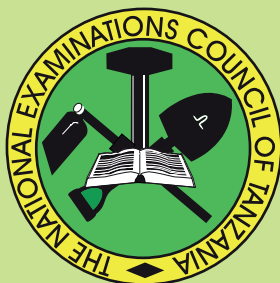


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT
FOR THE ADVANCED CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (ACSEE) 2017**

112 HISTORY

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue the Candidates' Items Response Analysis Report (CIRA) of the Advanced Certificate of Secondary Education Examination (ACSEE) 2017 in 112 History subject. This report provides feedback to students, teachers, parents, policy makers and the public in general about the performance of the candidates.

The Advanced Certificate of Secondary Education Examination marks the end of the two years of Advanced Secondary Education. It is a summative evaluation which among other things shows the effectiveness of education system in general and education delivery system in particular. Essentially, candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to the students in their two years of Advanced Secondary School education.

In this report, issues which influenced the candidates to answer the questions correctly/incorrectly have been analysed. The analysis shows that higher achievers provided appropriate responses since they were able to identify the task of each question and had enough knowledge on the subject matter and good mastery of English language while the low achievers lacked such qualities. The analysis of each question has been done, thus the strengths and weaknesses shown by the candidates in answering the questions have been exposed.

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

Finally, the Council would like to express its appreciation to all who played a key role in the preparation of this report. The Council will appreciate suggestions and recommendations on how to improve future CIRA reports.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The ACSEE 2017 History examination paper covered the 2009 Syllabus and adhered to the 2011 Examination Format. It consisted of two papers (1 and 2) and each paper comprised three (3) sections, namely A, B and C. Section A and B each comprised four (4) questions from which the candidates were required to choose two (2) questions from each section. Section C had two (2) questions and the candidates were required to choose one (1) question. The candidates were required to attempt a total of five (5) questions in each paper and every question carried 20 marks.

This report analyses the responses of the 112 History items for the school candidates who sat for the Advanced Certificate of Secondary Education Examination (ACSEE) in 2017. It aims at giving a feedback to the educational stakeholders on the performance of the candidates in each question by stating what the candidates were required to do in each question, highlighting the performance analysis and indicating candidates' strengths and weaknesses in their responses.

A total of 26,015 candidates sat for 112 History paper in 2017 out of which 25,935 candidates (99.69) passed while 80 candidates (0.31%) failed. This shows that the rate of performance in this year has decreased by 0.27 compared to the 2016 performance in which out of 29,326 candidates who sat for that examination, 29,314 candidates (99.96. %) passed and only 12 candidates (00.4%) failed.

In this report, the task of each question and the candidates' strengths and weaknesses observed in their responses are analysed. Additionally, the samples of good and poor responses have been extracted from the candidates' scripts and presented to illustrate their responses. Finally, the report provides the conclusion, recommendations and attachments which show the percentages of the candidates who scored 35 percent marks or above in each question (7 marks or above) and the trend of performance of topics between 2016 and 2017. In these attachments, green, yellow and red colours are used to show good, average and weak performance, respectively whereby the performance of candidates is considered as good if the candidate scores from

12 to 20 marks (60% to 100%), average if the candidate scores from 7 - 11.5 marks (35% to 59%) and weak if the candidate scores from 0 - 6.5 marks (0% to 34%).

It is expected that the report will enable teachers and students to improve the teaching and learning process of History subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION (PAPER ONE)

2.1 Question 1

The question was derived from the topic "Pre-colonial African Societies." The candidates were to examine the influence of Mfecane War in the formation of centralized states in Central and East Africa in the 19th Century. It was attempted by 13,857 (53.1%) candidates. The statistical analysis indicates that the performance of the candidates in this question was good since only few candidates (18%) failed by scoring weak marks (0 - 6.5). The majority of candidates (82%) passed after scoring 35 marks or above (7 - 17 marks), 67.8 percent scored average marks (From 7 - 11.5 marks) and 14.2 percent scored good marks (12 - 17 marks) as it is shown in Figure 1.

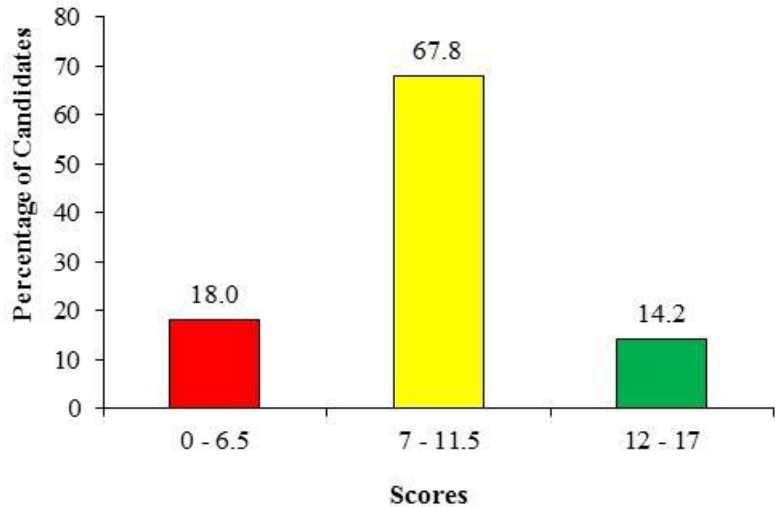


Figure 1: the percentages of the candidates' scores.

The scores from 12 - 17 marks comprised of candidates who showed a correct interpretation of the question and better conceptualization of Mfecane War and its contributions to the state formation. Points like; rise of strong leaders, improvement of military tools and tactics, establishment of standing army, growth of population and unification of states were clearly elaborated by these

candidates. However, the ability to clarify, exhaust the six points and give specific examples from the Central and East African regions as the question demanded, caused differences in their scores as candidates with relatively higher marks in this group managed to strongly explicate their points with vivid examples. Extract 1.1 illustrates a well presented essay on this question.

Extract 1.1

| | |
|----|--|
| 01 | <p>Mfecane was this was intertribe war between Nguni native Speakers in South Africa. the war started in 1816 to 1840's. The war involved nguni Speakers like Zulu under Shaka, Ndwandwe under Sobhuza and Ndwandwe under Zwidi. Mfecane were caused with a number of reasons like population pressure, Boer trek, Shaka expansionism. The war was important in state formation as it contributed as follows:</p> <p>It led to the emergence of strong Leaders, Example Msilikazi of Mwenamutapa kingdom. After the war led to the emergence of strong Leaders who led to the early formation and control of the state. these Leaders they were strong to conquer other weak state and amalgamated them under their control thus the formation of state.</p> <p>It led to the Ngoni Migration, this was the movement of ngoni from South Africa to central and east of Africa. this was the result after the war there was insecurity and Land shortage at the Cape. So the solution to Ingoni they started to move to other places like in Tanganyika (Songea) where they settled thus state formation.</p> |
|----|--|

| | | |
|----|--|--|
| 01 | It led to the improvement of Armies | |
| | After the Mfecane war different Societies were involving into improvement of their armies since for then armies were used for security against their enemies and it was for conquering of her weak societies and for expanding. So the improvement of armies led to the state formation due to conquering weak states. | |
| | It act as a unifying factor, Also the war acted as a unifying factor among different nguni native speaker example Swazi, Sobhuza and Zwide unifying their power to fight Shaka Zulu. Thus led to the formation of strong empire hence formation of state. | |
| | It led to the emergence of new war techniques, Example Cow horn, Due to war there was introduction of different war techniques so as to worn their enemy like Cow horn which was introduced by Shaka Zulu. These war techniques helped different Societies to won their enemy hence put them under their control thus state formation. | |
| | It led to the emergence of strong states, Example Mwenamutapa Kingdom under Msilikazi, Also Mfecane war led to the emergence | |

| | | |
|----|---|----------|
| | | use only |
| 01 | of strong empire in Central Africa like Mwenemutapa kingdom hence sta te formation. | |
| | Moreover, Mfecane war this was just a wonderful war that was fought in South Africa which was caused by a number of reasons like Boer tre k, the rise of Shaka Zulu, population pressure and shortage of land at the Cape | |

In Extract 1.1, the candidate tried to adhere to the questions task though with some shortcoming of misplacing examples and grammatical errors in his/her essay.

The answers of the candidates who scored from 7 - 11.5 marks mostly based on general ideas of the role of Mfecane War towards the formation of states in Africa and thus were not specific on the concerned regions specified in the question, that is, Central and East Africa. Therefore, they incorporated examples from other regions like South Africa by citing examples of Shaka and the Zulu state. The disparity in their scores was due to the extent of superficiality in explanations and the extent of meeting the required number of points.

A total of 11 (0.1%) candidates scored zero. Such worse responses were a result of both failures to grasp the role of Mfecane in state formation and to provide considerable introductions. Surprisingly, most of them diverged from the task of the question as they explained the causes of Mfecane. Such candidates might have read the question hurriedly, thus failed to grasp its specific requirements. However, the strength commonly observed in the responses of the candidates who scored from 0.5 - 1 mark was their ability to give meaningful introductions. This was possible to some as Mfecane is a known concept to most candidates since it is also covered in the Ordinary Level syllabus. However, some candidates who scored from 1.5 - 6.5 marks could mention few points with shallow or irrelevant explanations and others gave the general factors for state formation in Africa despite the fact that the question was too specific on Mfecane and on Central and East Africa. Moreover, since state formation is an impact of Mfecane War, it was probably hard for some to illustrate how that single impact was responsible for the state

formation. Extract 1.2 shows a sample of candidate who gave irrelevant answer.

Extract 1.2

| | | |
|---|---|--|
| 1 | The MFEKANE, | |
| | These are refers to the period of tribute | |
| | tribulences that took place in Southern | |
| | and central Africa. The Ngoni and Sotho | |
| | was refers to this war as a war of crushing | |
| | the people characterized with devastating warfare. | |
| | The formation of Centralised States in Central | |
| | and East Africa during the 19 th century. was | |
| | were | |
| | Due to the war among the Ngoni tribes | |
| | at the close of 18 th most tribes in South | |
| | Africa excised traditional cattle raiding | |
| | The population increase. The increase of | |
| | people created land shortage for better | |
| | forming | |
| | Growth of population political turmoil as the | |
| | political insecurity because more evident | |
| | there was the crystallization of weak clans | |
| | around the relatively more strong powerful | |
| | 1 states in South East of South Africa | |
| | Control of profitable trade along the | |
| | Delgoa Bay. | |
| | The boers trek the advance of the Boers | |
| | in the interior of South Africa caused | |
| | further land shortage particular in | |
| | South East South Africa. | |
| | So the above are the reason caused by | |
| | the mfecane war formation in Centralised | |
| | State in central and East Africa during | |
| | the 19 th century. | |

In the Extract 1,2, the candidate tried to give the causes of Mfecane War instead of the role of Mfecane War in state formation in Central and East Africa.

2.2 Question 2

The question was set from the topic “Africa and Europe in the 15th century.” It assigned the candidates to analyse the social impact of trade contacts between Europe and Africa in the 15th century by giving three points on each continent. It was attempted by 8,723 (33.4%) candidates of which, 33.2 percent of candidates scored from 0 - 6.5, 52.9 percent scored from 6.5 - 11.5 and very few (13.9%) scored from 12 - 18 marks. Generally, the percentage of the candidates who scored 35 percent or more (7 - 18 marks) was 66.8. This reveals a good performance in this question.

The candidates who scored from 12 - 18 marks revealed a greater mastery of the question and so were able to provide points which based on realistic arguments and evidences on historical and current situations. They were able to stick to the points by stipulating only the social effects of trade contact on Europe and Africa because the topic is very familiar as it incorporates the Ordinary level background information. Some impact of such contact is still also prevailing, for example development of swahili language with European words like the Portuguese words “mvinyo” and “meza” and development of towns and cities like Mombasa, Kilwa and Lamu where the remains of European involvement like Fort Jesus in Mombasa are still evident. Basing on this experience, points such as depopulation, introduction of European culture in Africa like dressing codes and art, and development of swahili language were well explained as impact on Africa and points like rise of towns, increase of population and the rise of the class of rich people were explained on the side of Europe. The variations in their scores were determined by the quality of their arguments as those with higher marks had a more articulated responses. Extract 2.1 is a sample of a candidate who scored highly in the question.

Extract 2.1

| | |
|----|---|
| 2. | <p>Trade is the system of exchange where by Commodities are exchanged either by commodities or money. Before the contact Africa was practiced trade which was internal trade and the system of exchange is barter trade. After the contact trade of Europe and Africa in the 15th century the good was exchanging by goods and Money and the trade was known as triangular slave trade which was conducted among the continents. Trade contact between Europe and Africa in the 15th century have their impact. The following are the impact of trade contact between Europe and Africa in the 15th century by starting with the ^{social} impact of Africa as following.</p> <p>The trade contact between Europe and Africa in the 15th century led to the Depopulation among the African. Many Africans were dead due to the trade contact because the items which European took from Africa is slaves and going to buy them that led to death because they travel for long time and long journey without eating any thing and they do not provide the right to the slaves that led to death of many people. So this is the one among the social impact of trade contact between Europe and Africa in the 15th century.</p> <p>The trade contact between Europe and Africa in the 15th century led to destruction of African culture; When the trader from Europe come with their culture and contact the trade in Africans or taken the slaves in Africa this led people to adopt their culture it means the European culture but through those traders who are conducting trade in Africa for example wearing style, speaking and more so.</p> |
|----|---|

2. this is the another social impact of trade contact between Europe and Africa in the 15th century.

Also trade contact between Europe and Africa in the 15th century led to the separation of families. Many African families were separated due to the contact trade because they taken people and buying them in different place so that a father can not see the children and the children can not see their parents so that due to the trade contact between Europe and Africa many African family were separated and this is the one among the social impact of Africa in the 15th century.

Apart from the social impact of trade contact in Africa also the following are the social impact of trade contact in Europe between Europe and Africa in the 15th century.

Trade contact between Europe and Africa in the 15th century led to population growth in Europe. Due to the trade many people in Europe increase and conduct the trade others from outsider who come and buy different things in Europe and others are slaves who taken from Africa as labourers and going to buy in Europe so this led to the population growth and it is the social impact of trade contact in Europe between Europe and Africa in the 15th century.

Also trade contact between Europe and Africa in the 15th century led to the growth of town and cities in Europe. Due to the trade contact led to the growth of town and cities like Manchester and Liverpool due to many industries and people who made the cities and town to develop and this can led to the

| | |
|----|--|
| 2. | development of the country, so this is the another social impact of trade contact. |
| | Trade contact between Europe and Africa in the 15 th century led to the intermarriage; This is the contact between different people who are nationality are different. For example the slaves which was taken from Africa and buying them in Europe that can led the intermarriage between African and Europeans so this is the another social impact in Europe between in Europe and Africa in the 15 th century. |
| | Finally not only social impact of trade contact between Europe and Africa in the 15 th century also there is the political impact like improvement of security, decline of some states like Bunyoro and economic impact it led to the industrial growth in Europe, decline of local industries in Africa and led to economic stagnation, technological stagnation and unequal exchange in Africa. |

Extract 2.1, is an illustration of a relatively well presented response in this question whereby a candidate was able to examine the social consequences of the 15th century trade on Africa and Europe. However, this candidate failed to appreciate the fact that slaves were mostly exported to America and not Europe.

Furthermore, the scorers of 7 - 11.5 marks understood the demands of the question but with some discrepancies. For example, some of them provided the effect of the trade contact on Africa exhaustively, but partially on Europe while others had insufficient explanations on both sides of the question. Those who surpassed others by scoring relatively higher marks in this group presented more stronger and accurate arguments than others.

On the other hand, the lower scores in this question ranged from 0.5 - 6.5 marks. The candidates in this group provided partial explanations and insufficient examples. Others incorporated economic and political effects in their responses while others lacked social impact on Europe thus based only on Africa but with faint explanations. Unexpectedly, few candidates (0.1%) scored a zero mark. Their responses deviated from the question demand as the majority for example, responded on the economic impact and few of them on

political impact. Extract 2.2 shows a candidate who was not able to abide by the question task.

Extract 2.2

| | |
|---|--|
| 2 | <p>African and Europe enter into contact during 15th century. In which the development of marine technology and compass direction facilitated the contact. However during the contact the two continent started exchange different commodities despite the exchange was unequal since the European were likely more benefited than the African.</p> <p>The following are the impact of African and Europe in 15th century on African Continent.</p> <p>Loss of valuable African resources. During the contact African and Europe enter into trade in which European trade took valuable resource like gold, ivory, diamond (Bulbous) from Africa in which African were give unvaluable commodities like alcoholic, mirror ornaments. Hence this perpetuated to decline of African economy due to loss of valuable resources.</p> <p>Destruction of African local trade. After coming to Africa Europeans merchant destroyed African local trade which were Trans Saharan trade and long distance trade. However the trade were destroyed due to importation of goods from Europe. Hence this lead to decline of African economy.</p> <p>Decline of African local industries. African local industries like iron smelting, pottery trade declines due to competition of imported goods from Europe which were of high quality hence lead to the decline of African economy as African were made a dependency on imported goods from Europe.</p> |
|---|--|

| | | |
|---|---|----------|
| | | use only |
| 2 | <p>However the following were the impact of - Contact between African and Europe during 15th century on European Continent.</p> <p>Increase in Capital accumulation. The Contact enable Europeans to exploit valuable items from Africa such as bullion which were used as Capital to invest in different economic sector like agriculture, industries. Hence leads to development of European economy.</p> <p>Expansion of market for industrial produce. The Contact enable European to plundering (dominate) the African market in which African acted as a source of market for European manufacturing products. Hence leads to development of European economy industries as they were being aware with market.</p> <p>Increase in supply of cheap raw-material. The Contact between the two continents enable Europeans to acquire raw-material such as Iron, ivory, Gold which were taken from African Continent. Hence this led to the development of industrial sector in Europe as they were made aware with constant supply of raw materials from Africa.</p> <p>After all the Contact between Africa and Europe played a vital role in widening the gap between Europe and Africa. As Europe was benefited while Africa was undermined.</p> | |

The Extract 2.2 is an example of candidates who provided the economic impact of the contact rather than the social impact as the question instructed.

2.3 Question 3

The question was derived from topic “People of African Origin in the New World.” It required the candidates to explain three prejudices which faced people of African origin in the New World and show their three legal struggles which brought about equal education. Certainly, this was the least attempted and lowly performed question in Section A of this paper as only 31.3 percent of candidates opted for it with 32.9 percent scoring from 0 - 6.5 marks, 66.5 percent scoring 7 - 11.5, and very few (0.6%) percent scoring from 12 - 17.5 marks. Failure to understand the meaning of the term “prejudices” and “legal” on one hand and to pinpoint specific legal struggles which brought about equal education for the Blacks in the New World on the other hand, dissuaded many candidates from attempting the question. Figure 2 shows the performance of the candidates in question 3.

