



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



CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE FORM FOUR NATIONAL EXAMINATION (CSEE) 2023

HISTORY



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**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2023**

012 HISTORY

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Candidates' Item Response Analysis (CIRA) report on the Certificate of Secondary Education Examination (CSEE) in History subject. The examination was conducted in November 2023. This report aims at providing feedback to all educational stakeholders on the factors that contributed to either good, average or poor candidates' performance in the History subject.

The CSEE is a summative evaluation whose intention is to measure the extent to which the instructional objectives stipulated in the curriculum are met. Moreover, it intends to enable the candidates to recognise their knowledge gaps and for teachers, the feedback will help them in figuring out the best ways to teach, strategies to use during the teaching and learning processes so as to improve the candidates' performance.

The analysis done in this report, gives justifications for either candidates' good, average or poor performance in examination questions. Thus, it is evident that the candidates who attained high scores were able to identify the demands of the question, had adequate knowledge of the subject matter as well as good command of English language. Besides, the candidates who scored low marks lacked those attributes.

The National Examinations Council of Tanzania anticipates that the feedback presented in this report will illuminate the identified challenges, necessitating education stakeholders to implement appropriate teaching and learning interventions. These efforts aim to improve educational processes and ultimately enhance candidates' performance in the examinations.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of candidates' performance in History subject in the Certificate of Secondary Education Examination (CSEE) which was conducted in November 2023. The examination was set in accordance with the 2021 Examination Format and the 2010 History Syllabus.

The examination had one theory paper of 3:00 hours duration with eleven (11) questions. The questions were organised in three (3) sections; A, B and C. Candidates were required to answer all questions in Sections A and B, and two questions in section C. Section A had two objective questions. Question one (1) was composed of 10 Multiple Choice items and question two (2) had six Matching Items. Question one (1) carried 10 marks whereas question two (2) carried six (6) marks. Section B comprised six short answer questions each carrying 9 marks. Section C had three essay type questions of which the candidates were required to answer two questions. Each question in this section carried 15 marks making a total of 30 marks. The paper weighed 100 marks.

The statistics indicated that 518,703 candidates sat for 2023 CSEE in History subject out of which 326,767 (63.20%) passed. This indicates that the performance was average. In 2022, the number of candidates who sat for CSEE 2022 was 510,858 of which 315,873 (62.01%) passed. That is to say, the candidates' performance in 2023 increased by 1.19 per cent when compared with candidates' performance in 2022. The performance of the candidates by grades in 2023 CSEE is shown in Table 1.

Table 1: CSEE 2023 Candidates' Performance by Grades

Grades	A	B	C	D	F	Withheld	Total
Male	7,673	16,928	74,928	79,266	60,178	819	239,792
Female	3,589	8,078	46,423	89,882	130,106	833	278,911
Total	11,262	25,006	121,351	169,148	190,284	1,652	518,703

Source: NECTA Statistics Book, page 4, CSEE (2023)

As shown in Table 1, the candidates' results in this examination were categorised into five grades namely A, B, C, D and F. Each grade had a respective score interval and remarks as follows: Grade A had a score interval of 75-100 (Excellent); Grade B had a score interval of 65 - 74 (Very Good); Grade C had a score interval of 45 – 64 (Good); Grade D had a score interval of 30 - 44 (Satisfactory) and Grade F had a score interval of 0 - 29 (Fail).

Furthermore, the report analyses the requirements of each question and explains the nature of the responses given by the candidates with high, average and low marks. Moreover, the strengths and weaknesses of the candidates' responses have been demonstrated in this report. Thus, both good and poor samples of candidates' responses have been presented to illustrate the cases. In addition, the report provides the conclusion, recommendations and an appendix which shows the general trend and percentages of the candidates' performance topic-wise.

Presented in the following sections are the analysis of the candidates' performance in each question and topic, conclusion and recommendations. In general, the analysis of the questions and suggestions given aim at improving the prospective candidates' performance in future examinations.

2.0 THE ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION

This section presents the analysis of the candidates' performance in each question. The analysis describes the demands of each question, the overall candidates' performance on each question, their responses and possible contributing factors for their performance. Samples of students' responses and graphs are presented for demonstration. The analysis of the candidates' performance has been grouped into three categories: good (65-100), average (30-64) and weak (0-29) which are indicated by using colours: green, yellow and red, respectively.

2.1 SECTION A: OBJECTIVE QUESTIONS

2.1.1 Question 1: Multiple Choice Items

This question consisted of ten (10) multiple choice items. The items were derived from the following topics: *Sources and Importance of History, Evolution of Man, Technology and Environment, Colonial Administrative Systems, Development of Economic Activities and their Impact, Interactions among the People of Africa, Changes in political, social and economic policies in Africa after independence, Crises in the capitalist system, Development of social and political systems and Africa and the External World*. Each item carried one (1) mark making a total of 10 marks. The candidates were required to choose a correct answer from the five given alternatives and write its letter in the box provided.

The question was attempted by 518,703 (100%) candidates whereby 209,671 (40.42%) scored from 0.0 to 2.0 marks; 260,531 (50.23%) scored from 3.0 to 6.0 marks and 48,501 (9.35%) scored from 7.0 to 10 marks. Figure 1 indicates the performance of the candidates in question 1.

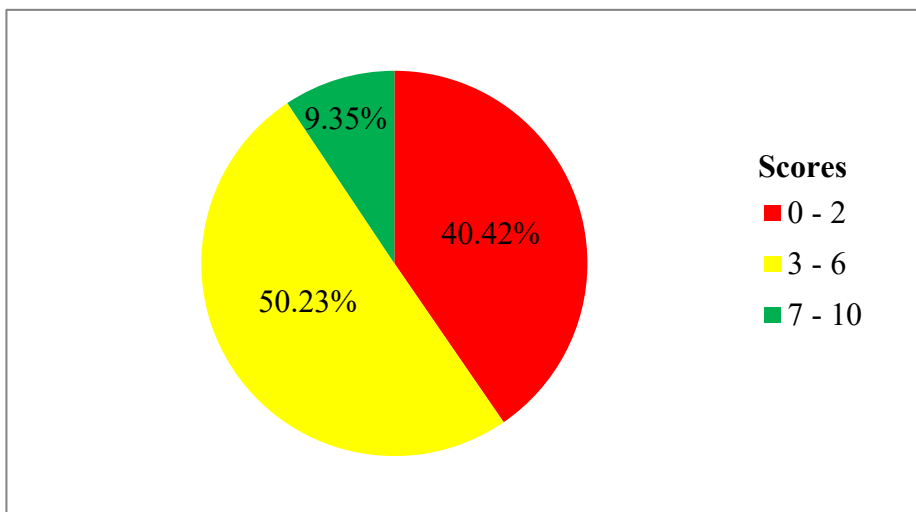


Figure 1: Distribution of the candidates' scores on question 1

The data in Figure 1, shows that the candidates' performance in the question was average as the majority of candidates (59.58%) passed by scoring from 3 to 10 marks.

In item (i), the candidates were required to choose, from the given alternatives, the correct millennium in which Tanzania expects to hold its general election in 2025. This question was derived from the topic *Sources and Importance of History*. The correct response was E, *3rd millennium*. It was opted for by the candidates who were conversant with ways of fixing dates on historical events and ways of dividing time. Those candidates were aware that the 3rd millennium under the Gregorian calendar began on 1st of January, 2001 and will end on 31st December, 3000.

On the other hand, the candidates with little understanding of the methods of dating historical events opted for distracters A, *20th millennium*, B, *21st millennium*, C, *2nd millennium* and D, *25th millennium*. These candidates opted for these incorrect responses because they were not aware of the ways of fixing dates on historical events and the ways of dividing time in history.

Item (ii) required the candidates to identify a reason from the given alternatives for Britain's decision to introduce indirect rule in her African colonies. This question was derived from the topic *Colonial Administrative Systems*. The correct response was C, *To reduce administrative costs*. It was chosen by the candidates who had sufficient knowledge about the approaches of establishing colonial administrations. These candidates were aware that the use of Africans to administer their fellow Africans minimised the cost of administration. Thus, indirect rule system was convenient for the colonialists. This is because little funds were set by the British government for the maintenance of the colonies. Thus, it was convenient for the colonial administrators to use the indirect rule system in the colonies in order to reduce administrative costs.

On the contrary, some candidates opted for distracters A, *To educate Africans about human rights* and D, *To encourage the African to accept rule of law*. Such incorrect responses were chosen by the candidates with

limited knowledge of colonial administrative systems and their objectives. Those candidates were supposed to understand that neither did the colonial states intend to promote human rights nor rule of law in Africa, but they intended to introduce and consolidate the exploitation of both African natural and human resources.

Other candidates opted for distracter B, *To stop the aggressiveness of the Germans*. This was also an incorrect response because prior to her defeat in the First World War (WWI) which culminated into her dispossession of her colonies, Germany used a direct rule policy in administering her colonies. Hence, it is incorrect to think that Britain's indirect rule policy aimed at stopping the aggressiveness of the Germans.

Those candidates were supposed to understand that, though the former Germany's colonies were handed over to other colonial powers like Britain, France and Belgium which changed the administrative system from direct to indirect rule and assimilation, the intention was not to uproot the aggressiveness of the Germans because it was no longer there after their defeat in the WWI. Generally, it can be summed up that those candidates were less knowledgeable about the fact that all colonial states were aggressive though there was a slight difference in their policies.

Moreover, distracter E, *To maximise industrial development in the British colonies* was chosen by the candidates who failed to identify the objectives of colonial administrative systems which intended to make Africans the producers of the raw materials and consumers of the European manufactured goods. Thus, encouraging industrialisation in Africa would not help Europeans to meet their exploitation objectives.

In general, it can be asserted that some candidates were not aware of the concepts, objectives, importance, limitations of colonial administrative policies and their impact on the African economy.

Item (iii), required the candidates to choose the period in which man was a scavenger. This question was derived from the topic *Evolution of Man, Technology and Environment*. The correct response was B, *Early Stone Age*. It was chosen by the candidates who were aware of the concept and

able to categorise the Stone Age periods, physical features of man, types of tools made and used and ways which were used by the ancestors of man to get food in each Stone Age period.

Other students who opted for the distracters A, *Late Stone Age*; C, *Middle Stone Age*; D, *New Stone Age*; and E, *Iron Age* had limited knowledge on the concept and periods of Stone Age and its technological development. The choice of incorrect responses indicates that some candidates were not aware of the historical events and processes that characterised a particular period in history.

Item (iv) required the candidates to choose, from the given alternatives, the best statement which describes Meroe, Engaruka and Ugwenio. It was derived from the topic *Development of Economic Activities and their Impact*. The correct response was D, *Major iron centres in Africa*. It was opted for by the students who had adequate knowledge of the earliest areas in Africa to engage in iron production. Those candidates were aware that Meroe which is found in the present-day Sudan became the major trading centre for iron production since the 6th century B.C.E. whereas Engaruka and Ugwenio were the iron working centres in East Africa since the 15th century.

The candidates who chose distracter A, *Centralized states in Africa* failed to understand that Engaruka was not a centralized state. Other candidates opted for distracter B, *Chiefdoms that resisted the intrusion of colonialism in Africa*. These candidates lacked knowledge of the pre-colonial political organizations which practised chiefdoms in Africa. In general, those candidates were supposed to bear in mind that Meroe and Engaruka were not chiefdoms.

