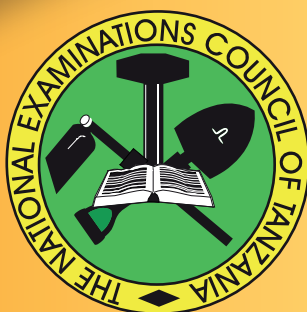


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2018**

012 HISTORY

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Foreword

The National Examinations Council of Tanzania is pleased to issue the Candidates' Item Response Analysis report (CIRA) in History subject for the Certificate of Secondary Education Examination (CSEE) that was administered in November 2018. This report aims at providing feedback to all the concerned stakeholders about the performance of candidates. It thus looks at the candidates' learning achievements after four years of study in their Ordinary Level Secondary Education.

This report sheds light on the reasons that influenced the candidates' good and/or poor response in each question. It also gives the reasons for the omission of some of the questions. It further analyses the reasons for the candidates' good performance that include ability to identify the requirements of the questions, adequate knowledge of the topics from which the questions were derived, good drawing skills and English language proficiency. Furthermore, the report analyzes the reasons which made some candidates to perform poorly. The report has revealed that the low performers: had difficulties in recognizing the demands of the questions, had limited knowledge in the topics from which the questions were set, lacked good drawing and essay writing skills and had poor English language proficiency. Likewise, some of the candidates could not follow the instructions given in some questions. Thus, these challenges led to weak performance of such candidates in this paper.

Therefore, it is the hope of the National Examinations Council of Tanzania that this feedback will guide education stakeholders to undertake appropriate measures in helping the students to acquire the required knowledge and skills that would ultimately improve candidates' performance in examinations.

The council would like to express its sincere gratitude to all who participated in preparation of this report for their invaluable efforts. Also, the council will appreciate any constructive suggestions and recommendations from teachers, students and other stakeholders on how to improve future Certificate of Secondary Education Examination (CSEE) reports.



Dr. Charles E Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of the candidates who sat for the Certificate of Secondary Education Examination (CSEE) in November 2018 in the History subject. The paper assessed the candidates' competences according to History Syllabus for Secondary Schools Form I–IV 2010.

The paper consisted of ten (10) questions which were distributed in three (3) sections: A, B and C. Each of the sections A and B consisted of two compulsory questions. The questions in both sections carried 10 marks each. Section C consisted of six (6) optional questions. Each candidate was required to choose any three (3) questions. Each question in this section carried 20 marks.

A total of **351,693** candidates sat for the CSEE in 2018. Out of these candidates, **200,316 (57.29%)** passed the examination. This shows an increase of **1.3** percent, when compared to the 2017 examination results. The number of candidates who sat for the CSEE 2017 was **309,116** of which **172,216 (55.99%)** candidates passed.

The requirements of each question and the candidates' strengths and weaknesses observed in their responses are presented in this report. Also, statistical information about the percentage of scores in each group is presented by using charts. Samples of good and poor responses have been extracted from the candidates' scripts and attached to respective places to illustrate the relevancy and irrelevancy of their responses. This is followed by the analysis of the candidates' performance in each topic. Finally, the report provides a conclusion and some recommendations.

In this report, the candidates' performance is categorized as “poor”, “average”, and “good” if the percentage of performance ranges from 0 to 29 percent (red), 30 to 64 percent (yellow) and 65 to 100 percent (green) in that order. A summary of the candidates' performance in each topic is shown in the Appendix.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Question 1: Multiple Choice Items

The question consisted of ten (10) multiple choice items, (i) – (x) set from various topics of the syllabus. The candidates were required to choose the correct response from the five (5) alternatives given in each item and write its letter beside the item number. One (1) mark was awarded for each correct answer. The question was attempted by 351,693 (100%) candidates. The candidates who scored from 0 to 2 marks were 11.5 percent, 58.4 percent scored from 3 to 6 marks and 30.1 percent scored from 7 to 10 marks. The analysis reveals that the performance in this question was good with 88.5 percent scoring from 3 to 10 marks as shown in Figure 1.

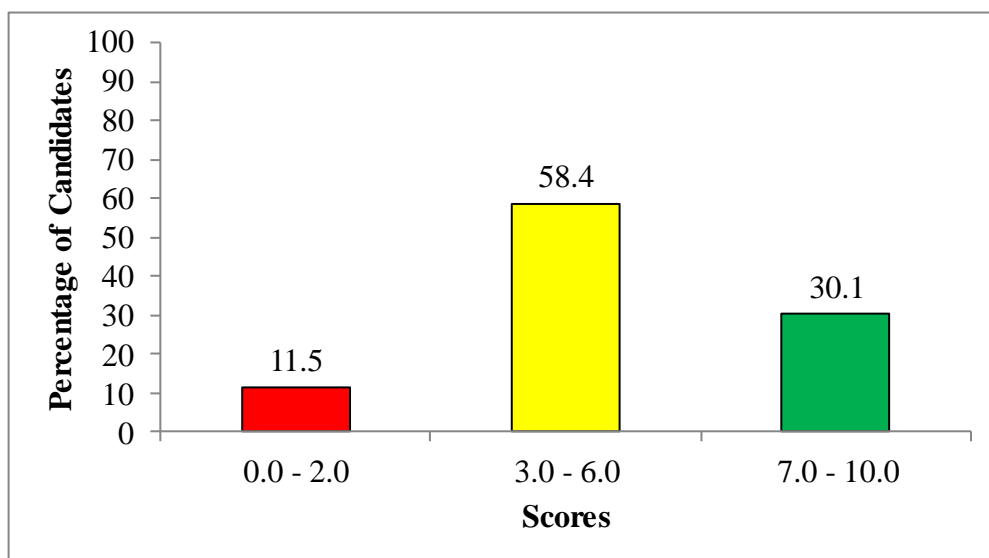


Figure 1 shows average performance of the majority of the candidates.

Item (i) required the candidates to identify the term used for the average difference of age between parents and their children. The correct response E, “*generation*” was chosen by the candidates who were conversant with dating of historical processes and events as highlighted in the topic *Sources and Importance of History*.

The candidates, who could not identify the correct response in this question, mostly selected distractor A, “period” or B, “age” since they could not distinguish *period* and *age* from *generation*. Those candidates were supposed to understand that period is usually determined by one continuous event or situation

for example, the period of Portuguese occupation along the East African coast or the period of German colonization in Tanganyika. On the other hand, *age* was supposed to be comprehended as a length of time in the history of mankind marked by certain achievements or features. For example, during the Stone Age, man mostly used tools made of stones and had not yet begun to use iron tools.

Other candidates chose distractors C, “family tree” and D, “time line.” Such candidates failed to differentiate between the duration of time in history and the methods used to show the order of events. Those candidates were supposed to understand that a *family tree* and a *time line* are the methods used to show the chronological order of events. In general, such irrelevant responses reveal that the topic of *Sources and Importance of History* was not well understood by some of the candidates.

Item (ii) required the candidates to identify the name of the first creature to walk in an upright fashion. The correct answer was A, “*Homo Erectus*.” This was chosen by the candidates who were familiar with the stages of the Evolution of Man. On such basis, those candidates were aware of man’s evolutionary process and his distinct features.

Some candidates wrongly chose alternative B, “Primates.” Such a choice reveals that the candidates had inadequate understanding of the stages in the evolution of man hence they failed to identify distinct features of those stages. Those candidates were supposed to understand that Primates belong to the family of Apes from which man evolved.

Likewise, some candidates opted for C, “*Homo Sapiens*” while others opted for E, “*Homo Habilis*.” *Homo sapiens* means “intelligent man” or “thinking man”- this was the modern man. This was the stage during which man had smaller teeth and had a bigger brain than *Homo erectus*. *Homo Habilis* was the handy man with ability to make and use pebble tools. Man at this stage scavenged for food. Therefore, those candidates who opted for such distractors failed to categorize the stages of the evolution of man with their distinct features.

The candidates who chose alternative D, “Hominids” did not understand the meaning of both *Homo Erectus* and Hominids. The candidates were supposed to understand that Hominids were part of the chain of evolution of man and that Hominids and humans existed in different eras of the Stone Ages.

Item (iii) required the candidates to identify the scientific method that is used to determine archaeological findings whose ages are beyond 5,000 years. The correct response was B, “*using carbon 14*”. It was chosen by the candidates who

had adequate knowledge of the sources of historical information. Such candidates were aware that carbon 14 test is the ideal method applied by the archaeologists to determine the ages of artifacts that have of 5,000 or more years. The notable archaeological discoveries of the remains of early man by doctors Louis Leakey and Mary Leakey who, at Olduvai Gorge in 1959, used carbon 14 to determine the age (about 1,750,000 years) of Zinjanthropus.

In contrast, those who chose alternative A, “using archives” were less informed about the sources of history and the methods used to determine ages of historical artifacts. In that sense, these candidates could not understand the functions of archives.

Likewise, the candidates who opted for C, “remembering events” did not understand that, such phrase is the simplest way of determining dates on events such as famine, war, drought, eclipses, heavy rains, epidemics, marriages, births deaths and weeding. Alternative D, “using time charts” was chosen by the candidates who failed to differentiate between the method that is used to determine the archaeological findings that are beyond 5,000 years and the methods that are used to show chronological order of events, periods and ages. In fact, time charts are used to show chronological order of events, periods and ages. Those candidates portrayed lack of knowledge about methods used to determine dates of historical events and archaeological findings.

Distractor E, “narration of past events” was chosen by the candidates who failed to understand that narration of past events has nothing to do with determining the ages of artifacts but it is one of the types of oral traditions.

Item (iv) required the candidates to identify the achievement of man during the Middle Stone Age. The correct answer was A, “*Discovery of fire.*” The majority of candidates were able to identify the correct answer because the discovery of fire was the most notable and popular event that took place in the Middle Stone Age. Therefore, it was easier for the candidates to recall.

Candidates who opted for B, “Development of Bi-pedalism” totally lacked knowledge of the Stone Ages and the Evolution of Man. Bi-pedalism is a stage in the evolution of man when the Homo-Erectus emerged and this stage took place during the Early Stone Age. Therefore the candidates were not able to specify the achievements of man in their respective time. The candidates were supposed to understand that Bi-pedalism was associated with physical features while the question demanded the candidates to identify the achievement of man during the Middle Stone Age.

The candidates who opted for C, “Domestication of animals” or D, “Making and using pebble tools” were not aware of various achievements of man in different Stone Ages. Man started to domesticate animals and crops during the Late (New) Stone Age while the making and using of pebble tools took place during the Early (Old) Stone Age.

Those candidates who chose distractor E, “Discovery of iron” had no knowledge of the achievements of man in both Stone Age and Iron Age. It is obvious that the discovery of iron took place during the Iron Age and not Stone Age.

Item (v) required the candidates to identify the place where people painted and drew in the caves. The correct answer was C, “*Kondoa Irangi*”. This was chosen by the candidates who had adequate knowledge of historical sites. Other distractors A, “Sofala”; B, “Karagwe”; D, “Tabora” and E, “Bagamoyo” were chosen by the candidates, but they were irrelevant. Those candidates were likely referring to pre-colonial trading centres (Sofala, Tabora and Bagamoyo) while Karagwe was chosen by the candidates because it was famous in iron technology and feudal relations (Nyarubanja). Thus, failure of those candidates to identify the correct answer might be attributed to lack of knowledge about some of the historical sites in Tanzania.

Item (vi) required the candidates to identify the factor that disturbed the trade contacts between East Africa and Asia in the 16th century. The correct answer was E, “*Portuguese invasion*”. The candidates, who had adequate knowledge on the aims of Portuguese explorations in Africa and the effects thereof, were able to identify the correct response. Those candidates were aware of how the Portuguese invasion along the coast of East Africa undermined trade and destroyed much of the wealth of the East African coast. Coastal towns such as Kilwa were attacked and destroyed, the Portuguese imposed heavy taxes to the traders; and the Portuguese did not pay a fair price, and so the miners ceased to search for gold. Overall, the old Indian Ocean trade was largely destroyed by the Portuguese.

Some candidates chose alternative C, “expulsion of the Portuguese.” The choice of this distractor indicates that those candidates lacked knowledge on the impact and duration of the Portuguese in East Africa. Such candidates were supposed to understand that the trade contact between East Africa and Asia were disturbed by the Portuguese invasion in East African coast. Moreover, the Portuguese expulsion from the East African coast took place during the 17th century and not during the 16th century.

The candidates who opted for distractor A, “Berlin Conference resolutions” lacked knowledge on both the topics of *Africa and the External World* and *Establishment of Colonialism*. The two historical events took place at different time frames and also they had different impact on the East African coast. The Portuguese appeared on the East African scene between the 15th century and 17th century whereas the Berlin conference was convened in the 19th century (from 1884 to 1885). The motives of the Portuguese were to find a sea route to India, to spread Christianity by driving out Muslims, exploration and trade. On the other hand, Berlin conference resolutions refer to the decisions agreed by all the capitalist powers on how to divide the African continent peacefully among themselves. Those 19th century Berlin conference resolutions had nothing to do with regard to causing the decline of the 16th century trade contact between East Africa and Asia.