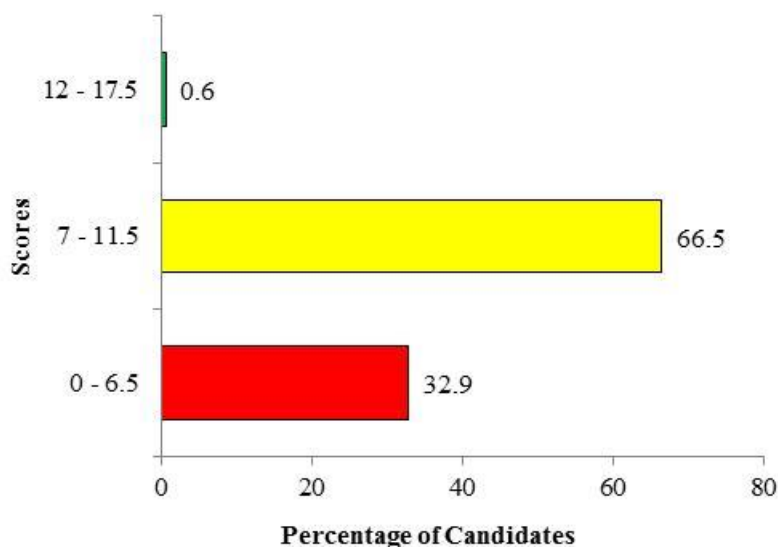


Figure 2: The candidates who scored poorly (0 to 6.5), averagly (7 to 11.5) and good (12-17.5).

Good scores of 12 to 17.5 were reached by candidates who possessed greater knowledge of the history of the People of African Origin in the New World and who understood the requirements of the question. These candidates were able to explain the prejudices which Blacks faced in the US, such as poor education and health services, poverty, inhabitance separation and being treated as foreigners. Moreover, they were able to explain the legal struggles in the process of attaining equal education. Such struggles include the court case of Linda Blown against the Board of Education in Topeka, which was

charged by The National Association for the Advancement of Coloured People (NAACP) which made the supreme court announce in favor of Brown to study with whites in the same class, the Little Rock School – Arkansas which still segregated black people up to 1956 but in 1957 the supreme court ordered the governor to let nine black students attend a white school in Little Rock, the Montgomery bus boycott in Alabama in which blacks resisted the law which forced them to seat at the back seats of the bus and to surrender their seats whenever whites wanted them. Following this boycott, the Supreme Court declared Montgomery’s bus law to be illegal in 1956 and the Nashville – Tennessee in which 400 teachers wanted to resign following the expelling of students who organized seats in the restaurants, libraries and churches, the college backed them and that ended segregation and prejudice in schools. However, some candidates in this group lacked thorough explanations and vivid examples particularly on the legal struggles for equal education. Extract 3.1 is an example of good responses to this question.

Extract 3.1

3. The people of African origin in the new world are referred to as the people who once lived in Africa and were taken to America for provision of labour, market and soon. The people of black origin in the new world originate from the period of Merchantalism during Trans-Atlantic slave trade in the 15th century. However, the people of African origin faced a number of problems and they used different approaches to initiate their struggles. These approaches include Publicizing African past events for example John Edward Bruce publicized the civilization of Egypt, Mesopotamia and Ethiopia also Armed struggle was used for example the Haitian Revolution (1791-1804) under Dessalines and Toussaint L'Ouverture. The whites captured the blacks through raiding, selling of slaves by African chiefs, domestic servants were sold. However, when in America the blacks faced different problems which are:

To begin with racial discrimination; The blacks in the new world were highly discriminated. They were not allowed to visit white men's parks, restaurants, toilets or lunch counters. This discrimination even reached in transport sectors. For example on 1st December 1955, a woman named Rosa Parks was jailed and was fined 14 dollars at the Montgomery for refusing to give up her seat to a white man. Another irritating event was in 1896 when Homer Plessy was jailed as he sat on a white man's seat. The blacks were also discriminated in motels; for example Mrs. Peabody a 72 years old woman was jailed for sitting in a segregated motel. Also Martin Luther was jailed for sitting at the Museum motel in St Augustine another example is when four university students Ezel Blair (Jibril Khazam), David Richmond, Franklin McCain and Joseph McCain were jailed for a sit-in. Hence blacks faced discrimination.

| | | |
|---|--|--|
| 3 | <p>Also, the blacks in the new world were not allowed to vote; The people of African origin were not allowed to vote or participate in voting activities. They were considered as an inferior race that is, "negroes". This was so improper since they had not gained their rights as American citizens. For example Malcolm X highly supported voting for blacks in the new world in his speech "The Ballot or the Bullet" who quoted saying that "Let them know you know and let them know your eyes are open It's got to be the ballot or the Bullet!" (Ref: Contemporary Historical Events Pg: 160 by Mwila C.K. Shikitali). This shows that blacks were highly discriminated in the political sector. But later on President John F. Kennedy passed a law against these practices and about 250,000 Blacks became registered as voters.</p> <p>In addition to that, the blacks had no access to education services; Only few Africans in America went to school. And no mixture schools which were existing by that time. Only separated schools were available an example of these schools include the Little Rock High school and good example is drawn from Governor Ross who was a governor of Mississippi was quoted saying "No school will be integrated in my province while I am your governor". This shows that separated schools existed. But later on laws were passed for example in 1954, segregated schools were made illegal and in 1957 9 students were enrolled to middle school. Also Raylawni Branch and Gwendoly Armstrong in 1965 became the first students to be enrolled in Southern Mississippi University. This shows a high discrimination. Also a pioneer known as Dr. Blyden was once applied in Rutgers Theological College but was denied due to his colour.</p> | |
|---|--|--|

Extract 3.1 shows a part of response of a candidate who exposed some prejudices Black people encountered and he/she tried to indicate some legal attempts done in some issues.

Furthermore, most candidates (66.5%) scored marks ranging from 7 - 11.5 after providing unsatisfactory explanations on either one part or both parts of the question. In most cases, such candidates were able to tackle the part of prejudices but the second part which demanded specific cases of legal struggles challenged them. Moreover, candidates who tried to explain both parts failed to exhaust relevant explanations to deserve higher score.

Some candidates (32.9%) could not score above 6.5 marks. Among these were those who could attain a mark only in the introduction since they were able to describe the People of African Origin in the New World but fail to score any mark in the main body. Such candidates failed to disclose the meaning of the word “prejudices” and “legal”, hence could hardly interpret the question correctly. On such basis, these candidates could not ascertain what really the question required them to do, so, they mixed-up ideas of different aspects of the topic, such as; the methods Blacks used to fight for their rights, problems which they faced in the course of their struggles or the achievements they attained in their struggle for equal rights. Others highlighted different movements like Pan-Africanism, Back to Africa Movement and Civil Rights as the legal struggles which led to equal education. These candidates could attain little marks from few correct mentioned points on civil right movements that matched with correct responses. However, scorers of a 0 mark, failed to give even reasonable introductions. Extract 3.2 is a sample that represents candidates who went astray from the requirements of question.

Extract 3.2

| | |
|----|---|
| 3. | The following are the prejudices which faced people of African Origin in the new world. |
| | Political instabilities which faced people of African. The political instabilities is the prejudices which face people of the origin in the new world and this is very bad to the new world peoples. |
| | New-Colonialism: This also is a process of the independence countries to be colonized politically, socially and technologically. So this is a big problem for an more prejudices which faced people of Africa Origin in the new world. |
| | Colonialism. This also is the predic prejudices which made faced people of African Origin where by colonialist came to colonize Africa in all spheres |

3 of life by exploit Africans and their natural resources.

Apart from the prejudices which faced African Origin also there are the legal struggles which brought about equal education to people of African Origin in the new world as follows:

Pan-Africanism: This made by the educated people like Aedam Wachini Kimathi, Kwame Nkrumah. This was the legal struggles which brought about equal education which the Africans get from the colonialist and hence they use it to go against them in the new world. And this was by the Black people in America who are educated about their rights.

The active resistance made by People of African Origin in the new-world like Majimaji war, Mau Mau war. This also was among the legal struggle which brought about equal education which were provided to the African leaders by the colonialist who later came to know their ~~rights~~ and tired with colonial rule hence they go against the colonialist and convinced people of African Origin to make a active resistance which was brought about by Color Equal education.

The Black people movement in America. This was due to the equal education to the African people in the new world where by they came with the slogan like "African is for African and we shall overcome oppression".

The explanation above are the prejudices and legal struggles which faced People of the ~~Origin~~ African Origin in the new world as explained above.

In Extract 3.2, the candidate went astray by giving the problems which faced African states as the prejudices and in the second part, he/she mixed up the ideas in decolonization struggles in Africa and America.

2.4 Question 4

This question demanded the candidates to elaborate four (4) features of peasant agriculture and four (4) features of plantation agriculture during colonialism. The question was set from the topic “From Colonialism to the First World War (1880s – 1914).” A reasonable number of candidates (82.1%) attempted this question and the performance was good as 76.4 percent scored from 12 - 18.5 marks, 22.4 percent scored from 7 - 11.5 and only 1.2 percent scored from 0 - 6.5 marks. The high frequency and good performance can be attributed to the familiarity of the topic to the candidates since it is also covered in Ordinary Level syllabus. Figure 3 below shows the percentage of scores in this question.

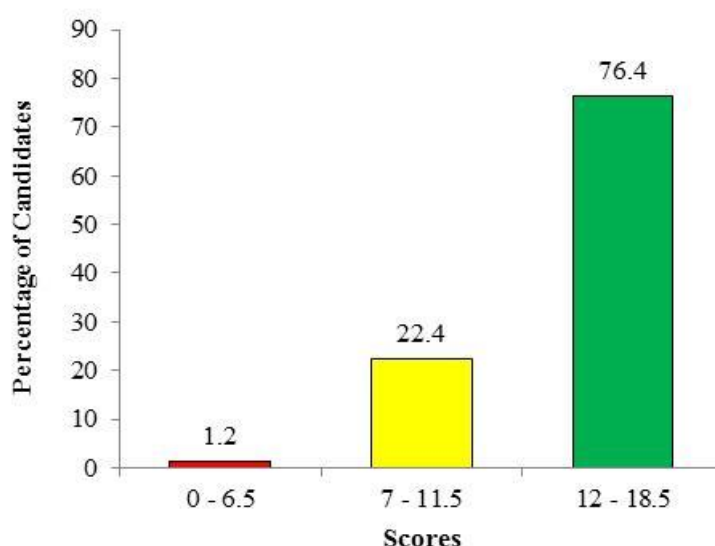


Figure 3: The percentages of the candidates who scored poorly (0 - 6.5 marks), averagely (7 -11.5marks) and good (12-18.5 marks).

The candidates who scored from 11.5 - 18.5 marks showed good essay organization by stipulating the four features of each peasant and plantation agriculture separately and clearly. Points, such as; it based on small scale farming, used simple tools, least capital intensive and low production were specified as features of peasant agriculture, while points like foreign ownerships, specialization of a single crop, and land alienation featured plantation agriculture. The variations of their scores however, were caused by the disparities in providing adequate examples, relevant examples and organization of their work. Extract 4.1 is an illustration of a candidate who responded well in this question.

Extract 4.1

| | | |
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| 4. | <p>Peasant Agriculture was Agriculture that characterized by small scale production and during colonialism practised in Uganda. Plantation Agriculture was Agriculture that took a large scale area of production and practised in Tanganyika. Colonialist were established peasant and plantation Agriculture for their own benefit such as to Maximize the profit.</p> <p>Plantation Agriculture characterized by the several features during colonialism these are:-</p> <p>Large scale area. Colonialist were introducing plantation Agriculture in Tanganyika in large-scale area where by were produce various-products like cottons, coffee in Kilimanjaro, sisal in Tanga and Kilimanjaro. Those plantation established was occupied large area. They preferred plantation since there was absence of tropical diseases, good climate condition etc.</p> <p>Enough capital. Colonial state established plantation in Tanganyika where by Plantation need enough capital to run production since had alot of requirement so as to had good and high production. Therefore plantation characterized by enough capital. Colonial state had enough capital obtained from taxation and so on.</p> <p>Use of scientific and technological methods. Plantation agriculture established in Tanganyika had use scientific and technological methods like the application of machines, Fertilizers, insecticide as well pesticides. Also use scientific experiment that support high production for their own benefit. So plantation use scientific methods.</p> | |
|----|--|--|

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|----|---|
| 4. | <p>Availability of labour. In the plantation there was availability of labour reserve where by colonial state ensured constant supply of labour through taxation, forced labour, importation of manufactured goods as well as Migrant labour who were cheap, easy to control, they came with no families etc. So plantation had availability of enough labour.</p> <p>Peasant Agriculture characterized by several characteristics or features these are:-</p> <p>Dense population. Colonialist or colonial state introduced peasant agriculture in Uganda where by occupied a small scale area with low population. Colonial state preferred peasant since there a presence of tropic disease, strong political opposition, Climate condition and so on. So peasant had dense population.</p> <p>Use of rudimentary tools or poor tools. Peasant agriculture characterized by the use of poor tools like pangas, hand hoes which led to the low production. Due to poor tool they had encouraged production for subsistence means for food stuff and ^{type of} cash crops need to produce for colonial interest.</p> <p>Individual ownership of farms. During colonial period, peasant agriculture owned by individual where by are in family level therefore the family are the owners of peasant agriculture or farms and the labour for production also was family labour. This enable the family to had food stuff to run day to day life.</p> <p>Intercropping production. Peasant agriculture - characterized by intercropping system where by they produce or cultivate more than one crops example people were produce beans together with Maize and not monoculture.</p> |
|----|---|

Extract 4.1 is a representation of candidates who stipulated features of both peasant and plantation agriculture during colonial period.

The responses of the candidates who scored from 7 - 11.5 marks showed varied magnitude of strengths and weaknesses which caused their marks to range from 7 - 11.5. They managed to give adequate points on both sides of the question but lacked vivid examples in some points. Moreover, language barrier hindered some of them to score high marks as their explanations were not coherent. Some of them however, could not explicate well some of their points and others could not meet the asked number of points.

Very few candidates (5) scored a 0 mark. Such candidates could not provide the features of either peasant or plantation agriculture. Some of them for example, highlighted the methods used to establish colonial economy other than the features. Surprisingly, some candidates interchanged the features by relating those of peasant to plantation agriculture and vice versa and likewise could not provide meaningful introductions.

However, some candidates could attain few marks by outlining few relevant points but fail to elaborate them deeply. Also there were others who explained the required features in line with settler agriculture but attained few marks for mentioning the points like massive land alienation and taxation that matched with plantation agriculture, others could score at least a mark from the introduction by defining peasant or plantation agriculture. These strengths and weaknesses made some candidates' marks to vary from 0.5 - 6.5 depending on the intensity of correctness. Extract 4.2 exemplifies candidates who presented irrelevant responses.

Extract 4.2

| | | |
|----|---|--|
| 4. | Peasant agriculture refers to the agricultural activities where by people use a large scale of agriculture. | |
| | Plantation agriculture refers to the agricultural activities where by people normally use a small scale of agriculture. | |
| | Features of peasant agriculture and features of plantation agriculture during colonialism are as follows; | |
| | Firstly the peasant agriculture have the following features; | |
| | High level of technology; this means that the peasant has a high level of technology of conducting their agricultural activities. They use tractors and they use irrigation process in their farmer. | |
| | Good infrastructure, this refers to the situation that they use good way to reach to their farmers. | |
| | Climatical factors, they were familiar to the climate condition that helped them to crop their farmer and to suggest in this agricultural activities. | |
| | Capital. This peasant agriculture has a good capital that let them to attain any and success in their agricultural activities; It has also the crops are produced by a high success. | |
| | The plantation agriculture have the following features; | |
| | Low level of technology. This is means that the agricultural activities has conducted in poor knowledge that cause them to get small unit of crops. This activities is poor because they use local tools in their activities exemplifying | |

| | | |
|---|---|--|
| 4 | Tanzania country. | |
| | Poor Infrastructure. This plantation agriculture during colonialism were ⁱⁿ poor infructures ^{stay} in their activities because there were no way of passing in order to reach to their farmer. by they use local way, so they march by their foot and that problem let them to get a small unit of food or crops. | |
| | Lack of fund. They have ^{have} not a money to help them in agricultural activities so they use local method in their agricultural activities. | |
| | Geographical factor. This means that the plantation agriculture during colonialism are not good to the season and agricultural activities so the plantation agriculture were not as in good geographical that let them to cultivate a small unit of crops where needed. | |
| | Generally features of peasant agriculture and plantation agriculture during colonialism is as above. | |

Extract 4.2 shows a response from a candidate who performed poorly after interchanging features of peasant and plantation agriculture.

2.5 Question 5

This question was set from the topic “Colonial Economy and Social Services after the Second World War.” The candidates were to analyse six strategies that were undertaken by the colonial states to improve agriculture in Africa after the Second World War. Majority of the candidates (72.1%) attempted this question and the performance was generally good since only 6.5 percent scored from 0 - 6.5 marks, 43.2 percent scored from 7 - 11.5 and the majority (50.3%) scored good marks (from 12 - 18).

The candidates with good marks were familiar with the strategies which were employed to improve agriculture in the colonies after the Second World War, thus they were in a position of providing logical introductions, realistic details on points, such as; introduction of progressive farmers, development schemes like destocking and crop cultivation, encouraging marketing boards, expansion of transport infrastructures, increase of plantation and settler farms and development of State farms with appropriate conclusions. However, not all in this range of score had the same degree of point clarification, thus shortage of clear example and clarity in some points caused the variations in their scores with some scoring better than others. Extract 5.1 exemplifies a sample of candidates with a relatively good response.

Extract 5.1

| | | |
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| 5. | <p>The Second World War had far reaching impacts on the colonial states such that after the war had ended their economies were badly damaged for instance; unemployment rates were high, inflation rates were high and the like. Therefore, these colonial states devised measures to revive their economy thus, resulting to changes in various sectors of the economy for instance, changes in Agriculture, changes in Trade and the like. Therefore, the following were the strategies, policies or reforms implemented to improve Agriculture after the Second World War;</p> <p><u>Introduction of Agricultural Schemes:</u> The colonial governments introduced agricultural schemes and plans that were implemented so as to increase output and help in reviving of their economies. For instance, in Tanzania there were Kongwa and Nachingwea schemes that were large plots of land that were aimed to create much output thus, help in improving Agriculture and revive the colonial governments' economies such as France;</p> <p><u>Improvement in Infrastructure:</u> The colonial governments improved infrastructure such</p> | |
|----|---|--|

5. as increasing the roads, railways, number of airports, harbours and the like that were used to transport goods and services, officials and the like. Therefore, through improving the infrastructure systems, the colonial governments were able to improve Agriculture.

Introduction of strict labour laws and increased migrant labour system. A good example of the labour laws is the 1947 law given by the Portuguese that everyone in their colonies aged 18-55 had to provide labour. Also, they increased the migrant labour system which then ensured constant supply of labour and thus, improving Agriculture in the colonial states in Africa. This was then used to revive their economies that were badly damaged.

Introduced Progressive or Master farmers. This was whereby some Africans were selected to go and get educated and then they were to educate the other farmers. A good example is that, in Malawi 50 farmers were selected to be educated hence, this helped to improve Agriculture as it provided the farmers education that they used to improve the Agricultural productivity.