Furthermore, distracter C, *Early salt mining centres in Africa* was chosen by the candidates who failed to distinguish between the iron working areas and the salt making areas. Other candidates opted for distracters E, *Historical sites where the fossils of the ancestors of man have been found*. This was an incorrect option because it is in neither Meroe, Engaruka nor Ugwenio where the fossils of the ancestors of man have been found. The choice of this incorrect option indicates that some

candidates had limited knowledge of the concepts, places, and types of economic activities which were practiced in Africa during the pre-colonial period.

Item (v) required the candidates to choose an option that comprised the Bantu communities of East Africa. The question was set from the topic *Interactions Among the People of Africa*. The correct response was B, *Kikuyu, Kamba, Baganda and Nyamwezi*. It was chosen by the candidates who had adequate knowledge about the origin of the four main language groups of the inhabitants of East Africa. Such candidates were aware of the places of origin, reasons for and impact of migration, and compositions of the four main language groups.

Other candidates who chose distracters A, *Kikuyu, Kamba, Somali, and Luo*; C, *Baganda, Luo, Kalenjin and Banyoro*; D, *Baganda, Basoga, Banyoro and Luo* and E, *Nyamwezi, Makonde, Chagga and Maasai* were not well informed because the Maasai, Luo and Kalenjin are not incorporated into the Bantu language group for they are Nilotes. Similarly, the Somalis are Cushites and not the Bantu. The choice of these incorrect responses indicates that some candidates were not aware of the compositions of each main language group found in East Africa.

Item (vi) required the candidates to choose an alternative which is not the weaknesses of one-party system. The question was derived from the topic *Changes in Political, Social and Economic Policies in Africa after Independence*. The correct response was E, *It promoted national unity by minimising conflicts*. It was chosen by the candidates who were conversant with the advantages and disadvantages of both one-party and multi-party systems. The chosen alternative was one of the advantages of one party system.

Options A, *It lacked authoritarianism*; B, *It lacked checks and balances on government*; C, *It discouraged alternative opinions*; and D, *It operated without opposition parties* comprised the advantages of the one party system. Thus, the candidates who opted for them failed to identify the demand of the question.

Item (vii) required the candidates to choose an alternative bearing the responsibilities of the young boys among the Maasai aged between 8 and 18. This question was derived from the topic *Development of Social-Political systems*. The correct response E, *To graze and milk cattle* was provided by the candidates who had adequate knowledge of the division of labour in the pastoral societies. In brief, those candidates were aware that the duties and responsibilities among the pastoral societies were assigned according to age and gender. Thus, it was easy for them to identify that *grazing and milking cattle* were the responsibilities of the Maasai members aging between 8 and 18 years.

Other candidates who opted for distracters A, *To travel far with the herds in search of pastures and water*; B, *To raid neighbouring herds in order to increase the size of their herds*; and C, *To protect livestock among enemies and wild animals* failed to distinguish the roles and responsibilities among various age-groups of the pastoral societies. The roles and responsibilities constituted in options A, B and C are associated with the third group (*Moran*) – the group consisting of the people who were between youth and adulthood and who are sometimes referred to as the soldiers of the society.

Similarly, distracter D, *To settle all disputes emerging in the pastoral society* was the responsibility of the *Laibons* who were the most senior elders and had special respect as political and religious leaders. In general, the choice of these incorrect options indicate that some candidates were not aware of the roles and responsibilities that characterised the pastoral societies.

In item (viii), the candidates were required to choose, from the given alternatives, the factor for the rise of Nazism in Germany. This question was derived from the topic *Crises in the Capitalist System*. The correct response was D, *Versailles Treaty*. The candidates who chose the correct response were aware that the Germans found it extremely difficult to fulfill the impossible terms of the Versailles Treaty. Thus, they wanted the leader who was capable of taking them through the huge crisis they were facing. In that way, Nazism became so popular as it appealed to many Germans.

Candidates who opted for distracters A, *Franco-Prussian war* and B, *Heligoland treaty* failed to understand that *Franco-Prussian war* and *Heligoland treaty* took place during the 1870s and 1880s respectively. Thus, thus they could never have caused the rise of Nazism.

Similarly, the candidates who opted for C, *Cold war* and E, *Second World War* were not conversant with the duration, factors and individuals who played a key role to its rise. Cold war emerged soon after the end of the Second World War (WWII) and ended during the 1980s. Essentially, Cold war was a lengthy struggle between the United States of America and Soviet Union that began after the surrender of Germany under Adolf Hitler. Moreover, the WWII occurred while Nazism was already in its place.

Item (ix) required the candidates to choose the reason for the decline of the Portuguese rule in East Africa. This question was derived from the topic *Africa and the External World*. The correct response was A, *Attacks from the Zimba warriors*. It was provided by the candidates who were conversant with how the Portuguese rule was uprooted from the East African coast at the end of the 17th century.

However, some candidates opted for distracters B, *Scramble for and partition of East Africa* and E, *Abolition of slave trade along the coast of East Africa*. The Portuguese rule in East Africa ended in 1698 when Fort Jesus was captured by the Arabs and consequently evicted the Portuguese. Hence, no way the 19th century events could have caused the decline of the Portuguese rule which occurred two centuries back (17th century).

Moreover, distracters C, *Emergence of the Second World War* and D, *Effects of Great Economic Depression* were chosen by the candidates who had limited knowledge of the causes, durations and effects of some historical events that took place between the 17th and the 20th centuries. Those candidates were supposed to bear in mind that *emergence of the Second World War* and the *effects of the Great Economic Depression* had nothing to do with the decline of the Portuguese rule in East Africa.

Item (x) required the candidates to choose the correct option that consisted of the statements comprising the characteristics of communalism. This question was derived from the topic *Social Economic Development and Production in Pre-colonial Africa*. The correct response was C, (i) *No body benefited at the expense of the other* and (iv) *Nobody was given special privileges because of their lineage or wealth*. The candidates who opted for the correct response had enough knowledge about the origin, types of the pre-colonial modes of production and their characteristics.

The candidates who chose the distracters A, (i) *No body benefited at the expense of the other* and (ii) *There was specialization*; B, (i) *No body benefited at the expense of the other* and (iii) *The society was highly stratified*; D, (ii) *There was specialization* and (iii) *The society was highly stratified*; and E, (iii) *The society was highly stratified* and (iv) *Nobody was given special privileges because of their lineage or wealth* failed to distinguish the characteristics which were specific to each particular mode of production. For example, *there was specialization* and *the society was highly stratified* do not denote the communal mode of production. Presence of *specialization* and *stratification* of the society are typical characteristics of slavery or feudal mode of production. Such incorrect responses indicate that some candidates were not conversant with the origins, types, factors for decline and characteristics of the pre-colonial modes of production.

2.1.2 Question 2: Matching Items

The question consisted of six items derived from the topic of *Crisis in the Capitalist System*. Each item carried one (1) mark making a total of six (6) marks. The candidates were required to match the items in List A with their corresponding responses in List B by writing a letter of a correct response from List B below the corresponding item number in List A. The objective of this question was to test candidates' understanding of different cities which played a key role during the crises that emerged during the first half of the 20th century due to the development of capitalism. The following was the question the candidates were supposed to answer.

List A	List B
(i) <i>The city that was not captured by the German army due to strong resistance and freezing temperature during the Second World War.</i>	A New York B Geneva C Washington
(ii) <i>The city in which the United States of America destroyed by an atomic bomb during the Second World War.</i>	D Moscow E Versailles
(iii) <i>The city that became the headquarters of the United Nations Organization after the Second World War.</i>	F Pearl Harbor G Nagasaki
(iv) <i>A military base whose attack forced the United States of America to support Britain and USSR in fighting against the Germans in 1941.</i>	H Warsaw I Paris
(v) <i>The town in which the terms to punish Germany for causing the First World War were created.</i>	
(vi) <i>The headquarters of the League of Nations.</i>	

The question was attempted by 518,703 (100%) candidates of whom 283,883 (54.73%) scored from 0.0 to 1.5 marks out of whom 135,537 (26.13%) scored zero. In addition, 179,273 (34.56%) scored from 2.0 to 3.0 marks and 55,547 (10.71%) from 4.0 to 6.0 marks. Thus, the performance in this question was average since 234,820 (45.27%) candidates scored from 2.0 to 6.0 marks. Figure 2 represents the candidates' scores on question 2.

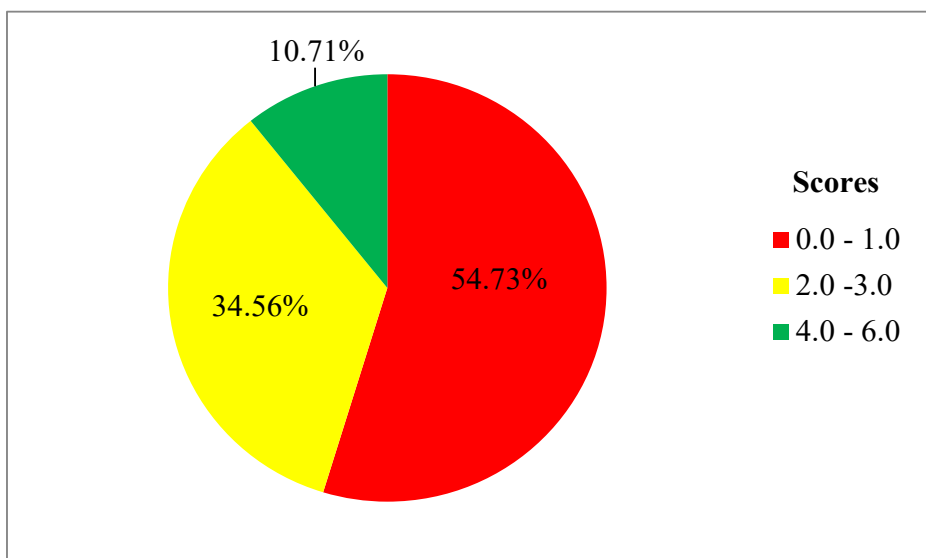


Figure 2: *Distribution of the candidates' scores on question 2*

Figure 2 shows that almost one third of the candidates (34.56%) scored from 2.0 to 3.0 marks. This indicates that more than one third of the candidates had moderate knowledge on the tested subject matter.

Analysis of candidates' responses showed that items (iii), (v) and (vi) were attempted correctly by most of the candidates whereas items (i), (ii) and (iv) were incorrectly attempted. The general analysis of candidates' responses in each item is as provided hereunder:

In item (i), the candidates were required to match a name of the city that was not captured by the German army due to strong resistance and freezing temperature during the Second World War. The correct response was D, *Moscow*. Candidates who opted for it, were conversant with the way the Soviet population as a whole defended USSR. The soldiers were brave and constantly defeated the Germans.

Moreover, these candidates were aware of the effects of unpleasant weather in USSR which obstructed Germans' motives during the war. The mud season - a period of heavy rains caused muddy roads that could not be traversed. On top of that, severe winter seriously ruined and gravely affected and delayed German offensive operations popularly known as *Barbarossa* during the WWII.