The candidates who opted for distractor B, “activities of agents of colonialism” were not conversant with the role of explorers, missionaries and traders. The most notable roles included identifying and securing sources of raw materials and reliable markets for their countries’ industries, mapping routes and spreading Christianity - these were the demands that were created by industrial capitalism. In so doing, the agents of colonialism prepared Africa for colonization. In a nutshell, the agents of colonialism (in the 19th century) did not play any role in disturbing the trade contacts between East Africa and Asia during the 16th century.

Likewise, those candidates who chose distractor D, “effects of the First World War” lacked knowledge on the duration, aims and impact of the arrival of the Portuguese in the East African coast. In reality, what one can deduce from such a response is that those candidates had very limited knowledge on the historical events that took place and how they affected East Africa socially, economically and politically between the 15th century and 20th century. It is surprising to find out that some candidates did not understand that there is no link whatsoever between the First World War that took place between 1914 and 1918 and the Portuguese disruption of the coastal trade in the 16th century.

Item (vii) required the candidates to identify the name of the greatest ruler of Mali. The correct response B, “*Mansa Kankan Musa*” was chosen by the candidates who had adequate knowledge on the topic of *Development of Social and Political Systems*. Those candidates were aware of the pre-colonial kingdoms and their respective rulers. Hence, it was possible for them to pinpoint Mansa Kankan Musa who reigned from 1307 to 1337 and extended the boundaries of Mali even further and built up a more effective system of government than any of

his predecessors. Clearly, then, Mansa Kankan Musa was a great ruler who succeeded in establishing peace and order in Mali, in promoting trade and commerce and above all, in making Mali known all over the world.

Distractors A, “Askia Mohammed” and E, “Sunu Ali” comprised the names of great rulers of the Songhai whereas alternative C “Osei Tutu” consisted of the name of the ruler of Asante Empire. In that sense, the candidates who opted for these alternatives could not relate the different rulers to their respective states due to the little knowledge on the Western Sudanic states. Askia Mohammed and Sunu Ali were the rulers of Songhai Empire while Osei Tutu was the ruler of Asante Empire.

Some candidates opted for distractor D, “Uthman dan Fodio”. This was the founder of the Sokoto Caliphate. Therefore, the candidates who opted for this alternative lacked the specific knowledge of the kingdoms and their specific kings of pre-colonial West African kingdoms.

Item (viii) required the candidates to identify the term that comprise the making of goods and services available for human needs. The correct answer B, “*production*” was opted for by the candidates who had adequate knowledge on social organization and production procedures.

The candidates who opted for A, “consumption” were unaware of production patterns. In that case, they failed to know that consumption refers to the way of buying and using things – and that it is possible after production had taken place. Likewise, the candidates who chose option D, “interaction” failed to understand that interaction refers to the way through which people come into contact and have effect upon one another. In general, the choice of this distractor portrays that the candidates were unaware of the distinction between production and interaction.

Distractors C, “consolidation” and E, “transition” were irrelevant options hence the candidates who chose them lacked knowledge over the subject matter. In concluding, one may briefly assert that some candidates had limited knowledge on some popular historical terms, and this, to the great extent, affected their performance in some questions.

Item (ix) required candidates to identify the immediate consequence of the development of Triangular trade. The correct response B, “*Disruption of Trans-Saharan Trade*” was chosen by the candidates who were acquainted with adequate knowledge over the major historical events that took place in pre-colonial West Africa. With such background, these candidates could

chronologically understand that the Trans-Saharan trade was followed by Triangular Trade and therefore, it was a root cause for its disruption. The Trans-Saharan Trade was conducted between the people of North Africa and those of Western Sudan across the Sahara desert while the Triangular Trade was conducted between Europe, Africa and the Americas (New World).

Some candidates who had limited knowledge on the topics of *Africa and the External World*, *Industrial Capitalism* and *Establishment of Colonialism*, opted for distractor C, “Scramble and partition of Africa”. The scramble for and partition of Africa took place in the 19th century, therefore it is wrong to consider it as an immediate consequence of the Triangular trade of the 15th century.

Moreover, it was the development of capitalism from commercial capitalism to industrial capitalism that eroded the triangular slave trade. Such candidates were supposed to understand that it was industrial capitalism that gave birth to the scramble for and partition of the African continent so as to get the new industrial demands brought about by the industrial revolution such as the need for markets, raw materials, areas for investment, areas for cheap labour, and areas for settlement. Therefore, logically, the scramble for and partition of the African continent was not the immediate result of the Triangular trade.

Options A, “Decolonization of African countries”; D, “Adaptation of the Open Door Policy”; and E, “implementation of indirect rule policy” were opted for by the candidates who had limited knowledge on the topics of *Africa and the External World* and *Nationalism and Decolonization*. Decolonization of the African countries; adaptation of the Open Door policy and implementation of indirect rule policy were not caused by the Triangular trade.

Item (x) required candidates to identify the year when America defeated her colonial master (Britain). The correct answer was D, “1776”. This was chosen by the candidates who had adequate knowledge of the topic of *Industrial Capitalism* under the sub-topic of *Abolition of Slave Trade*. The American independence of 1776 is among the reasons for the abolition of slave trade. Upon attaining her political independence in 1776, America was no longer a reliable source of raw materials and markets for British industries and industrial manufactures respectively

Some of the candidates who opted for A, “1873” failed to differentiate between the historical phenomena and their respective years. The year 1873 was not associated with American independence but rather with the year during which slave trade was abolished in East Africa by the closure of the greatest slave market in Zanzibar.

Some candidates chose distractor C, “1945”. This was the year when the United States played a decisive role to end the Second World War. Moreover, the candidates opted for the year 1945 because it was during this time that the United States of America emerged as one of the global super powers.

Distractor B, “1884” also attracted some candidates who failed to relate historical events to their specific years. The choice of the year 1884 as the year of American independence was incorrect. This choice might be attributed to the significant historical event that took place during that year which changed the global political platform. Such an event was the convening of the Berlin Conference of which the United States of America attended as an observer.

However, some candidates opted for distractor E, “1918”. This was the year when the First World War ended. This choice might be attributed to the role the United States of America played in ensuring victory to the Allied powers against the Central powers. In general, the candidates exhibited limited knowledge on the topics of industrial capitalism, colonialism and global Crises.

2.2 Question 2: Matching Items

The question was composed from various topics of the syllabus. The candidates were supposed to match each item (i – x) in **List A** with the correct response in **List B** by writing the letter of the correct response against the item number. Each correctly matched item carried one mark.

List A	List B
(i) An organization comprising of less developed countries in the world.	A ECOWAS B AU C FRELIMO D NAM E UNITA F OAU G SADC H COMESA I EAC J UNO K SECURITY COUNCIL L UPC M TANU N ZANU O IMF P WORLD BANK Q ILO R UNESCO S FAO T ANGLOPHONE
(ii) A regional grouping of countries from West Africa.	
(iii) An organization whose formation was facilitated by Pan-Africanism.	
(iv) An organization which replaced the former Organization of African Unity.	
(v) An economic grouping comprising of 21 states in east and southern Africa.	
(vi) An organization which was founded by Julius Nyerere, Milton Obote and Jomo Kenyatta.	
(vii) An organization comprising of independent states from all over the world.	
(viii) An organ of the United Nations formed by fifteen member nations.	
(ix) A famous political organization in Mozambique.	
(x) A nationalist political party headed by Julius Nyerere.	

The question was attempted by 351,693 (100%) candidates. Those who scored 0 to 2 marks were 45.4 percent out of which 8.8 percent scored 0 marks, 44.2 percent scored from 3 to 6 marks, and 10.4 percent scored from 7 to 10 marks. The performance in this question was average since 54.6 percent scored from 3 to 10 marks. Figure 2 shows the percentage of the candidates' performance in this question.

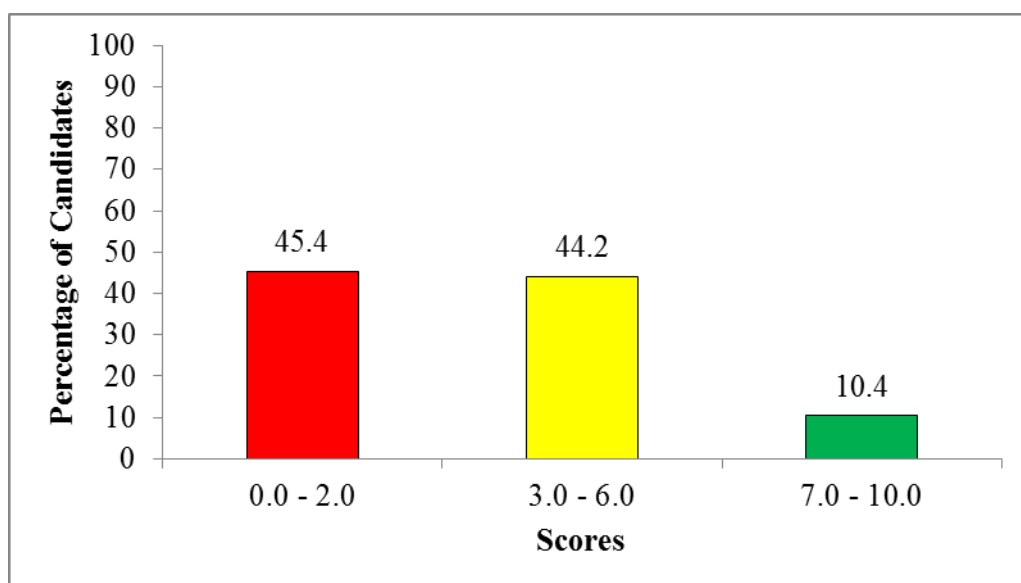


Figure 2: *The candidates' performance in this question.*

Item (i) required the candidates to identify the name of an organization comprising of less developed countries in the world. The correct answer was D, “NAM”. NAM is an acronym of Non-Aligned Movement whose principles include: safeguarding the independence and sovereignty of member states, fighting disarmament in the world, eradicating racism in the world and promoting economic independence among the poor countries of the world. It was chosen by the candidates who had adequate knowledge on the strategies taken by the less developing countries as an alternative to membership of either the Eastern bloc or the Western bloc. NAM was found in 1961 in Belgrade. The idea of its foundation originated from the Bandung Conference of 1955. The movement's major goal was to find the neutral position of the Third World countries by neither allying with nor being against the capitalist or communist blocs during the Cold War era. The movement also addressed the Third World problems like imperialism and poverty.

Most of the candidates failed in this item, by matching the item either with B, “AU or F, “OAU.” Those candidates failed to understand the demand of the question since instead of providing a global organization that comprises of less developed countries they provided responses basing on the organization of the independent African countries. Such organization does not cater for the globe as a whole. What can be deduced from such responses is that the candidates had limited knowledge on continental and global organizations.

Item (ii) required the candidates to identify the name of the regional grouping of the countries from West Africa. The correct response was A, “*ECOWAS*.” Candidates with adequate knowledge about regional groupings in Africa were able to choose the correct answer because they understood composition and location of the grouping that comprise West African countries. Adequate knowledge on African integrations enabled them to distinguish ECOWAS from other given regional economic integrations. ECOWAS (Economic Cooperation of West African States) was established in 1975 with a view of fostering economic cooperation and alleviate West African countries from imperialist exploitation and poverty.

Some candidates failed by choosing mostly responses G, “SADC” and H, “COMESA”. Such candidates failed to identify the specific regions where the asked organization belongs. In principle, SADC (Southern Africa Development Community) was formed in 1980 with the aim of promoting development through cooperation, to harness resources in order to enhance development and to leverage international support within Southern African region. The community has 15 member states. COMESA (Common Market of Eastern and Southern Africa) is an economic grouping formed in 1994 to facilitate growth and the development through cooperation in exploitation of available resources within the Eastern and Southern African region. The grouping had 21 member states from Southern African region.

Item (iii) demanded the candidates to identify the name of an organization whose formation was facilitated by Pan-Africanism. The correct response was F, “*OAU*.” This answer was arrived at by the candidates who were aware that the formation of OAU (Organization of African Unity) is traced from the agenda of the Pan-African Movement which aimed at awakening nationalist awareness among the African nationalists as well as promoting unity among African states in order to eradicate colonialism and defend African sovereignty. The organization was formed in 1963 in Addis Ababa (Ethiopia) by 32 African states.

Most of the candidates who failed to choose the correct answer in this item were attracted by response J, “*UNO*.” The reason behind this emanates from the similarity of some of the roles of UNO and Pan-Africanism. For example, such roles include condemnation of colonialism and supporting decolonization campaigns. Those candidates were supposed to understand that specifically OAU was established by the independent African states to solve African problems whereas UNO refers to an international organization comprising of independent states from all over the world.

Few candidates chose D, “NAM” basically due to its much concern about African affairs. NAM worked alongside Pan-Africanism in the struggle for independence of African countries through which it raised concern for third world unity to condemn colonialism and imperialism. Also its member states like Egypt and India provided material support to overthrow colonial regimes in Africa. Such roles must have attracted some candidates to opt for such an incorrect response.

In item (iv), the candidates were tested to choose the name of the organization which replaced the Organization of African Unity (OAU). The correct answer B, “AU” was chosen by the candidates who were aware that AU (African Unity) was transformed from the OAU to AU in 1999 in order to achieve greater unity and solidarity among African countries. Most of the candidates were able to identify the correct response in this item because they had adequate knowledge since OAU and AU are inter-disciplinary topics as they are taught in History and Civics. In addition, the issues pertaining to AU are widely discussed on different media and platforms.