Introduced Cooperatives and Marketing Boards for instance the Ruba Cooperative Union of 1950 and the Cocoa Marketing Board of 1948. These helped improve the Agriculture since they helped eliminate middlemen and control price fluctuation which highly discouraged the producers as a result

| | |
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| 5. | improved Agriculture. |
| | hastly, they increased settler economy and plantation Agriculture such that, they encouraged the influx of settlers and established large plantations and estates that were aimed at increasing production. For example, they provided grants and aids to the settlers. |
| | Therefore, these were policies, strategies or reforms that the colonial states implemented in order to revive their economy and improve Agriculture in the colonies. It had multiple effects such as reduced natural forests, new dams were created and the like. |

Extract 5.1 is an example of a candidate who was able to abide by the question requisite by explaining well the strategies that were used by the colonial states to improve agriculture after the Second World War.

Moreover, candidates who scored from 7 - 11.5 marks provided suitable views on the strategies undertaken by colonial states to improve agriculture in Africa after the Second World War, but with some restrictions that showed their partial knowledge of the subject matter in question. For example, failure to provide detailed clarifications in the points given and incorporation of examples which were out of context as they involved issues pertaining to the period before the Second World War. The degree of their errors however made their scores to range from 7 - 11.5 marks.

In contrast, the candidates who scored from 0.5 - 6.5 marks portrayed a number of pitfalls that include, explaining the strategies that were used by the colonial state to improve colonial economy in general. Though others managed to stick on agriculture, they did not suffice the required number of strategies, and provided trivial explanations on their points. On the other hand, the candidates with a 0 mark deviated from the question demands in different ways. For example, some dealt with the general strategies that were used to establish colonial economy and others explained the impact of colonial

agriculture in the colonies. Moreover, some candidates gave the strategies that were employed to establish the colonial state. Such candidates must have read the question partially or hastily thus put entire attention on the part of the question that stated "Analyse six strategies which were undertaken by the colonial states," ignoring "to improve agriculture in Africa after the Second World War." Extract 5.2 is an example of a candidate who had a completely irrelevant answer.

Extract 5.2

| | | |
|----|--|--|
| 05 | <p>the preservation method,</p> <p>This means that some simple tools that had no negative impact to the colonial system of production were preserved by the colonial government. These tools were like panga, hand hoe and other simple tools that were regarded by colonial government had no negative impact to them (to the colonial government).</p> <p>Land alienation,</p> <p>This means that African people were removed from fertile land to non-fertile land of production. This means were removed from suitable land for production to an suitable land for production activities. This movement took place through force. Example people of Kikuyu lived in Kenya and people of South African were removed from their region of production to the land that was not suitable for production. This issue had took place through force.</p> <p>Taxation method,</p> <p>This means African people were forced to pay taxes for no reason to their origin land. Example in Kenya through system that was known as Kipande system. Here there were hut taxation and land taxation and so on. So this was another method that was used by colonial government to improve their agriculture in Africa.</p> | |
|----|--|--|

| | | |
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| 05. | <p>Monoculture System of production, This means that one only crop was grown on some areas in Africa. This took place especially to the cash crops that had no up an advantage to the African people. Example Sisal, cocoa coconut, cocoa, cloves and so on. So this was another method used by colonial government in Africa to improve their system of production to the sector of agriculture.</p> <p>By conclusion is that due to the fact that these methods mentioned above had negative impact but also had positive impact to the African people. Positive impact was like introduction of new crops like maize, Bananas, H. cloves and other cash crops. negative impact were like destruction of local system of production, destruction of local industries and other negative impact to the African people.</p> | |
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In extract 5.2, the candidate tried to explain the methods that were used by colonial states to establish colonial economy instead of the strategies that were used to improve agriculture after the Second World War.

2.6 Question 6

The question was set from the topic "Colonial Economy and Social Services after the Second World War." The candidates were asked to examine two (2) roles of colonial trade and show in four points how Africans were affected by this trade after the Second World War. Very few candidates (15%) attempted this question but the performance was relatively good since only 25.8 percent of the candidate had a poor performance (0 - 6.5 marks), 56.9 percent had average performance (7 - 11.5 marks) and 17.3 percent had good performance (12 - 17 marks).

The candidates who scored from 12 - 17 marks depicted a greater understanding of the task of the question and met the asked number of points with relevant arguments on both parts of the question. Points such as; to find markets for European manufactured goods, to collect raw materials, such as cash crops and minerals, and influence and expand money economy were well

presented as role of colonial trade. In the second part, points like development of towns and cities, such as Dar es Salaam, Nairobi and Lagos, development of infrastructure, intermingling of African societies and intensification of colonial exploitation were given as effects of colonial trade. However, the disparities in their scores were determined by the ability of some candidates to give more detailed responses than others. Extract 6.1 is an illustration of a good answer in this question.

Extract 6.1

| | |
|---|---|
| 6 | Colonial trade, this was the trade introduced by colonialist so as to conduct with Africa. The main aim of this trade was to ensure exploitation of African resource. Example of trade introduced by whites include Triangular trade, 'Menchantism', etc and other. It was introduced in Africa after the second world war 1945. Colonialist introduced this strategies because it was affected by second world war there fore it want to recover their economy hence introduction of colonial trade and later led to the availability of raw materials from their industries, labour and others. According to the question the following were the roles of colonial trade on Africa society to European economy. |
| | To ensure supply of raw materials, colonialist was established this different trade in Africa so as to make sure the availability of raw materials which were needed in their industries example gold, silver, sisal, animal skin and other that was why they introduce different trade Triangular slave trade which were an equal exchange to Africa there for this trade brought effective to recover the European economy because labour raw material were available in their industries hence growth economy. |
| | To insure Market, Also colonialist introduce trade with Africa so as to make sure expansion of Market to their industries example colonialist involve in trade with Africa so as to get Market to sell their product from their industries example colonialist sell different |

6 product from their industries to African example
spoon, clothes gun and other especially during
the trade of triangular trade which was unequal
exchange there for this trade insure expansion
of European economy because the product from
their industries were exchange with high quality
like clothes exchanged with animal skin and other
Also colonial trade had different effect to
ward African society some of them were
like as follows below.

Colonial trade led to the exploitation
of African Natural resources, Different resources
from Africa were exploited through those trade
introduced by whites example of resources exported
by from Africa include Gold, Amma silver, Animal
skin and other which were exchanged with
spoon, clothes and other there fore through this
Africa were affected because different Natural
resources were taken which led to the underdevelop-
ment in Africa

led to the Destruction of African culture
During the period of conducting trade with whites
different African culture were destroyed example
wearing style started to change, Eating style started
to change, the dancing style and other All this
were brought during the trade between Africa
and Europe including triangular slave trade
which involved three continents Africa, Europe and
Asia there fore the trade affected Africa.

Trade Also led to the Decline African
local technology, Before the introduction of trade
between Africa and Europe African had

| | | |
|---|---|--|
| 6 | developed on different levels of technology like | |
| | colleage industries, pottery industries and other but | |
| | after the coming of trade between Africa and | |
| | Europe All African technology started to drop | |
| | and Disapper because different raw materials | |
| | from industries started to inter in Africa like | |
| | iron where before the Trade African developed on | |
| | making Arrows Arrows Allows. There fore the trade | |
| | affected Africa by distrubing their local technology | |

Extract 6.1 shows a part of the candidate response who managed to deal with both parts of the question amicably as he/she stipulated roles of colonial trade and show how Africa were affected by that trade.

The strength and weaknesses of scorers of 7 - 11.5 marks varied; some failed to meet the required number of points, others gave partial explanations in some points while others could not provide adequate examples to strengthen their arguments. The candidates who could meet the required number of points and provide fairer arguments outshone others in this group by scoring relatively higher marks in this range of score.

The common traits observed on the responses of scorers of 0.5 - 6.5 marks were; shallow explanations with shortage of examples and obtaining a mark only on the introductory part of their essays. However, candidates who scored a 0 mark could neither provide a meaningful introduction nor outline any relevant point. Surprisingly, some responded on the effects of Slave Trade and colonialism in Africa as exemplified in extract 6.2.

Extract 6.2

6. Colonial trade refers to the colonial period which take place in African continent. These trade were the among of the trade which was occurred in Africa after the Second world war in African countries.

The following are the roles of colonial trade and the following are those roles as.

Slave trade. These were the among these colonial trade which took place in Africa after the second world war. These it proved that there are these slave trade which are also take place in Africa after the second world war. This is because of the colonial trade. Also due to these colonial trade we can prove that slave trade are those trade which occurred and people of Africa are taken as slaves to other parts of Africa and their origin.

Colonialism, these also are the role of the slave trade. There was because the slaves are taken to the African countries. Also these are the role which these colonial trade was used because these people of Africa are taken as the major means of production because of their powers. Due to these we can prove that these are the roles which colonial trade used.

The following are the effects of Africans by this trade after second world war.

Africans were taken as man power. It proved that colonial trade was the among of trade which were taken Africans as man power so these led for the African to loose their powers. These also led for the African man power to been taken as slaves. There also was among of the colonial trade which was taken these African as the man power and loose their powers.

Africans they are not payed enough salaries. Also these colonial trade was the trade which occurred in African countries and due to these we can prove that Africans they are not payed enough salaries so that

6. are the effected which African people were faced in these Colonial State after the second world war. Also due to the colonial trade Africans people they are no place where will be able to get things example: basic things like food, shelter and clothes more that to their slaves

Africans they have no right to own properties. This also was due to the colonial trade we can proved that Africans they have no right to own properties, because African were taken as slaves. These are the effected which African faced because they are not able to own any properties so there was among of the African challenges which they faced in the colonial trade After the second World war it proved that they have no right to own

Africans they have no right to own Land. These also are the among of the effects which Africans were faced in the colonial trade after the second world war. African people they have no right to own their land because Africans people were taken as slaves and were taken as poor people. So due to that we can prove that Africans they have no right to have their lands and they have to remain as slaves

Generally these are the roles of colonial trade and how Africans were affected by this trade after the second world war

Extract 6.2 indicates a candidate who misconceived the question by explaining the effects of slave trade and colonialism in Africa contrary to the demands of the question.

2.7 Question 7

The question tasked the candidates to show how the consequences of the Second World War speeded up Nationalist struggles in Africa by using six points. The question was set from the topic "Influence of External Forces, the rise of Nationalism and the Struggle for Independence". This was among the highly attempted questions with good scores as 74.8 percent of the candidates opted it and only 5.9 percent failed by scoring from 0 - 6.5 marks while 38.4 scored from 7 - 11.5 and the majority of the candidates (63.7) had good performance (scored from 12 - 18.5 marks). The candidates were attracted by the question since the World wars are also taught in Ordinary Level thus candidates might have widened up their knowledge in the Advanced level

syllabus thus become more familiar with the topic. Additionally, the World Wars are universally discussed and are featured in many books, documentaries and media which candidates might have come across. Figure 4 shows the percentage of the candidates' scores.

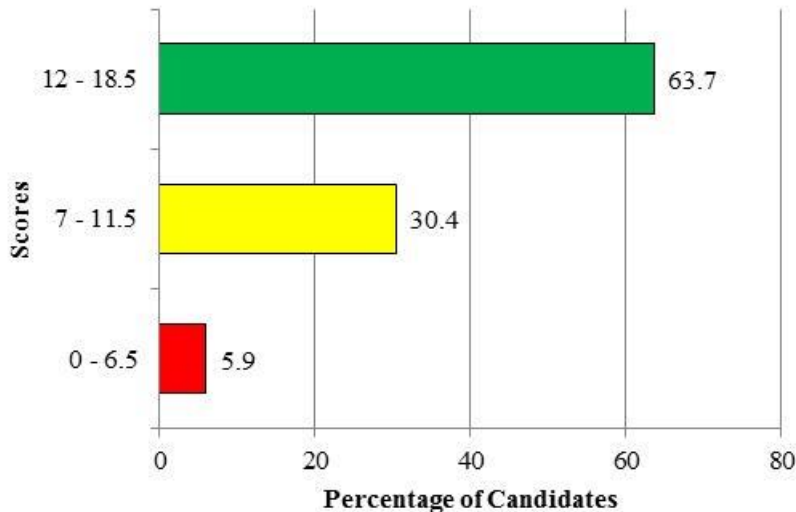


Figure 4: The percentages of the candidates' scores.

Moreover, the candidates who scored good marks revealed a better mastery of the question hence explicated how the consequences of the Second World War hastened nationalist struggle in Africa. They were able to give clear arguments on how the outcomes of the war triggered off the struggles. Thus points like destruction of European economy, expansion of education, formation of the UNO, role of ex-soldiers and emergency of the USSR and USA as world superpowers were explained with sufficient examples. However, these candidates differed in scores as those who attained lower marks in this group exhibited some limitations, such as shortage of consistent examples in some of their points. Extract 7.1 illustrates a well explained answer in this question.

Extract 7.1

| | | |
|----|--|--|
| 7. | <p>The Second world war, refers to an imperialist war that started during 1939 up to 1945 which involved almost the whole world whether direct or indirect. The second world war had many consequences in which they accelerated Nationalist struggles which are the struggles for independence in Africa.</p> <p>The following are the consequences of the Second World war and how they accelerated Nationalist struggles in Africa;</p> <p>The rise of the ex-soldiers and their roles:-</p> <p>The second world war involved the whole world such that some fought directly while others indirect. In Africa there were men who recruited into the armies of the big nation. After fighting they were exposed to military tactics and came back home with the idea that whites could also be beaten, they brought the spirit of oneness and togetherness and teach fellow Africans on military tactics. All these led or accelerated the nationalist struggles in Africa.</p> <p>Economic decline or economic backwardness of many European countries:- The second world war had greatly affect the economy of the most European countries because the war was fought on</p> | |
|----|--|--|

7 soil of Europe. Due to this many European countries due to their decline economically, couldn't afford the expenses of running vast their ~~sea~~ overseas colonies hence they started preparing them for their independence. This marked the independence of countries such as India and Burma.

Excessive exploitation of the Africans together with their resources :- After the second world war many European countries started to exploit the Africans through forced labour and low wages also exploiting their resources so as to revamp their destroyed economy as a result of the second world war. Africans couldn't stand the exploitation and hence many of them increased their struggles for the nationalism.

Formation of United Nations (UN) :- United Nations was formed in 1945 after the second world war so as to replace the league of Nations because it failed to keep peace. United Nations was against colonialism and declared several years for the colonisation of Africa and also it condemned all countries which were still colonizing other countries in Africa also it took the countries that were under Germany and prepare them for independence. All these accelerated the struggle for nationalism in Africa.

The rise of United States of America (USA) as a super power capitalist nation :- The second world war was an influence for the rise of United States of America (USA) because it was the main supplier of industrial goods during the war also the war wasn't fought on her soil. United States

7. of America (USA) rose with the Marshall plan
Plan Aid in which all European countries that
wants to rebuild their destroyed economy as a
result of second world war could get a loan but
at a condition of decolonisation. Hence this also
had accelerated the Nationalist struggles in
Africa

The rise of Union of Soviet Soviet Republic
(U.S.S.R) as the super socialist country:- This was
also as a result of the second world war. USSR
through her idea of socialism was very against
colonialism and hence opted to champion the
decolonisation struggles in Africa with an
aim of spreading her political ideology
(socialism). The help from U.S.S.R made many
Africans to be conscious about their independence
hence this accelerated Nationalist struggles
in Africa

Hence the role of the second world
war can never be underestimated when talking
about the Nationalism in many ~~and~~ different
parts of Africa.

In Extract 7.1, the candidate revealed possession of enough knowledge as he/she related relatively well the consequences of the Second World War with Nationalist struggles in Africa.

The candidates who scored from 7 - 11.5 marks provided some relevant points but were somehow inconsistent in their explanations by incorporating some irrelevant points and examples. Besides, some could not meet the six points due to repetitions of points, for example, the points of the "role of Pan Africanism and "influence of the 1945 Manchester conference" were explained as different points by some candidates.

On the other hand, the scorers of 0.5 - 6.5 marks revealed the following disparities in their responses that justified their low scores: While some of the candidates failed to give clear introductions, the majority in this group could only mention few correct points but failed to enhance them with broad relevant details. Likewise, other candidates combined their few correct points with incorrect ones. Moreover, only 6 candidates scored a 0 mark. Some of these candidates misconceived the term “consequences”, thus responded on the causes of the Second World War. Moreover, other candidates must have read the question hurriedly or partially thus responded on the socio-economic consequences of Second World War probably due to the fact that the question statement began as “show how the consequences of the second world war ...” Scorers of 0 marks could not even provide a meaningful introduction. Extract 7.2 reveal one of the poor response in this question.

Extract 7.2

| | |
|----|--|
| 7. | <p>Second world war (WWII) was the war in fought in the nations during 1939-1945. That the Second world war was fought the powerfull nation in the nation such as Germany, France, USA, Russia, Britain, Japan. from that wars lead many impacts in the world. The following are the Consequence of the Second world war accelerated Nationalist Struggle in Africa.</p> <p>Loss of man power. That the Second world war as the impact of loss of man power in the various economic activities for example Industrial were lacked of man power of production activities, those were due to the death of the most people during the Second world war. from that influence the develop of nationalist struggle to repair on collapse.</p> <p>Technological Arrest. That the technological decline due to the wars applied a tool for the conflict thus leading technology arrest and from that leading to the industries too decline due to lacked technology on production activities. so that is one of the Consequence of WWII.</p> |
|----|--|

| | | |
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| 7. | <p>Economic Stagnation. That the economic may stagnant due to the arrest of technological for that stagnation of economy in nations influence the accelerated of nationalist struggles on the improving in order to repare development both economic and socially in Africa.</p> <p>Destruction of past property. That the property such as buildings, bridges, roads were collapsed during Second world war. The war accelerated to have effect to the society also in the economically sectors thus the collapse of buildings like hospitals, lead to the problem of the society. That the nation in Africa has become struggle to building and constructing again.</p> <p>Family Separation. That the war has lead for the family separation during the loss of power and death of people especial the parents loss lifes is that the child may a became street child during the family separation, so as from that war lead many effects in Africa.</p> <p>Death of people. That the most of the people as died during the war outbreak. The large number of soldier during fought each other may died and thus lead to the loss of man power to the industry and hence family separation in Africa.</p> <p>In conclusion that the Second world war lead to the more less effect to the economic - social development and that lead</p> | |
| 7 | <p>for the decline and stagnant of many various sectors, That the war also accelerated to the Nationalist struggle on repare the collapsed or activities among African societies.</p> | |

In the Extract 7.2, the candidate diverged from the question requisites as he/she explained the impact of the Second World contrary to the demands of the question.

2.8 Question 8

The question demanded the candidates to evaluate the role of socialism in championing decolonization process in Africa after the Second World War by giving six points. This question was derived from the topic “Influence of External Forces, the rise of Nationalism and the Struggle for Independence”. Only 37.9 percent of the candidates attempted this question of which 8.2 percent scored from 0 - 6.5, 58.4 percent scored from 7 - 11.5 and 33.4 percent scored from 12 - 18 marks.

Possession of greater competence in the subject matter made some candidates qualify for higher marks ranging from 12 - 18. Their responses had more relevant points with substantive arguments, logical flow of ideas and particular examples on the required points that included provision of moral and material support, use of Veto power by socialist states at UNO and ideological support. However, some candidates scored higher marks than others in the group due to their greater capability of validating their points. Extract 8.1 exemplifies a group of candidates who answered the question relatively well.

