that coming up with assimilation where Africans have a choice to adopt french culture would avoid resistances. Unfortunately, it was opposed by muslims, african chiefs and french scholars.	
	To it They wanted to civilize the Africans, the french despised African culture since they found it to be very barbaric. They claimed to civilize Africans by introducing education and religion mostly which were instruments which brought change to African's barbaric lifestyle.	
	Therefore, after a series of assessments on how to administer African colonies by analysing Africans socially, economically and politically, the french found assimilation policy to be better but after some years of administration it faced disapproval and was changed to "Association"	

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 the characteristics of colonial economy. It was attempted by 447,942 (87.70%) candidates. A total of 154,286 (34.44%) candidates scored 0 to 4 marks. In this group, the candidates who scored zero were 32,128 (7.17%).

Meanwhile, the candidates who scored 4.5 to 9.5 marks were 189,970 (42.41%), whereas 103,686 (23.15%) candidates scored 10 to 15 marks. From those statistics, it is evident that the performance of the candidates for this question was good since 293,656 (65.56%) candidates scored 4.5 to 15 marks. Figure 9 shows the performance of the candidates for question 9.

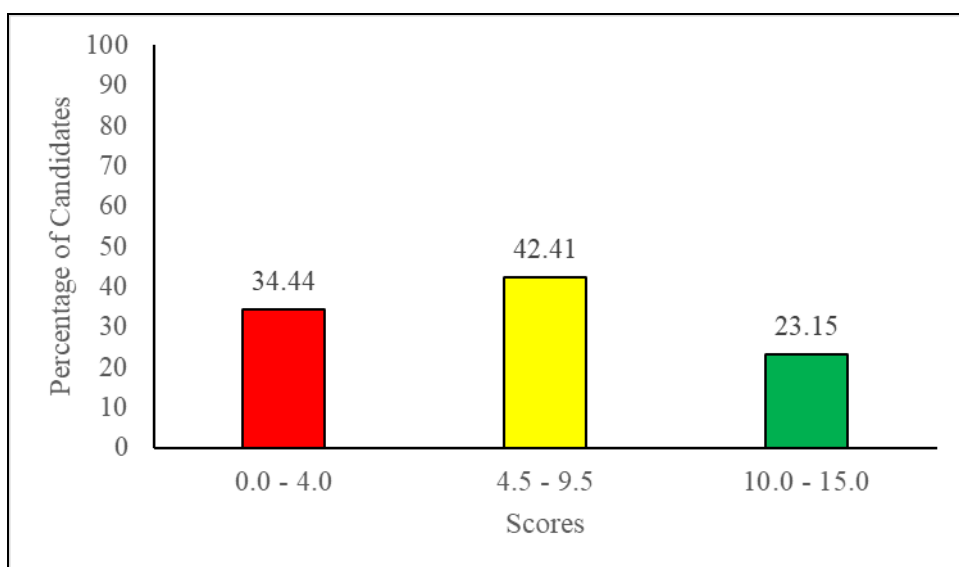


Figure 9: *The performance of candidates for question 9*

The candidates (32,128 equal to 7.17%) who scored zero, were unaware of the concept, objectives, tactics, sectors, features, and the impact of colonial economy. Similarly, other candidates failed to identify the demands of the question. Also, lack of proficiency in English language was another hindrance that inhibited those candidates from scoring good marks, as shown in Extract 9.1.

a.	<p>Colonial Economy : to which was the part of the community in the country where their the conception in the own struggle in the unavailing to the people. There are following the sub-act characteristics of the colonial economy :</p> <p>Population growth : This were the population of the parliamentary country in where the commodities in the part used to the people and the country.</p> <p>To provide the infrastructure : This was don't to be obedient where was the poverty and alienation of the considered to be obedient to the harmoniser and the big deal so much of were the lagging crops.</p> <p>The conflict to the basic need : Some articles have don't want between in the consequence and the conflict to show the moment and parallel something in economically social service between in a particular areas.</p> <p>People in which the same flat were that part of the justice and the awareness to the conflicts some of the age and economic factors have been and equity some same and moment a power social and inequality the country included the moment and the area some many people one want the production at in a social skilled and movement of people and area of human rights.</p> <p>Availability of among the country : One want the production and parliaments some in such a belief and the area area areas on the birth of the rain way in capable to the moment and the areas some many avoiding among the sovereign sovereignty to be able and while was high population in a Economy in area areas</p> <p>Some where intrusion and included to capital disease</p>
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Extract 9.1: A sample of an irrelevant response for question 9