In item (v), the candidates were supposed to identify the name of an economic grouping that comprises 21 states in East and Southern Africa. The correct response was H, “COMESA.” Candidates with adequate knowledge about regional groupings in Africa were able to choose the correct answer. The candidates were aware of how the need to tackle political, social and economic needs of the people facilitated the formation of COMESA. In a nutshell, such candidates were conversant on how COMESA, with its 21 member states, was designed to facilitate growth and development through cooperation in exploitation of resources in the region.

The candidates who could not match the item correctly mostly opted for alternative G, “SADC.” SADC stands for Southern Africa Development Community. The choice of this distractor was caused by the candidates’ failure to differentiate between COMESA and SADC.

Item (vi) required the candidates to identify the name of an Organization which was founded by Julius Nyerere, Milton Obote and Jomo Kenyatta. The correct response was I, “EAC.” This response was chosen by most of the candidates because they were aware of the contributions and achievements of the previous East African presidents towards the formation of regional groupings. To add, the EAC was formed in the spirit of Pan-Africanism and its founding fathers were strong Pan-Africanists who led the East African countries to independence. It

was formed in 1967 with the goal towards achieving economic cooperation in East Africa and as step for African unity.

The few candidates opted for distractor T, “TANU.” Their choice to this option is attributed to their inability to read the question carefully. They turned their attention to the alternative just by seeing the name of Julius Nyerere, the prominent founder of the TANU party. Other candidates chose this alternative due to lack of knowledge of the founders of the EAC (East African Community)

Item (vii) tested the candidates’ ability to identify the name of an international organization comprising of independent states from all over the world. Most of the candidates opted for the correct response J, “*UNO*.” The UNO is a widely known organization in the world because it is the only worldwide international organization that incorporates almost all countries in the world. This enabled many candidates to easily identify it as the correct answer.

On the other hand, the candidates who failed to identify the correct answer mostly opted for the alternatives which consisted of the organs of the UN such as K, “Security council”; Q, “ILO”, R, “UNESCO”, S, “FAO”, O, “IMF” and P, “World bank.” The universal nature of these organizations made some of the candidates to believe that they are the correct answers. These candidates failed to grasp what it meant by “an international organization comprising of independent states from all over the world.”

Also, there were candidates who chose alternative D, “NAM.” The universal nature of NAM must have played a role in convincing them to opt for this alternative. NAM integrates the third world countries worldwide.

Item (viii) required the candidates to identify an organ of the United Nations formed by fifteen member nations. The correct response was K, “*SECURITY COUNCIL*.” This was chosen by the candidates who were familiar with the organs of the UNO. By identifying the Security Council, they were able to distinguish it from the other UN organs like Q, “ILO”, R, “UNESCO” and S, “FAO.” With such capability they realized that Security Council comprises of 15 member states, (five permanent and ten non- permanent members who are appointed for two-year term by the General Assembly).

However, some of the candidates who failed to identify the correct answer opted for alternatives Q, “ILO” or R, “UNESCO” or S, “FAO” because of being the organs of the United Nations. This is due the fact that they have close relations with the correct response K, “*SECURITY COUNCIL*.” By choosing those alternatives, these candidates had an idea about the UN organs but they failed to

identify the organ formed by fifteen member nations. These candidates missed the idea that the Security Council operated quite differently from the other organs of the UNO. It is the only one with 15 member states. The other organs are operated by their own special secretariats. Similarly, the other candidates opted for alternatives O, “IMF” and P, “World Bank” which also operates under the guidance of the United Nations.

Item (ix) tested the candidates’ knowledge to identify the famous nationalist political organization in Mozambique. The correct response was C, “*FRELIMO*.” The candidates who correctly chose this answer had sufficient knowledge about nationalist movements in Africa, particularly in Mozambique. They were able to identify FRELIMO (Front for the Liberation of Mozambique) since it was the famous nationalist political party that struggled for the liberation of Mozambique. FRELIMO was formed in 1962 by the Mozambican exiles led by Eduardo Mondlane so as to fight against the Portuguese who colonized Mozambique.

On the other hand, the majority of the candidates, who failed to choose the correct answer, opted for either alternative E, “UNITA” or alternative N, “ZANU.” UNITA was chosen by some the candidates because it is one of the famous nationalist political parties that fought against the Portuguese colonial rule. These candidates failed to realize that UNITA was in Angola, but not in Mozambique. Those who chose ZANU were incorrectly attracted by the fact that ZANU was also the famous nationalist political organization which waged armed struggle against the colonial rule just like FRELIMO but in Zimbabwe not in Mozambique. These candidates had little knowledge of the nationalist movements in Africa, so they had no ability to identify location of the nationalist political parties.

Item (x) required the candidates to identify the name of the nationalist political party headed by Julius Nyerere. The correct response was M, “*TANU*.” The majority of the candidates got this response correctly because of their adequate knowledge about Julius Nyerere and the nationalist campaigns in Tanganyika. Julius Nyerere mostly honored and referred to as “Mwalimu” and “*Baba wa Taifa*” (Father of the Nation), who is the most known and celebrated political figure in Tanzania. Likewise, his achievements as the head of TANU in leading the Tanganyikans to the attainment of independence are well known by almost the entire Tanzania public. Also, TANU is the only widely known political party that struggled for the independence of Tanganyika. Moreover the history of Nyerere and TANU are inseparable and recurrently discussed and celebrated on numerous occasions like Nyerere Day (October 14) and Independence Day

(December 9). It is one of the most common topics to the majority of Tanzanians. All these made the majority of the candidates to choose the correct response for the question.

On the other hand, very few candidates failed to choose the correct answer and opted for other alternatives especially N, “ZANU.” The candidates who opted for this response might have either searched for the correct answer hurriedly and thus mistakenly chose that alternative or they failed to understand the demand of the question due to the problem of language.

2.3 Question 3: Historical sketch Map and Short Answer Question

The question had two parts (a) and (b). Part (a), demanded the candidates to draw a sketch map of Africa and locate: (i) A country in West Africa which attained independence under the leadership of Nnandi Azikiwe; (ii) A country which became peaceful after the death of Jonas Savimbi in 2002; (iii) A country whose nationalist leader became her president after being imprisoned for 27 years; (iv) German East Africa; and (v) A country in which the headquarters of the African Union is situated. Part (b) required the candidates to outline five (5) problems which faced Tanganyika African National Union during the struggle for independence.

The question was attempted by all 351,693 (100%) candidates. The candidates who scored 0 to 2.5 marks were 53.6 percent, out of whom 24.1 percent scored a 0 mark. Those candidates who scored marks ranging from 3 to 6 were 37.5 percent. The candidates who scored from 6.5 to 10 marks were 8.9 percent.

Poor map drawing skills and inability to locate the required places inhibited the candidates to score high marks. Generally, the performance of the candidates in this question was average as 46.4 percent of them scored 3 to 10 marks. The statistical presentation of the performance of the candidates in this question is as shown in Figure 3.

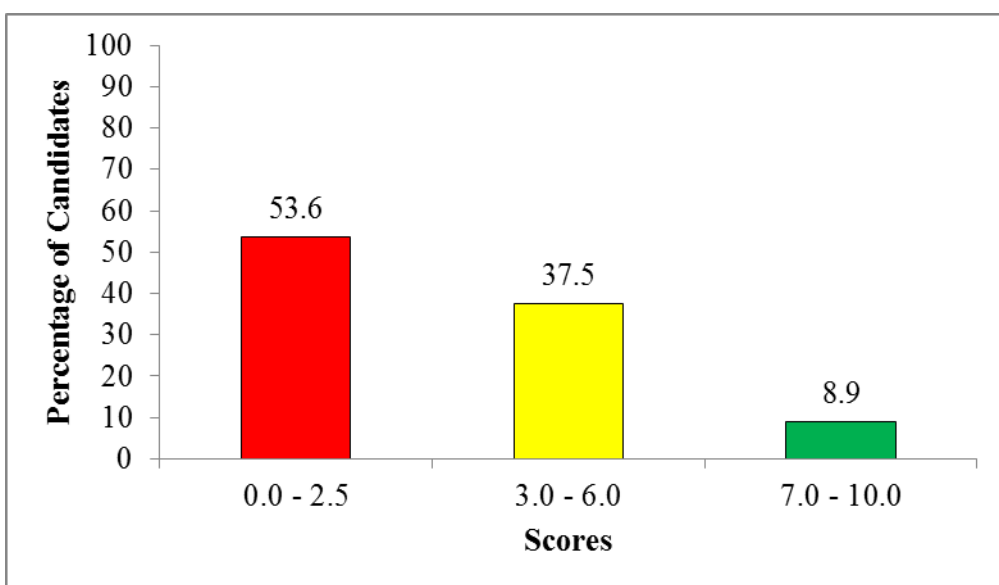
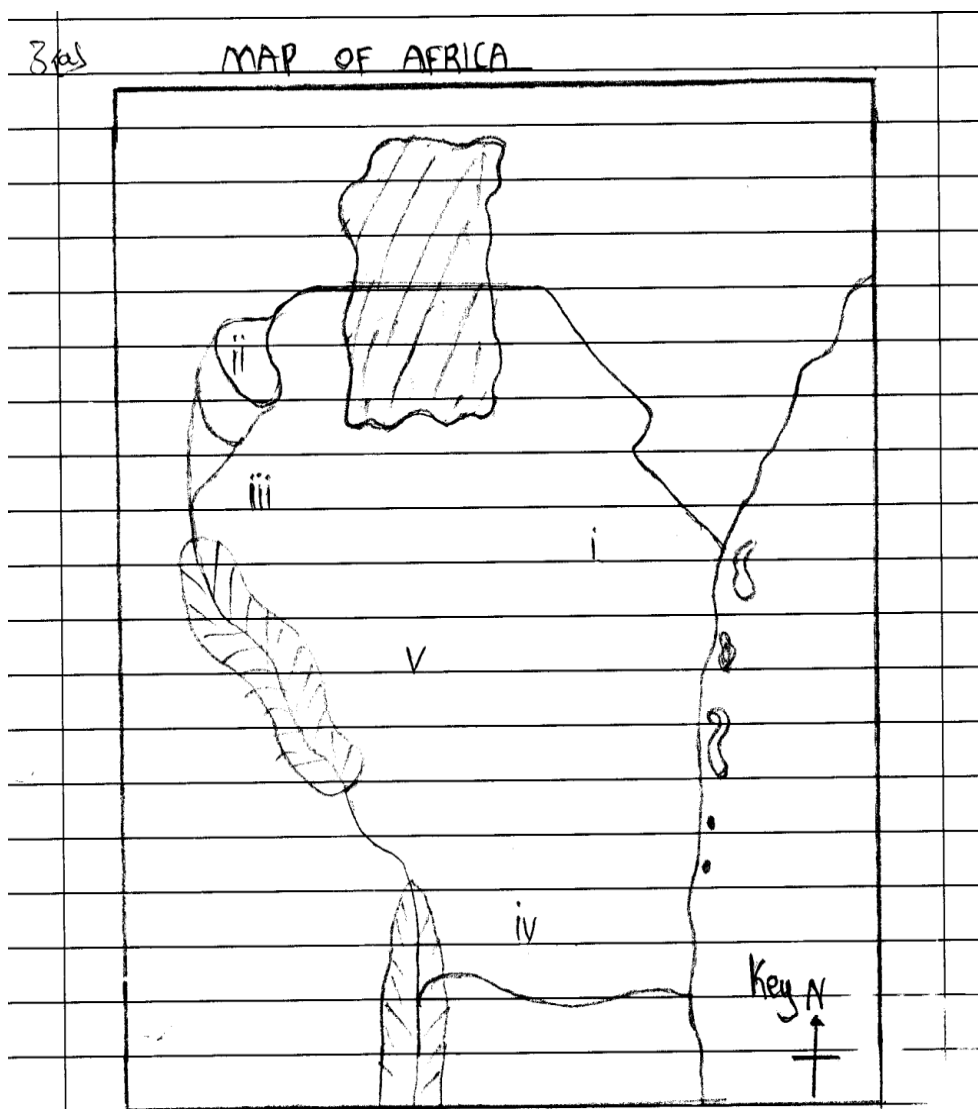
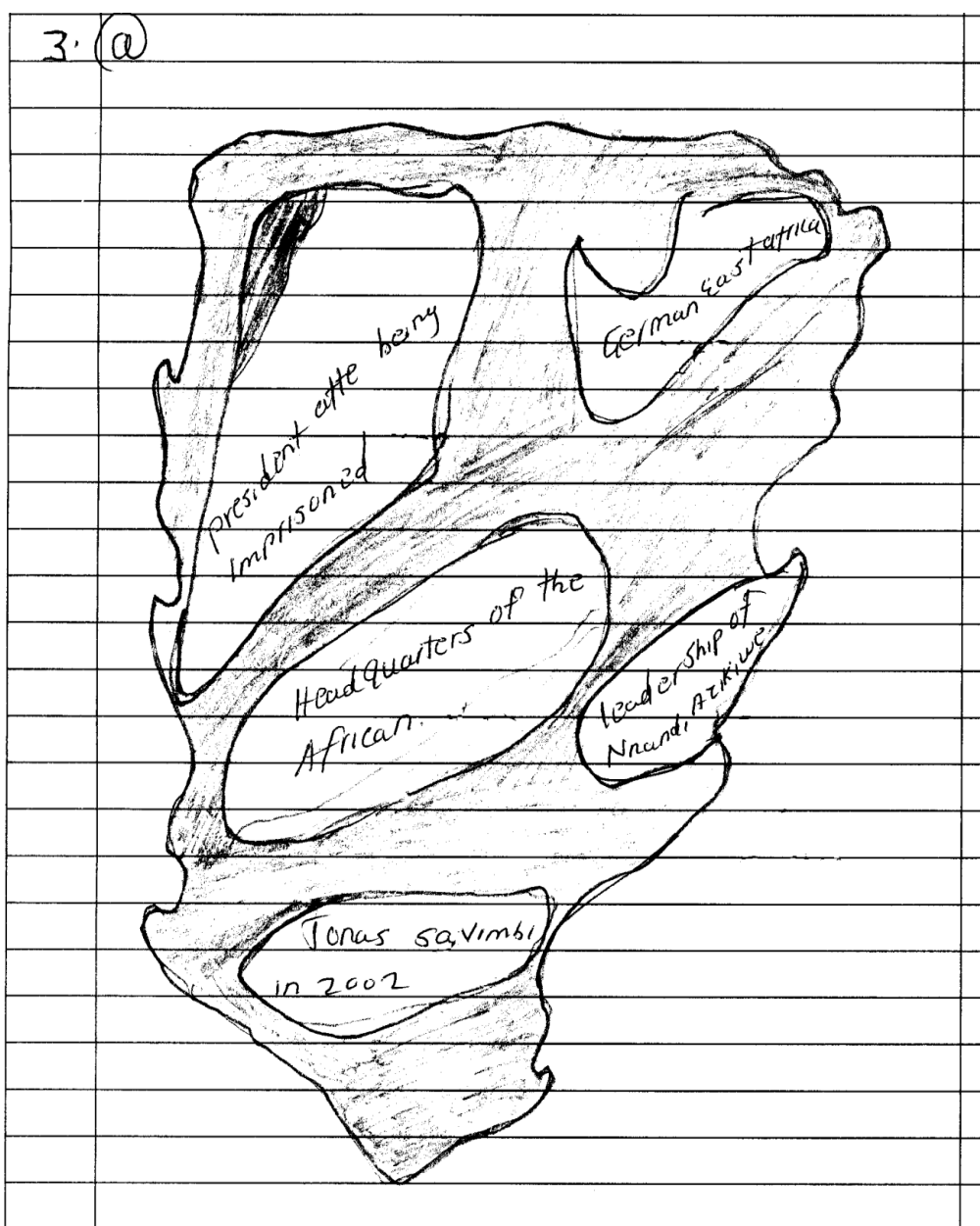