However, distracter H, *Warsaw* was opted for by the candidates who failed to distinguish the roles various cities played during the Second World War. Those candidates were supposed to understand that Warsaw was a Polish city that was bombed and besieged by Germany at the start of the Second World War through an offensive operation popularly known as *Blitzkrieg* or Lightning war. Though both cities were targeted by Germany, it is incorrect to regard this city (Warsaw) as the Russian city that the Germans failed to capture during the First World War through operation *Barbarossa*.

Other cities which attracted some candidates in this question were A, *New York*, and C, *Washington*. The candidates who chose *New York* and *Washington* were not conversant with the interests of the Germans during the Second World War. These are cities in the United States of America of which Germany never wished to capture during the Second World War.

Other candidates opted for distracters A, *New York* and G, *Nagasaki*. The letters bearing those cities were opted for by the candidates due to their popularity among the candidates. For example, New York is the current headquarters of the United Nations Organizations whereas Nagasaki is one of the two cities which were bombed by the USA during the WWII. These incorrect options chosen by the candidates indicate that they were not aware of the durations, places and events which characterised some popular European cities.

Item (ii) required the candidates to identify the name of the city in which the United States of America destroyed by an atomic bomb during the Second World War. The correct response was G, *Nagasaki*. It was chosen by the candidates who were aware of how the United States of America forced Japan to surrender by dropping atomic bombs in Hiroshima and Nagasaki during the Second World War.

However, distracter F, *Pearl Harbour* attracted some candidates who confused the historical events between the factors that forced Japan to surrender and the factors that forced the United States of America to join the Second World War. Indeed, those candidates were not aware of the

role the United States of America and Japan played during the Second World War. Other incorrect cities which attracted the candidates were *Versailles* and *Geneva*.

Item (iii) required the students to match the city which became the headquarters of the United Nations Organization after the Second World War. The correct answer was A, *New York*. It was chosen by the candidates who had knowledge of the effects of the Second World War. Those candidates were aware that one of the effects of the Second World War was the formation of the United Nations Organization in New York (USA).

However, majority of the candidates opted for distracter C, *Washington*. This distracter was chosen by the candidates who failed to differentiate the roles of some American cities. Washington was incorrectly chosen by the candidates due to its popularity for it is the capital city and home to important government building, including the U. S. Capitol, where the Senate and the House of Representatives meet; the White House, where the President lives and works; and the Supreme Court Building, where many important court rulings are made.

Item (iv) required the candidates to identify the name of the military base whose attack forced the United States of America to support Britain and USSR in fighting against the Germans in 1941. The correct response was F, *Pearl Harbour*. It was chosen by the candidates who were aware that the major factor that dragged USA into the Second World War was Japanese surprise attack on the USA navy base at Pearl Harbour on 7th December, 1941. Other candidates who lacked knowledge of the causes, development, participants and effects of the Second World War opted for distracters B, *Geneva*, D, *Moscow* and I, *Paris*.

Item (v) required the candidates to identify the name of the place where the terms to punish Germany for causing the First World War were passed. The correct response was E, *Versailles*. It was opted for by the candidates who were conversant with the effects of the First World War and the way Versailles peace treaty humiliated Germany by forcing her to disarm and pay reparations. However, some candidates opted for

distracter B, *Geneva* because they failed to distinguish between the roles of this city and Versailles on the international platform. That is to say, some candidates chose Geneva due to its popularity for it hosted the League of Nations, and is the headquarters of many international organizations such as United Nations High Commissioner for Refugees (UNHCR), International Committee of the Red Cross (ICRC), and the World Health Organization (WHO) among others.

Item (vi) required the candidates to identify the name of the headquarters of the League of Nations from the given options. The correct response was B, *Geneva*. This option was chosen by the candidates with sufficient knowledge of the effects of the First World War. In general, these candidates were aware of how the League of Nations was initiated as part of the Versailles treaty after the First World War. They were also aware that the major goal of the League of Nations was to bring peace to the world in a system called Collective Security.

A total of 135,537 (26.13%) candidates who scored zero on this question some could neither identify the description befitting any given name due to limited knowledge of the subject matter nor could some identify the task of the question. For those who failed to identify the task of the question, some just copied the items while some provided unrelated responses.

A relatively few candidates (10.71%) candidates had good performance on this question. These candidates had adequate knowledge of various cities and the roles they played in the events that were associated with the crises in the capitalist system during the first half of the 20th century. Moreover, these candidates were able to identify the demand of the question. In general, these candidates were aware of the causes, duration, participants, places and effects emanating from the challenges and problems brought by the development of capitalism.

2.2 SECTION B: SHORT ANSWER QUESTIONS

2.2.1 Question 3: Nationalism and Decolonisation

The question consisted of three items. It was derived from the topic *Nationalism and Decolonisation*. The candidates were required to provide brief explanations on the given items. The given items were as follows:

Question 3: Briefly answer the following questions;

- (i) *Why was there a rise of African nationalism after the return of ex-soldiers from the Second World War?*
- (ii) *How did the educated Africans facilitate decolonisation in Africa?*
- (iii) *Why did the Union of the Soviet Socialist Republics (USSR) support African decolonisation after the Second World War? Give two reasons.*

The question was attempted by 518,703 (100%) candidates out of whom 358,082 (69.03%) scored from 0.0 to 2.5 marks (out of whom 261,128 equals to 50.34 per cent scored zero), 97,559 (18.89%) from 3.0 to 5.5 marks and 62,662 (12.08%) from 6.0 to 9 marks. Figure 3 portrays the candidates' scores in question 3.

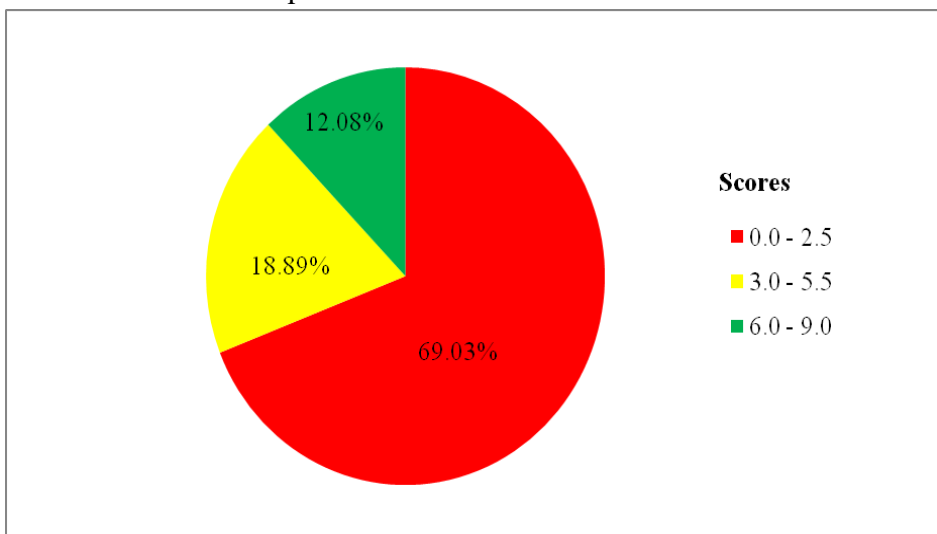


Figure 3: *Distribution of the candidates' scores on question 3*

Figure 3 denotes that majority of the candidates (69.03%) scored from 0.0 to 2.5 marks and very few candidates (160,621 equal to 30.97 per

cent) scored from 3.0 to 9.0 marks. Thus, the general performance of the candidate in this question was average (30.97%).

Analysis of data also indicates that 261,128 (50.34%) candidates scored zero. These candidates either lacked knowledge of the subject matter or failed to understand the demand of the question. For example in 3 (ii), some candidates misconceived the question by explaining and citing examples of how some African elites collaborated with the Europeans to facilitate the colonisation of Africa. This is an indication that the candidates in this category were not aware of the concepts, origin, internal and external factors for the rise of nationalism, types of African nationalism and challenges of African nationalism.

To a great extent, some candidates were not aware of the proper duration and the specific roles each actor played in the decolonisation process. Such weaknesses were intensified by incoherence and incomprehensible statements from majority of the candidates' responses. Much of the candidates' responses, in this category, were characterised by poor English language proficiency and fallacies as portrayed in a part of a sample exhibited in extract 3:1.

14	USSR - they wanted africa to practise Multi party	
	ism in order to have opposition party which	
	they can use in order to help them in their	
	issues so that it was support Africa.	
	- They want to colonize African people by using	
	African Leaders who leads the multi party system	
	for that time.	

Extract 3.1: A Part of the candidate's poor responses to question 3

In Extract 3.1, the candidate argues that USSR supported decolonisation in Africa because she wanted Africa to practice multiparty system. This was an incorrect response because soon after the Second War (1945) to the 1960s, there was no issues pertaining to multiparty system. Multiparty politics began during the 1990s. Such a candidate was

supposed to understand that USSR did not support decolonisation struggles and multiparty system concurrently.

Meanwhile, a total of 97,959 (18.89%) candidates scored averagely. Such candidates had marks ranging from 3.0 to 5.5. They were able to explain few correct points but with some constraints that exhibited their partial knowledge of the subject matter. Those constraints include failure to provide detailed clarifications and incorporation of examples, actors, and duration which were out of context as they involved issues after decolonisation. The degree of their errors caused their scores to vary from 3 to 5.5 marks.

Unlike the two previous groups, the candidates who scored marks ranging from 6.0 to 9.0 marks possessed greater competence in the subject matter. Their responses were featured with more relevant points in line with concrete examples and logical flow of ideas. Those candidates demonstrated an adequate knowledge of why the return of ex-soldiers from the Second World War led to the rise of African nationalism. Moreover, they substantively explained the role of the educated Africans in facilitating decolonisation as well as the reasons that made USSR to support African decolonisation after the Second World War as illustrated in Extract 3.2.

03. (i) During second world war various African people were recruited as soldiers to fight for their colonial masters. In the warfare these Africans gain knowledge of battlefield and various skill and tactics of war. example they were taught how to use guns. So after they returned from war they saw a possibility of fighting against colonial powers since they were at the disadvantage of after war effect. They had lost most of their military power, so Africans decided that it was their chance to fight back against the colonial masters.

(ii) Educated elite during the colonial era, attained education through colonial education service which was provided selectively. After being educated these elite gained political awareness on the aspect of self rule thus they enforced decolonization through:

Establishment of various political parties, which helped in demanding for political independence from the colonial government. Example, Mwal. J.K. Nyerere was a political elite who established "TANU" in Tanganyika for the purpose of decolonization.

Educated Africans enhanced unity to the Africans through eliminating tribalism within the country, because they believed with unity it was possible to decolonize the country.

Lastly political educated elites instilled the sensation of patriotism and political awareness

	To the people through speeches example Kwame Nkrumah.	
	(iii) (a) USSR believed on socialism, whereby this policy denies the exploitative modes of production like colonialism, so it helped in decolonization in order to eradicate Imperialist policies around the world.	
	(b) After the second world war USSR ruled as a leading socialist country in the world, so it aimed to spread the influence of socialism around the world, in this policy, USSR negotiated with African countries that if they attain independence with their influence then they would adopt socialism.	