Extract 8.1

| | |
|----|---|
| 8. | <p>Decolonization refers to the process of getting rid of colonialism. Among the forces towards decolonization process in Africa especially after the second World War during in 1945 was the role of socialism. Socialism championed decolonization process in Africa after the second World War, 1945 through the role played by the socialist powers or countries like the Soviet the Union (USSR) and Cuba. The role of socialism in championing decolonization process in Africa after the Second World War can be evaluated as follows:-</p> <p>It enabled the socialist powers to use veto vote to denounce colonialism. The socialist countries pressurized the colonialist to grant independence to the African countries by using the veto vote that enable them to have voice in the United Nations (UN). For example the The Union of Socialist Republic Union of Soviet Socialist Republic (U.S.S.R) (USSR) used her veto power to pressurize the colonialist to grant independence in Africa, thus a contribution in decolonization process.</p> <p>Socialism made the socialist countries to provide material support to the African nationalists. The socialist powers provided important materials needed by the nationalist during the decolonization process. For example Cuba provided weapons and food to the Angola nationalists so as to outwit the Portuguese colonialists in 1970s.</p> |
|----|---|

8. Socialism made the African nationalist to get scholarship in socialist countries. Some African nationalists got their education in the socialist countries in which they learnt the liberal ideas that was used to make other Africans aware on the evils of colonialism thus through scholarship the socialism championed decolonization in Africa. For example Abdulrahman Babu of Zanzibar was among of the nationalists who got the liberal education in the Soviet Union, Russia.

The African nationalists were provided military training from the socialist countries. The troops from the socialist countries came in Africa during the decolonization process so as to train African nationalists on the military techniques used to outwit the colonialists through armed struggle. For example the Soviet union troops were landed in Algeria to give the training to the Algerians nationalists while the troops from Cuba landed in Angola in 1970s to train the nationalists in Angola.

The socialist countries used African frontline states to fight for the independence of other states. The ~~F~~ Frontline States were those countries that got independence early especially in 1960s. For example Ghana and Tanganyika. These countries were used by the socialist countries to fight for the independence of other African countries that

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| 8. | were under foreign domination. For example Mozambique, South Africa and Angola. | |
| | The socialist countries provided moral support to the African nationalists. This was an advise on the methods to use so as to achieve independence. For example in countries where constitutional means failed like Mozambique and Angola were advised to use violent means. | |
| | Therefore socialism played a great role towards African decolonization but the role was motivated by the desire to contain capitalism like Colonialism (monopoly Capitalism) as well as to expand the socialist block bloc by introducing socialist ideology to the newly independent African states. | |

Extract 8.1 indicates a candidate who presented a relatively good response as he/she was able to value the role of Socialism in championing ant colonial struggles in Africa.

The candidates whose marks ranged from 7 - 11.5 were able to point out correct points but with some constraints like inability to support their points with concrete arguments and specific examples to some points and failing to meet the six asked points. With such shortcomings, these candidates could not exceed 11.5 marks.

Unlike the two previous groups, the candidates with weak performance went off-track by writing irrelevant ideas. For example, some responded on the reasons which made the socialist countries' to support decolonization of Africa and others responded on the general factors for decolonization of Africa. However, the scorers of a zero mark were very few (4 candidates) since apart from providing contrary responses in the main body; many could at least score a mark from the introduction by defining either socialism or decolonization. In the most cases, the 0.5 - 6.5 scores characterized candidates who tried to list down the roles of socialism but failed to disentangle their core contribution in facilitating decolonization struggle in Africa. Extract 8.2 illustrates a poorly presented answer in this question.

Extract 8.2

| | | |
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| 2. | <p>Socialism was the five mode of production does not based on exploitation on man by man. Socialism was full democracy to all people, absence of classes and it was communal ownership. The following are the role of socialism in championing decolonization - decolonization process in Africa after the second world war.</p> <p>To improve infrastructure. The socialism after the second world war make effort to improve infrastructure in Africa, in order to get high development in Africa. So the role of socialism must to improve infrastructure.</p> <p>To increase industries. Also the role of socialism must to increase industries in the Africa, in order to get high development and to reduce dependence from other nations. Therefore the role of socialism must to increase industries in the Africa.</p> <p>To improve tourism sectors. The socialism role wanted to improve tourism sectors in order to get high development through foreign currency to the nation. So the improvement of tourism of Africa was the role of socialism.</p> <p>To increase job opportunities. Also the socialism make effort on increase job</p> | |
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| 8 | opportunities to the people in order to reduce dependence from the people. The - socialism make effort that people must have job in order to reduce some problem in the society. | |
| | To improve agriculture sector. Also the socialism make effort on agriculture sector because agriculture is the source of development. Agriculture it help to increase production in the society and make the country to get high development. | |
| | To improve source of power and energy. For example improve source of power and energy like hydroelectric power in order to get electricity from the dams. for example of source of power and energy in Tanzania like Mtera, Nyumba ya Mungu and Kitatu. So this it cause high development in the country. | |
| | Socialism brings people together in order to get high development in the country. Because presence of unity of the society it help people to live in peace and love, and it help to increase development among the people in the society. | |

In the Extract 8.2, the candidate showed how socialism can improve the different sectors of production and lives of the people contrary to the demand of the question.

2.9 Question 9

The question required the candidates to discuss six important issues which need changes in the 1977 Tanzanian constitution for strengthening Tanzania as a democratic society. The question was derived from the topic “Political and economic development in Tanzania since independence.” It was expected to attract a good number of the candidates putting into consideration that the issues of a new constitution were widely discussed in the recent parliamentary constitution and are discussed in the mass media regularly. Surprisingly, only 374 candidates (1.4%) opted for this question with the majority (40.9%) scoring weak marks (0 - 6.5), 38.2 percent scoring marks ranging from 7 - 11.5 and 28.9 percent scoring from 12 - 17 marks.

The candidates with good marks revealed their competence in understanding Tanzanian constitutional matters. On such basis, they were able to articulate the required six important issues which need changes in the 1977 constitution for strengthening democracy in Tanzania. Their good knowledge of the 1977 constitution enabled them to argue more accurately on points like contradictions over the sovereignty of Zanzibar, absence of an independent electoral commission, the issue of presidential powers, recognition of the Mainland lakes, absence of articles which explains various issues for instance, the conditions and procedures of protecting natural environment. Also they were able to relate their explanations on the basic issues pertaining to historical and current constitutional matters of Tanzania. The disparity in their scores was determined by the strength of the points presented and specificity of arguments and examples. Extract 9.1 is a sample from one of the candidates who understood the demand of the question.

Extract 9.1

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| 09. | constitution refers to the fundamental laws and orders that govern the country, the further guidance of the country's direction; in Tanzania we have different constitutional changes which were independence constitution of 1961 after independence, Republic constitution of 1962, interim constitution in 1964 and the permanent constitution of 1977; nowadays there are need for changes in the 1977 Tanzania constitution; the important issues behind the need changes in 1977 constitution are as follows: |
| | To strengthen democracy in the country, for example free and fair election, women's participation in democratic issues and free national electoral commission; it seems that there is no free and fair election and government which is in power has the role of selecting national electoral committee, thus there is a need for new constitution in order to strengthen democracy in election. |
| | To reunify the union of Tanganyika and Zanzibar; the union of Tanganyika and Zanzibar that was established by J.K Nyerere and Abid Amanj Barume have now seems to be in acute situation; therefore they need changes in order to ensure freedom between Tanganyika and Zanzibar and not to exploit exploit one another. |

Extract 9.1 is an example of a part of a relatively good response in this question as the candidate was able to show some amendments which have to be made in the current constitution.

The candidates who scored from 7 - 11.5 marks possessed incomplete knowledge on constitutional matters of Tanzania and thus could not exhaustively lay down the important matters which need changes in the current Constitution for strengthening democracy. For that case, they provided fairly supported arguments that were curtailed with some limitations, such as

poor organization of ideas, shortage of specific information on the 1977 Tanzanian constitution and failure to relate some of their points to the Tanzania context. Moreover, though some had good ideas and specific examples, they failed to exhaust the required six points and others related some of their points to other constitutions like the 1962 Republican and 1964 interim Constitutions.

On the other hand, some candidates (3.7%) scored a 0 mark. Some of these candidates relied on different aspects related to Tanzanian constitutional changes like significance of constitutional changes in Tanzania or the difficulties against efforts of coming up with new constitution. Others explained on the different constitutional changes since independence while others related the question with the principles of democratic society probably due to the fact that the statement (democratic society) appeared in the question. Worse enough, these candidates could not provide meaningful introductions and conclusions. Nevertheless, candidates with 0.5 and 1 mark could only score a mark from the introduction as they could define the constitution and/or write about democracy or a democratic society. However, in most cases, candidates who scored from 2 - 6.5 marks provided few correct points which were insufficiently explained. Extract 9.2 depicts candidates who scored a 0 mark.

Extract 9.2

9. Constitution Is the body making law. The constitution of Tanzania so as to strengthening Tanzania as a democratic society by the following issues need to change such as in 1977 so as to strengthening Tanzania due to as follows:

Changes in education. The Tanzania constitution should be changed so as a system of education due to the unstable syllabus in Tanzania that affect much the Tanzania student and to write many books also to use our own way of learning or our without using other syllabus example in the history instead of using our own history we use other nation history, like French revolution, that make a student to be unsystematic of his own history background by learning Europe background. Due to that Tanzania constitution should change the system of education so as to make a student easy to understand especially

9. Tanzania student where he was begun and just to mention a few.

In Mass Media, also the constitution should change by the or which was 1977 in Mass Media to talk more about our beautiful Tanzania is tend to concentrate on a development in Tanzania and not to go against the Tanzania wishes which they had so the constitution in Tanzania should change that every Mass Media have extent of talking and not to criticize the wishes of Tanzania and just to mention a few.

Also in social crimes, Tanzania Constitution should be changed as a to develop more about this cases and to form up a strictly punishment on those evil crimes like to rest waste of the life in jail example in the issues of drug corruption and so far Tanzania's constitution should make a strictly laws that every would never practices those social evils which may result to the disaster in Tanzania like poverty and classes and just a few.

Also in the use of budget, The Tanzania budget should make in equal right without discriminate one another also, the budget should make his only president with other representative leaders like District commissioners direct to themselves.

| | | |
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| 9. | <p>Without passing with a long process example like those Members of Parliament so as to avoid the corruption and so far. Due to that the Tanzania constitution should change so as to make the Tanzania as a democratic society.</p> <p>Also in sports, The Tanzania constitution should changes in 1977 so as to be the strengthening Tanzania as a democracy due to the sectors of sports especially to the underprivileged people so as to be equally to both, and to develop the Tanzania of today like other countries in Germany, America, and just to mention a few.</p> <p>In health services, also the constitution also in health constitutions, should make a big changes in health because a lot of people still dying and yet no changes that is any happens, and due to that the Tanzania constitution should change and just to mention a few.</p> <p>On top of that Tanzania constitution should change so as to develop in economically, socially, and as well as economic due to the uses of laws that are made to be change, because most of the laws in the constitution is to benefit few people which we adopted from capitalist countries and that is not a democracy because democracy is the government of the people by the people.</p> | use only |
| 9. | <p>I think everyone should participate on it, to the changes of our own nation and just to mention a few.</p> | |

Extract 9.2 is a sample of the response from the candidate who deviated from the question demand by explaining the reasons (according to him/her) as to why the constitution should be changed instead of addressing the issues which need to be amended in the current constitution.

2.10 Question 10

This question was set from the topic "Political and Economic Development in Tanzania since Independence". The candidates were supposed to evaluate six challenges to Tanzania's economic growth. This was a question with the highest frequency in this paper as 98.5 of the candidates attempted it and the performance was also good since only 1.5 percent of the candidates scored weak marks (from 0 - 6.5 marks), 42.3 scored average marks (from 7 - 11.5) and the majority (56.2%) had good performance after scoring from 12 - 18 marks. The question attracted more candidates due to the fact that the challenges encountered by Tanzania's economic growth are extensively known and experienced by many Tanzanians regardless of their status. Moreover, the issues pertaining economic growth are interdisciplinary taught in other subjects like Geography, Economics and General Studies. Figure 5 shows the percentage of scores in this question.

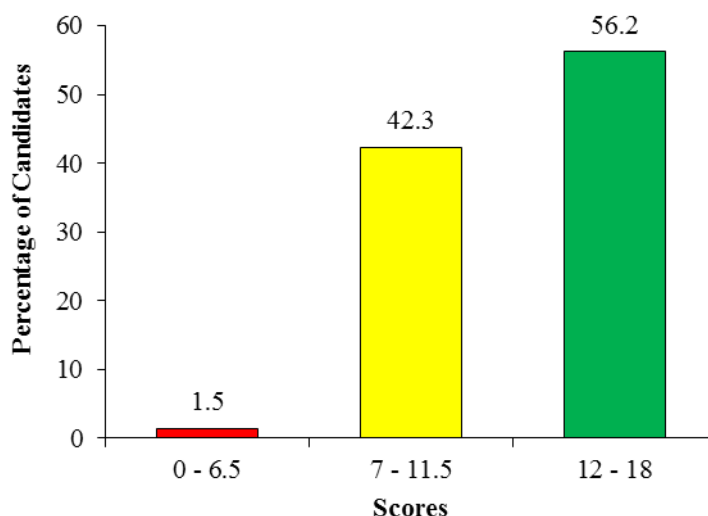


Figure 5: The percentages of the candidates who scored poorly (0 - 6.5), averagely (7 - 11.5) and good (12-18) marks.

The candidates with good performance illustrated better awareness of the question as they built concrete arguments on the real challenges like; low level of technology, natural calamities, corruption and diseases. They based their arguments on the historical and current actual evidences to reinforce their arguments. However, the strength of arguments of candidates in this range of score differed in comprehensiveness causing variations of their scores. A few obstructions like insufficient particular examples in some points and poor language skills by some candidates denied them higher marks. Extract 10.1

demonstrates a candidate who provided a more meaningful response in this question.

Extract 10.1

| | | |
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| 10 | <p>Economic growth refers to the situation of increasing the economy of the country or economic growth is the situation where by the economy is increased due to valuable development emerged in a certain country. There are different ways can be used to increase the economy of the certain country or can leads to economic growth, example collection of taxes also can contribute to the growth of economy in a country like Tanzania. Therefore the following are the challenges that face economic growth in Tanzania hence can be explained as follows:</p> <p>Increase in debt due to debt crisis Tanzania is fast to reach in great amount of economic growth due to increase in debt example the debt of Tanzania is great to amount hence the country fast to control because it is so great debt hence leads to challenges facing economic growth in Tanzania. Therefore increase in debt example from World Bank (WB) leads to challenges facing economic growth in Tanzania.</p> <p>Low science and technology also due to low science and technology as well contribute to challenges facing economic growth because most of Tanzanian science and technology is low hence even under development is poor hence the growth of economy of the country can not grow more because of low technology example low technology is problem to economic growth because due to development of science and technology most of countries has developed and increased their economy but to Tanzania is challenge.</p> | |
|----|--|--|

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| 10 | Corruption also due to corruption | |
| | there is poor economic growth to Tanzania because | |
| | Corruption under mine the economy of the country | |
| | as example Tanzania hence corruption is the | |
| | case studies of the country because most of | |
| | leaders are corrupt in different institute hence | |
| | Contribute to challenge facing economic growth | |
| | in Tanzania hence people should avoid corruption | |
| | for further development. | |
| | Poor infrastructure also example ports | |
| | railways and communication network that | |
| | leads to poor economic growth due to the | |
| | fact that due to poor infrastructure in the | |
| | country the country have not developed example | |
| | poor tarmac roads and few hence leads to | |
| | poor development therefore due to such factor | |
| | economy of the country is faced problem. | |
| | Poor provision of education also is the | |
| | challenge to the economic growth because | |
| | of poor provision of economy to Tanzania hence | |
| | the education provided to the people is poor | |
| | because Tanzania has many educated people | |
| | but yet the economy of the country is poor | |
| | hence reveals that education that is provided | |
| | to people is poor hence undermined the economic | |
| | growth of the country. | |
| | Decline in agriculture production hence | |
| | Tanzania agriculture is the backbone of the | |
| | country but is under developed due to poor | |
| | implementation of government and people they | |
| | believe hence there is no developed tools hence | |
| | agriculture contribute to country economy of Tanzania | |

| | |
|----|---|
| 10 | finally different measures should be |
| | taken to accommodate the development and growth |
| | of country economy example government should |
| | introduce strictly policy to the growth of the |
| | country also there should be improvement in |
| | science and technology also there should be these |
| | to prevent of agriculture and people should avoid |
| | corruption but to some extent measures have taken |
| | these measures. |

In Extract 10.1, the candidate abided to the question demands by giving the challenges to Tanzania's economic growth.

The candidates who scored from 7 - 11.5 marks understood the demands of question as they provided relevant points. However, some common mistakes which were identified in their answers include; provision of insufficient explanations and repetition of some points. For example, the point of poor linkage between economic sectors was fragmented into points like poor agriculture and poor industry by some candidates. The problems mentioned were relatively more intense to some candidates, thus led to variations in scores.

Nevertheless, some candidates failed to provide appropriate responses as some wrote the attempts undertaken to alleviate the challenges to economic growth by providing points like proper budgeting, proper resources utilization and education readjustment, others highlighted the solutions that should be taken to arrest economic challenges in the country. The candidates of this kind could hardly provide a meaningful introduction and, therefore deserved a 0 score. The reasons for such divergences were probably failure to conceptualize the term "challenges", since the commonly known term to them is "problems." On the other hand, candidates whose marks ranged from 01 - 6.5 slightly understood the demands of the question but due to inadequate knowledge, they only outlined points with a very minimal explanations and lacked specific examples that failed to meet the criteria of better performance.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION (PAPER TWO)

3.1 Question 1

This question was set from the topic "The Rise of Capitalism in Europe." It demanded the candidates to explain six factors which made Britain to adopt Enclosure System and discard the Open Field system during the Agrarian Revolution. It was attempted by the majority of the candidates (68.5%) of which 22.4 percent scored from 0 - 6.5 marks, 68.3 percent scored from 7 - 11.5 mark, and only 9.3 percent scored from 12 - 16.5 marks.

The candidates who scored good marks were able to elucidate the factors that made Britain to adopt Enclosure and abandon the Open Field system, such as; demand for more raw materials, population pressure, expansion of science and technology, commercial revolution and expansion of towns. The differences in their scores depended on the accuracy of their descriptions and specified examples in reference to Britain. Extract 1.1 indicates an example of one of the candidate who answered this question relatively correctly.

Extract 1.1

| | |
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| 1 | <p>Agrarian revolution, refers to the fundamental change that took place in agriculture sector through modernization and abandoning tradition open field system; Enclosure system refers to the amalgamation of peasant of land which was formerly for peasant and serfs and feudlord were taken by Capitalist so as to improve farming and sheep rearing, Agrarian revolution was happened in 15th last half of 15th Century in Britain. And</p> <p>The following are the factor which made Britain to adopt enclosure system and discard Open field System during Agrarian revolution.</p> <p>High demand of industrial raw materials.</p> <p>Due to the fact that after the rise of Industrial in Europe particular Britain there</p> |
|---|--|

1 was high demand of raw material which were highly needed in the development of industries. Such raw materials were sheep rearing, Sisal, Cotton, coffee, tobacco and tea as well as ground nuts and palm oil for lubricating machines. This demand of raw materials in industries led to the adoption of enclosure system and led to the discard of Open field system during agrarian revolution.