Figure 3 shows that majority of the candidates in this question scored from 0 to 2.5 marks.

The candidates who scored a 0 mark could neither draw the sketch map and locate the given positions nor outline the problems which faced Tanganyika African National Union during the struggle for independence. Most of the candidates in this category misinterpreted the question by drawing the sketch maps of either Tanzania or East Africa. Some of the candidates wrote and/or drew inappropriate and incomprehensible sentences and/or drawings as a result they were awarded a 0 mark. For example, in part (a) some of the candidates drew undefined objects while others in part (b) outlined the role played by TANU in the struggle for independence and few others outlined its achievements instead of outlining the problems it faced during the struggle for independence. Most of the candidates in this group exhibited poor drawing skills and lack of knowledge of the subject matter. Extracts 3.1 and 3.2 exemplify the candidates who drew irrelevant sketch maps.



Extract 3.1 shows an incorrect response given by one of the candidates who misinterpreted the question by drawing the sketch map of Tanzania instead of that of Africa.



Extract 3.2: A response of one of the candidates who drew undefined object instead of the sketch map of Africa.

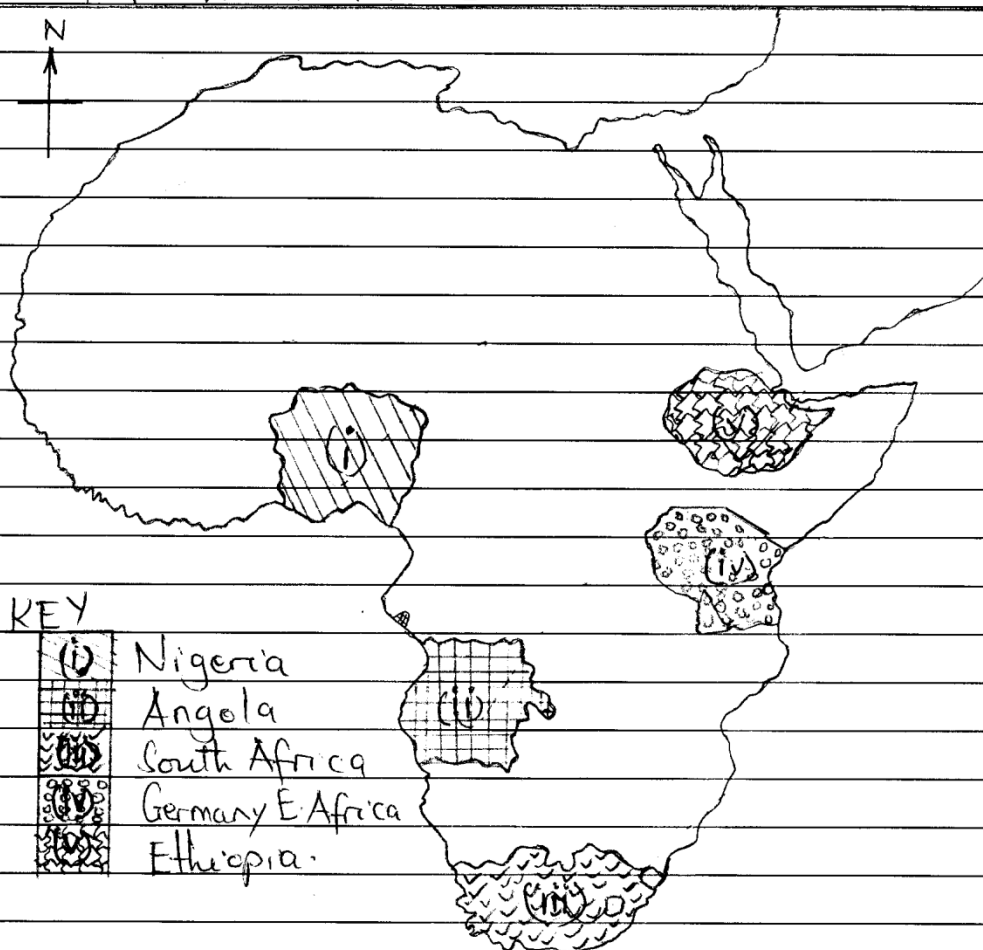
However, a few number of candidates who could draw meaningful sketch maps located few positions or outline few problems which faced TANU during the struggle for independence scored 0.5 to 2.5 marks. In comparison, most of the candidates in this category obtained some marks from part (b), when compared to part (a). Some of the typical characteristics of the candidates' responses in this category are as follows: some of the candidates drew the required sketch maps of Africa accurately and managed to locate few required places correctly; others

outlined few problems which faced TANU during the struggle for independence. Some of the candidates skipped part (a) and outlined few correct responses in part (b).

The majority of the candidates who scored from 3 to 6 marks could draw the sketch map of Africa and locate on it few of the required places. Some of the candidates outlined two or more relevant problems which faced TANU during the struggle for independence. However, the majority of the candidates in this category put much effort on part (b) due to their inability in drawing and locating.

The candidates who scored from 6.5 to 10 marks were 31,274 (8.9%). Out of these only 1,126 (0.3%) scored all 10 marks in this question. Generally, the candidates in this category showed greater mastery of the subject matter and they understood the demand of the question. The candidates, who scored all 10 marks allotted to this question, could interpret the question correctly, draw the sketch map accurately and locate the required places such as: (i) Nigeria, (ii) Angola, (iii) South Africa, (iv) Tanganyika and (v) Ethiopia. On top of that, they were able to outline exhaustively five problems which faced TANU during the struggle for independence. Extract 3.3 shows the relevant response of one of the candidates who answered the question well by drawing the sketch map of Africa and locating the required places appropriately.

3. a) A SKETCH MAP SHOWING PLACES OF HISTORICAL EVENTS.



Extract 3.3: A relevant response given by the candidate who managed to draw the required sketch map of Africa and located the required places with great accuracy.

2.4 Question 4: Short Answer Question

This question had two (2) parts: (a) and (b). Part (a) required the candidates to arrange the given historical statements (i-v) in chronological order by writing numbers 1 to 5 beside the respective item numbers. The statements were: (i) Portuguese were expelled from the Fort Jesus, (ii) Vasco Da Gama reaches East Africa, (iii) Bartholomew Diaz reaches the Cape of Good Hope, (iv) Tanganyika becomes a mandate colony under the British, (v) Britain becomes the first nation to undergo industrialization. Part (b) was based on several topics of the syllabus

and it required the candidates to identify the missing sentence by writing its letter beside the item number.

This question was attempted by all 351,693 (100%) candidates. The candidates who scored from 0 to 2.5 marks were 35.4 percent, out of whom 5.3 percent scored a 0 mark. Those who scored from 3 to 6 were 51.3 percent. The candidates who scored from 7 to 10 marks were 13.3 percent. From this statistical analysis the performance of the candidates in this question was good, as 64.6 percent of the candidates scored from 3 to 10 marks. Figure 4 presents the candidates' performance in this question.

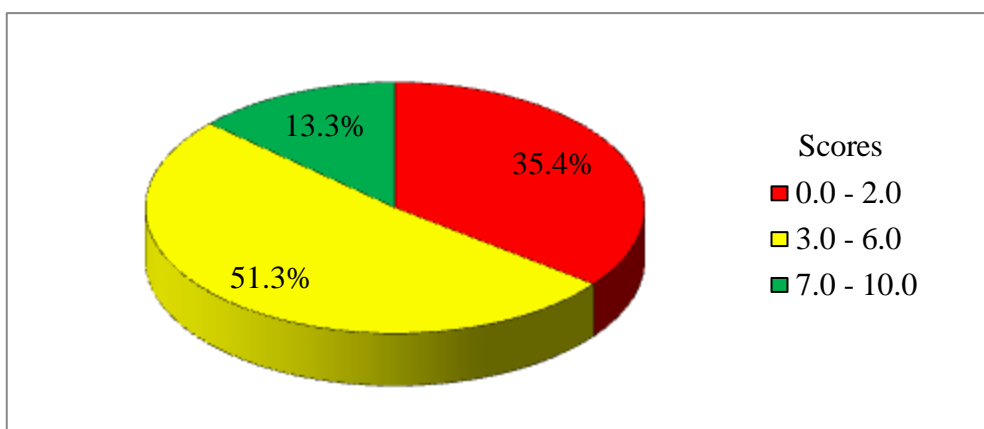


Figure 4: *The candidates' performance in question 4.*

The candidates who scored a 0 mark could neither arrange the statements chronologically nor identify the missing sentences. For example, some of them copied questions from the question paper and presented them as answers to the question while others provided irrelevant responses. Such incorrect responses indicate candidates' lack of knowledge, failure to identify the demand of the question as well as failure to abide by the given instructions.

The majority of candidates who scored from 0.5 to 2.5 marks either managed to arrange few statements chronologically or were able to identify few missing sentences. Part (a) which required the candidates to arrange the statements chronologically, was the most challenging to most of the candidates who lacked or had limited knowledge about the subject matter. Majority of the candidates scored more marks in part (b) compared to part (a) basically due to the nature of the items.

The candidates with moderate scores, ranging from 3 to 6.5 marks, could arrange chronologically some of the statements in part (a). In part (b), they managed to identify some few missing sentences correctly.

Of all the candidates who scored 7 to 10 marks, only 3,716 (1.1%) were able to score all the 10 marks allotted to this question. Those candidates exhibited greater ability to arrange the sentences chronologically as well as identifying the missing statements. This was possible because those candidates had sufficient knowledge about the subject matter and on top of that they were conversant with the demands of the question.

2.5 Question 5: Essay question.

This question was based on the topic “*Sources and Importance of History*”. It required the candidates (in six points), to explain the importance of Museums to national development.

The question was attempted by 179,890 (51.1%) candidates. The candidates who scored from 0 to 5.5 marks were 38 percent of which 7 percent scored a 0 mark. Marks ranging from 6 to 12.5 were scored by 57.2 percent of the candidates and only 4.8 percent of the candidates scored marks ranging from 13 to 20. The overall performance of the candidates in this question was average since 62 percent of the candidates scored from 6 to 20 marks. Figure 5 presents the candidates’ performance in this question.