Extract 3.2: A sample of the candidate's correct responses to question 3

2.2.2 Question 4: Africa in International Affairs

This question was derived from the topic *Africa in International Affairs*. It consisted of six historical events representing a certain time frame of which the candidates were required to arrange in chronological order by writing number 1 to 6 in the answer booklet(s) provided. The historical statements to be re-arranged in chronological order were:

- (i) *The outcome of these meetings was the formation of an international organization comprising of independent states from all over the world.*
- (ii) *The organization is made up of the organs like Security Council whose five permanent members have veto powers.*
- (iii) *A series of meetings were held between the allied powers which had defeated fascism in Germany, Italy and Japan.*

- (iv) *Some African countries have also demanded that some African countries also acquire this veto power in order to level the status of the international relations.*
- (v) *The weaknesses of the League of Nations facilitated the outbreak of the Second World War.*
- (vi) *The outbreak of the Second World War convinced the world that an organization which is stronger than the League of Nations was needed.*

The question was attempted by 518,703 (100%) candidates. A total of 264,918 (51.07%) candidates scored from 0.0 to 2.5 marks among whom 174,702 (33.68%) scored zero (0). Marks ranging from 3.0 to 5.5 were scored by 111,297 (21.46%) and 142,488 (27.47%) scored from 6.0 to 9.0 marks. Thus, the performance of students in this question was average since 253,785 (48.93%) candidates scored from 3.0 to 9.0 marks. Figure 4 indicates the candidates' scores on the question.

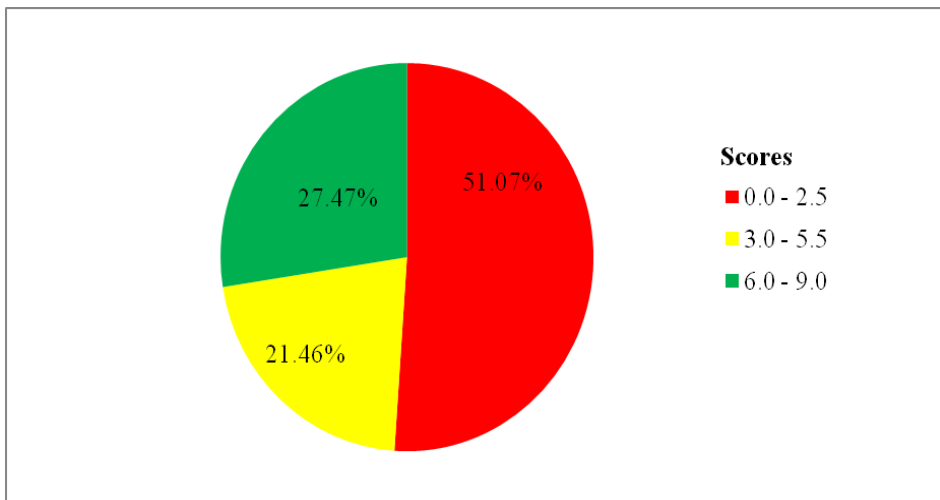


Figure 4: *Distribution of the candidates' scores on question 4*

Figure 4 indicates that nearly half of the candidates (253,785) equal to 48.93 per cent) scored from 3.0 to 9.0 marks. With such scores, the performance of the candidates in this question was average.

A total of 174,702 candidates (33.68%) scored zero (0). They scored zero because they failed to re-arrange the jumbled historical events given. These candidates could not identify the proper duration embodied in each historical event given. Also, some candidates did not attempt some items in this question, an indication that they had limited knowledge of the tested subject matter. Moreover, some candidates could not identify the demand of the question. For example, some candidates copied some statements from other questions and presented them as correct responses to this question. Extract 4.1 indicates a sample of an incorrect response to question 4.

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

Extract 4.1: A sample of an incorrect response to question 4

In Extract 4.1, the candidate incorrectly re-arranged the given historical events in chronological order. Failure of the candidate to re-arrange the given historical events is attributed to his/her inability to comprehend the time frame and events that took place from the time the League of Nations could no longer withstand the challenges for which it was establish to the time when United Nations Organization (UNO) was in place to maintain international peace and security.

The candidates who scored 3.0 to 5.5 marks possessed moderate knowledge on issues pertaining to the effects of the First World War, causes and impact of the Second World War. Majority of the candidates in this category, provided few correct responses.

The candidates with higher scores demonstrated sufficient understanding of the causes and impact of the First and Second World Wars. These candidates were aware of the duration and events that led to the formation of the United Nations Organization and its challenges. They were able to correctly re-arrange in chronological order the statements as shown in Extract 4.2.

04	✓ 4	
	✓ 5	
	✓ 3	
	✓ 6	
	✓ 1	
	✓ 2	

Extract 4.2: A Sample of a Correct Response to Question 4

In Extract 4.2, the candidate demonstrated good understanding of all the sequential flow of events since the inception of the League of Nations, its collapse, and ultimately its replacement by the United Nations Organization.

2.2.3 Question 5: Colonial Economy

The question had four (4) items. It was derived from the topic *Colonial Economy* and it required the candidates to draw a sketch map of Africa and locate the following by using roman numbers:

- (i) *An East African country that specialised in sisal production during the colonial period.*
- (ii) *A British colony that specialised in copper production during colonial economy.*
- (iii) *A sultan's spheres of influence that specialised in cloves.*
- (iv) *A British colony whose eastern region was curved out to become the west highlands of Kenya.*

The question was attempted by 518,703 (100%) candidates whereby 232,309 (44.79%) scored from 0.0 to 2.5 marks among whom 81,435 (15.70%) scored zero (0). Marks ranging from 3.0 to 5.5 were scored by

181,972 (35.08%) and 104,422 (20.13%) scored from 6.5 to 9.0 marks. Figure 5 shows the candidates' scores on question 5.

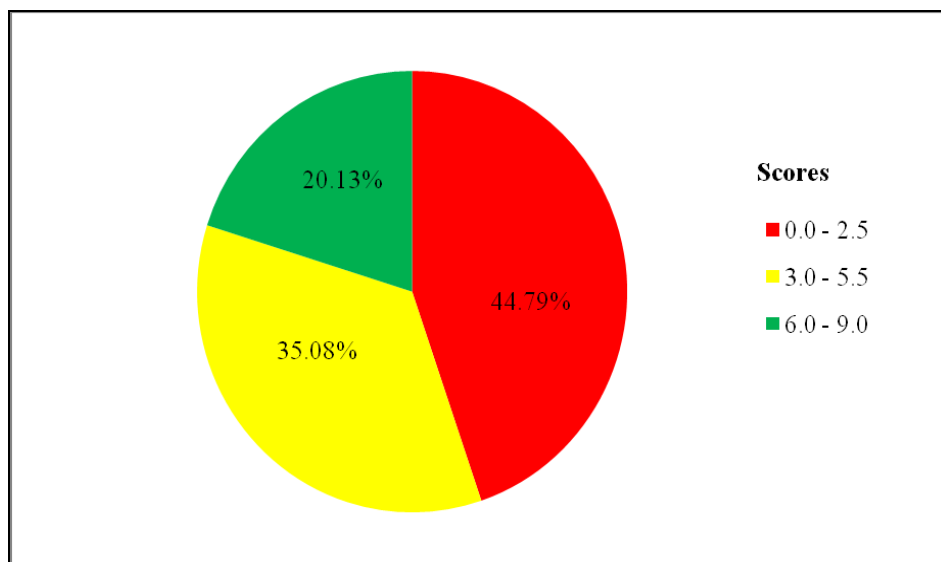
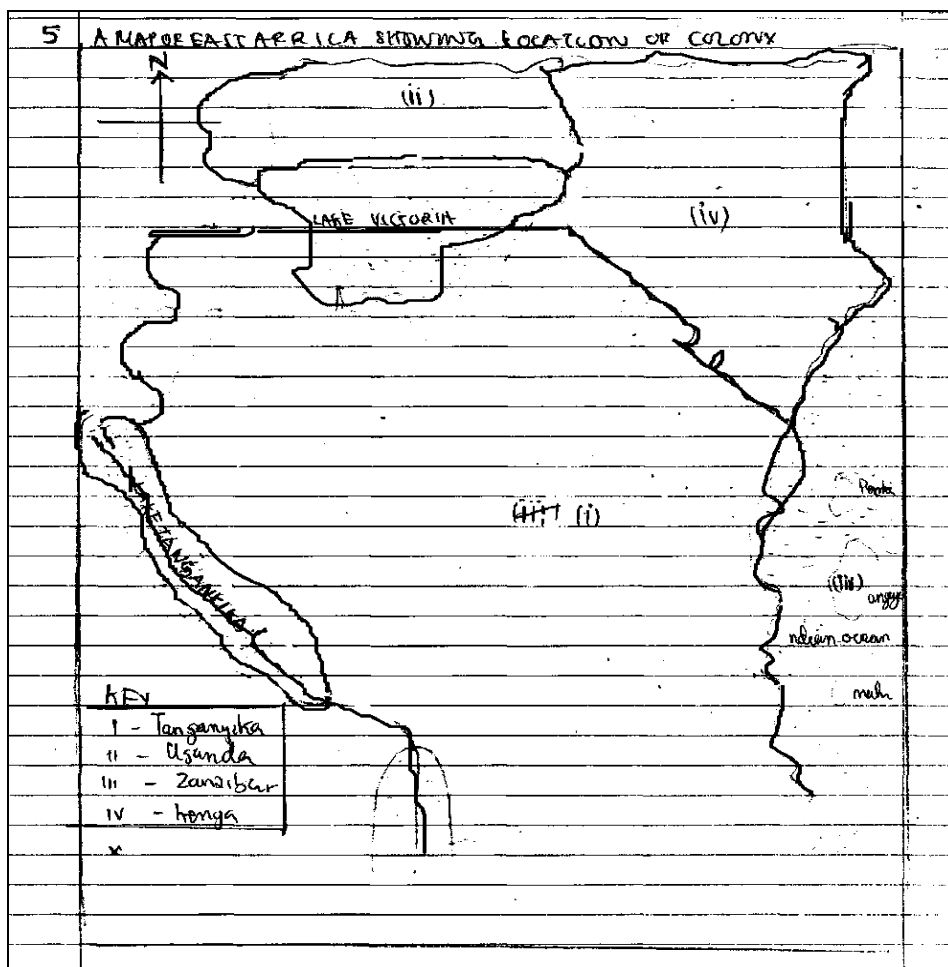


Figure 5: *Distribution of the candidates' scores on question 5*

In Figure 5, more than one third of the candidates (35.08%) scored from 3.0 to 5.5 marks while few candidates (20.13%) scored from 6.0 to 9 marks. This indicates that the general performance of the candidates on this question was average.

The analysis indicates that the candidates who scored zero (81,435 equal to 15.70 per cent) could neither locate correctly, draw the sketch map nor identify the places/colonies demanded by the question. Some candidates either drew the map of East Africa instead of the map of Africa or interchanged the places/colonies demanded by the question. Extract 5.1 presents a sample response from a candidate who performed poorly on this question.