In extract 9.1, the candidate exhibited lack of knowledge about the subject matter as well poor proficiency of the English language. The candidate provided incomprehensible sentences or points that did not qualify for

award of any mark. Generally, this candidate was not aware about the operations, aims, tactics as well as the impact of colonial economy.

Similarly, some responses from the candidates who scored 0.5 to 4 marks were featured by unclear and incoherent explanations. The biggest problems of the candidates in this category was lack of knowledge on the examined topic, poor English language proficiency, and to some extent, failure to identify the demands of the question. Mixing correct and incorrect responses, jotting down the points without giving any explanations, providing few points contrary to the demands of the question were some of the features that were greatly reflected in their responses.

Average scores (4.5 to 9.5 marks) were acquired by the candidates who had moderate knowledge about the subject matter. In some of their responses, the points provided lacked of clarity. Also, some of their responses consisted irrelevant examples, and incoherent explanations. In similar ways, other candidates provided few correct points contrary to the demand of the question. Overall, to some degrees, a few candidates had problems in expressing their points due to poor English language proficiency.

Good marks (10 to 15) were scored by the candidates who were aware of the demands of the question, had adequate ability in the tested subject matter, and their command of English language was good. These candidates' responses were featured by comprehensive and coherent explanations supported by vivid examples.

In addition, they provided the required correct number of points. Those candidates, for example, explained about the establishment of small scale industries, export-import oriented economy, and monetisation, among others. Extract 9.2 is an example of a good response for question 9.

9.	<p>It was also characterized by preservative methods such as the use of primitive tools and family labour in production. The Europeans preserved some of the ways of life of Africans with an aim of maximizing profit. The use of primitive tools such as hand hoes helped to reduce the cost of using advanced tools. Also, the use of family labour as in peasant agriculture helped to ensure constant supply of labour in their areas of production such as mines and farms.</p> <p>Colonial economy also used destructive methods such as disrupting local trade and decline of local industries and technology. This was aimed at reducing competition between the Africans and the Europeans especially in settler economy. Reduction or absence of competition between the Europeans and the Africans enabled the Europeans to obtain maximum profit in Africa. Also, maximum labour was invested in Europeans activities of production rather than Africa. This led to the stagnation and underdevelopment of Africa.</p> <p>To crown it all, colonial economy has several effects to the economy of Africa. This includes stagnation of development, overexploitation of natural resources, oppression and humiliation of African through taxation, forced labour, and payment of low wages and land alienation and separation of families as it was for the migrant labourers. But the Europeans benefited greatly and this helped to boost up their technological levels. In some areas such as Kenya and Zimbabwe which were settler colonies, Europeans had established their permanent settlement since they regarded them as crown land. This explains why such colonies are more developed than others like Tanganyika which was a trusteeship colony.</p>
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Extract 9.2: A sample of a relevant response for question 9

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The CSEE 2022 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; and Industrial Capitalism.*

Other topics were: *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 this subject indicates that the candidates' performances for questions 7 and 9 were good as the percentages of correct responses were 74.15 and 65.56 respectively. Questions 7 and 9 were essay type of questions, and were derived from *Evolution of Man, Technology and Environment* and *Colonial Economy* topics, respectively.