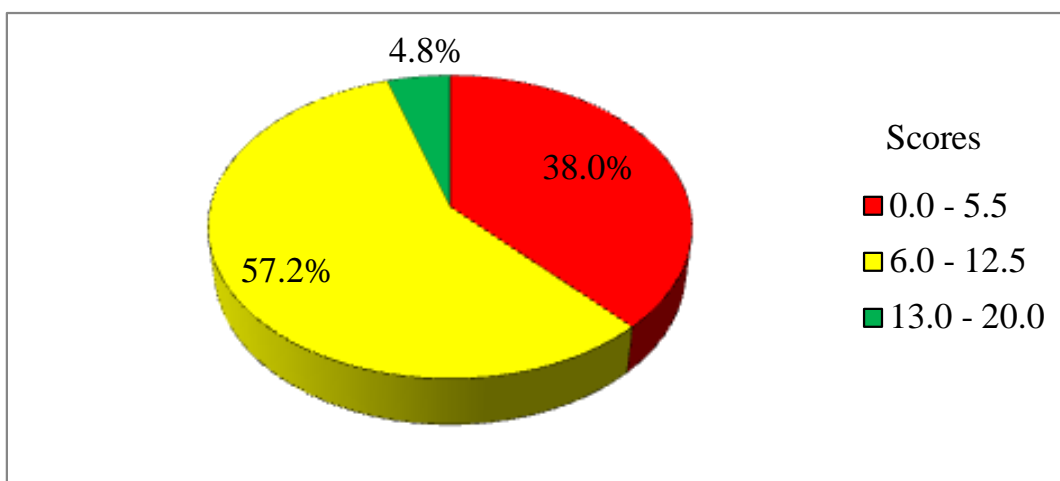


Figure 5: Performance of candidates in question 5.

The candidates with a 0 score failed due to lack of knowledge of the subject matter as well as failure to understand the demands of the question. Some candidates mentioned the areas/ places where museums are found in Tanzania instead of explaining their importance to national development. Other candidates, who scored a 0 mark, explained the methods through which historical events are dated or chronologically presented.

Other candidates went beyond the topic by relating their responses to the evolution of man or importance of iron technology. In addition, some of the candidates misconceived the term “national development” with nationalism. Therefore, they based their explanations on the importance of nationalism. Worse enough, there were candidates who just copied the question without giving any explanations. All of these inadequacies indicate that the candidates were unaware of the importance of the sources of historical information. Extract 5.1 is an example of a response that was irrelevant in this question.

5. **Buli Museums.** The museums is the long distance of Societies Council activities the a following of museums to national development.
- Bulima museums.** The Bulima museums is the oral tradition that by the directed of the Economic development.
- Bagamyo museums.** The museums of Bagamyo in Africa Economic independence Colonial development.
- Ansha Museums.** The Ansha museum in the Colonial dependence of the Colonialism way the development investment to Competitiveness to the museums.
- Kirwa museums.** Is the organization of become in Africa of Organization Independence Founded by the Countries of the Formation.
- Zaribar museums.** Was the Zaribar museums is the very famous distance in house of Zaribar was by the museums is the development of the Marriage to the Africa
- Nyumba ya Mungu Museums.** The museums of nyumba ya mungu is the very Communication to the Africa where directed investment to the Colonialists of Africa. were people is the missing dependence of African

Extract 5.1: An irrelevant response given by the candidate who gave the examples of Museums in Tanzania instead of explaining the importance of museums to national development.

The candidates who scored from 0.5 to 5.5 marks exhibited different strengths and weaknesses in their responses. For example, some outlined few correct points without giving relevant explanations; few candidates only scored a mark from the introduction by giving the meaning of the term Museum. Some candidates, who scored 0.5 marks, gave partial explanations. In general, candidates in this category exhibited little subject matter mastery.

The candidates who scored from 6 to 12.5 marks had shown some strengths and weaknesses. Some of such candidates' responses' strengths include showing the better understanding of the demands of the question by providing relevant points and relating those points to the importance of the museums along with concrete examples. Their weaknesses include provision of partial explanations in some points, repetitions of some points and giving irrelevant examples. For example, some candidates who repeated some points wrote; museums preserve historical information of a country and museums can provide information of the past of a country in two separate paragraphs as if they are two different points. Also, some of the candidates in their explanations included the points related to the importance of history or oral traditions. These weaknesses were due to partial knowledge on the roles the museums play in facilitating the development of the country.

On the other hand, the candidates who scored from 13 to 20 marks were 4.8 percent. Of such candidates, only 46 (0.01%) candidates scored from 18 to 20 marks. Top marks scorers had the following strengths: perfect interpretation of the demand of the question, provision of detailed explanations with factual examples, clarity of the explanations and coherence of points on the importance of museums to national development. Overall, they explained on the usefulness of museums in *preserving historical information*. Also, they explained how museums can become *sources of national income*. Other points provided by those candidates were 'creation of employment and their role in education and research'. Extract 5.2 shows a sample of an appropriate answer.

5. Museums are special buildings or places which are prepared specifically for storing and keeping various historical materials of great value to the history of man such as tools, skulls, bones, rocks and other items. Museums are one among the source of Historical information. There are two types of museums which are national museums such as the Tanzania national museum at Makumbusho village and regional museums such as Butiama museum. Museums are of great importance to the national development in the following ways:-

They act as a source of employment to the people. Employment is a state of having a work to do. In museums people can be employed as the care-taker who take care of the things. Also people can be employed as museum guides who explain various things to the people who go and visit the areas. Museums can also provide employment indirectly to the community around them for instance guest houses and hotels for the visitors. This brings national development on the sense that it curbs the problem of unemployment in the country.

Never the less, museums influence tourism and hence provides a source to the national revenue. Tourism is the process of visiting an area or a place for leisure or learning. Various people from different areas visit museums so as to get historical information and to learn hence as a result they perform tourism.

5. It can be internally when people from the same nation visit the museums within it or internationally when people from foreign countries visit it. The nation earns revenue by taxing and charging people who went to visit the museums. As a result the revenue obtained can be used in various developmental activities.

Another importance is they help in transforming theoretical learning to practical learning hence improving the educational standards of a country. This is to say that people who study history get a chance to visit and see various historical items practical more than just reading books. As a result this raises curiosity of students to learn more and hence boosting the level of academic performance at the particular subject. For instance students can go for study tours in any of the museum to learn about tools used by the early man by doing so this will enhance memory power of student on that particular matter and hence development. When qualities of education are improved a nation automatically develops.

It promotes durability and safe custody of historical items and hence preventing the destruction of items which are of value to the history of a nation. Museums safe guards various historical items by making sure that they are in good conditions and that they can last longer for the benefit of the future generation. For instance items are kept away from moisture sources which could lead to

5 their destruction. Items such as old clay pots which are fragile are all kept safe. The foot prints of old man and the skulls are all safely kept. By doing so it maintains the culture of preventive care of items and hence influencing development.

It helps in transmission of knowledge and culture from one generation to another. Culture is the total way of life of a particular society. It involves various things such as arts and crafts, traditions and ideologies. In museums various cultural items which were used by the early man are stored there for the future generation to learn and to be aware of where the nation comes from. For instance at the Tanzania nation museum of Makumbusho village youth get opportunity to see various cultural items, they also learn various cultural values which existed before such as preparation of local food. This brings development because a nation without culture and its history is like a tree without roots.

Furthermore, museums help in ~~gene~~ development of infrastructures and provision of services to the area around it. This is because in areas near the museums, they have to be easily accessible and supportive for living so as to make sure that people are attracted to visit the museums. For instance development of good transport system such as well kept

5	roads and provision of clean and safe water together with improved sanitation which influence the visitor to visit the areas. All these provides development of the nation by rising the living standards of people.
	Conclusively, museums plays a very vital role in the development of a nation both economically and socially. Therefore it is the responsibility of the government to insure that these places are well maintained. The citizens should be patriotic and see the value of visiting museums to learn various beneficial values concerning the history of their country.

Extract 5.2 shows the candidate's relevant response supported with examples.

2.6 Question 6: Essay Question

The question was set from the topic “*Establishment of colonialism*”. It required the candidates to examine six effects of Majimaji uprising in Tanganyika. It was attempted by 313,120 (89%) candidates. The candidates who scored from 0 to 5.5 marks were 44.1 percent, of which 5 percent scored a 0 mark. The percentage of the candidates who scored from 6 to 12.5 marks was 52, while those who scored from 13 to 19.5 marks were 3.9 percent. From this statistical analysis, it can be concluded that the performance of the candidates in this question was average since 55.9 percent of the candidates scored from 6 to 19.5 marks. Figure 6 shows the performance of the candidates in this question.

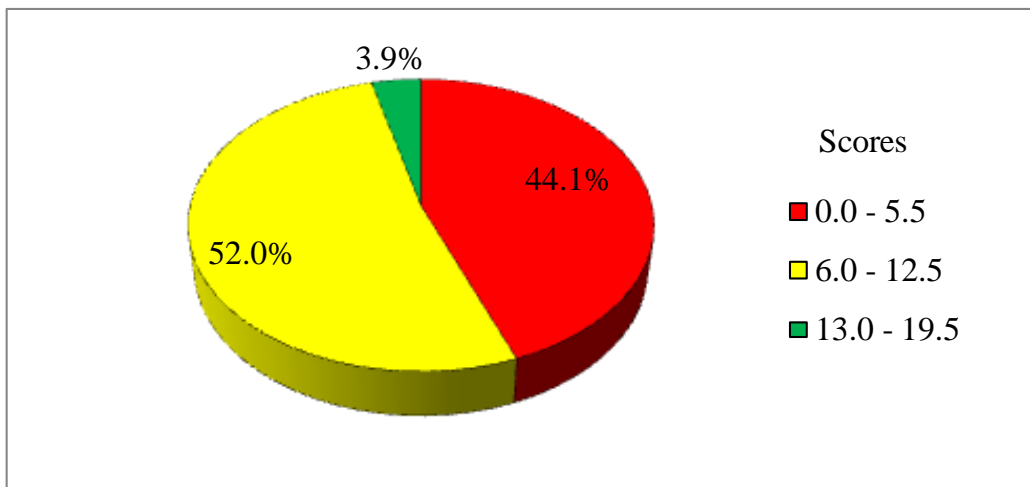


Figure 6: *The candidates' performance in question 6.*

The candidates who scored a 0 mark, either failed to understand the demands of the question or lacked knowledge of the Majimaji uprising and its effects. Some of them provided the reasons for its causes, while others explained the reasons why Majimaji uprising failed in its mission of uprooting the German colonial rule in Tanganyika. To extremes, few candidates explained the factors for African nationalism. Extract 6.1 is a typical example of such cases.

6. Majimaji war, was the reaction of several african societies in east Africa fought through the German in East Africa. The following are the effect of majimaji uprising in Tanganyika.
Land alienation, This occur when the German they want to take large scale of land in East Africa so this it is the source of majimaji uprising in Tanganyika.

Paid taxation, This occur when the another people they did not want to pay tax from another society so this it was the resources of majimaji uprising in Tanganyika.

Low wages, This occur when the British they want to take our wages in East Africa. Khinjehitile Moyo ngwale he was a leader of majimaji war he was a strong warrior he was fight with British and to chase the British in East Africa at 1904.

Labour force, This occur when the Germany they was using force to get the workers in their work like agricultural. The Germany they was take the African in order to give them different activities without paid any salaries so this it was the source of majimaji uprising in Tanganyika.

Exploitation, This because when the African doing the work the German they was exploit African for paid the money they was exploitate African so this it was the source of majimaji uprising in Tanzania.

Extract 6.1 An incorrect response given by one of the candidates who misunderstood the question and he/she explained the factors for the people in southern Tanganyika to resist colonial economy instead of explaining the effects of Majimaji uprising.

Likewise, the candidates who had little knowledge and partial understanding of the demands of the question scored from 0.5 to 5.5 marks. Those candidates portrayed the following weaknesses:- giving responses in an outline form without any explanations; providing few points which also lacked adequate explanations; giving partial explanations, and inclusion of unrelated examples from other resistances such as Abushiri and Bwana Heri, Mkwawa and Chimurenga resistances. Few candidates managed to score a mark from the introductory part only. The performance of the majority of candidates in this category was inhibited by poor English language proficiency.

The candidates who scored from 6 to 12.5 marks illustrated moderate interpretation of the question and were able to give a number of relevant points with reasonable explanations. These candidates had relatively sufficient knowledge about Majimaji uprising and its effects. Some of the observable strengths of the candidate's responses in this category were as follows:- they gave relevant introduction, they provided relevant points with specific explanations and examples on the effects of Majimaji uprising and they gave relevant conclusion. On the other hand, they had some weaknesses that limited them to score beyond this range. Such limitations include: lack of clarity and relevant examples in some of the points, provision of points basing on the general effects of anti-colonial resistances in Africa due to scarcity of specific examples on the Majimaji uprising in some of their points.

Some of the candidates scored high (from 13 to 19.5) marks because of their ability in examining the effects of Majimaji uprising. They gave appropriate points such as: *the Germans changed their administrative strategy for they softened their harsh attitude towards Africans, the Germans gave traditional chiefs more authority, there was great loss of many lives, and there was displacement of people and widespread famine*. Furthermore, their arguments were characterized by varied clarities and comprehensiveness - and those were the yardsticks that brought differences and variations in their scores. Extract 6.2 is an example of a relevant answer in this question.