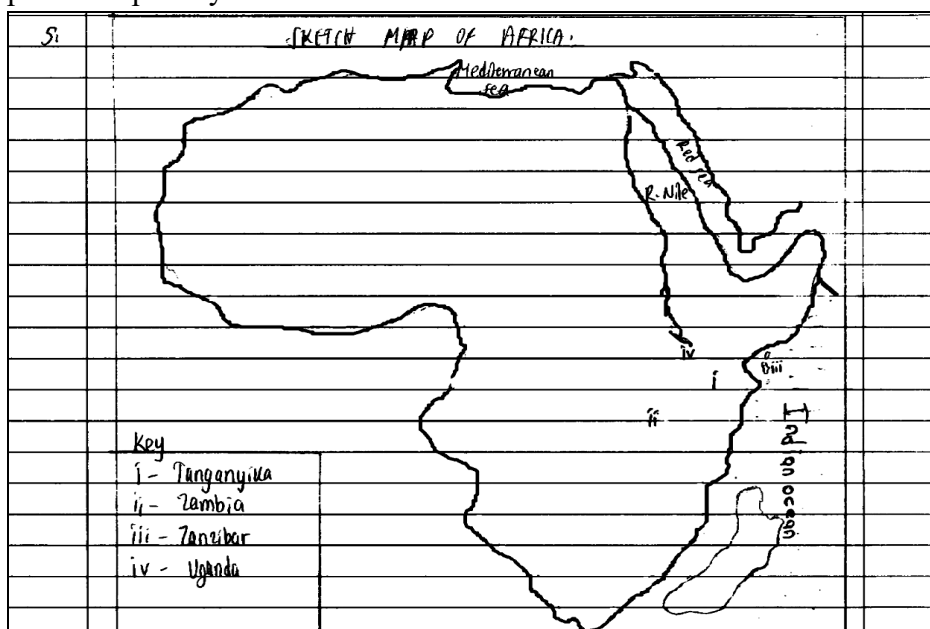


Extract 5.1: A sample of an incorrect response to question 5

In Extract 5.1, the candidate drew the sketch map of East Africa instead of the sketch map of Africa. This illustrates that the candidate did not understand the demand of the question.

Data analysis shows that 35.08 per cent of the candidates had average performance. This category comprised the candidates who had moderate knowledge of the tested subject matter. Most of the candidates in this category were able to provide few correct responses. Majority of the candidates were challenged by drawing and locating the required places/colonies.

A total of 104,422 candidates (20.13%) demonstrated better understanding of the question as they drew clear sketch maps, identified and located correctly the required places/colonies. In general, the candidates in this category were conversant with the types of agriculture that was practiced in East Africa, the major minerals mined in Zambia (Northern Rhodesia) and the types of crops grown and the strategies that were taken by the colonial governments to ensure the success of a particular type of agriculture in a particular colony during the colonial period as portrayed in Extract 5.2.



Extract 5.2: A sample of the candidate's correct response to question 5

2.2.4 Question 6: Changes in Political, Social and Economic Policies in Africa After Independence

The question required the candidates to *briefly explain three impact of civil wars that have been taking place in Somalia and the Democratic Republic of Congo*. It was derived from the topic *Changes in Political, Social and Economic Policies in Africa After Independence*.

The question was attempted by 518,703 (100%) candidates. A total of 143,641 (27.69%) candidates scored from 0.0 to 2.5 marks of whom 71,880 (13.86%) scored zero (0). Marks ranging from 3.0 to 5.5 were scored by 200,178 (38.59%) candidates, while marks ranging from 6.0 to

9.0 were scored by 174,884 (33.73%) candidates. The distribution of candidates' scores on this question is shown in Figure 6.

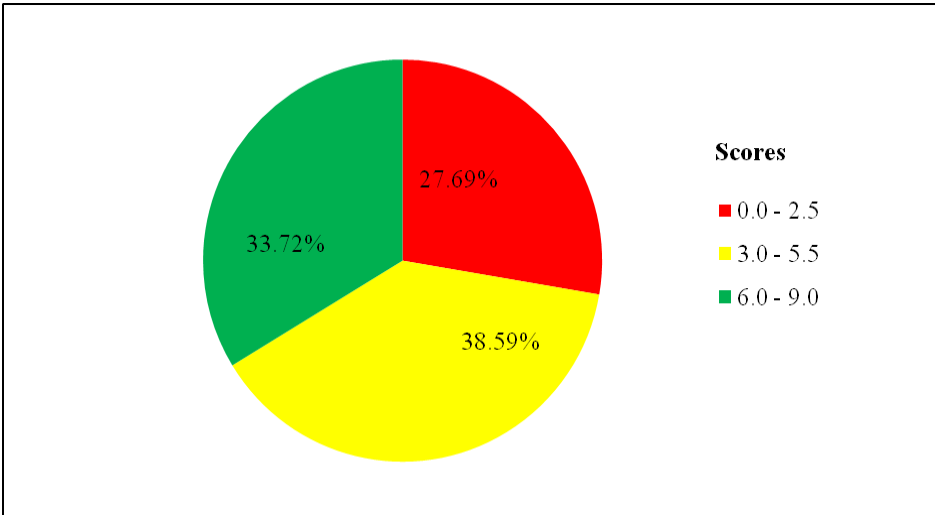


Figure 6: *Distribution of the students' scores on question 6*

Figure 6 indicates that, the majority of the candidates (72.31%) scored from 3.0 to 9 marks. This was the only good and highest performance in all questions.

The candidates (71,880 equal to 13.86 per cent) who scored zero (0), had poor knowledge of the tested subject matter, failed to identify the demand of the question and had poor English language proficiency. Some of their incorrect responses revolved around the causes of civil wars in African countries such as disunity, dictatorship, presence of multiparty system, nepotism, tribalism and ethnicity, corruption and uneven development.

Other candidates based their arguments on the causes of the First or Second World Wars, and effects brought by the discovery of precious minerals in the Democratic Republic of Congo (the Belgian Congo). In essence, candidates' provision of such unrelated responses to the demand of the question signifies that they were not conversant with how insecurity, fear, destruction of property and life, poor living condition and eruption of diseases have been affecting the people of Somalia and the Democratic Republic of Congo due to civil wars that have been going on in those countries for many decades. Extract 6.1 shows a response of a candidate who performed poorly on this question.

6i)	Disunite and cooperation between citizens and their government due to notingood term of citizens and their leaders in the government it lead to occurs of civil war.	
ii)	Dictatorship among leaders in power, also when leaders are not fair and equal to their citizens they just use force to control and rule the country it may lead to civil war,	
iii)	Presence of many political parties in country also when citizens they wanted their political party to win and it lose so through these it may also lead to civil war to occur.	

Extract 6.1: A sample of the candidates' incorrect response to question 6

In Extract 6.1, the candidate misconceived the question by explaining the consequences associated with civil wars in some African countries instead of explaining about the causes of civil wars.

The scores from 3 to 5.5 marks, were of the candidates who provided partial or repeated points. Moreover, some explanations in some points were unclear due to inability of some candidates to explain themselves in English language. This indicates that some candidates had moderate familiarity with the subject matter.

A total of 174,884 (33.72%) candidates were able to score good marks (from 6.0 to 9.0). Such candidates revealed better mastery of the subject matter for they clarified how the consequences of civil wars in the Democratic Republic of Congo and Somalia affect the development in those countries by causing deaths, destruction of property and spread of diseases. Those candidates were also able to give clear arguments on how civil wars have been triggering off of refugees, famine and poor living conditions in those countries.

On the case of *influx of refugees*, the candidates illustrated the impact by shedding light on the refugees' camps at Nyarugusu (Kasulu) and Mtendeli (Kakonko) in Kigoma region which receive refugees from

DRC as well as the Dadaab refugees camp in northern Kenya that hosts the Somali's refugees. However, the accuracy of explanations and examples given in this range of scores differed among the candidates. This led to deviations of scores among them. Extract 6.2 exhibits a correct response from one of the candidates.

6	(i) Poverty	
	→ One of the impacts of civil wars that have been taking place in Somalia and Democratic Republic of Congo is poverty as people focus on fighting each other there are no economic activities taking place in the country and therefore cause people to live in poverty example most of children in Somalia suffer from malnutritional disease due to lack of money to buy food and other basic needs.	
	(ii) Underdevelopment	
	→ Another impact of civil wars that are taking place in African countries like Somalia and Democratic Republic of Congo is that of underdevelopment where by instead of obtaining one democratic government for both states economic development people fight each other and therefore lead to underdevelopment and problems like diseases, poor provision of social services.	
	(iii) Refugee and loss of life and properties	
	→ Also due to this civil wars there has been a big loss of people's life as people fight and die also destruction of properties such as houses, cars, buildings and therefore lead to refugees who migrate because there is absence of peace and security in these countries a good example are refugees from republic of Congo to Tanzania in regions like Kagera and Kigoma.	

Extract 6.2: A sample of the candidate's correct responses to question 6

Extract 6.2 denotes correct responses from one of the candidates who illustrated the consequences of civil wars. Such correct responses demonstrated that the candidate was aware of the demand of the question. Also, he/she had adequate knowledge pertaining to the causes, challenges, effects, duration and participants or actors associated with civil wars in Africa. In totality, such correct responses reveal that the candidate was conversant with the economic and security challenges that have been undermining the development of Africa and the Africans in general.

2.2.5 Question 7: Establishment of Colonialism

The question required the candidates to briefly distinguish passive resistance from active resistance. It was derived from the topic *Establishment of Colonialism*. The question tested the candidates' knowledge and skills of identifying the differences of various concepts related to the establishment of colonialism.

The question was attempted by 518,703 (100%) candidates. A total of 346,327 (66.77%) candidates scored from 0.0 to 2.5 marks, out of whom 270,431 (52.14%) candidates scored zero (0). Marks ranging from 3.0 to 5.5 were scored by 93,170 (17.96%) candidates and 6.0 to 9.0 marks were scored by 79,206 (15.27%) candidates. Figure 7 portrays the candidates' scores on the question.

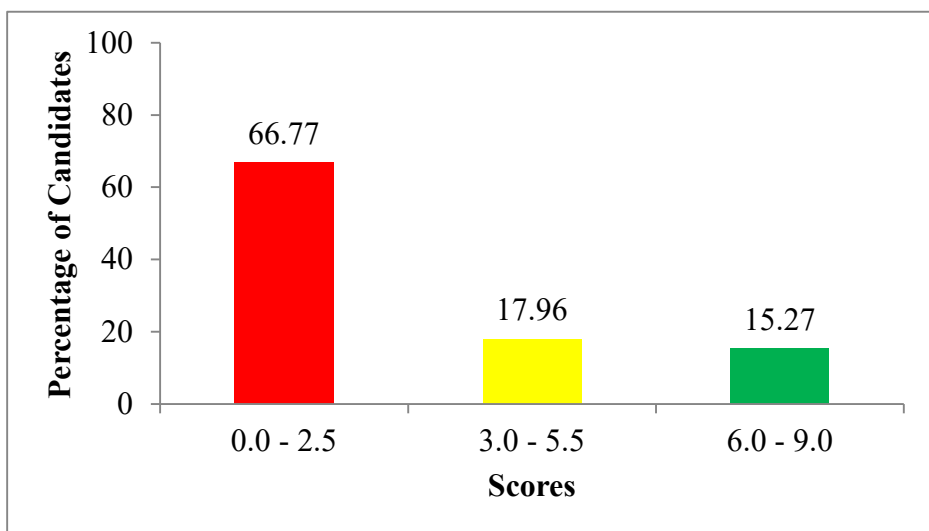


Figure 7: *Distribution of the candidates' scores on question 7*

Figure 7 shows that majority of the candidates (66.77%) scored weakly (from 0.0 to 2.5 marks) on this question while the rest 33.23 per cent scored from 3.0 to 9 marks. This denotes that the performance of the candidates in this question was average.