Population expansion, due to the fact that in Britain at different years population had expansion for example in 1485 there was increase of 3 millions of people, in 1603 4 millions population up to 1769 the population were 11 (eleven) people up to 24 (twenty four) millions of people were expanded in Britain. Therefore the expansion of population led to the increase of demand of domestic goods in Britain hence adoption of enclosure system and discard of Open field system during Agrarian revolution in order to meet the demand of population in Britain.

Adoption of new farming technology. During the agrarian revolution in Britain there was change of farming technique which were not happened during open field system. Among these changes were in crop rotation, using of fertilizers which led to the improvement of production of raw materials in Britain which were never happen before in Open field system which was under feudalism where they were involve substance and poor farming technique hence adoption of

1 of enclosure system and discard Open field system during Agrarian revolution.

Development of Cities and towns, Further more towns and cities led to the adoption of Enclosure system and discard Open field system simply because in towns and cities which developed led to the expansion of market and industries in town. For example of towns which developed were Liverpool, Manchester and Luncheon cities which led to the development and expansion of market hence industries manufactured goods increase so as to meet the demand of market hence adoption of Enclosure system and discard of Open field system which could not meet the demand of towns and market during Agrarian revolution in Britain.

Development of Science and Technology
Moreover development of science and technology in Britain during Agrarian revolution played a great role in adoption of enclosure system simply because science and technology led to the expansion and use of new agriculture productive tools such as tractor which replaced plough and hand hoes which were used during Open field system hence adoption of Enclosure system during Agrarian revolution.

Shortage of land, In Europe especially in Britain they were think that land was enough but after the increase and expansion of population in Britain

| | | |
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| 1 | led to the amalgamation of land in rural areas | |
| | So as to increase agriculture production | |
| | which was very important in the life of | |
| | British population and British economy hence | |
| | led to the adoption of enclosure system | |
| | to end discarded Open field system during | |
| | Agrarian revolution. | |
| | In a nutshell: Enclosure system under | |
| | Agrarian revolution played a great role in the | |
| | development of Industrial Capitalism in Europe. | |
| | which was blessing to them and evil to the | |
| | people of rural areas simply because yeoks and | |
| | peasant were evicted from their land, improve | |
| | ment of peasant and yeoks also led to | |
| | the creation of class of landowners and proletarian | |
| | in Britain. | |

Extract 1.1 portrays a response of a candidate who managed to explain relatively well the factors for adoption of the Enclosure system.

Though the candidates with the average score of 7 - 11.5 marks were able to correctly interpret the question and point out some correct points, they were incapable of scoring higher marks due to lack of thorough explanations and scarcity of specific examples on Britain in some of their points.

On the other hand, candidates whose scores ranged from 1 - 6.5 marks could only list a few correct points while others concentrated in showing the differences between the Open Field and Enclosure systems. Such candidates scored little marks or at least a mark from the introduction. However, candidates who scored a 0 mark showed the least understanding or complete departure from the question requisite. Their answers were totally inconsistent to the Open Field and Enclosure systems or Agrarian Revolution. Extract 1.2 shows one of the poor responses in this question.

Extract 1.2

| | |
|----|--|
| 1 | <p>Enclosure system this was the system of combining many pieces or plot of land and make it one land for more production of agriculture.</p> <p>The following are the factors which made Britain to adopt enclosure system.</p> <p>Expansionism reason. Britain wants to expand its colony and develop its economy that why adopted enclosure system in order to get many products.</p> <p>Industrial development in Europe. Britain developed in industries therefore it established enclosure system so as to get necessary products to build industries in Europe.</p> <p>Development of merchantilism, this was to facilitate easy transportations of raw materials from the agriculture production area to the metropole that why Britain adopted enclosure system to facilitate more production because there is easy transportation.</p> |
| 1. | <p>Availability of labour to work in the plantation, during that time labour was available due to demographic revolution therefore the personnel to work on these land were preety available.</p> <p>Bullionism, this is the need to exploitation of precious metals such as gold, diamond and iron and transfer it to the metropole.</p> <p>Generally enclosure system led to the development of Europe since it facilitate the growth of town and cities and increases raw material to industries in Britain.</p> |

Extract 1.2 shows a sample of a response from a script of a candidate who wrote ideas that relate to the development of capitalism in Europe instead of the factors for the transition from Open Field to Enclosure System.

3.2 Question 2

Question two (2) demanded the candidates to show how the growth of the Factory System was a catalyst to the rise of workers consciousness in Britain in the 18th Century. This question was also set from the topic “The Rise of Capitalism in Europe”. It was attempted by only 48.7 percent of the candidates whose performance was good since only 14 percent had weak performance (0 – 6.5 marks) and the rest passed by scoring from 7 - 11.5 (65.4%) and from 12 - 18 marks (28.6%).

The scorers of 12 - 18 marks exemplified better understanding of the history of the Industrial Revolution from which the Factory System is found. Thus, they presented well the six required points showing how the Factory System accelerated the rise of workers’ consciousness in Britain by using points like; poor working conditions, restrictions of workers’ unions, low wages and long working hours. Extract 2.1 is an illustration of such good responses.

Extract 2.1

2 The factory system in Britain involved the use of machines in production. This was different from the cottage system in England. The growth of factory system in Europe had various contributions to the rise of workers' consciousness in Britain in the 18th century in Britain. The following reasons explain how the growth of factory system accelerated the rise of workers' consciousness in Britain in the 18th century.

Unemployment, the growth of factory system rendered many people in Britain unemployed simply because human labour was now replaced by machines in factories. Such that a large percent of the English masses were without jobs. Hence they had no ways of raising a living. With the high rate of unemployment workers' consciousness was aroused leading to the occurrence of various workers' movements.

Poor working conditions, with the development of factory system the working conditions were not conducive and suitable to the workers. The working places or the factories lacked working facilities such as gloves also lacked insurance security to workers. The factory system subjected workers to poor working conditions such a situation resulted into workers' consciousness in Britain in the 18th century.

Low wages, the factory system resulted into low pay to the workers, whereby workers were paid very little for the labour they offered in factories. The wages were very low in such a way that they could not sustain workers, workers could not and were not able to provide themselves with the basic needs due to little pay that was provided by the factory owners. Hence ^{the rise} workers' consciousness in Britain.

Long working hours, the factory system subjected workers into long hours of work and paid them very little. Workers spent most of their time in factories such that they have less time to attend to themselves. They spent many ho

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| 2 | <p>was at work whose reward was very little. long working hours in factory system thus resulted into the rise of workers consciousness.</p> <p>Child labour, the growth of factory system resulted into employment of children in factories whereby children of 14 years worked in factories this was dangerous for children simply because they could easily get injured, inspite their age children were subjected to heavy tasks in factories. Children were not only exploited to offer labour but also had very little pay compared to the older people. This led to the rise of workers consciousness in Europe.</p> <p>Poor living conditions, workers were congested in a small area. The factory system also provided ^{Poor} accommodation to the workers in which their areas of residence had poor sanitary conditions, workers were kept in a very small area (congested). Such a situation led to the spread of diseases and resulted into poor health to workers due to the poor living conditions. Thus it resulted into the rise of workers consciousness in Britain in the 18th Century.</p> <p>Therefore the improvement of the factory system had negative impacts on workers resulting into the rise of their consciousness which later led to the development of workers movement in Britain.</p> | |
|---|---|--|

Extract 2.1 displays an example of a candidate who managed to show how peoples' discontents in the factory system accelerated the rise of workers' consciousness in Britain.

The responses of candidates with 7 - 11.5 marks embodied some weakness that adversely affected their performance. For example, provision of insufficient explanations, lack of specific examples to bolster some of their points and repetitions of points. The variations in their performance were determined by the intensity of their arguments and appropriateness of examples given.

In contrast to the previous two groups, some candidates scored from 0 - 6.5 marks. Among these, there were those who diverged from the requirement of the question, thus scored a 0 mark. These candidates responded on the factors for the rise of Factory System or Early Industrial Revolution in Britain, while others diverged their responses on the factors for the rise of working class movements, the role of the movements, how the Factory System improved the living conditions of workers and the effects of the Industrial Revolution or Factory system. Such divergences might have been caused by their failure to understand the meaning of the word “accelerated.” The second group comprised the candidates who outlined the points, lacked logical arrangement of explanations, repeated some points and failed to meet the required number of points. Such candidates could attain a mark from the introduction part after giving few details about the factory system or attained marks that could not exceed 6.5 from the few outlined points or partial explanations on some relevant points. Extract 2.2 shows an example of the candidate who provided diverse answers.

Extract 2.2

| | |
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| 2. | Workers are those people or group of people who participating in Various activities. fact and factory are the place or an area where goods are extracted or where goods are Manufactured Such as in the industries and growth Mean development. |
| | The following are ways in which the growth of factory accelerate the growth of the rise of workers consciousness in Britain in the 18th century |
| | Improvement of science and technology Means that factory improve science and technology to the workers who are using poor Methods - to adopt Modern Method that can enable - to simply Simplify the work and also to per- spective the work Very effectively. |
| | Employment opportunities, Means people get or Obtain employment opportunity through work- ing in those factory and also to improve |

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| 2 | to improve their life standard so growth of the factory Make many workers to get employment rather than working in poor working condition. | |
| | It improved the workers good working condition. Means that through building the new factories workers were given or were improved their working condition compare to the before the growth of factory people or workers were working in poor condition that lead to the long working hours. | |
| | Improvement of the Infrastructure, Means that those workers especially those who are working in rural areas they get difficulties to transport their goods from the production area to the industries to due to the growth of factory. It lead to the improvement of infrastructure. | |
| | It led to the rise of Merchantism, Means that through growth of factory there is development of Merchantalism where by people move from one place to another place to transport goods so this lead to the workers to obtain Capital or lead to the accumulation of Capital. | |
| | Increase of skilled people, Means that many people who are working in various factory were skilled people so this could enable to get people or increase number of workers of who are skilled and this could enable those people who are skilled such as workers to get employment opportunities and also lead to the improvement. | |

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| 2. | Improvement of the living standard of the people | |
| | because in the area where there is factory | |
| | there is high population of the people so many | |
| | could get employment opportunity | |
| | Generally the development of industries | |
| | in Britain lead to the workers class movement | |
| | such as Chartist Luddism and new model began | |
| | use many of them were not yet get employment | |
| | opportunities due to the improvement of machines | |
| | so they believe that due to the introduction of | |
| | machine many of them could be unemployed. | |

In the Extract 2.2, the candidate diverged from the question task by explaining ways through which the factory system improved workers conditions and the economy.

3.3 Question 3

The question required the candidates to examine the effects of the 1789 French Revolution in the development of Europe by providing six points. It was set from the topic "The Rise of Democracy in Europe." Majority of the candidates (75.7%) attempted this question where by 17.3 percent scored from 0 - 6.5, 69.3 percent scored from 7 - 11.5 marks and only 13.4 percent scored from 12 - 17 marks.

The candidates with good scores (from 11.5 - 17 marks) managed to explain the impact of the French Revolution on the development of Europe, whereby points like; spread of the human rights principles of equality, liberty and fraternity; formation of secular states, national unifications, and abolition of slavery were appropriately linked with the development of Europe. However, the disparity in their scores was caused by the degree of correctness of examples and clarity of explanations that barred some candidates in this group to score higher marks than others. Extract 3.1 illustrates a candidate who provided a relatively good response.

Extract 3.1

| | | |
|----|--|--|
| 3. | <p>French Revolution 1789 was the revolution which occurred in France for the aim of overthrow of dictatorship regime of King Louis XVI who was very dictator and extravagant and caused the life of French people to be miserable. King Louis was advised by his wife Marie to do bad things which go against the wishes of his people. The cause of French revolution was not only political but also economic and social causes like heavy tax, extravagance, dictatorship, economic hardship and other causes. The following are the effects of 1789 French revolution in the development of Europe.</p> <p>It led to the decline of feudal mode of production; the French revolution contributed to the decline of feudal mode of production in France and other places which underwent revolution. Feudal mode of production was very exploitative where land was owned by the feudal lord only and peasants owned nothing.</p> <p>It led to the rise of democracy in Europe. The French revolution has led to the rise of democracy not only in France but also in Europe where by the philosophers like Karl Marx, John Locke advocated for fraternity, liberty and equality among the people of Europe.</p> <p>It led to the abolition of slave trade, France were the first country to abolish slave trade due to its philosophy of equality, liberty due to French revolution other countries like Britain, Italy abolished the slave trade and people in Britain lived equal without segregation hence participated in</p> | |
|----|--|--|

| | | |
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| 3 | in economic activities hence development in Britain France and Europe for the whole. | |
| | It led to the occurrence of revolution in other places together with Unification, French revolution it led to the occurrence of 1848 revolution which was the series of revolution to overthrow dictator leaders, example in Pole, Czech, Germany and also Italy, due to French revolution it inspired the other nation to struggle and fight for their unification example Germany unification 1871 and Italy unification this unification made Germany and Italy to revamp their economy, therefore French revolution played a big role. | |
| | It led to the development of Industries and transport and communication in France and other European countries like Germany, Italy, Austria-Hungary. After French revolution, France started to reconstruct her economy by improving the industrial sector and infrastructure sectors which was not good during the regime of King Louis VI also due to this has also made other country to develop in industries and transport and communication system. | |
| | It led to the modernization of military force army and formation of military alliance. The French revolution made European nation like France it self Britain, Germany, Italy and Austria Hungary together with Balkan state to modernized their military army which enabled them to protect their countries against enemies. Example Germany, Italy, and Austria Hungary formed Triple alliance 1882 and Britain, Russia and France formed Triple entente in 1904 this alliance help them to protect their economies. | |

Extract 3:1 shows the candidate whose answer is displayed, to some extent adhered to the task of the question as he/she managed to explain how French revolution triggered off European Development.

Likewise, candidates with marks ranging from 7 - 11.5 illustrated proper understanding of the impact of French Revolution to the development of Europe though with varying degrees. Some failed to exhaust the six points, others included non-factual points and examples and others repeated the points, for example, the point of "creation of a secular state was treated

differently from “religious freedom” by some candidates. Others referred their explanations and examples to France only and not the entire Europe as the question demanded.

The weak scores in this question (1 - 6.5 marks) were due to greater misconception of the question demands as some candidates could score a mark only from the introduction by describing the French Revolution but failed to explain the relevant effects. Other candidates could only outline a few relevant points while others responded on the roles of the revolution to development of democracy in France, thus could not reach higher scores. A zero score, however, was a result of the total misconception of the question demands and failure to provide expressive introductions. The misconceptions included giving the causes of the revolution and, amazingly there were few cases observed where candidates responded on ideas that are related to other revolutions, such as the English Revolution. This can either be attributed to lack of knowledge, or probably the candidates read the question hurriedly, thus misconceived its demand. Extract 3.2 is a practical example of candidates who completely diverge from the task of the question.

Extract 3.2

| | |
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| Q3. | <p>French revolution; this leads to the political situation of a country to be revolutioned and also French revolution was led in France and also was under Oliver Cromwell, also King Charles, these are among of the leaders that leads to the French revolution, but also due to that this revolution was led to the different thing in the country and also due to that it have seems that there different effects of the 1789 French revolution in the development of Europe as the following</p> <p>MM1</p> <p>Religion Conflict; that mean that due to the French revolution there was conflict among churches and also that was lead to the low development of Europe and also that it was done or controlled by the different churches so due to this it was lead to the development of Europe.</p> <p>Dismissal of the parliament, also that mean that due to French revolution the parliament of France was lead for the sake of few people so due to that it was influenced the poor development in Europe during that year so due to that it means dismissal of the parliament it have lead to the development of Europe.</p> <p>Charles personality, also that mean are leader of a King of French revolution</p> |
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| | | |
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| 03 | was not carried about his/her people - | |
| | so due to that it mean personality of | |
| | Charles was lead to the development of | |
| | Europe and that's because there was no | |
| | any disturbance to the government. | |
| | Role played by great thinkers, | |
| | also this mean that great thinkers were | |
| | played are big role to the development | |
| | of a Country so due to that it mean | |
| | due to the contribution of great thinkers | |
| | in the Country the development was takes | |
| | place so due to that it seems that | |
| | according to great thinkers European | |
| | was developed. | |
| | Role played by King Oliver Crom- | |
| | well, also this is among of the leader | |
| | and also that played a big role for - | |
| | the aim of making changes in the - | |
| | Country of Europe so due to that it | |
| | seems the role of Oliver Cromwell has | |
| | lead to the development of Europe. | |
| | Generally, among are the effects | |
| | of the 1789 French revolution in the deve- | |
| | lopment of Europe so due to that it mean | |
| | that French revolution was played a big | |
| | role to the development of Europe and | |
| | also due to that it have been influence | |
| | d by the different effect in the French | |
| | revolution. | |

Extract 3.2 shows an example of candidates who strayed by explaining the factors for the French revolution and mixed the ideas and examples of the English Revolution.

3.4 Question 4

The question was composed from the topic “Imperialism and Territorial Division of the World.” It instructed the candidates to explain the events that led to the Berlin Congress of 1878. This was the least attempted and scored question in this paper since only 1,769 (6.8%) candidates opted for it. However, the candidates’ performance was good since 27.5 percent scored from 0 - 6.5 marks, 54.2 percent scored from 7 - 11.5 marks and 18.3 percent scored from 12 - 16.5 marks. Most candidates might have avoided this question because the 1878 Berlin Congress is not as common to most candidates as the 1884/85 Berlin Conference, and in most cases its reading materials are relatively scarce. Moreover, the 1878 congress has no link with the Ordinary Level history topics.

The candidates who scored higher marks were able to point-out the correct events that included; the signing of the treaty of San Stefano, Russian expansionism, the 1878 Russo – Turkish war, the 1854 – 1856 Crimean war and the influence of Chancellor Otto Von Bismarck. These candidates were able to explain these events, thus produce more genuine arguments on the correct points (events). The lesser mistakes shown by some candidates with lower scores in the group was shortage of examples in some points and presence of few unclear statements in their responses. Extract 4.1 is a good illustration of a candidate who had a relatively good response.

Extract 4.1

| | | |
|----|---|--|
| 4. | <p>The Berlin congress was of 1878 was a diplomatic meeting of some European powers in Europe who met in Berlin, Germany to discuss the various issues pertaining Europe and the Balkan states. Some of the few countries involved were Germany, Russia, Turkey, Austria, Britain, France, and many others. The Berlin congress was prompted by a number of events such as the following;</p> <p>First and foremost is the need for territorial^{the} revision of the San Stefano treaty, the San Stefano treaty was a treaty signed by the Ottoman empire king and Russia after his defeat. In this treaty Russia took part of Turkey that is Macedonia and added it to Bulgaria to form the "Big Bulgaria state." Moreover under the San Stefano treaty Turkey was to pay war reparations to Russia. These terms were seen unfair to the Turkish empire hence the need for changes. Thus the calling of the Berlin congress.</p> <p>Moreover, the need to check Russia's influence over the Balkan states. There was fear among the European countries that Russia would win the hearts and allies among the Balkan such as Bulgaria, Czechoslovakia. The winning of Russia over the Balkans would mean a threat to the interests of the European imperialists such as Britain in the region. Hence there was a need to check Russia's growing imperialism. Leading to the holding of the meeting.</p> <p>Another reason was to share the Ottoman empire from disintegrating. There was fear that the Ottoman empire would likely disintegrate after the annexing of Macedonia by Russia. This. The Ottoman empire was a close ally to Britain, Germany as it helped serve their</p> | |
|----|---|--|

If interests in the Balkan, therefore the calling of the meeting meant to give back Macedonia territory to the Turkish empire so as to save it from the crisis.