6 Majimaji uprising was the rebellion which occurred in the southern part of Tanganyika mostly but it also involved some Eastern and Central parts. The uprising was between German and many of the African tribes such as Mahumbi, Ngindo, Ngoni and Zaramo that decided to resist the German domination. The uprising took place from 1905 to 1907, whereby the Africans led by Kinjekile Nguale had a need of resisting colonialism. These tribes were united by Kinjekile Nguale who had the ideology that the Germans bullets would change to water after shooting them. The Majimaji uprising ended with Tanganyikans being defeated and the following were the effects of the uprising;

Death and depopulation of people. In the war both German and African soldiers died but mostly were the Africans who lost their lives. Many Africans died because they had poorly organized army and they used local and poor weapons such as spears and arrows that could not defeat the Europeans. As a result of this many people died and there was high depopulation in southern parts of Tanganyika.

Destruction of properties. During the war many properties of both Germans and Africans were destroyed. During the war period of two years from 1905 to 1907 it occurred a great destruction of properties because both Germans and African soldiers aimed at weakening their enemies by destroying their properties. Due to this many houses, infrastructures introduced by the Germans and the Cotton estates were greatly destroyed. Therefore after the war in 1907 there was a great and high cost of repairing what had been destroyed in the war.

6. Famine and hunger. This calamity affected the Africans in most cases. By that time the Africans rate in production was very low as they were depending on Agriculture therefore they had no any surplus products hence due to the destruction of their properties such as farms during the war they came to suffer from hunger a period that was called "The Great hunger"

Destruction of families. Many of the families after the war in 1907 they found themselves as had become separated. This was due to the fact that many people were killed during the war and also many of them ran away from their societies due to insecurity and went to other areas looking for security places. Therefore after the war there ^{started} ~~was~~ the formation of many new families among the Ngoni, Ngiindo and Mahumbi in South Tanganyika.

There were reforms made in the Colonial Administration. The Majimaji uprising of 1905 to 1907 brought a lesson to the Colonial masters that the Africans were not tolerant on their masters' attitudes. In order to avoid another uprising there were reforms made in their administration, for example reducing brutality and removing some taxes. Also there was an increase in workers wages though it was in minimum amount.

The uprising awoke the minds of Tanganyikans in struggling towards their Independence. During the war some tribes refused to support their fellows in resisting the Germans. For example the Hehe and Sanyu. This symbolized the lack of unity. But after the Tanganyikans tribes like Ngiindo and Ngoni being defeated the Tanganyikans awareness aroused that unity and good fighting techniques and ideologies

6.	were important in order to defeat the colonialists as a result during mass Nationalism in Tanganyika. Unity, good ideologies and strong leadership of Mwal. Nyerere led to the attainment of Independence in 1961.
	Despite that the Majimaji uprising was very destructive to Tanganyika, but the uprising had a very big importance in the future Nationalism in Tanganyika. The mistakes done in Majimaji were corrected hence enabled Tanganyika to attain her Independence early in 1961.

Extract 6.2 A response given by the candidate who was able to explain how the Majimaji uprising affected the people in Tanganyika.

2.7 Question 7: Essay Question

The question was set from the topic “Colonial Economy”. It required the candidates to assess six main features of colonial trade and commerce in Africa. This was the least attempted question as only 68,826 (19.6%) candidates opted for it. Many candidates skipped the question because the candidates were unaware of the main features of colonial trade and commerce in Africa. Such unawareness was brought about by the lack of knowledge about colonial economy. The percentage of the candidates who scored from 0 to 5.5 marks was 84.3. Out of these 34.6 percent scored a 0 mark. The percentage of those who scored from 6 to 12.5 marks was 14.8 while that of the candidates who scored from 13 to 19 marks was 0.9. The overall performance in this question was weak as only 15.7 percent scored from 6 to 19 marks. Figure 7 presents the candidates’ performance in this question.

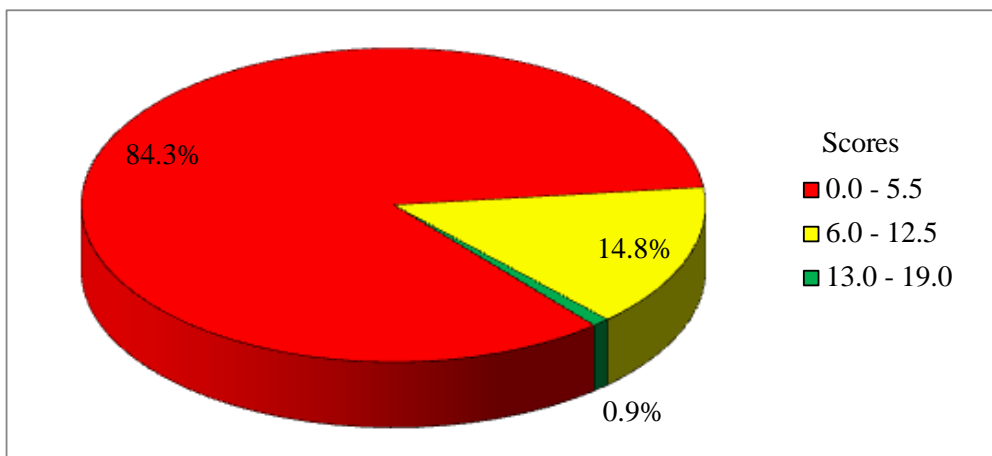


Figure 7 shows that majority of the candidates (84.3%) scored poorly in question 7.

The candidates who scored a 0 mark misinterpreted the question and lacked the knowledge of colonial economy in general and colonial trade in particular. As a result of misinterpretation, some of the candidates gave the objectives of colonial economy or the strategies that were used by the colonialists in the process of establishing colonial economy. Others provided either the reasons for the colonization of Africa or the features of colonial social services especially colonial education while some of them gave the features of pre-colonial trade. This total deviation of the candidates from the requirements of the question made them to score a 0 mark. Extract 7.1 is an example of these cases.

7 colonial trade and commerce in Africa refers to the system whereby people exchange good to good with people from different society. The following are the feature of colonial trade and commerce in Africa:

It was based on racism; This is because most of people who interaction in the process their most their European but European the discriminated the Africa by exchange good with other people of the same colour.

It was based on gender this is whereby most of people who engaged in this their where only man because European said Man their superiority than woman the can live any where this show how this programm was based on gender.

It was based on religious; This is whereby most of people who engaged in this trade their christian so that people will not interacting with them because their from other religions so Muslim cannot interacting exchange good with European.

It was pyramid in shape; This is whereby most of people the where given education is primary school and after that their send in the middle primary school and few people where selected to join in the secondary to be taught.

The syllabus was based on foreign environment; This is whereby the syllabus which their were teacherd was from other environment so that people their where not understanding with other people because the language use and also other thing their were not clear to be teacherd here example in Geography you taught in environment south Africa.

Extract 7.1: A response provided by one of the candidates who explained the features of colonial education instead of explaining the characteristics of colonial trade and commerce.

Furthermore, the candidates who scored from 0.5 to 5.5 marks mostly scored a mark/some marks from the introduction in which they defined trade and commerce or they gave few correct points with a bit of explanations. These portrayed little understanding of the demands of the question. Some of them only managed to outline few points without any kind of explanations. Also, others gave correct introduction, but in the main body they deviated from the demand of the question by giving the features or effects of various colonial economic sectors like agriculture, mining, transport and communication.

The candidates who scored from 6 to 12.5 marks provided some correct features of colonial trade and commerce with relevant supporting explanations and correct examples in some of the points. Those candidates could not score more than 12.5 marks because of repetition of some of the points, lack of clarity and coherence in their explanations as well as lack of specific examples.

Few candidates who managed to score from 13 to 19 marks displayed greater mastery of the subject matter. They gave genuine and detailed explanations supported with relevant examples. Their arguments were built on points such as: *colonial trade and commerce were dependent on the metropolitan states, they were associated with the use of force on the Africans, they lacked linkage between colonies and they were monopolized by the colonizing powers.* The candidates in this category understood the demands of the question. Extract 7.2 is the response from the script of the candidate who belonged to this category.

7. Colonial trade and commerce was the trading activities that took place during colonial era. This trade began soon after ^{imposition} colonialism in Africa. This trade was conducted between Africans and Europeans. Europeans had their own trading companies. Example ~~Imperial East~~ British East Africa company (IBEACO) under William Mackinnon. The following were the features of colonial trade and commerce;

It was characterized by import-export oriented; Colonial trade involved European manufactured goods that were imported by whites. Example wine, clothes and ornaments and taking of raw materials such as gold, cotton, sisal and ivory from Africa and export them to the mother industries in Europe and hence colonial trade and commerce was import-export oriented.

It involved money economy; Before the coming of whites Africans had barter system of exchanging good to good. But soon after the coming of whites they distorted this system and imposed money as a medium of exchange. Therefore money as a medium of exchange is another characteristic of colonial trade and commerce.

Trade was characterized by construction of infrastructures; Also infrastructures like roads, railway lines and harbours were constructed so as to allow easy trading of European manufactured goods and transportation of raw materials. Example of railways constructed include Mombasa to Kisumu railway between Kenya and Uganda. Therefore construction of infrastructures was another feature for colonial trade and commerce.

7. The trade was monopolized by whites; since Europeans were the one who distributed the Africans' local trade and imposed colonial trade, then they dominated the trade completely such that they were the one who made price of goods. This also is another feature for the colonial trade and commerce.

Trade based on unequal exchange: Also the major aim of Europeans to conduct trade was to exploit African resources and hence during trading, there were unequal exchange between African goods and European Manufactured goods. European manufactured goods were expensive and were luxurious goods but Africans' raw materials were sold at low price and this led to poverty in Africa. Therefore colonial trade and commerce was characterized by unequal exchange.

The colonial trade and commerce was characterized by destruction of local industries of Africans; Also Europeans crushed the Africans' local industries so as to avoid competition for the market between their goods and African goods. Example until 1890(s) about four thousand industries in Africa were crushed and destroyed. Therefore destruction of local industries and imposition of small processing industries was among the features of colonial trade and commerce.

Conclusively, colonial trade and commerce brought about many ~~impacts~~^{impact}, such ~~features~~^{impact} includes: Stagnation of African technology, over exploitation of African natural resources as well as decline in the local African trade. Last but not least it caused African countries to become poor and dependant.

Extract 7.2 A response of the candidate who was able to assess main features of colonial trade and commerce in Africa.

2.8 Question 8: Essay Question

This question was derived from the topic “*Africa and the External World*”. It demanded the candidates to discuss the statement, “East Africa was affected by the coming of Oman rulers in Zanzibar from 1840s”. The question was attempted by 84,366 (24%). In this question 38 percent of the candidates scored from 0 to 5.5 marks. Out of this 6.6 percent scored a 0 mark. The percentage of the candidates who scored from 6 to 12.5 marks was 53.1 while those who scored from 13 to 19.5 marks were 8.9 percent. From this statistical analysis the performance of the candidates in this question was average since 62 percent scored from 6 to 19.5 marks. Figure 8 shows the categories of candidates’ performance in this question.

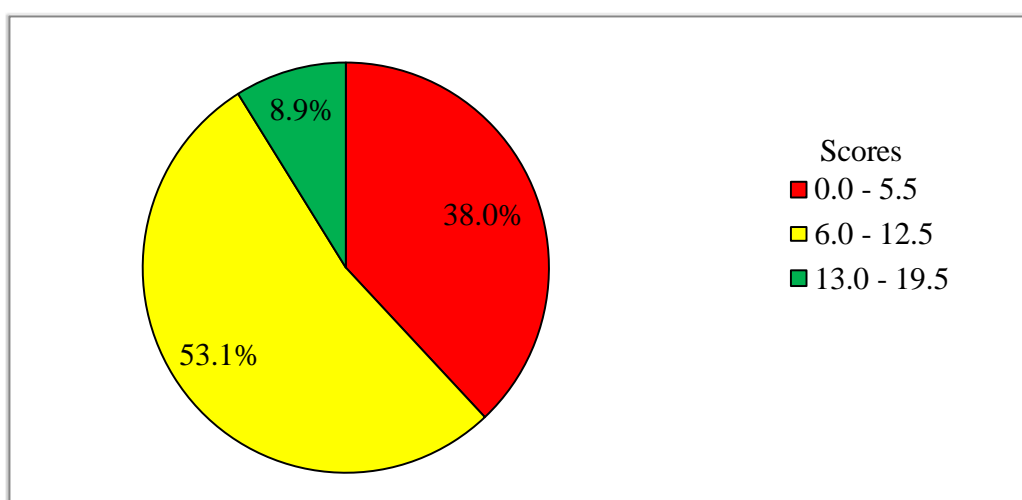


Figure 8 shows that majority of the candidates performed averagely in this question.

The candidates, who scored a 0 mark, some misinterpreted the question and some lacked knowledge about the subject matter. With this misinterpretation, some of the candidates provided the reasons for the shift of Seyyid Said’s capital from Muscat (Oman) to Zanzibar. The extreme misinterpretation was exhibited by some of the candidates who gave the effects of the 1964 Zanzibar Revolution. Such misconception might have been caused by the candidates’ limited knowledge in the subject matter or their hurry in reading the question, something that eroded their ability in grasping the question task. Extract 8.1 shows a sample of an irrelevant response from the script of the candidate who failed to understand the requirements of the question.