Of all the candidates who scored weakly on this question, more than half (270,431 candidates equal to 52.14 per cent) scored zero (0). Some candidates who scored zero lacked relevant knowledge on the tested subject matter whereas others scored zero because they failed to identify the demand of the question. For example, some confused the features of passive with active resistance.

The noted confusion might have been attributed to the fact that some candidates were not aware of the distinctions of the forms of resistances the African societies took against the colonialists during the intrusion of colonialism in Africa, thus they explained the given concepts (passive/active resistance) interchangeably. Other candidates explained the causes of African resistances, their effects and reasons for their failures. Extract 7.1 reveals a sample of a poor response to question 7.

7.	Active resistance	Passive resistance	
i	They resisted through speaking	They resisted by using weapons	
ii	Done by small scale resistance	Done by large scale resistances	
iii	Did not engage into wars	It had poor military tactics and weapons	

Extract 7.1: A sample of the candidate's incorrect responses to question 7

Extract 7.1 denotes the incorrect responses of the candidate who explained active resistance for passive resistance and passive resistance for active resistance.

Other candidates who scored average marks (3 to 5.5) demonstrated moderate knowledge of the ways the Africans resisted against colonialism. The major weaknesses observed from the responses of some candidates in this group include partial explanations due to poor proficiency in English language and repetition of points. Moreover, other candidates mixed correct and incorrect responses due to their limited knowledge on a tested topic.

Though the majority of the candidates (66.77%) performed weakly on this question, there were few candidates (15.27%) with high scores. These candidates had sufficient knowledge about the types or forms of African resistances and the reasons why they were adopted by some societies during the intrusion of colonial rule in Africa. Therefore, they managed to provide the relevant distinctions between the given forms of resistances. Some of the distinctions given based on the scale, use of

weapons and military organization or tactics. Extract 7.2 illustrates an example of a good response to question 7.

07	i) Nature of resistance.	
	The Active resistance resisted actively by battles and wars on battlefield against European armies example Majimaji but Passive resistance they did not resist actively on battlefield example they resisted to cultivate on European plantation or they boiled seeds to be planted.	
	ii) Military strength of resisting societies.	
	Societies which resisted actively were military strong and weapons were super example Hehe resistance, Samor Ture or Mwandika resistance. WHILE Passive resistance societies were military weak and not strong enough to challenge the European armies on battlefield.	
	iii) Nature of the leaders.	
	Also the active resistance leaders were strong, powerful and determined to be able to fight Europeans actively. Example Chief Mkwawa of Hehe and Samor Ture of Mwandika. WHILE passive resistance leaders were not strong enough to challenge or resist Europeans.	

Extract 7.2: A sample of the candidate's correct responses to question 7

Extract 7.2 demonstrates the correct responses of the candidate who was conversant with the distinctions between active and passive resistance. The candidate had adequate knowledge of how the resistances in each form was carried out and the societies which practiced a particular form of resistance.

2.2.6 Question 8: Colonial Economy

The question was derived from the topic of *Colonial Economy*. It required the candidates to explain three objectives of establishing colonial economy in Africa.

The question was attempted by 518,703 (100%) candidates whereby 275,485 (53.11%) scored from 0.0 to 2.5 marks; out of whom 150,857 (29.08%) scored zero (0), 138,699 (26.74%) from 3.0 to 5.5 marks and 104,519 (20.15%) from 6.0 to 9.0 marks. The general performance in this question was average since 243,218 (46.89%) candidates scored from 3.0 to 9.0 marks. Figure 8 depicts the candidates' scores on the question.

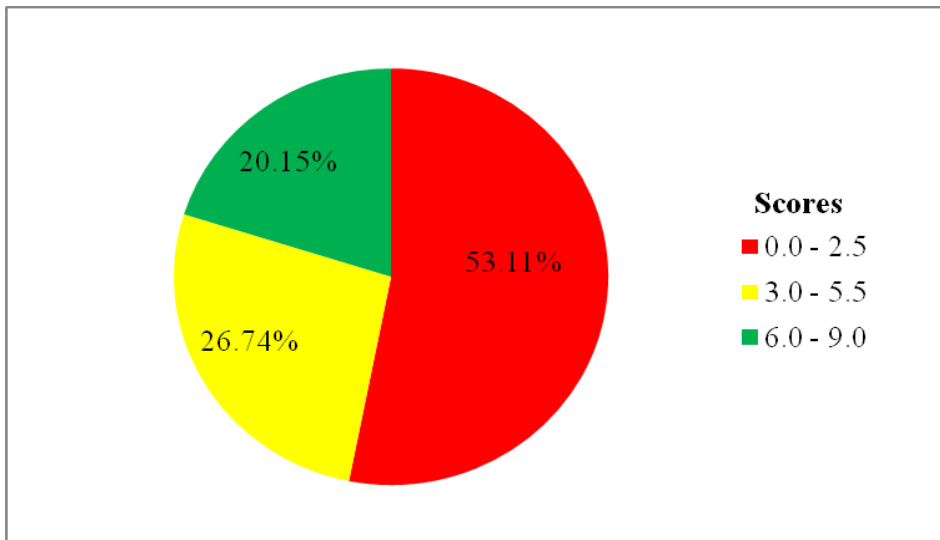


Figure 8: *Distribution of the candidates' scores on question 8*

In Figure 8, the analysis shows that more than half of the candidates (53.11%) scored poorly by scoring marks ranging from 0.0 to 2.5. Such a performance indicates that these candidates did not have competence pertaining to the objectives of establishing colonial economy in Africa.

The candidates (150,857 equal to 29.08 per cent) who scored zero (0) had several weaknesses. Most of them deviated from the demands of the question. Their answers focused on the importance of colonial economy

to the colonialists, weaknesses of colonial economy, mechanisms used to establish colonial economy in Africa and the reasons and strategies used by the Africans to wage struggles against colonialism in Africa. This indicates that these candidates were not aware of the colonialists' interests in establishing colonial economy in Africa.

Unclear and less detailed information due to poor proficiency in English language, failure to identify the demand of the question and limited knowledge of the subject matter were the major weaknesses which characterised the responses of candidates who scored relatively low marks in this question (from 0.5 to 2.5). Extract 8.1 indicates a sample of incorrect responses to question 8.

8	<p>7. It was monoculture in nature. People cultivated one crop for their survival but still their leaders are the ones who take the crops and benefit only by themselves so the colonial economy's objective was having a monoculture behaviour that it was mostly practised in Africa especially to the colonised areas so they had no choice but to cultivate and harvest the crops so as to get food and also sometimes raw materials to be used in the manufacturing industries.</p> <p>8. It was an import-export trade oriented economy. The colonial economy was exploited by the whites because they transported raw materials and when the Europeans come with the goods they still sell them in a higher price without considering that these come from the Europeans first and also we are having low low productivity because the Europeans took the migrant labours from Africa and still expect other weak ones to work with anytime while the Europeans enjoy the goods produced by the Africans.</p> <p>9. It introduced the money economy. In this colonial economy period, money economy was also introduced so as to become the medium exchange of stuff, like when you transport goods to the European industries they remanufacture them and come to sell them here because they want to acquire money that will help them in developing their own country since it wasn't developing it was dormant so they had to start selling products at a high price and get/acquire money to develop their country & continent.</p>	
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Extract 8.1: A sample of the candidate's incorrect response to question 8

In Extract 8.1, the candidate misconceived the question because instead of explaining the objectives of establishing colonial economy, the candidate explained about the characteristics of colonial economy and

the strategies used by the colonialists to establish colonial economy in Africa.

Some candidates scored from 3.0 to 5.5 marks. The responses of some candidates in this group were characterised by unclear explanations and moderate clarifications, inadequate examples and unsystematic presentations. For example, some candidates provided points related to the objectives of colonial economy and reasons for the colonisation of Africa. Apart from that, some candidates mixed the objectives of colonial economy, demanded by the question, and the features of colonial economy.

Moreover, some candidates provided few correct points whereas some candidates failed to exhaust all the points demanded by the question. Such notable weaknesses in the candidates' responses caused variations in their scores. For example, the candidates with relatively low marks in this category, incorporated relevant points with some incorrect ones whereas candidates whose scores were relatively higher, were able to provide clearer and more clarified points though they lacked rationality and consistency to deserve more marks.

The candidates with good scores (from 6.0 to 9.0 marks) explained clearly the objectives of colonial economy, whereby points like: to get markets, raw materials, cheap labour and areas for investment and settlement were pointed out. The disparity in their scores was caused by the degree of correctness of the examples given and clarity of explanations provided in their responses. Extract 8.2 shows a relatively good response to question 8.

8	(i) Colonial economy was established to obtain raw materials. The raw materials that were obtained by the colonialists were used to feed their hungry industries in Europe. It was through the raw materials that were produced in the African colonies that enabled the people of Europe to obtain food for their hungry industries. In such a case all these had a great impact. Example of raw materials are sisal, cotton, tea, coffee and tobacco.
	(ii) To obtain a market for their finished goods. Since, the raw materials were travelled from Europe to Africa in order to be utilised by these people, so it had a great impact on the Africans who remained bounded to the Europeans in terms of economic dependency as they produced what they did not consume, and consumed what they did not produce. For example, watches, mirrors, clothes and glasses.
	(iii) To settle the surplus population in Europe. It should be noted that Europe had a very high number of unemployed citizens who depended on their existing governments which had to provide them with a lot of aids. By so doing it helped to minimise the propelling problem of unemployment. For example in Kenya and Zimbabwe a lot of Europeans were introduced who could then govern the colony.

Extract 8.2: A sample of the candidate's correct responses to question 8

2.3 SECTION C: ESSAY QUESTION

2.3.1 Question 9: Nationalism and Decolonisation

The question was derived from the topic *Africa and the External World*. It was an optional question which stated as follows: *Why the Portuguese delayed the independence of their African colonies? Explain by giving six points*. The question was attempted by 304,872 (58.78%) candidates of whom 220,717 (72.40%) scored from 0.0 to 4.0 marks, out of whom 89,463 (29.34%) scored zero (0), 69,692 (22.86%) from 4.5 to 9.5 marks and 14,463 (4.74%) from 10 to 15 marks. Thus, from the data it is evident that the performance of the candidates in this question was weak since only few candidates (84,155 equal to 27.60 per cent) scored from 4.5 to 15 marks. Figure 9 indicates the candidates' scores on the question.