Nevertheless, the Berlin congress meeting was meant to check European balance of power. There was tension that by winning over the Balkans by Russia, Russia would rise to be more powerful than its fellow European countries and hence by preventing this from happening and to maintain the balance between the countries, the calling of the congress became inevitable.

In addition to that, the Berlin congress of 1878 was called so as to prevent an occurrence of war in Europe. Due to the struggle and the rise of confrontations between some European countries over the Balkan states there was fear that a war would rise, such countries were Austria, Britain, Turkey and Russia. Thus the meeting was to solve the matters diplomatically.

Furthermore the Berlin congress was called to make territorial readjustments. The readjustments to be made were mainly based on the Balkan states and the issue of the creation of the "Big Bulgaria". The meeting's intention was to return back Turkey's territory of Macedonia from the Big Bulgaria and readjust it to its former size before its enlargement done by Russia through the addition of Macedonia territory.

Besides that, the calling of the Berlin congress was just meant for self aggrandizement, specifically by Otto von Bismarck who wanted to elevate himself as a diplomatic and peace keeping man. Moreover he wanted to bring all the European affairs in German which would act as a centre of controlling the European peace.

| | |
|---|---|
| 4 | last but not least the Berlin congress was |
| | called to solve the religious conflicts in the Balkan. |
| | The religious conflicts were the major cause of the Balkan |
| | crisis and the reason for the calling of the Berlin congress. |
| | The conflicts based on religion were basically between the |
| | muslims and the christians, orthodox in the region. |
| | The Berlin congress led to great impacts in Europe |
| | as it led to rise of balkan nationalism, nullification |
| | of the san stefano treaty, demise of the dreikaiserbund, |
| | territorial readjustment, independence of some Balkan |
| | states and most of all the prevention of an occurrence of |
| | war and maintenance of peace and stability. |

The Extract 4.1 is an example of few candidates who portrayed a better understanding of the question thus wrote a detailed essay with factual examples though he/she explained the events in the form of reasons.

The responses of candidates who scored from 7 - 11.5 marks revealed superficial explanations which could not fully suffice for the good answer. These candidates had a clearer picture of the demanded events and thus were in the position of giving some stronger explanations. However, the explanations had a few shortcomings like scarceness of relevant examples on the events, region and countries which were affected by the 1878 Berlin Assembly in some points. The magnitude of errors differed among the candidates in this group and this is reflected in their range of scores.

Nevertheless, some candidates (8.2%) scored a 0 mark. Among these, many inappropriately answered about the Berlin Conference of 1884-85 by highlighting events that precipitated for this meeting, such as the rise of monopoly capitalism and the territorial disputes among European powers scrambling for colonies in Africa. Others responded on the effects of the 1884/85, thus provided answers like; division of Africa and settling territorial disputes among European powers. Moreover, there were candidates who explained the reasons for colonization of Africa. Such candidates lacked

knowledge of the 1878 Berlin Congress or hurriedly read the question, thus failed to distinguish the congress in question from the 1884/85 Berlin Conference. On the other hand, partial explanations, outlining few points, false examples in some points, relevant introduction with either partial or wrong answers, characterized the responses of the candidates with 0.5 - 6.5 marks depending on the extent of errors. Extract 4.2 is an example of candidates who did not do well in this question.

Extract 4.2

| | | |
|----|--|--|
| H. | Berlin Congress this was the Meeting held in Berlin in Germany during 1878 by the Colonialist For example Germany and British also French. With the aim of Africa partition | |
| | The following were events which led to the Berlin Congress of 1878 | |
| | Scramble for and partition of Africa Colonies the Berlin Congress held with the aim of ensure partition of Africa Colonies. For example Congo Kenya and Tanzania | |
| | To solve the Conflict among the imperialist nations like Germany British and other Imperialist nations. Some of the Africa imperialist own few Colonies while other own Many this Create a greater Conflict. | |
| | To insist intensive exploitation within the Africans in term of raw Material and labour this is one of the other event of Berlin Congress. For example exploitation of Gold | |
| | To set clear boundaries within a Colonial each Colon territory to avoid Conflict among the Colonialism. | |
| | Partition of Congo and Nile river during the Scramble for and partition some of the area was not owned by any Colonialist For examp Congo and Nile the Berlin | |

4. Berlin Congress this was the Meeting held in Berlin ~~in~~ Germany during 1878 by the Colonialist For example Germany and British also French. With the aim of Africa partition

The following were events which led to the Berlin Congress of 1878

Scramble for and partition of Africa Colonies the Berlin Congress held with the aim of ensure partition of Africa Colonies. For example Congo Kenya and Tanzania

To solve the Conflict among the imperialist nations like Germany British and other Imperialist nations. Some of the Africa imperialist own few Colonies while other own Many this Create a greater Conflict.

To insist intensive exploitation within the Africans in term of raw Material and labour this is one of the other event of Berlin Congress. For example exploitation of Gold

To set Clear boundaries within a Colonial each Colon territory to avoid Conflict among the Colonialism.

Partition of Congo and Nile river during the Scramble for and partition some of the area was not owned by any Colonialist For examp Congo and Nile the Berlin

| | | |
|---|--|--|
| H | Congress was aim at sorts solving that conflict by provide to the Colonialists to own them | |
| | Also Berlin Congress conducted to their own benefit on exploit Africa resources for example of introduction of ineffective exploited | |
| | Therefore Most of the African countries try to protest the Colonilisation from the European since they exploit and oppress Africans | |

In the Extract 4.2, the candidate tried to give the events that precipitated the Berlin Conference of 1884-5 rather than the Berlin Congress of 1878.

3.5 Question 5

This question was derived from the topic “The Rise of Dictatorship in Germany, Italy and Japan.” It required the candidates to explain six strategies that were employed by the Nazi Government to improve Germany economy in the 1930s. A total of 33.8 percent of the candidates attempted this question and the performance was average since 53.1 percent of the candidates scored from 0 - 6.5 marks, 41.6 percent scored from 7 - 11.5 and only 5.3 percent scored from 12 - 17 marks as shown in Figure 6.

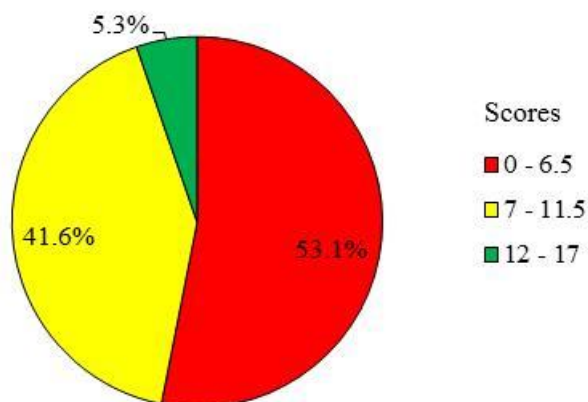


Figure 6: The percentages of the candidates' scores.

The candidates who scored from 12 - 17 marks were able to pinpoint six strategies used by the Nazi government to improve Germany economy in the 1930s. Points like; encouraging agriculture, introducing vast schemes of public works, instructing industrialists what to produce and increasing expenditure on armaments were comprehensively explained. However, the accuracy of explanations and examples provided in this range of scores differed among candidates. This led to deviations of scores among them. Extract 5.1 illustrates a candidate who provided a relatively good response in this question.

Extract 5.1

| | | |
|---|---|--|
| 5 | <p>Nazism is a economic and political policy introduced by dictator Adolf Hitler in Germany in 1933 after the Great economic depression. Nazism means the government controlled everything in the state politically, economically and socially, no political opposition is allowed nationalism is encouraged and socialism is violently opposed. Nazi Government under Adolf Hitler in Germany made the following strategies to improve the Germany economy.</p> <p>Telling the industrialists what to produce depending on what the country demanded at that moment; The Nazi government made policy that the industrial should be needed to produce something which are needed by the country at that moment. Not to produce product which are not needed by the country because it causes over-production and underconsumption.</p> <p>Moving workers around the country to places where jobs existed; The workers in Germany were moving in different in the country until in the place where the jobs are existed in order to reduce the problem of unemployment to their people. So, they reduce the unemployment to the American people.</p> <p>Controlling food prices and rents; The Nazi government controlled the food prices and rents in order to make sure that everybody in the country are able to afford get it because they want to remove poverty in the society.</p> <p>Manipulation of foreign exchange rate to avoid inflation; The Nazi government influence need to conduct the foreign exchange rate in order to avoid inflation of their value so, conduct business with different nation in order to improve their currency.</p> | |
|---|---|--|

| | |
|---|---|
| 5 | Forcing foreign countries to buy German goods, Germany government under Adolf Hitler forcing foreign countries which are conduct business with them to buy their goods in order to improve their market. So if you don't buy German goods and German don't buy your goods. Manufacturing of various source of energy, Forexample emphasized the cultivation of the product which produce oil like palm oil in order to avoid the problem of edible oil to force them face them. So, these made Nazi Government to produce various source of energy in their nation. To sum up, 'The Nazi Government in Germany has many effects to the world and in Germany like economic success in Germany, loss of democracy, assassination of some people, formation of military alliance and Outbreak of Second World War. |
|---|---|

Extract 5.1 indicates a candidate who managed to adhere to the question demand by revealing the strategies that were employed by the Nazi Government to improve Germany economy in the 1930s.

Moreover, unclear clarifications giving inadequate examples and unsystematic presentations that had little consideration that the question was strictly on Nazi Germany in 1930s were some of the features observed in the candidates' responses with 7 - 11.5 range of scores though with some variations. The candidates with relatively low marks in the group incorporated relevant points with some incorrect ones while others just answered in a nutshell. Some could mention the economic strategies but failed to show how the strategies improved German economy. On the other hand, candidates whose scores were relatively higher were able to give more clarified points and examples though their responses lacked consistency to deserve more marks.

In contrast, candidates who scored from 0.5 - 6.5 marks lacked a number of essential elements required for higher marks. Such elements include; good introduction, correct points, appropriate explanations and examples and good language to express their ideas well. Those who scored a few marks were able to provide mainly the introduction and a few outlined points. Moreover, the scorers of 0 went astray as some explained the factors for the rise of Nazism while others explained Hitler's dictatorial regime. Such responses did not reflect German economy.

3.6 Question 6

This question was derived from the topic "The Rise of Socialism." The candidates were supposed to show how Tanzanians were benefited by a new economic strategy which was adopted in 1967. The question attracted 55.8 percent of all the candidates and its performance was generally good since only 11.5 percent scored from 0 - 6.5 marks, 69.8 percent scored from 7 - 11.5 marks and 18.7 percent scored from 12 - 17.5 marks.

The candidates who scored higher marks were able to identify that the strategy adopted in 1967 was the Ujamaa and Self-reliance Policy thus, they were able to display factual details basing on historical and current indicators of Ujamaa and Self-reliance Strategy in Tanzania. They exhibited points like creation of state-owned enterprises, nationalization of means of production, provision of free social services and addressing income inequalities. However, the levels of correctness of details in their responses varied, thus leading to differences in their scores. Extract 6.1 is an illustration of a good response in this question.

Extract 6.1

| | |
|----|---|
| 6. | In 1967 Tanzania established an economic strategy known as Socialism and self reliance which was established by Mwalimu Julius Kambarage Nyerere so as to solve the problems which faced Tanganyika after Independence. It involved nationalisation of major means of production and removal of social classes for uniform development. Tanzania benefited from the economic strategy as follows: |
| | Promoted Unity and Solidarity Through Introduction of monoparty system in Tanzania it unified people in one party hence cooperation and solidarity as well as brotherhood was strengthened by the introduction of one party system. For instance Tanganyika |

6 African National Party (TANU) unified a lot of people in Tanzania from 1967 hence cooperation and solidarity.

Promoted rural development. The rural areas developed due to the introduction of Villagization policy which emphasized Ujamaa villages and which easy distribution of social services were easily made. For instance areas such as Kigoma, Mbeya and Shinyanga developed due to villagization policy of 1970's.

Developed Agricultural sector. Agriculture before Independence was mainly based on production of cash crops which intensified famine and hunger. After the economic strategy of socialism and self reliance in 1967 Agriculture developed into more of cash crops and food crops which intensified trade and enough food in the country. For instance Sisal, cotton, coffee, tea and sugar was highly developed especially in Morogoro, Kagera and Mbeya due to socialism and self reliance.

Developed social services in Tanzania. Before socialism and self reliance, Tanzania was facing poor social services which were unevenly distributed especially they concentrated in Towns and cities, but ~~depp~~ due to the economic strategy social services such as education, water and health services developed. For instance, Education For Self Reliance (ESR) in 1970's and 1980's developed in many areas due to socialism and self-reliance.

| | | |
|----|--|--|
| 6. | <p>Promoted nationalization of major means of production. Due to socialism and self-reliance privatization was discouraged by nationalizing insurance banks, flour-milling companies and schools as well as hospitals for the purpose of benefiting the whole country and reduce income inequalities. For instance, 8 flour-milling companies and National Bank of Commerce were nationalised in 1980's for benefiting all Tanzanians.</p> <p>Facilitated the development of Infrastructure in Tanzania. Transport and communication facilities were highly developed in both rural and urban areas which created the development trade and industries in many areas. For instance the building of Tanzania^{and Zambia} Railway Authority was intensified by Mwalimu Julius Kambarage Nyerere so as to support easy movement of people and development of industries.</p> <p>Conclusively, the economic strategy developed Tanzania economy although it failed in 1980's due to corruption of leaders, Economic crisis led by oil price crisis and Kagera war, food crisis due to drought and failure of USSR which supported Tanzania's economy.</p> | |
|----|--|--|

Extract 6.1 shows a sample of a relatively good essay of a candidate who was able to realize that the economic strategy of 1967 was Socialism (Ujamaa) and Self-reliance and was able to explain the required six benefits of the strategy.

The candidates whose scores ranged from 7 - 11.5 were not much conversant with the Ujamaa policy thus were not specific in their explanations. They could not provide clear information and vivid examples on how Tanzanians were benefited by this policy. Other weaknesses in their answers include; partial expiations and repetitions of some points.

On the other hand, the observations made on the essays with marks extending from 0.5 - 6.5 revealed that some candidates failed to ascertain that the economic strategy adopted in 1967 was the “Ujamaa and Self-reliance.” Therefore, some believed that what was asked were the benefits of Education for Self-reliance while others responded on the strategies undertaken by Tanzania to improve her economy since independence. Hence, the candidates’ responses were characterized by guess work. Thus they could only score little marks (from 1 - 6.5) from the few points that relate to benefits on Ujamaa in Tanzania.

On the other hand, though some candidates discovered that economic strategy asked was Ujamaa, they failed to correctly interpret the question thus gave the reasons of initiating the policy instead of the benefits the policy brought to Tanzanians. The candidates who scored a 0 mark could not even write a meaningful introduction and they provided diverse responses contrary to the demand of the question. For example, some explained the benefits of a stable economy, others explained on a New Economic Order which the Third World country need in order to prosper their economy and others explained the ways through which Tanzania can improve her economy. Extract 6.2 is a response of one of the false answer in this question.

Extract 6.2

| | |
|----|--|
| 06 | <p>New economic strategy which adopted in 1967 is was the new economic model to reducing different problems in Tanzania country there are many problem which have been facing in our country</p> <p>The following are the benefit of new economic strategy.</p> <p>Increase the production. The production is becoming highly more than early because many things are being solved in a different patient example now day we had our own earphone due to the production which had increase more money things and made the country to have highly production</p> <p>Promote international trade: now day there are many things which have been coming into our country and make our market to be known by many people example there are some goods come from outside the country and also our things or goods went outside the countries due to the International trade which we had by other countries and Make our country to be in development.</p> <p>Increase highly per capital income Because of the different things which we make in the countries there are different sectors which helps us in getting more per capital income example in tourism sector, mineral sectors they always coming from outside the country and come to buy minerals, clothes like vitenge, khangs many things which we had</p> <p>International friendship: Now we gets friend from other countries they come from different places example Uganda, Rwanda, USA, China, Japan and other they come to teach us in different things example china they come to build some roads, railway, houses Bridge and other thing due to the good friendship and new economic since 1967</p> <p>Therefore new economic strategy helps in Tanzania in different way we get some things which is good and we get different production, capital and we now use our own things in order to be developed</p> |
|----|--|

The Extract 6.2 shows a candidate who diverted from the correct answer by showing the means that can be used to improve the economy of the country.

3.7 Question 7

The question was derived from the topic “Emergence of USA as a New Capitalist Superpower.” In this question, the candidates were supposed to show how the United States of America was negatively affected by the 1920s Great Boom. The question was attempted by 37 percent of the candidates and its performance was average since 45 percent of the candidates scored from 0 - 6.5 marks, 48.1 percent scored from 7 - 11.5 and only 6.9 percent scored from 12 - 17.5 marks as shown in figure 7 below.