8	<p>Zanzibar; This is an island found in East Africa. 1840s Sultan was going there in order to get a permanent settlement.</p> <p>The following are the reasons why Zanzibar affected by Oman rulers in 1840s by the following point</p> <p>Good Climate Condition; This is the among the reason of Zanzibar affected by Oman rulers because Sultan during 1840s he decide to go Zanzibar because of good climate so it led Sultan change the attitude of Zanzibar to Oman during that time of 1840s</p> <p>Avoid Conflict after killing his brother, during that time in 1840s Sultan got a permanent settlement in Zanzibar so it led him to come with a new style in Zanzibar and it led the people from Zanzibar to adopting virtues of Oman under Sultan during 1840s.</p> <p>Fresh Water for irrigation; Actually the presence of good water in Zanzibar influence the people from Oman such as Sultan Seyyid Said to be different with the people of Zanzibar</p> <p>Presence of fertility land; The people from Oman they were admire the land of Zanzibar because of good fertility so it led them to take a large areas for making a different things such as Agriculture.</p>
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Extract 8.1: A response provided by one of the candidates who explained the reasons for the shift of Sultan Seyyid Said's capital from Muscat (Oman) to Zanzibar instead of discussing the effects of the coming of Oman rulers in Zanzibar.

On the other hand, the majority of candidates who scored from 0.5 to 5.5 marks were those who gave the reasons for the shift of Seyyid Said's capital from Muscat (Oman) to Zanzibar, provided general effects of the coming of outsiders, outlined few points without relevant supporting explanations and repeated a number of points. Majority of such candidates could score a mark from the introduction only. Such weaknesses inhibited such candidates to score high marks. These were the result of lack of sufficient mastery of the subject matter as well as limited English language proficiency.

Furthermore, some of the candidates who scored from 6 to 12.5 marks displayed the abilities of correctly interpreting the demands of the question, providing relevant supporting explanations in a number of points and giving correct examples in some points. Nonetheless, the few weaknesses observed included failure to discuss the required six points, repetition of some points, failure to provide all six points and insufficient explanations which also lacked enough relevant examples in some points. The differences in their scores were brought by variation in the clarity and coherence of each candidate's response.

However, the candidates who scored from 13 to 19.5 marks understood the demand of the question. They discussed into detail the effects of the coming of Oman rulers in Zanzibar and supported their arguments with concrete examples. For example, they gave explanations on how their coming facilitated *the growth of Kiswahili language and spread of Islamic religion and Arab culture*. Moreover, they explained how their arrival facilitated *the introduction of new crops such as cloves and coconut and confiscation of land of the Waamidu and Watumbatu*.

The differences in their scores were the result of the ability of each candidate to provide detailed explanations and concrete examples. Extract 8.2 is a good illustration of a well presented work for this question.

8. The coming of Oman rulers in Zanzibar soon began after the arrival of Sultan Said Seyyid who came in the year 1840 at the island of Zanzibar for the main purpose of planting cloves and doing trade by monopolizing the Indian Ocean trade. The coming of Oman rulers brought both positive and negative impacts to East Africa. The following are the ways in which East Africa was affected by their coming in Zanzibar:

Introduction of new crops; when Arabs from Oman settled in Zanzibar they began practising plantation agriculture whereas they introduced new food crops and cash crops in the coast and these spreaded till to the interior of East Africa till to date the crops are still cultivated and bring about national income. Example of crops introduced are cloves, coconuts.

Destruction of African culture; when the Arabs came in East Africa they spreaded their culture to the people who were at the coast by introduction of new dressing styles, eating styles and also the systems of communicating^{and} greeting among others also changed and this lead the Africans to forget their local ways of doing things. Example: adoption of eating with spoons and utensils

Spread of Islamic religion; this was also an effect brought by Arabs from Oman whereby when they settled in Zanzibar they spread Islamic religion which was adopted by many people in Zanzibar due to the act of people imitating the ways of worshipping done by Arabs. Example: The opening of Madrasahs in East Africa.

8.	<p>Adoption of new architectural design; the settlements of Arabs were different from the ones in East Africa whereby in East Africa used to build muddy houses which were weak and non resistant during the rainy seasons. The technology was then transferred to Africans at the coast and they built stony houses as those of Arabs. vivid example is in Bagamoyo where stony houses are.</p> <p>Spread of Swahili language; the spread of Swahili language was also a result of the coming of Arabs in Zanzibar whereby the Arabs used to enter into the interior of Africa in search for slaves who will be the labourers in their clove plantations in Zanzibar as a result of the use of Swahili language in trade it led to the spread of Swahili language. Example the introduced words like Elimu, Shukrani and Mvinyo.</p> <p>The rise of Mollatoes; these are also referred to the halfcasts whereby there were children born by intermarriage between Arab mens and African women whereby their children were having both Arabic ent characteristics and also had African characteristics. These children were the ones who later became the dominators of slave trade for example Tippu Tip whose name is Mohamed and he was as a halfcaste and slave trader.</p> <p>To sum up; the Oman rulers who came in Zanzibar not only did they have negative impacts like depopulation but they also had a positive impact whereby they led to improvement in Africans economy also the increase of African interaction and the external world.</p>
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Extract 8.2 exhibits a response given by the candidate who showed great competence in discussing how East Africa was affected by the coming of Oman rulers in Zanzibar from the 1840s.

2.9 Question 9: Essay Question

The question was derived from the topic “*Africa in International Affairs*”. It required the candidates to assess six problems facing the current East African Community (with concrete examples). The question was attempted by 119,588 (34%) candidates. The percentage of the candidates who scored from 0 to 5.5 was 60.4. Out of this 8.9 percent scored a 0 mark. The candidates who scored from 6 to 12.5 marks were 37.1 percent while those who scored from 13 to 19 marks were 2.5 percent. The overall performance in this question was average since 39.6 percent of the candidates scored from 6 to 19 marks. Figure 9 illustrates the categories of the candidates’ performance in this question.

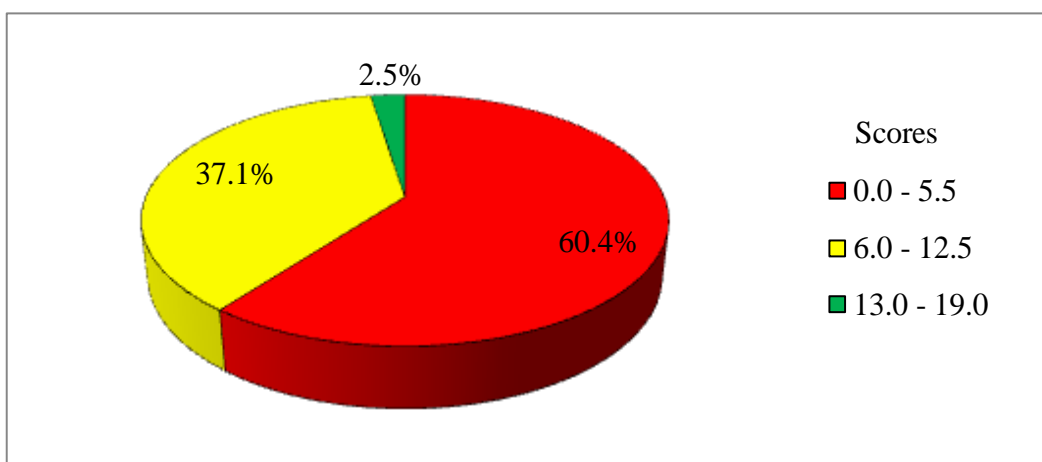


Figure 9 shows that majority of the candidates (60.4%) scored from 0 to 5.5 marks in this question.

The candidates who scored a 0 mark failed to understand the requirements of the question due to lack of English language proficiency. They also lacked the knowledge of the subject matter. The points given by the candidates in this category were absolutely contrary to the demands of the question. For example, some of them gave the achievements of the East African community while others provided the brief history of the East African countries. Thus, with this type of responses, these candidates ended up scoring a 0 mark.

Likewise, the candidates who scored from 0.5 to 5.5 marks mostly responded by giving partial introduction, providing few points with insufficient explanations or repeating some of the points. Some of the candidates responded by giving the general problems facing African countries. However, they could score some marks from the points that matched with the problems faced by the current East

African Community. Such points included; political instabilities, natural calamities and diseases. Extract 9.1 is an example of the response from the script of the candidate who scored a 0 mark in this question.

9.	East African community; refer to was the state where the people of Africa were organized during colonial period.	
	The following were the problem facing current African community:	
	Land alienation, this was one of the problem facing current East African community during colonial period. during the colonial period some part of land of East African	

9. may be undermined by the colonialist area with fertile land were undermined by the colonialist during the colonial period. Land alienation are the problem facing current in East Africa

Forced labour, and this were the another problem facing current East African Community community of Africa was exploited during the colonial period. People from the community of East Africa on working hard and this are the another problem facing current East African community.

Heavy taxation, heavy taxation are the one of the problem facing Current East African community. People from their community of East Africa was paid heavy taxation such taxation are head taxation, Matiti tax and housing tax.

Exploitation of African resource: Community of East Africa were exploited people from the East African community paid high salaries than people from other community this situation they lead problem to the East African community.

Fall in wages: East African community they were will be comited on fall in wages this situation are the one of the problem facing East African community

Extract 9.1: A response given by the candidate who provided the problems faced by Africans during the colonial period instead of problems facing the current East African Community.

In contrast, some of the candidates who scored from 6 to 12.5 marks were able to give some points with few details and vivid examples. The responses of such candidates bore some accurate explanations that enabled them to score the marks within this range. Nevertheless, the candidates in this category also had some weaknesses ranging from giving irrelevant examples to providing few points contrary to the demands of this question. Some of the candidates provided the war between Tanzania and Uganda as one of the problems facing the current East African Community. The war between Tanzania and Uganda (from 1978 to 1979) played a great role in shaking and ultimately uprooting the former East African Community from surviving. In actual fact, those candidates failed to identify the time between the former and current East African Community.

Furthermore, some of the candidates scored from 13 to 19 marks. Those candidates provided relevant points with exhaustive explanations which were well supported with genuine and concrete examples. Their responses had clear and comprehensive arguments and examples about the problems encountered by the current East African Community. They gave the following problems that face the current East African Community:- *bilateral issues involving different member states, political instabilities like in South Sudan and Burundi, the issue of terrorism, membership in other regional organizations, language barrier and natural calamities*. The differences in their scores resulted from the varied abilities among the candidates in providing strong and elaborative arguments and concrete examples. Extract 9.2 portrays an example of a response of the candidate who had a well elaborated answer.

9.	The East African Community is	
	a regional grouping that comprises of	
	six member states which are Tanzania,	
	Kenya, Uganda, Rwanda, Burundi and South	
	Sudan. It was formed primarily in 1967 but	
	it collapsed in 1977 and again it was	
	reformed in the year 2000. Currently it	
	is developing since it has attracted coun-	
	tries like Somalia and Ethiopia to join it.	

9. Though it is boasting to the top, it is currently faced by some problems. These problems affect it and they are listed as follows:-

Political instabilities in the member states. Its member states such as Burundi and South Sudan are currently having political instabilities in their countries. This is because the people aren't satisfied with their leaders and they want them to leave their powers. Hence, the EAC concentrates its efforts in calming these conditions in their member states so as to prevent any war outbreak in those countries.

The existing conflicts between Kenya and Uganda over Migingo Island. Migingo Island is an island special for fishermen in Lake Victoria and it's halfly in Kenya and halfly in the Ugandan side. Both countries claim the Island to be its possession, hence the EAC is currently working so as to suppress this fight so as they can prevent an outbreak of war between these countries which would also affect the community.

Threat of terrorism from the Al Shabaab group of Somalia. The Al-Shabaab are against the government of Somalia hence they wage various terrorist activities in Somalia. But right now, this group has advanced to Kenya.

9. whereby various terroristic incidents are noted such as the shooting at the Moi University. This poses as a threat to other countries such as Tanzania which has ever come into clashes with group but also to Uganda, Rwanda, Burundi and even South Sudan that the Al-Shabaab might reach to them.

Failure of the member states to implement the agreed matters. The EAC summit of heads of state do meet and they discuss various matters which are to be done by the member states. But unfortunately, only a few heads of states have been implementing these matters. For example, the ongoing gender equality policy of fifty fifty is so far only implemented by the Rwandan government. Hence, this stagnates further development of the community.

Individuality of the member states. Though, EAC is seen as a community where countries of East Africa cooperate but still, the member countries are seen to concentrate much on their internal affairs leaving out the community matters. For example, the gender equality policy fifty fifty is not implemented by some of the member countries since these countries tend to concentrate on their internal affairs leaving it out of implementation activities.