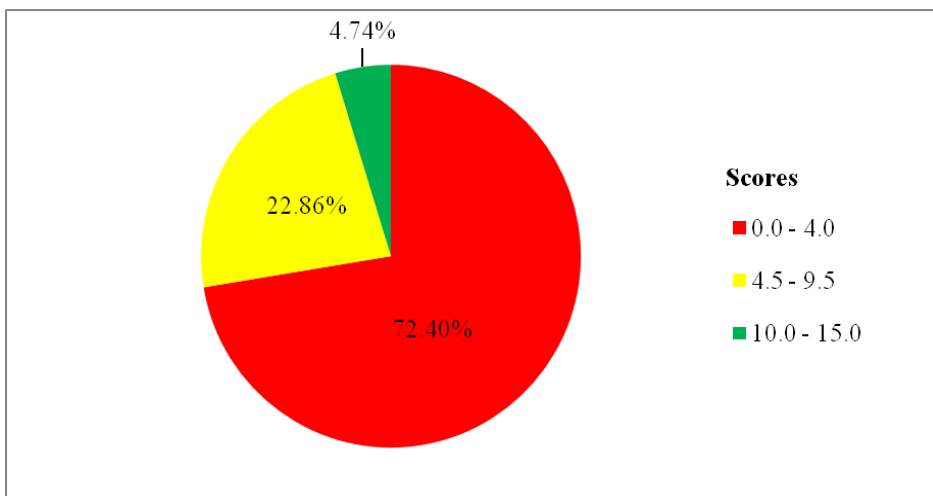


Figure 9: *Distribution of the candidates' scores on question 9*

From the data above, majority of the candidates (72.40%) had weak performance, among whom 89,463 candidates equal to 29.34 per cent scored zero (0). The candidates who scored zero failed to identify the reasons that caused the delay of independence in most of the Portuguese colonies in Africa. The main weaknesses observed in the responses of the candidates in this category was lack of knowledge of the tested subject matter, failure to identify the demand of the question and

inability of the candidates to express themselves well in English language. For example, some candidates who scored zero by diverging from the requirement of the question provided the motives which motivated the Portuguese to undertake voyages of discovery during the 15th century. For example, one candidate gave points like: *to spread of Christianity, to searching for Prester John, and to search for a sea route to India.*

In similar vein, some candidates explained the challenges that the Portuguese encountered in East Africa, hence engrossed in giving points like *language barriers, resistance from local Africans, vastness of the areas that they occupied, intensive competition among other European powers and frequent attacks from the Arabs and Swahili.* Other candidates explained the mechanisms undertaken by the Africans in the Portuguese colonies to fight for their independence.

From such incorrect responses, one can conclude by saying that majority of candidates in this category were not aware of the historical events and roles played by Portugal in different time frames. That is to say, they failed to distinguish the concepts and historical events in the topics *Africa and the External World* and *Nationalism and Decolonisation*. Extract 9.1 is an example of incorrect responses from the candidate who performed poorly on this question.

9.	Portugues. These were the first / the earliest people who came to explore the African countries in 17 th century and the first leader of portugues coas Barthomeo diaz. This coas the first man who came to explore Africa and see how precous African coas. And the secondly leaders who came in Africa after Barthomeo diaz died, Vasco da gama come after him. The motive of Portugues was trade, Adventure, and many others which motives them to come African contrees. The following are the delayed the portugues in Africa	
	Introduction of new crops. This means that this was the first effect of portuguese in African societies which forced the portuguese to introduced new crops.	
	Spread of christianity. This means that another effects of portuguese in some of the African societies was spread of christianity in those societies.	
	Abolishing of slave trade. This means that also this was another effect which made the decayed of portuguese rule in Africa which coas the Abolishing of slave trade.	
	occurrence of war. This means that another effects which made the decayed of portuguese	

Extract 9.1: A sample of the candidate's incorrect responses to question 9

The candidates (69,692 equal to 22.86 per cent) who scored average marks had some strengths and weaknesses in their responses. Most of them itemised the points without giving any explanation while some failed to exhaust all the points demanded by the question. Generally, most of the candidates had moderate knowledge of the subject matter though the majority in this category were able to identify the demand of the question. Also, their proficiency in English language was moderate.

Nevertheless, few candidates (14,463 equal to 4.74 per cent) performed well in this question by scoring from 10 to 15 marks. These candidates had good knowledge of the subject matter as illustrated in Extract 9.2.

9.	Portuguese Rule in Africa: was the period of annexation and colonialism in Africa and occupation of Africa by Portuguese rule. It started in the early 15 th Century where Bartholomew Diaz reached the Cape of good hope and then Vasco da Gama in 1498 in East African coast to search sea route to India. In the 19 th century, Portuguese were having a total colonial control of Angola and Mozambique in Africa. But Portuguese Rule delayed to give independence due to the following reasons.
	Regarded as Oversea provinces; The Portuguese decided and regarded African colonial areas as the overseas provinces or constituency, that means the Portuguese regarded African colonies as part of their country, thus causing a delay in granting independence. For example of the overseas provinces are Angola and Mozambique.
	Portuguese Poverty; The Portuguese were very poor such that they had a disorganised and poor economical systems. To reform their economy, they introduced colonial economy to which it helped much to obtain a system reformation. After they had started to increase the economical values, Portuguese delayed the independence. For example, of farms were to introduce settler economy in so called the overseas provinces.
	Illiteracy in administration; The Portuguese had a belief that the Africans could not lead or administer themselves because of their illiteracy. Through this belief, the Portuguese decided to extend their ruling and administration period in Africa, thus delayed to grant independence to the African countries. For example, most of Portuguese colonies were granted independence in 1980's like Mozambique and Angola.

Extract 9.2: A sample of the candidate's correct responses to question 9

2.3.2 Question 10: Changes in Political, Social and Economic Policies in Africa after Independence

This question was derived from the topic *Changes in Political, Social and Economic Policies in Africa After Independence*. The question asked: *Analyse six factors for military coups in the early independent African countries*. In essence, it tested the candidates' knowledge of the main factors for emergence of military coups soon after independence in some African countries.

The question was attempted by 227,460 (43.85%) candidates. A total of 168,197 (73.95%) candidates scored from 0.0 to 4.0 marks among whom 95,307 (41.90%) scored zero (0). Marks ranging from 4.5 to 9.5 were scored by 43,586 (19.16%) candidates. Also, marks ranging from 10 to 15 were scored by 15,677 (6.89%) candidates. Figure 10 shows the distribution of candidates' scores on this question.

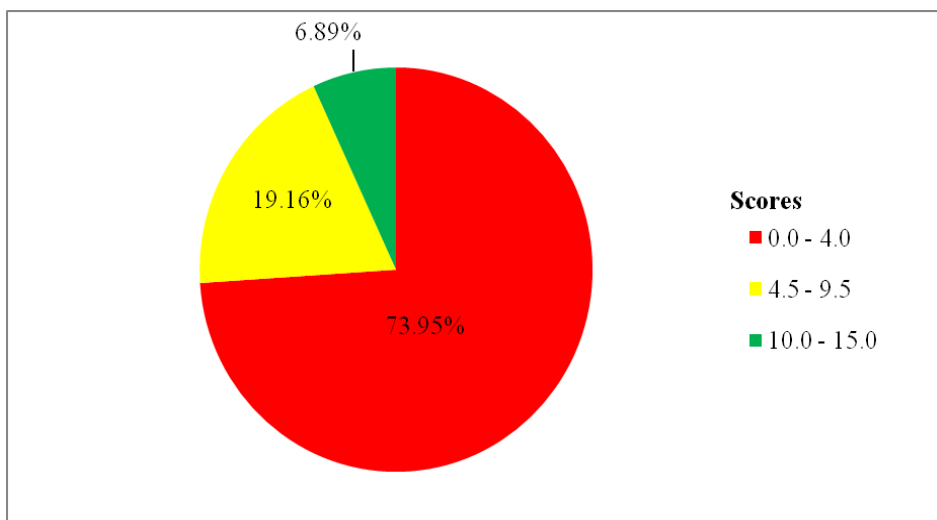


Figure 10: *Distribution of the students' scores on question 10*

Figure 10 indicates that the majority of the students (73.95%) scored from 0.0 to 4.0 marks and only few candidates (61,263 equal to 26.05 per cent) scored from 4.5 to 15 marks. Thus, the general performance of the candidates on the question was weak.

More than one third (95,307) candidates equal to (41.90 per cent) scored zero (0). Zero scorers failed to identify and explain the factors for military coups in many early independent African countries. They could neither provide a meaningful introduction nor outline any relevant point. Also, there were some candidates whose responses revolved around the internal and external factors for the rise of African nationalism such as *the role played by ex-soldiers, the role of United Nations Organization in 1945, struggles of African elites, Pan-Africanism and intensive economic exploitation of African people*. These candidates confused the phrase “early independent African countries” with “early nationalist movements”.

Surprisingly, some of the candidates in this category explained the functions of military forces. This weakness is partly attributed to the candidates' poor proficiency in English language and partly to lack of knowledge on the tested subject matter. For example, some candidates comprehended the term “military coups” as “function of military”. Thus, they provided points like: *To safeguard the national security of the country from external aggression, to preserve internal security, to participate in nation-building activities, to help the public during emergence, and to detect and fight criminals*.

Moreover, apart from exhibiting poor understanding of the key factors for military coups in many early independent African countries, some candidates demonstrated poor essay writing skills. They failed to organize their essays into introduction, main body and conclusion parts. In general, limited knowledge on the tested subject matter, poor proficiency of English language and failure to identify the demand of the question were the major determinant factors for their poor performance in this question. Extract 10.1 is an example of incorrect responses from the candidate who performed poorly on this question.

10	FACTORS FOR MILITARY COUPS IN THE EARLY INDEPENDENT AFRICAN COUNTRIES
	<p>Military coups - these were the basis of military defense that were kept in the early independent countries, the countries like Ghana had many military coups from different countries which were not yet got their independence, so the coups were kept there so that some safety and guarding activities during that period of struggling of African countries to get their independence.</p> <p>To ensure the safety of the state boundaries - these coups were kept there to ensure the safety of the nation boundaries to avoid interference of people from other nation to enter vigorously inside the country. So, that's the first factor for military coups in the early independent African countries.</p> <p>To ensure the safety of citizens and their properties - the military coups are the major sites that were given such a task so as to make the citizens live peacefully and their properties be safely secured as the citizens would like to live without any external disturbances as we saw in Tanzania they were established in the regions like Morogoro, Mbeya, Songea and others, the main reason was to see people living healthier.</p> <p>To give the military studies to their citizens - As it is there even today that citizens when reach a certain age are taken to these locations so that they could get such teachings on how to guard themselves with their properties as we can see citizens are sent there so that they could get those studies of self defence.</p>

Extract 10.1: A sample of the candidate's incorrect responses to question 10

Extract 10.1 exemplifies the response of the candidate who explained the roles of the military instead of explaining the factors for military coups in post-independence Africa.

The candidates (43,586 equal to 19.16 per cent) who scored average marks had varied strengths and weaknesses. Majority of candidates in this group were able to identify the demand of the question but they failed to meet the required number of points, while others attempted this question by listing the points rather than giving detailed information. Similarly, some candidates in this group provided partial explanations in some points while others could not provide relevant examples to strengthen their arguments. The candidates who met the required number of points, provided fairer arguments and organised their essays outshone others by scoring relatively higher marks in this range of scores. The candidates' greatest weakness for not scoring higher was due to their moderate knowledge of the subject matter.