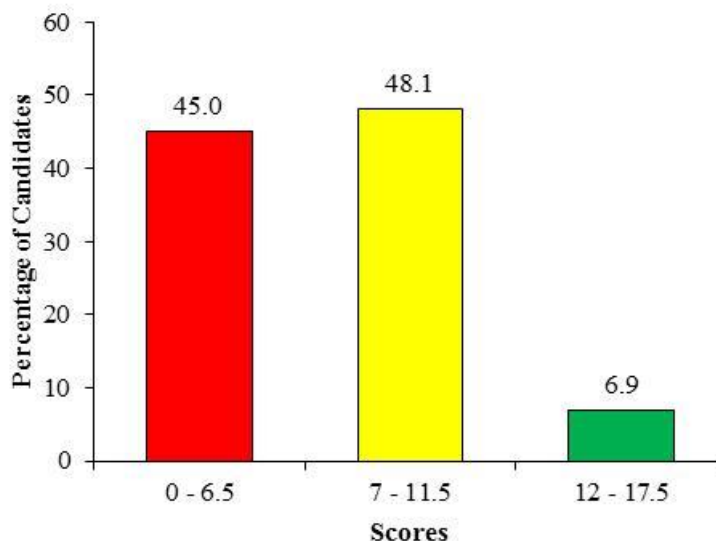


Figure 7: The percentages of the candidates' scores

The candidates who scored from 12 - 17.5 provided relevant points which were supported by concrete details and examples. Points like; hostility to immigrants, widespread of poverty, fall of the prices of farm produces, decline of banks, and the decline of prosperity of Black population were well discussed as some of the negative impact of the 1920s Great Boom. However, the slight variations in their scores were caused by diverse abilities of the candidates in giving some specific examples and comprehensive explanations in their points. Extract 7.1 is an example of a good essay presentation in this question.

| | | |
|------|--|----------|
| Qn.7 | <p>Great Boom; This was the period which experienced the prosperity of USA Economy. This period is sometimes referred to the "Roaring Twenties". It was the period of an increase in economic success. This period witnessed rapid growth of automobile industry which stimulated the development of other industries such as oil, glass and wood building. This period started in 1920, but it was ended by 1929 great economic depression. In this period USA expanded to the top by overtaking most of her nearest rivals like Britain, France and Germany. In that way America agriculture developed, domestic market also developed and high expansion of infrastructure.</p> | use only |
| | <p>The following are the negative impacts of the 1920's great boom in USA society as follows.</p> | |
| | <p>The concentration of wealth to few hands; When by factory owners and trading managers accumulated huge income due to the profit obtained from different production. This situation facilitated the occurrence of Great economic depression (GED) in 1929 after the failure of New York Stock Exchange due to the fact that the capital was in the hands of few individuals rather than majority.</p> | |
| | <p>Migrants were hated; Also this was another impact of Economic boom was by that people of America started to hate other</p> | |

| Number | SUBJECT NAME | DATE |
|--------|--|------|
| 7 | ad Company owners. This is also another negative impact of the Great Boom in United States of America in 1920's. | |
| | Occurrence of Great Economic Depression | |
| | In 1929-1933, The Great Economic depression occurred after the failure of new York Stock Exchange. This culminated the suffering in America society. For example the rate of unemployment increased, poverty level increased and inflation. The Great Economic depression, was caused by the concentration of capital to few individuals after individual failure to invest & the economy the economy failed. This is another negative impact of Economic Boom in USA during the 1920's. | |
| | Therefore, Notwithstanding despite the negative impact of Economic boom there are positive impacts which include the termination of British dominance in world market, development of industries in America and improvement of living standard among Americans. | |

| Number | SUBJECT NAME |
|--------|---|
| 7 | <p>people move here to migrant in USA from Mexico, Cuba and Honduras. This was emerged due to the fact that the need of Americans (Indigenous) to connect the economic aspects of America. This was another impact of Economic boom in USA in 1920s.</p> <p>Women were not treated equally; in addition the economic boom facilitated division and gender imbalances where by women did not given equal chance in industrial areas like as men were provided; in different industries men provided priority to acquire employment. Thus this was another negative impact of Great Boom in USA.</p> <p>Wide spread of poverty in industrial areas; This was caused by the exploitation done by industrial owners most of the fund were acquired by few few individual while majority suffered from sheer poverty. For example there was low serving of social services like health services; thus this was another negative impact of Great Boom in 1920s.</p> <p>Concentration of classes in American Society; United States of America also affected in terms of the increase of classes like in America for that class include the Bourgeoisie class and working class where by workers exploited by Bourgeoisie class which contained industrial and</p> |

Extract 7.1 illustrates a sample of a relatively good response in this question whereby the candidate managed to give satisfactory explanations and vivid examples on the negative effects of the 1920s boom in USA.

The scores from 7 - 11.5 included candidates who provided few points than the required six (6), repeated points and failed to provide ample explanations which could not capture higher marks. In addition, they lacked some specific examples to support their arguments. Alteration of candidates' scores in this group (7 - 11.5) was caused by the extent of the above errors.

Nonetheless, scorers of 0 - 6.5 marks had the following weaknesses: some of the candidates with 1 - 6.5 scores could only respond on few points and others responded on the general impact of the boom by incorporating the negative with the positive ones. Some candidates entirely dealt with other issues like the causes of the First World War or impact of the Great Economic Depression. This was probably due to the fact that the two phenomena have close relations with the Great Boom, that is, while the First World War is a cause of the boom, the depression was among its effects. Others gave the factors for the ascendancy of USA to a supreme capitalist position. All these candidates could hardly avoid a 0 mark. Extract 7.2 demonstrates a candidate with irrelevant responses in this question.

Extract 7.2

| | |
|---|--|
| 7. | |
| <p>Great boom this is an economic depression which affected countries in political, social and economical.</p> <p>The great boom took place in many European nations such as the Britain was affected much by the great boom. This was due to the effects of the World Wars which were fought in 1914-1918 and 1939 to 1945. Also due to poor economic policy and overproduction versus underproduction. United States of America was the country which was negatively affected by the 1920s great boom. The following are the reasons to why the USA was negatively affected by the 1920s great boom and this are as follows.</p> <p>The USA had a large tract of land, this is one among the reasons to how the United States of America was negatively affected by the 1920s great boom because it had a large tract of land where production was very high and this made USA become a great supplier of raw materials to other nations thus USA was never affected by the great boom because it had a large tract of land.</p> <p>Forward-backward linkage, this is the situation that the USA had market both the internal and external thus is to say it produced goods from industries and they had an internal market thus this led to USA not to be affected by the great boom because when it produced there was a ready market thus this led to industrialization and became a great supplier among other nations.</p> <p>Availability of labour, also USA had availability of labour in plantations and industries too thus this did not affect the USA as the labourers worked in different plantations where by they increased production for</p> | |

| | |
|----|---|
| 7. | <p>the Industries which produced alot of materials and goods which were exported in different countries and other remained in the external market. thus this is among the reason to how the United States of America was negatively affected by the 1920s great boom</p> <p>USA did not engage in any war, also due to this reason that the USA didnot engage in any war this made USA not being affected by the 1920s great boom as it was a great supplier of goods and weapons during the war while other nations like Britain, Germany engaged in the war without engaging in production process that lead to great boom after the war because they concentrated much in war than in production process unlike the USA who involved only in production process.</p> <p>USA drew Scientist all over the world, this is also among the reason showing how the United States of America was negatively affected by the 1920s great boom where by USA drew Scientist all over the world so that to impact different technology in the world and to gain technology too. thus USA was developed due to science and technology and led USA to be a super power country.</p> <p>Formation of Open door policy, this is another reason on how USA was not affected by the 1920s great boom because it opened room or gave room to USA to conduct trade and supply the raw materials freely in different nations thus expanded the market in developing nation thus this increased market to the produced goods and materials which affected increased profit</p> <p>Generally that is how the United States of America was negatively affected by the 1920s great boom, which led to the occurrence of the cold war, also was against</p> |
| 7. | <p>Communalism also the USA controlled International Monetary fund and World bank. thus led to become among the super power nations in the world.</p> |

Extract 7.2 is an example of candidates who related the Great Boom to the factors for the rise of USA to the supreme capitalist position.

3.8 Question 8

The question required the candidates to explain three causes and three outcomes of the 1956 Jewish-Arab war (the Suez Canal Crisis). It was set from the topic “Threats to the World Peace after the Second World War.” Despite its higher frequency (72.7%), the performance was weak since the majority of the candidates (70.6%) scored weak marks (from 0 - 6.5 marks) and 26.3 percent scored average marks (from 7 - 11.5) while very few candidates (3.1%), had good performance (12 - 18.5 marks) as shown in Figure 8 below.

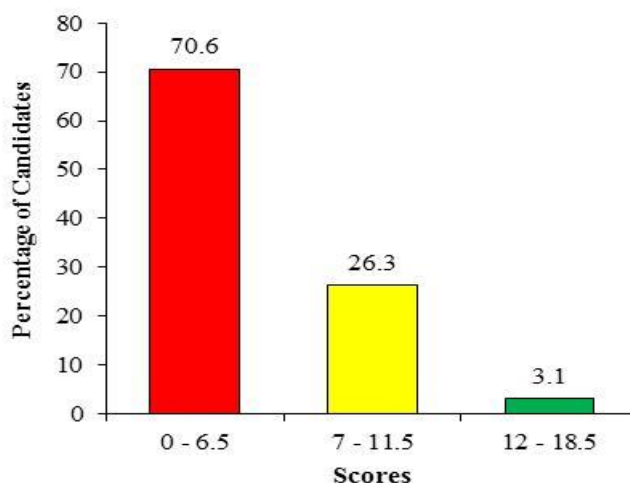


Figure 8: The percentages of the candidates' scores

Poor performance in this question is attributed to unfamiliarity with the topic from which the question was extracted because the topic has no link with the Ordinary Level topics and; failure of candidates to recognize a specific asked war from massive Jewish-Arab wars like the 1948 Liberation War and Yom Kippur war. The Jewish-Arab war of 1956 was the Suez Canal Crisis.

The candidates who scored from 0 - 6.5 marks had the following limitation; inability to express themselves well, lack of detailed facts about the Suez Canal Crisis thus relied on trial and error and responding on the general factors which caused Jewish-Arab crisis. With such weaknesses, candidates of this kind could not exceed 6.5 marks. On the other hand, some candidates (1.3%) scored a 0 mark because they completely diverged from the question demands. Some of them centered their responses entirely on other Jewish-Arab wars like the Liberation war of 1948 and the Six Day war of 1967. Moreover, some candidates responded on the factors for Middle East Crisis

and for the creation of the New State of Israel. Worst enough, there were those who wrote elements that were completely out of the topic from which the question was derived, such as the causes and effects of First or Second World War. Extract 8.1 shows part of a candidate's responses who diverged from the requirement of the question.

Extract 8.1

| | |
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| 8. | Jewish - Arab war was the war which started in 1948 which went until to 1956 and so on. The war was due to the Jewish people or Israelites creation of New Israel state in the land of Palestine. This really angered the Arabs because they had to fight with the Jews so as to get back their land though they failed to do in 1948. UN decided to interfere the conflict and divided the land give a small portion to the Palestine and the remaining part to the Jews which still was not fair to the Arabs. The following are the causes of Jewish - Arab war in 1956. |
| | Land question; The Zionism movement of Jews made the Arabs to be threatened because the Jews came and settle there in the place where Arabs had their homes and demanding that the land was given and promised by God hence they couldn't go anywhere. Most of the Arabs in Palestine were so much angry because the Jews had taken all their land and still expanding their territory which was beyond what was given by UN hence the rise of war. |
| | Religion question; There was a problem of religion this was due to the fact that the Jews were Judaism religion and the Arabs settled in Palestine were Muslims. The settlement of the Jews in Palestine land was due to the argument that "It was the land |

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| 2. | promised by them from God hence they cant move" and therefore they kept religion faith and found themselves to be much superior compared to the muslims who were Arabi hence the Arabi started to fight back and opposition opposing what they were claiming hence it brought into a fight between Jewish and Arabi | |
| | Palestine has strongly economic strategic area; Most of the areas in palestine were much that beneficial this was due to the fact that, palestine were the best producers of oil in the world and hence the formed Organization of palestine economic countries known as OPEC for the supply of oil due to this beneficial reason made everyone to keep of fighting for dominating Palestine hence rise of the war in 1956. | |
| | The following are the outcomes of the Jewish - Arabi 1956 war. | |
| | Creation of Israel state in the land of palestine; After the war there was a creation of new Israel state this is due to the fact that the Arabi were much defeated by Jews and hence after the defeat the Jews tends to extend their land even beyond was what was given by UN due to that made Jews to acquire a great area which stimulated her in the creation of new Israel state in palestine which brought about unity and solidarity among the Jewish people. | |

| | | |
|----|---|---|
| 8. | Expansion of territories; There has been | ✓ |
| | an expansion of the territories this was due | |
| | to the fact that the Jewish people after | |
| | the war kept on expanding more and more | |
| | their land so as to dominate them effectively | |
| | and even chasing them out of the land and | |
| | be able to dominate the whole country and | |
| | create a powerful nation | |
| | Outbreak of another war in 1967; There | |
| | was an outbreak of another war this was | |
| | due to the fact that in the war of 1956 | |
| | the Arabs were defeated by the Jewish people | |
| | and hence the Jews kept on expanding their | |
| | land this really angered the Arabs too and | |
| | decided to start another war with the hope | |
| | of getting back their land in which they | |
| | failed also | |
| | Therefore the Jewish-Arabs war intensified | |
| | the power of the Jews This is due to the | |
| | fact in all series of wars such as in | |
| | 1948, 1956 all of these Jews defeated the | |
| | Arabs and hence creation of Israel state | |
| | in Palestine. | |

Extract 8.1 exemplifies a category of candidates who went astray by presenting the factors for the rise of the Middle East crisis and its impact.

Furthermore, the candidates whose marks ranged from 7 - 11.5 were able to recognize that the question was about the Suez Canal War but were liable to lower scores because of the inadequate explanations in some points, repetition of points, lacking specific examples, unclearly explained points and accommodating some points that explains the other wars like the 1948 Liberation War and Yom Kippur fought between Israel and Arab countries.

The Candidates who scored good marks managed to notice that “the 1956 Jewish-Arab war” meant the “Suez Canal Crisis of 1956.” They presented well organized essays in which they were able to meet the required number of points and supported them with factual details and vivid examples on the two sides of the question. Points like, Nasser’s aggression, the nationalization of the Suez Canal and the influence of the Cold War were well explained as the

causes of the war, while points like intensification of liberation struggles, Egypt blocked the Suez Canal and Algerians were encouraged to struggle for their independence were shown as effects. The variation in their performances was determined by the coherence of their responses and the ability to provide more vibrant examples. Extract 8.2, portrays a well answered essay.

Extract 8.2

| | |
|---|---|
| 8 | Jewish-Arab war was a fighting between Israel and Egypt in 1956, where by Israel were supported by British and France. The main reason of the war was after Gamal Abdul Nasser to nationalized the Suez canal in order to acquire the revenue which he was going to use in construction of dam; to British and France wanted to regain control of Suez canal by conquered Egypt and remove Gamal Abdul Nasser who was the threat to western imperialist. Jewish-Arabian war of 1956 was also called Suez canal war. |
| | The following were causes of the 1956 Jewish Arab war |
| | Nationalization of Suez canal; Egypt under the President Gamal Abdul Nasser nationalized the Suez canal which was important source of income for |

8 British and France, when by Gamal Abdul Nasser wanted to use revenue for construction of dam and he promised to compensate British and France but still they were not happy so they support Israel on fighting Egypt so as to conquer Egypt and regain control of Suez canal.

The influence of communist Nations; During the cold war there were fighting of spreading different ideologies between USA and USSR so each country wanted to spread the ideology and Egypt was decided to support the socialist bloc and this led her to get military assistance from the communist nations which include military weapons such as Tanks and Aircraft also military training so this increased the strength of Egypt and by able to fight the war with Israel for example of communist Nations was Czechoslovakia.

The secret mobilization of France, British and Israel - After the nationalization of Suez canal by President Gamal Abdul Nasser the British and France were not happy and wanted to revenge for provocative act of Nasser so they mobilized themselves with Israel and planning for the attack on Egypt. It was by they agreed that Israel would attack Egypt by using of Sinai-peninsula and would receive support from British and France but this plan was leaked and Egypt was became aware of an attack from Israel and prepared for the war which outbreak in 1956.

The Jewish-Arab war of 1956 also led to the many consequences in the middle East; The following were outcomes of the Suez canal war.

| | |
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| 8 | <p>It intensified Arab unity; The Suez canal war ended with the defeat of Israel and led to the growth of Nasser's prestige in the middle east and he regarded as strong leader for Arab nationalization so this led to the strengthening of Arab unity by so as to fight against Israel for example it led to the creation of Palestine liberation organization.</p> <p>Blocking of Suez canal; After the failure of Israel to conquer the Egypt, which she was helped by Israel was supported by British and France led the President Gamal Abdul Nasser to block the Suez canal which limited the imperialist countries to use Suez canal for the economic influences such as movement of ships to the Asia.</p> <p>Changes of government in Britain and France; The prime ministers of Britain and France were blamed by the people of their country that they involved in the war without their approval to fight war which led to the loss of a lot of resources to finance that war so this led to the removal of prime minister Anthony Eden of Britain and prime minister Mitterand of France was forced to resign.</p> <p>Therefore Jewish Arab war of 1956 or Suez canal war intensified enmity among Israel and Arab countries such as Egypt, Jordan, Syria, Iran, Iraq, Kuwait, Saudi Arabia, Oman and Lebanon which led to growth of middle East crisis and intensification of Cold war.</p> |
|---|--|

Extract 8.2 shows a sample of a response from a script of a candidate who explained relatively well the causes and outcomes of the 1956 Jewish-Arab war.

3.9 Question 9

Question 9 was derived from the topic “Neo-colonialism and the Question of Underdevelopment in the Third World Countries.” The candidates were supposed to examine six conditions of the Structural Adjustment Programs (SAPs) in the developing countries. Bearing in mind that the phenomena of Neo-colonialism and SAPs are widely known and discussed with plenty of live examples in daily life, the question attracted a good number of candidates (79.2%). However, the performance in this question was average since the majority of the candidates (47.4%) scored average marks while a relatively few candidates (15.7%) and (36.9%) had weak (0 - 6.5 marks) and good (12 - 18) performance, respectively.

Candidates with good performance were precise in examining the conditions of SAPs in the Developing World by raising points like; devaluation of currencies, trade liberation, retrenchment and removing price control and state subsidies. They provided sound arguments and examples on the Developing Countries. They also provided suitable introductions and conclusions to secure such high marks. The difference in their scores was an outcome of different ability in providing in-depth clarification and relevant examples. Extract 9.1, portrays an example of a well answered essay in this question.

Extract 9.1

| | |
|----|---|
| 9. | <p>Structural Adjustment Programmes (SAPs), This was policy which was established under the Umbrella of World Bank and (IMF) International Monetary Fund for the aim of helping the developing countries like Tanzania, Kenya, Uganda, South Africa, Ghana and all undeveloped nation to revamp their economy, or to solve the problem of poverty. This economic policy was established 1980's but it did not aimed at solving the problem but still it increased problems like poverty, unemployment and intensive exploitation. Therefore the following are conditions of the Structural Adjustment Programmes in developing world</p> <p>Devaluation of local currency, Among of the condition which developed nation put to the developing countries if they wanted to adopt this policy they were told to devalue local currency for the aim of fetching high price in the world market, but this is not a solution the developed nation undermined developing countries through this condition because there the ones who benefit more than developing nation because their currency have value more than the developing currency.</p> <p>Adoption of Multi party democracy, The African nation were given a condition of adopting multi party system and stop a monopoly system which was a good system of democracy, by introducing Multi party the developed countries created a puppet leaders who worked on behalf of them and caused developing countries to face political instability example in Ghana the overthrow of Kwame Nkrumah 1966 and Libya and create a puppet leader like Sani Abacha of Nigeria, Mobutu Sese Seko of Congo.</p> |
|----|---|

9 The government should stop spending alot from social services like Health, education, and transport and Communication, Another condition which developed countries put was that the government of African nations should stop to provide social services and let the citizen to contribute in those social services like to construct schools, hospitals, roads, during Arusha declaration of 1967 the government of Tanzania provided free education but after the adoption of SAPs the free education was abolished and citizen started to pay for education, so due to structural adjustment led to poor provision of social services.

Formation of strong Revenue bodies like TRA Tanzania Revenue Authority, developed nations like USA Britain make this condition to developing countries so that they can collect taxes from the people and even in the big companies which are inside of those countries example Bakhresa companies, Mohammed enterprises companies, the aim of this taxes it will help in paying all the debts which Tanzania get from the big power but not only Tanzania allundeveloped nation, so this revenue it does not much help to construct African nation economy but it used most in paying debts.