On the other side, the candidates performed averagely in question 2, 4, 5, 8, 1 and 3 with 54.64, 50.37, 42.70, 40.69, 36.96 and 31.76 percentages of correct responses, respectively. Question 2 was a matching item question derived from *Africa in International Affairs; Crises in the Capitalist System; Establishment of Colonialism* topics, whereas questions 4 was extracted from *Establishment of Colonialism; Africa and the External World; Industrial Capitalism; Africa in International Affairs; Nationalism and Decolonisation* topics. Question 5 was a short answer question derived from the *Changes in Political, Social and Economic Policies in Africa After Independence; Nationalism and Decolonisation* and *Colonial Social Services* topics. Question 8 was an essay question derived from the *Colonial Administrative Systems* topic. Question 1 was a multiple choice question derived from different topics. Question 3 was a supply item question derived from different topics.

Question 6 had weakest performance. Its percentage of correct responses was 21.22. it was derived from the *Nationalism and Decolonisation* topic. (see appendix).

4.0 CONCLUSION

The general performance of the candidates in the History subject examination (CSEE 2022) was average since a total of 315,873 (62.02%) 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 7 and 9. Moreover, their command in English Language was good.

The average performance was observed in questions 1, 2, 3, 4, 5 and 8. In responding to those questions, the candidates demonstrated moderate ability in identifying the demands of those questions. Moreover, they exhibited moderate knowledge on the examined topics. In essence, they had a relatively good command of English language.

The only candidates' poorest performance was observed in questions 6, which was derived from *Nationalism and Decolonization* topic. The majority of candidates (270,918 equal to 78.78 percent) performed poorly in this question because they failed to identify the demands of the question. On top of that, they had limited knowledge on the examined topic. Lack of command of the English language and poor essay writing skills also facilitated their poor performance as much of their responses were characterised by incomprehensiveness and incoherence which hindered them to score good marks in this question.

5.0 RECOMMENDATIONS

Generally, the performance of the candidates for this examination was average. Question 6 which challenged the majority of candidates was derived from *Nationalism and Decolonization* topic. Thus, in order to improve the performance in this topic, the following are recommended:

- (i) Students should be given tests at the end of each topic so as to evaluate their understanding of the current topic before moving to the next topic. In so doing, teachers will be able to know the challenges facing students in a particular topic and redress them accordingly.
- (ii) Teachers should guide the students in groups to read written sources and present on the *Establishment of Colonialism*, and *Colonial Economy* topics.
- (iii) Students 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.

- (iv) History debate clubs should be encouraged and closely monitored by the teachers so as to enhance the students' ability to make logical arguments and expressions.
- (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 students' 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			
		Question Number	% of candidates who scored an average of 30 marks and above	Average	Remarks
1	<i>Evolution of Man, Technology and Environment</i>	7	74.15	74.15	Good
2	<i>Colonia Economy</i>	9	65.56	65.56	Good
3	<i>Africa in International Affairs; Crises in the Capitalist System; Establishment of Colonialism</i>	2	54.64	54.64	Average
4	<i>Establishment of Colonialism; Africa and the External World; Industrial Capitalism; Africa in International Affairs; Nationalism and Decolonization</i>	4	50.37	50.37	Average
5	<i>Changes in Political, Social and Economic Policies in Africa After Independence; Nationalism and Decolonization and Colonial Social Services.</i>	5	42.70	42.70	Average
6	<i>Colonial Administrative Systems</i>	8	40.69	40.69	Average
7	<i>Sources and Importance of History; Evolution of Man, Technology and Environment; Industrial Capitalism; Nationalism and Decolonization; Colonial Economy; Africa and the External World; Crises in the Capitalist system and Changes in Political, Social and Economic Policies in Africa After Independence.</i>	1	36.96	36.96	Average
8	<i>Development of Economic Activities and Their Impact; Development of Social and Political Systems; Social economic Development and Production in Pre-colonial Africa; Interactions Among the People of Africa; Changes in Political, Social and Economic Policies in Africa After Independence.</i>	3	31.76	31.76	Average
9	<i>Nationalism and Decolonization</i>	6	21.22	21.22	Weak