The candidates (15,677) who had good performance on the question constituted 6.89 per cent. These candidates demonstrated clear understanding of the factors which played a key role in the occurrence of military coups in post-independence Africa. They presented well organised essays and were able to meet the required number of points with supportive vivid examples and factual details. They provided points like: *growth of ethnic tension, unfair and un-free elections, corruption, unaccountability and inefficiency, violation of human rights, nepotism and poverty.*

Majority of the candidates in this group were able to show that after independence all countries were under the civilian rule though the situation changed afterwards. Better still, the candidates were able to pinpoint the countries like Togo (1963), Nigeria (1966), and Ghana (1966) which succumbed to military coups after independence. However, the variation in their scores was caused by the coherence and clarity of explanations as well as provision of relevant examples and the duration during which the military coup took place in a cited country.

2.3.3 Question 11: Africa in International Affairs

This question was derived from the topic *Africa in International Affairs*. The question asked: *Analyse six challenges which face the African Union*. The question tested the candidates' knowledge of the challenges that face the current African Union.

The question was attempted by 444,035 (85.60%) candidates. A total of 171,803 (38.69%) candidates scored from 0.0 to 4.0 marks among whom 21,152 (4.76%) scored zero (0). Marks ranging from 4.5 to 9.5 were scored by 203,897 (45.92%) candidates. Also, marks ranging from 10 to 15 were scored by 68,335 (15.39%) candidates. Figure 10 shows the distribution of candidates' scores on this question.

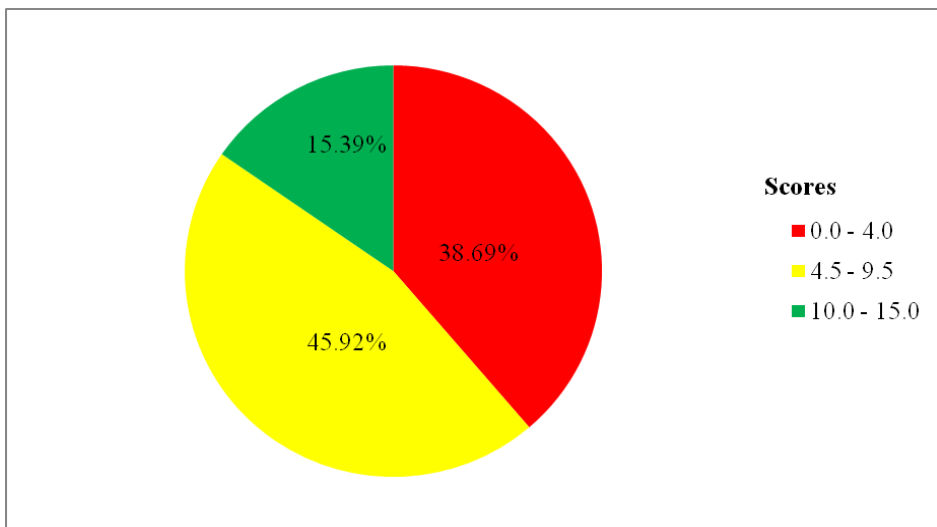


Figure 11: *Distribution of the candidates' scores on question 11*

Figure 11 indicates that almost one third of the candidates (38.69%) scored from 0.0 to 4.0 marks. In general, the performance of the candidates on the question was average since 61.31 per cent of the candidates were able to score marks ranging from 4.5 to 15.

Of all the candidates who had weak performance (38.69%), 21,152 (4.76%) scored zero (0). The candidates who scored zero (0), could neither provide a meaningful introduction, outline any relevant challenge or give relevant conclusion. Much of the candidates' responses in this

category revolved around the objectives or advantages of the African Union or United Nations Organization. Extract 11.1 indicates a sample of candidate's incorrect responses to question 11.

11	<p>African union this was an organization which was formed by uniting all the African nations together. The African Union (AU) was an organization which was formed so as it could unite the African nations together as one. But with the aim of uniting the African nations which the AU (African union) had but African union still had some various challenges which they had to face. The following were some of the challenges which were faced by the African Union.</p> <p>To promote peace and security: This was one of the challenges which was faced by the African union. The African union it had to promote the peace and the security of its people on the member state where by it was very difficult for the African union to maintain the peace and security of its people.</p> <p>To provide social services: This was also one among the challenges which was faced by the African union. The African union had to provide social services to their member state as its role which it then became a big challenge which they had to face. Hence this was one among the challenges which was faced by the African union.</p> <p>To maintain the unity of their members of state: This is also one among the challenges which was</p>	
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11	<p>faced by the African union. whereby the African union as it is an organization it had an aim of prominbringing the unity of their member state but then this turned out to be a challenge which they had to face.</p> <p>To provide education to their members of state; This also was one among the challenges which were faced by the African union. The organization African union was suppose to provide education to their own members of state but it then became one of the challenges which they had to face.</p> <p>To settle disputes or conflicts among the members of the state; This was also one among the challenges which was suppose and which faced the African union since it was suppose to settle the disputes of their member of states but then it become one of the challenges they had to face.</p>	
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Extract 11.1: A sample of the candidate's incorrect responses to question 11

In Extract 11.1, the candidate explained the objectives of the African Union instead of explaining the challenges facing it.

The candidates who scored marks ranging from 4.5 to 9.5 understood the demand of the question and generated correct responses although some of their responses lacked sufficient details, vivid examples and clarity. On the other hand, other candidates failed to meet the points required in this question, whereas some candidates repeated some of the points. All these weaknesses reduce the candidates' marks depending on the magnitude of the errors and also caused variations in their marks.

The highest scores which ranged from 10 to 15 marks were scored by the candidates with wider understanding of the objectives, achievements and problems facing African Union. These candidates identified and

explained the challenges which confront the member states. Some of the given challenges include: *insecurity, continual conflicts, over dependence on foreign aids, language barrier, presence and persistence of diseases such as malaria, typhoid and HIV(AIDS), corruption, lack of common currency, terrorism, poverty, political instability, and poor infrastructure*. The candidates who scored the highest marks explained the correct responses and supplemented them with concrete examples. Extract 11.2 indicates a sample of good responses to question 11.

11	<p>African Union; Is the regional intergovernmental organization comprising of all African nations as the member states which are fifty four (54) in number the headquarter of African Union (AU) is in Ethiopia, Addis Ababa and it was as a result of death of the Organisation of African Union (OAU) so the African Union (AU) established on year 2000. The African Union comprise of the general assembly, secretariat also the African Development Bank (ADB) located in Abidjan (Cote d'Ivoire). The head of African Union (AU) the current one is Ahmed Ahmed Ousourmane from Comoros Island.</p> <p>The following are the challenges which are facing African Union (AU) which are;</p> <p>Military coups: Refers to the violent overthrowing of existing government in power. In Africa many member states are experiencing the military coups including the Liberia, Gabon, Zimbabwe on 2017, and many other countries. These military coups lead to fear and insecurity in the countries as a result the African Union spending money ending the coups, so the Union is not yet concentrating on development projects but concentrate of military coups.</p> <p>Eruption of diseases: The pandemic, epidemic and endemic diseases such as Ebola, COVID-19, Malaria Cholera and many others are facing the region and the whole Africa. For example in the end of the year 2019 when COVID-19 erupted many African countries closed their boundaries and the production activities were stopped, this led to the economic depression on almost all member states of the African Union as it result to spending huge amount of money fighting the diseases instead of doing development projects.</p>	
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Extract 11.2: A sample of the candidate's correct responses to question 11

3.0 THE ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

This section presents the analysis of candidates' performance in each topic examined. The analysis of the candidates' responses in this examination indicates that all sixteen (16) topics in the 2010 History syllabus were examined. In this subject, good candidates' performance was only observed in question 6 (Short answer type) in which the performance was 72.31 per cent. This question was derived from topic *Changes in political, Social and Economic Changes in Africa After Independence*.

Questions 1, 2, 3, 4, 5, 7, 8 and 11 had an average candidates' performance of 59.58, 45.27, 30.97, 48.93, 55.21, 33.23, 48.89 and 61.31 per cents, respectively. Question 1 was derived from different topics. Question 2 was a matching item question derived from the *Crises in the Capitalist System*. Question 3 was a short answer question derived from the topic *Nationalism and Decolonization*. Question 4, 5, 7 and 8 were all short answer questions derived from the topics *Africa in International Affairs*; *Colonial Economy*; and *Establishment of Colonialism*. Moreover, question 11 (essay type) had also an average performance of 61.31 per cent. The question was derived from the topic *Africa in International Affairs*.

Weak students' performance was observed in essay type questions: 9 and 10 whose performance was 27.60 and 26.05 per cents, respectively. Question 9 and 10 were derived from the topics *Nationalism and Decolonisation* and *Changes in Political, Social and Economic Policies in Africa After Independence*. The analysis is summarised in the Appendix.

4.0 CONCLUSION AND RECOMMENDATIONS

This section contains an overview of the analysis and suggestions to improve candidates' performance in future examinations.

4.1 Conclusion

The analysis of candidates' responses indicated that the general candidates' performance in the CSEE 2023 examination is average since 63.20 per cent of the candidates passed. It was evident, from the analysis that the candidates who had good performance had good understanding of the subject matter, good proficiency in English language and good writing skills as well as ability to identify the demands of the questions.

There were two questions (9 and 10) which had weak performance. Weak performance in those questions was due to candidates' lack of knowledge in the tested subject matter, failure to identify the demands of the question, and poor proficiency of English language.

4.2 Recommendations

The analysis done on the candidates' responses and data revealed that there were some candidates whose performance was weak in some questions or topics. Thus, in order to improve the performance, the following are recommended:

- (a) Teaching and learning processes should be improved to enable students' mastery of subject matter. The use of different teaching and learning strategies should be encouraged and its choice should be based on the demand of specific topic and competence targeted. For example, in topics like *Nationalism and Decolonization*, guest speakers with adequate knowledge of all aspects of the topic may be invited at the school so as to enable the students understand this topic well.
- (b) Student-centered pedagogy approach should be used in teaching the topic *Changes in political, Social and Economic Policies in Africa After Independence* because it facilitates and enables students to engage actively in the learning process, it enhances students'

motivation, and also it facilitates better retention of knowledge or competence among the learners.

- (c) Proficiency in English language can be improved by emphasising the candidates to read, listen, watch, write and speak regularly or all the time inside and outside the school compound. Reading widely is advised and encouraged because it exposes the students to a variety of written materials and that in turn enables the students to expand their vocabulary and writing skills. Speaking and writing in English language in most of the occasions as well as participating in debates and morning talks if properly coordinated can boost and improve the students' mastery of English language.

Appendix

The Summary of Candidates' Performance per Topic in CSEE 2023

S/N	Topic	Question Number	Percentage of the Students who scored the average of 30% and above	Average performance in each topic	Remarks
1	Sources and Importance of History; Colonial Administrative Systems; Evolution of Man, Technology and Environment, Development of Economic Activities and their Impact, Interactions among the People of Africa, Changes in political, social and economic policies in Africa after independence, Development of social and political systems; Crises in the capitalist system; Africa and the External World; and Social economic Development and Production in Pre-colonial Africa.	1	59.58		Average
2	Africa in International Affairs	11	61.31	55.12	Average
		4	48.93		
3	Colonial economy	5	55.21	51.05	Average
		8	46.89		
4	Changes in political, social and economic policies in Africa after independence	6	72.31	49.35	Average
		10	26.05		
5	Crises in the capitalist system	2	45.27		Average
6	Establishment of colonialism	7	33.23		Average
7	Nationalism and decolonization	3	30.97	29.29	Weak
		9	27.60		