Presence of many regional groupings with the same objectives as those of the East African Community. Presence

9.	<p>of these groupings may cause the member states to think twice of still being a member of EAC or leaving its membership. For example, Tanzania is a member of SADC, EAC, AU, NAM and UN and in each organization it has to attend but also pay membership fees hence it might think of quitting from EAC. Also the presence of these regional groupings prevent more states from joining the EAC.</p> <p>To conclude, the East African Community has to be promoted since it has greatly helped various countries such as the Democratic Republic of Congo, but also it has brought peace in Burundi through reconciling the government and its people. The EAC has opened boundaries for trade among its member states and it has provided the EAC passports which enables a member of one of the member states to be well taken care of by any of the embassies of the member states. To enhance this its current problems have to be solved by promoting democracy in the member states and a critical follow up should be done on the member states to ensure that they implement the agreed matters.</p>
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Extract 9.2: A relevant response from one of the candidates who understood the question and displayed great ability in assessing problems facing the current East African Community.

2.10 Question 10: Essay Question

The question was set from the topic “*Interactions among the People of Africa*”. The candidates were required to assess six effects of economic interactions among the people of Africa during the pre-colonial period. The question was attempted by 216,188 (61.5%) candidates. The percentage of the candidates who scored from 0 to 5.5 marks was 61.8. Out of this 12.1 percent scored a 0 mark. The percentage of those who scored from 6 to 12.5 marks was 35.2 while only 3 percent scored from 13 to 19.5 marks. This statistical analysis shows that the performance of the candidates in this question was average since 38.2 percent scored from 6 to 19.5 marks. Figure 10 shows the percentages of the candidates’ performance in this question.

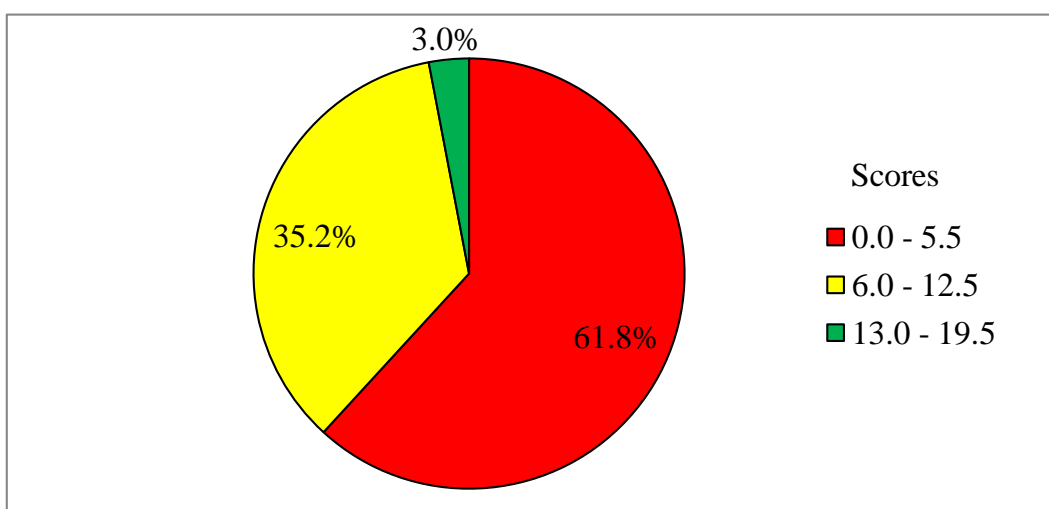


Figure 10 shows that majority of the candidates scored low marks in this question.

The candidates who scored a 0 mark misinterpreted the demands of the question. They also lacked knowledge of economic interactions among the people of Africa. As a result of this misinterpretation, some of them gave the factors and effects of economic integrations instead of economic interaction. This could be due to either lack of proficiency in English language or reading the question hastily without concentration. Some candidates gave responses which had no any relationship with the demands of the question. For example, they gave explanations on: modes of production such as communal, slave and feudal modes of production, different economic activities such as agriculture, mining, industry and iron works; and different practices of the colonialists during the colonial period. With these responses, they ended up scoring a 0 mark. Extract 10.1

illustrates an example of irrelevant response given by one of the candidates in this question.

10	<p>Economic Interaction: Was the kind of the economic that done by the Colonialist in order to fulfill their demand during the Colonial Period to the African. Also the Colonialist they interaction the economic of the African in order to take the raw Material in the African during 18th century.</p> <p>The following are the effect of Economic Interaction among the people of Africa during the pre-Colonial period.</p> <p>Introduction of heavy tax: This means that the Colonialist they introduce the Interaction African economic in order to introduce the tax in African. Example head tax and Matiti tax they were forced the African people to paid and African they paid because they don't have a money. So that this is the situation or effect which caused the African people in the country during the Colonial period.</p> <p>Introduction of land alienation and forced labour: This means that this is the effect of Economic Interaction among the people of the African because the Colonialist they forced the African people to work on the or plantation and work cultivate their crops on the farmery because they interaction the Economic African Economic before coming of the White man or Colonialist the African people they were done their business without forced with anything so that after coming the white men they forced African because African they were weak and they interference African culture and introduce their culture. Example Christianity.</p>
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10.	ty religion, Introduction of Money Economy! This means that before coming of the white men the African people they were doing their Economic without Introduce the Money Economy so that after coming of the white men they introduce the Economy of African and they introduce the Money Economy to the people which is difficult to the people of the African.
	Introduction of Migrant Labour and Labour reserve: This means that after coming of the white men they introduce the migrant labour to the African while before coming the colonialist that system there is known so the colonialism they introduce the Migrant labour in order to fulfill their demand. so this system is so difficult for African people.
	Destroyed of African Economy System! Through that after the colonialist to interaction the Economic in the African they were destroyed of the African Economy System and introduce their Economy and forced the African people to work on the plantation and cultivate their crops on the farms like Sugar, Cotton and pyrethrum.
	Introduction of Cash crops! This means that the white men they introduce the African Economic in African during the pre-colonial in African in order to introduce the Cash crops like Sugar, tea, pyrethrum, Cotton and Bananas which is difficult for African people because the African people they were

Extract 10.1: An irrelevant response from the candidate who explained the methods used by colonialists in establishing colonial economy instead of assessing effects of economic interaction among the people of Africa during the pre-colonial period.

In a similar way, some candidates scored from 0.5 to 5.5 marks. These candidates had some weaknesses and little strength. Some of them scored 0.5 marks or 1 mark from introduction while others either mentioned few points without giving explanations or provided some points with partial explanations. Also, this category consisted of candidates who repeated some points. Such shortcomings prevented them from scoring high marks.

On the other hand, some candidates managed to score from 6 to 12.5 marks. Those candidates gave more elaborated explanations with relevant examples. The majority of candidates in this category could not score higher marks because they failed to provide comprehensive and detailed explanations and specific examples.

However, the candidates who scored from 13 to 19.5 marks had adequate understanding of the demands of the question. They were able to give more comprehensive and detailed explanations on the points like: *promotion of trade activities, development of trade routes, development of towns and market centres, development of technology and emergence of classes of wealthy people who monopolized trade*. The variations in their scores were caused by differences in their abilities in elaborating and supporting the explanations with detailed historical facts and concrete examples. Extract 10.2 portrays an example of the response given by the candidate who had a well elaborated answer.

107.	Interaction refers to the contact between people such that have effect on each other. In pre-colonial time, interaction was socially in terms of wedding, local medicinal, traditional dances. Also it was politically through wars and conquest and also economically in terms of interaction in trading activities, Agriculture, fishing. Due to those interactions many effects were resulted. The following were the effects of pre-colonial economic interaction among the people of Africa :-
	1. Development of local industries. Due to people's interaction in activities like trade many people in various societies were encouraged to develop even more their production of goods so as they

10. would get something to exchange with other societies. For example in societies like Yoruba where bark cloth making was done, due to interaction in trade it encouraged them to make even more bark cloth for exchange with other societies. Also in societies like Ife it encouraged the iron smelting industries for production of iron tools for exchange with the other societies.

Also, Development of towns. There were some places in which there were small trading areas but due to economic interaction in trade it led to their development into towns. For example places like Gao, Jenne, Timbuktu grew due to the trans-saharan trade among the people such that they changed from small trading areas to big towns. African areas like Ujiji and Tabora developed due to the East African Long distance trade that was done being dominated by the Nyamwezi. And entry of Arabs and Swahili traders who were trying to look for slaves in the interior of Tanganyika.

Creation of classes in the society. Due to the people's engagement in a particular activities some people grew mightier than the others this can be due to possession or control of things which seemed to be wealthier in the society. For example in a society in which there

10 iron smelters (Blacksmith), these were respected because they were seen as very special people for they possessed very valuable items for trade and that they were like rulers to others. Iron smelting societies included Nubians, those in the areas of Nok, Meroe and Axum. Iron smelters were a high class people compared to others. This led to development of specialization. Due to interaction among people it resulted to the division of people into different people specializing into particular activities for example some societies were iron smelters like the Nubians, but others were agriculturalists producing crops which were used for exchange for example people from Buganda. Also some other people engaged in fishing activities which gave or provided fish for exchange for goods from other societies. The fishing societies included those around the lakes like Lake Victoria, Tanganyika and Lake Chad.

It led to rise of states. Due to contact between people with their neighbouring societies it led to rise of some villages into states. This was due to the ability of the leader to accumulate the trade items from other societies and use them to develop themselves. For example societies like Nyamwezi which participated in trade with other societies grew

10.	very well. Also societies like that of Hehe under Munyigumba and Mkwana grew greatly due to interaction with other societies in trade.
	Due to the interactions it led to meet the needs for particular societies. For example, the societies which were not Agricultural could obtain food from those societies which were agricultural. For example those societies in which basketry was done then they exchanged their items for crops like maize from societies which dealt in farming as a result what a society needed got it from a neighbouring society.
	Therefore, Economic interactions among the people of Africa had many various impacts on the people of which many lead to development in trading activities in the societies which they interacted. And such that it led to the community becoming powerful and was able to expand itself in sectors a population also improved Agriculture.

Extract 10.2: A relevant response of one of the candidates who exhibited great competence in assessing the effects of economic interactions among the people of Africa during the pre-colonial period.

3.0 CANDIDATES' PERFORMANCE IN EACH TOPIC

Statistical analysis of the candidates' performance in this paper shows that two objective questions 1 and 4 set from different topics of the syllabus had good performance. The highest performance was that of question 1 in which the candidates' performance was 88.5 percent. The second highest performance was in question 4 where candidates' performance was 65 percent. Overall, good performance in those questions was the result of the candidates' sufficient knowledge in the tested topics, good English language proficiency, and candidates' ability to understand the requirements of the questions.

Majority of the questions had an average performance. The highest percentage in this category was observed in questions 5 and 8 in which both had 62 percent. The lowest performance was observed in questions 9 and 10 with 39.6 and 38.2 percent respectively.

Of all the questions, it was question 7 (essay type question) derived from the topic of *Colonial Economy* that the candidates had a weak performance. In this question the candidates who scored 6 marks and above were 15.7% percent (see Appendix).

In a nutshell, the candidates' weak performance in this question was caused by candidates' inadequate knowledge on the subject matter, the candidates' failure to correctly interpret and identify the demands of the question, the candidates' poor essay writing skills and lack of English language proficiency.

4.0 CONCLUSION

The candidates' performance in the History examination (CSEE 2018) was average, since 57.29 percent of the candidates passed. Most of those candidates had good performance in questions 1 and 4. This good performance was an outcome of adequate knowledge of the subject matter, good English language proficiency and adequate understanding of the requirements of the questions. The average performance was observed in questions 2, 3, 5, 6, 8, 9, and 10. This average performance was due to candidates' moderate knowledge of the subject matter, moderate English language proficiency and moderate drawing skills. On the other hand, question 7 was the only question in which the candidates had weak performance. This weak performance resulted from inadequate knowledge of the candidates in the subject matter, failure to identify the demands of the question, poor English language proficiency and lack of good essay writing skills.

5.0 RECOMMENDATIONS

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

- (a) Learning and teaching processes should be improved in all the topics especially the ones with weak performance.
- (b) Teachers should provide enough exercises to the students so as to enforce the understanding of the subject matter and skills of answering questions. For example, teachers should build the culture of interpreting key words or instructional words to the students during classroom sessions.
- (c) Teachers should apply appropriate teaching techniques that will increase students' morale in the learning process so as to help them develop critical thinking and skills.
- (d) Teachers should work hard to accomplish the syllabus as early as possible in order to get enough time for revision so as to effectively prepare their students for the Certificate of Secondary Education Examinations.
- (e) More serious measures should be undertaken by teachers and other stakeholders in encouraging students to learn English language. This will help them in understanding the requirements of the questions as well as acquiring expressive abilities.
- (f) Stakeholders should organize seminars so as to equip teachers with more knowledge and new teaching skills.

Appendix

S/N	Topic	Number of Questions	Average % of Candidates who Scored 30 Marks and above	Remarks
1	<i>Multiple Choice From Various Topics</i>	1	88.5	Good
2	<i>Various Topics</i>	4	65	Good
3	<i>Sources and importance of History</i>	5	62	Average
4	<i>Africa and the External World</i>	8	62	Average
5	<i>Establishment of Colonialism</i>	6	55.9	Average
6	<i>Matching Items From Various Topics</i>	2	54.6	Average
7	<i>Nationalism and Decolonization</i>	3	46.4	Average
8	<i>Africa in International Affairs</i>	9	39.6	Average
9	<i>Interactions Among the People of Africa</i>	10	38.2	Average
10	<i>Colonial Economy</i>	7	15.7	Weak