Establishment of Free trade and Liberalization of Capital by individuals, another condition was that developing countries have to remove all trade barriers so that they can allow free movement of Goods from big powers to African nation, this goods which are imported are harmful to human being and also it destruct African local trade and industries since

| | | |
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| 9 | <p>these goods are very cheap like China product and have low quality so individual prepared goods which come from our side so African countries became economic and Technological dependence</p> <p>Reducing the number of workers and the Government should balance the budget, African nation were told to reduce the numbers of workers in the government so that it can spend the money which were supposed to be payed to worker in paying debts and to use it in other sectors due to this condition led to Unemployment rate and cause the increase of crimes in the societies like terrorism, thefts, prostitution and also the government were told to budget the money, due to this caused other sector to decline example agriculture sector, education sector and transport sector.</p> <p>Therefore this economic policy introduce by World Bank and IMF it does not solve any problem instead it increase problems in developing countries like Unemployment, political instability, economic dependence to African nation but also this policy has benefited African nation although it is not much but African countries improved in education sector but also in industries, transport and communication example South Africa, Ghana and Nigeria.</p> | |
|---|---|--|

The Extract 9.1 exemplifies a category of candidates who explained the conditions of SAPs in the developing world with relevant examples.

The attributes observed on candidates' responses with scores from 7 - 11.5 marks include; presence of some inadequately explained points, mixing the conditions with effects and lacking specific examples on some points. Also, inability to meet the required six points mostly caused by repetition of some points like the point of trade liberalization which was explained differently with that of economic liberalization by some candidates attributed to the

scores. All these weaknesses reduced the candidates' marks depending on the magnitude of faults.

On the other hand, the candidates who scored a 0 mark diverged from the question demand. Some of them provided the forces behind SAPs and others provided irrelevant aspects that did not relate to the SAPs. Nevertheless, scorers of marks from 0.5 - 6.5 exposed a number of flaws in their responses. For example, failure to give suitable explanations on most of the points, including false ideas, partial explanations of some points and provision of relevant introduction or conclusion with false explanations in the body. Extract 9.2 illustrates a sample of a candidate who performed poorly in this question.

Extract 9.2

| | |
|----|--|
| 9. | Structure Adjustment Programmes: Is a or ganization of Countries in the World. Example of the Country is South Africa, and a structure Adjustment programme was helped to develop a World. And the Following are the Contribution of the structure Adjustment programmes Development of Free trade; a structure Adjustment programmes was helped a World to develop due to Free trade Means all People are equal to a trade and to be Free in a Situation of Selling and buying a comm odities. so is a Condition of SAPs in developing World Promote Peace and Security; SAPs have a condi tion to developing a World due to maintain Pe ace and Security in the World mean that all People are equal and have a Free to a Word and also Peace and Security was maintai ned. so is among of a Condition of the struct ure Adjustment programmes. Development of Science and technology; have a Condition due to developed in a Sector of Science and technology in the World and also it was a Condition of structure Adju stment programmes in the developing World Improvement of Industrial Sector; a structure Adjustment programme have a Condition due to Im prove a Industrial Sector in a developing w |
|----|--|

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| 9. | world and also it make a structure Adjustment Programme to have a development in the World. | |
| | Provision of Loans; structure Adjustment programme was a condition of loans and grants in the World and also it make a World to be developed and also it can be a good condition due to a people who have in a low life or poor life get loans and grants due to develop a World. so is among of a Condition of structure Adjustment Programmes in developing World. | |
| | To decrease poverty; A structure Adjustment programme was a condition due to decrease a rate of poverty and also make or get a World to be developed. And also a situation of decrease a poverty in the World is a Condition which structure Adjustment programme obtained in a developing nation. | |
| | Therefore; Structure Adjustment Programmes in developing World was help to a World to be developed and make a Country in the World to be a developed and to improve in Industrial sector, to decrease poverty and to be developed. | |

In Extract 9.2, the candidate relates his/her responses to the benefits of SAPs in the developing countries contrary to the requirement of the question.

3.10 Question 10

Question 10 was drawn from the topic "Neo-colonialism and the Question of Underdevelopment in the Third World Countries." The candidates were required to assess six recommendations of the 1980 Brandt Report on the Third World poverty. The question had lower frequency than its counterpart in Section C probably due to the fact that the Brandt Report is not as common as SAPs and its materials are scarce to many teachers and students. Thus, only 20.2 percent attempted it and, its performance was not satisfactory since the majority (65.5%) scored from 0 - 6.5, 30.4 percent scored from 7 - 11.5 marks and only 4.1 percent scored from 12 - 16.5 marks as Figure 9 below shows.

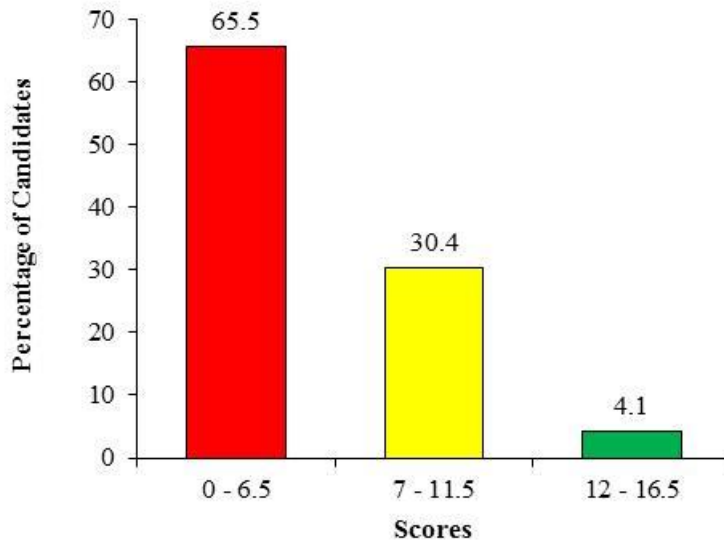


Figure 9: The percentages of the candidates' scores

A total of 97 candidates (0.4%) scored a 0 mark. Such candidates deviated from the demands of the question. In most cases, the majority responded on the reasons for Third World poverty in general and some highlighted the types of poverty which was stipulated in the Brandt Report while others responded on the outcomes of either the Brandt Report or the outcomes of the Third World poverty. Moreover, some candidates could only outline a few recommendations of the report others provided a description of the Brandt Report, and some managed to give only a relevant introduction. All these could score low marks ranging from 0.5 - 6.5 depending on the intensity of discrepancies. Extract 10.1 represents a candidate with a poor response in this question.

Extract 10.1

10' Brandt Report was the report written by Brandt who was the prime minister of Britain he was done the research on the Poverty in third world countries, especially countries found in Africa most of them are found in Africa for example Tanzania, Malawi, Rwanda and Burundi. It was in 1980, the following were the recommendations of the Brandt Report.

High population growth, many third world countries experienced high number of people because of cultural and traditional practise like polygamy also prestige of having many children also man hood. This increased number of people. The third world government engaging much in social services and less fund in economic sectors thus poverty.

Dependency in one economic sector, most of third world countries depending in one economic sector which is agriculture resulted to unemployment and less revenues collected with their government hence poverty in third world countries.

Lack of education which resulted to low level of technology and science many third world countries experienced low level of technology as they fail to utilize their natural resources hence poverty in third world countries.

Unfunded loans and grants borrowed from World Bank and International Monetary Fund (IMF). These loans had high

| | |
|-----------------|---|
| 10 ^x | <p>Interests which many third world countries spend their money and resources to pay back the loans and grants instead of investing in other economic sector like mining, Agriculture, Trade and Fishing activities. Thus poverty in third world countries.</p> <p>Massive investment of developed countries to developing countries. Many capitalist countries were invested much in several sectors such as industries, Agriculture activities, construction and others to the developing countries as they exploit the resources and man power of third world countries hence poverty.</p> <p>The denial of employment opportunities and education to African women. Many African women were regarded as a lower class they were not given education and employment opportunities. Because if you educate women you educate the whole society. according to Brandt Report many African women women were ignorant hence poverty in the third world countries.</p> <p>Conclusively many third world countries especially African countries should avoid depending on one sector and not using much fund in military purposes instead they supposed to engage in economic sectors and avoiding corruption also political instabilities in order push up development in their countries.</p> |
|-----------------|---|

In the Extract 10.1, the candidate explained the reasons for Third World poverty instead of the recommendations of the Brandt Report on the Third World Poverty.

The scorers of 7 - 11.5 marks raised the required points but provided insufficient explanations to justify their arguments. Others integrated the recommendation with the reasons and/or impact of the Brandt Report. Furthermore, some fragmented some of the points which denied them higher scores. Nevertheless, scorers of relatively higher marks in this group exposed some capabilities like provision of some specific explanations and examples in some of their points.

Few (4.1%) candidates who scored good marks revealed a better understanding of the Brandt Report and its recommendations on the Third World poverty. They managed to present well organized essays and meet the required number of points which were backed with factual details. Some recommendations like; stabilization of price in the Third World countries, enabling the Third World to have power in the International Financial Institutions, more aids to Third World countries, disarmament, Inter-government agreements to guarantee fair treatment of migrant workers, improvement of agriculture in the South and the control of the population growth were exposed. However, the variation of the candidates performances was determined by the consistency of their responses and the ability to provide more sound examples as shown in one of the candidates' response in extract 10.2.

Extract 10.2

| | | |
|-----|--|--|
| 10. | <p>Brandt report was the report which was summoned by the former German prime minister Willy Brandt which used to discuss on the issues that were facing the African countries, Asian countries and North American countries < third world countries > and on how to alleviate them. They used to discuss issues concerning Underdevelopment of Third world countries like Poverty, Natural calamities, Rapid population growth, Absence of educated personnel and the issue of neo-colonialism within third world countries. Brandt report had its recommendation on the third world poverty as follows</p> <p>The developed nations should contribute 0.7% of the national income. The Brandt report used to declare that the developed countries should offer at least 0.7% of their economies to the less developed countries in order to end up the problems that are facing these countries</p> <p>There should be population control, since the third world countries are faced with the problem of rapid population growth. Brandt report used to declare the population control by inserting family planning method in ensuring that there is equilibrium between population and the natural resources available, reducing dependency ratios in poverty alleviation</p> <p>Involvement of the developed countries in international market. Brandt report also aimed at involvement of third world countries in international trade to reduce the issue of price fluctuation of the third world countries commodities, since the third world countries in the world market were sold in low value thus increased poverty</p> | |
|-----|--|--|

| | | |
|-----|---|--|
| 10. | <p>There should be high investment in Agriculture activities. This was recommended by Brandt report to the North North countries as one way to alleviate poverty. There were suggestion on improving agriculture activities by inserting modern way of production in ensuring high yield within the third world countries for poverty alleviation.</p> <p>Formation of new international organ for fund, though there is International monetary fund (IMF) and World Bank (WB) for the world fund. Brandt report recommended that there shall be the formation of another fund organ which will be responsible to provide fund to the third world countries for alleviating poverty.</p> <p>Formation of cooperation among the third world countries. There was the maintenance of cooperation among the third world countries by formation of regional economic integrations like common market for South and Eastern Africa (COMESA), SADC, East African community (EAC) responsible in ensuring trade activities, effective utilization of natural resources, and acted as representation for donor, aids, loans taking.</p> <p>Despite the formation of Brandt report and its recommendation to the third world countries, still the countries are very poor. Also the developed countries failed to contribute 0.7% of their national economy as recommended in Brandt report as one way to solve third world poverty.</p> | |
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Extract 10.2 shows a candidate who answered this question relatively well by stipulating some of the recommendations which were advanced in the Brandt report.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION

The analysis of questions made reveal that; all 15 topics were examined in this paper. Such topics are: *Pre- Colonial African Societies, Africa and Europe in the 15th Century, People of African Origin in the New World, From Colonialism to the First World War (1880s – 1914), Colonial Economy and Social Services after the Second World War, The Influence of External Forces, the Rise of Nationalism and the Struggle for Independence, Political and Economic development in Tanzania since Independence* in Paper One. On the other hand, topics in the Paper Two were: *The Rise of Capitalism in Europe, The Rise of Democracy in Europe, Imperialism and Territorial Division of the World, The Rise of Dictatorship in Germany, Italy and Japan, The Rise of Socialism, Emergence of USA as a New Capitalist Superpower, Threats to World Peace after the Second World War and Neo – Colonialism and the Question of Underdevelopment in the Third World Countries.*

From the analysis made on individual question, it is evident that the general performance of the History candidates in the ACSEE 2017 was good. Most candidates answered the questions correctly, hence scored good marks. Of all the topics, eleven (11) had good performance whereby the percentage of candidates who scored an average of 35 percent or more ranged from 66.8 to 98.8. Three topics had average performance. Such topics were: *The Rise of Dictatorships in Germany, Italy and Japan, Emergence of USA as a New Capitalist Superpower Neo Colonialism and the Question of Underdevelopment in Third World Countries.* However, a topic on *Threats to World Peace after the Second World War* had a weak performance. This topic has shown weak performance in 2016 and 2017 consecutively. (Appendix A shows the performance of all topics).

However, it has been noted that, few candidates with poor quality of responses were influenced by a number of factors such as lack of knowledge of the concept related to the question, inability to express themselves in English language, misinterpretation of some questions and poor transfer of knowledge.

The analysis of the candidates' performance shows that, there were questions which were relatively omitted by the candidates. In paper 1, questions six (6) and nine (9) had a relatively low frequencies while in paper 2, questions four

(4) and ten (10) were highly omitted. Low frequency in these questions was probably caused by total/ partial coverage of the topics concerned.

Comparing the 2016 and 2017, the trend of performance of the topics indicates that many topics (9) have maintained their good performance, three (3) have dropped to average performance, one has maintained its weak performance while two topics were not examined in 2016 but has showed good performance in 2017. (See Appendix B).

In order to improve the performance of the prospective candidates, all challenges observed in this report should be addressed by all educational stakeholders.

4.2 RECOMMENDATIONS

Although the general performance of candidates in History in both Paper one (112/1) and two (112/2) was good, there were some candidates whose performance were not good in some of the questions and there were some questions which were omitted. Moreover, the topic on *Threats to World Peace after the Second World War* has proved to be a threat to the candidates since it has remained with weak performance. In order to maintain/improve the performance in History subject, the examiners suggest the following:

- (a) Teachers should make sure that all topics are well covered so as to enable candidates to acquire the intended knowledge in the syllabus. More emphasis should be put in the topic of *Threats to World Peace after the Second World War*, in which candidates had weak performance in 2016 and 2017.
- (b) Students should be encouraged to use English language in their day to day communication so as to improve their language proficiency.
- (c) Students should be encouraged to read different sources (books, journals and pamphlets) in order to widen their knowledge.
- (d) Teachers are advised to guide the students on how to identify the task/requirement in a given question.
- (e) History seminars should be conducted so as to enable teachers to build the capabilities and share experience.

Appendix A

The 2017 Performance of Candidates in each Topic

| S/N | Topic | Number of questions per topic | Percentage of candidates who scored an average of 35 percent or more | Remarks |
|-----|--|-------------------------------|--|---------|
| 1. | From colonialism to the First World War (1880s – 1914) | 1 | 98.8 | Good |
| 2. | The Influence of External Forces, the Rise of Nationalism and the Struggle for Independence. | 2 | 92.95 | Good |
| 3. | The Rise of Socialism | 1 | 88.5 | Good |
| 4. | Colonial Economy and Social Services after the Second World War. | 2 | 83.85 | Good |
| 5. | The Rise of Democracy in Europe. | 1 | 82.7 | Good |
| 6. | Pre - Colonial African Societies. | 1 | 82 | Good |
| 7. | The Rise of Capitalism in Europe. | 2 | 81.8 | Good |
| 8. | Political and Economic Development in Tanzania Since Independence. | 2 | 78.8 | Good |
| 9. | Imperialism and the Territorial Division of the World. | 1 | 72.5 | Good |

| S/N | Topic | Number of questions per topic | Percentage of candidates who scored an average of 35 percent or more | Remarks |
|-----|--|-------------------------------|--|---------|
| 10. | People of African Origin in the New World. | 1 | 67.1 | Good |
| 11. | Africa and Europe in The 15 th Century. | 1 | 66.8 | Good |
| 12. | Neo – Colonialism and the Question of Underdevelopment in Third World Countries. | 2 | 59.4 | Average |
| 13. | Emergence of USA as a New Capitalist Superpower. | 1 | 55 | Average |
| 14. | The Rise of Dictatorships in Germany, Italy and Japan. | 1 | 46.9 | Average |
| 15. | Threats to World Peace after the Second World War. | 1 | 29.4 | Weak |

**TRENDS OF CANDIDATES' PERFORMANCE BETWEEN 2016 AND 2017
IN EACH TOPIC**

| S/N | Topic | 2016 | | | 2017 | | |
|-----|--|-------------------------------|--|---------|-------------------------------|--|---------|
| | | Number of questions per topic | Percentage of Candidate who scored an average of 35 percent or above | Remarks | Number of questions per topic | Percentage of Candidate who scored an average of 35 percent or above | Remarks |
| 1 | From Colonialism to the First World War (1880s – 1914) | | | | 1 | 98.8 | Good |
| 2 | Political and Economic Development in Tanzania Since Independence. | 2 | 98.25 | Good | 2 | 78.8 | Good |
| 3 | The rise of Socialism | | | | 1 | 88.5 | Good |
| 4 | The Rise of Capitalism in Europe. | 2 | 95.1 | Good | 2 | 81.8 | Good |
| 5 | Imperialism and the Territorial Division of the World. | 1 | 94.9 | Good | 1 | 72.5 | Good |
| 6 | Pre Colonial African Societies. | 2 | 94.55 | Good | 1 | 82 | Good |

| S/N | Topic | 2016 | | | 2017 | | |
|-----|--|-------------------------------|--|---------|-------------------------------|--|---------|
| | | Number of questions per topic | Percentage of Candidate who scored an average of 35 percent or above | Remarks | Number of questions per topic | Percentage of Candidate who scored an average of 35 percent or above | Remarks |
| 7 | Colonial Economy and Social Services after the Second World War. | 2 | 92.25 | Good | 2 | 83.85 | Good |
| 8 | People of African Origin in the New World. | 1 | 91.8 | Good | 1 | 67.1 | Good |
| 9 | The Influence of External Forces, the Rise of Nationalism and the Struggle for Independence. | 2 | 90.95 | Good | 2 | 92.95 | Good |
| 10 | Neo – Colonialism and the Question of Underdevelopment in Third World Countries. | 2 | 84.25 | Good | 2 | 59.4 | Average |
| 11 | The Rise of Dictatorships in Germany, Italy and Japan. | 2 | 84.15 | Good | 1 | 46.9 | Average |

| S/N | Topic | 2016 | | | 2017 | | |
|-----|--|-------------------------------|--|---------|-------------------------------|--|---------|
| | | Number of questions per topic | Percentage of Candidate who scored an average of 35 percent or above | Remarks | Number of questions per topic | Percentage of Candidate who scored an average of 35 percent or above | Remarks |
| 12 | Africa and Europe in The 15 th Century. | 1 | 82.9 | Good | 1 | 66.8 | Good |
| 13 | The Rise of Democracy in Europe. | 1 | 79.6 | Good | 1 | 82.7 | Good |
| 14 | Emergence of USA as a New Capitalist Superpower. | 1 | 72.9 | Good | 1 | 55 | Average |
| 15 | Threats to World Peace after the Second World War. | 1 | 0.8 | Weak | 1 | 29.4 | Weak |

