

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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

**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) 2018 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 the 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 have influenced the candidates to answer the questions correctly/incorrectly have been analysed. The analysis shows that high achievers provided appropriate responses since they were able to identify the task of each question and had enough knowledge on the subject matter and had good mastery of English language while the low achievers lacked such qualities. The analysis of each question has been done. 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 to improve future CIRA reports.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

The ACSEE 2018 History examination paper covered the 2009 Syllabus and was based on the 2011 Examination Format. It consisted of two papers (1 and 2) and each paper comprised three (3) sections; 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 2018. 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 showing candidates' strengths and weaknesses in the responses.

A total of **35,552** candidates sat for 112 History paper in 2018 out of which **34,995** candidates (**99.05**) passed while **337** candidates (**0.95%**) failed. This shows that the rate of performance in this year has decreased by **0.64** percent compared to the 2017 performance in which **25,935** candidates (**99.69%**) passed and only **80** candidates (**0.31%**) failed.

In this report, the task for 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 percentage of the candidates who scored 35 percent marks or above in each question (7 marks or above) and the trend of performance of topics in 2017 and 2018. 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 candidates scored from 0 - 6.5 marks (0% to 34%).

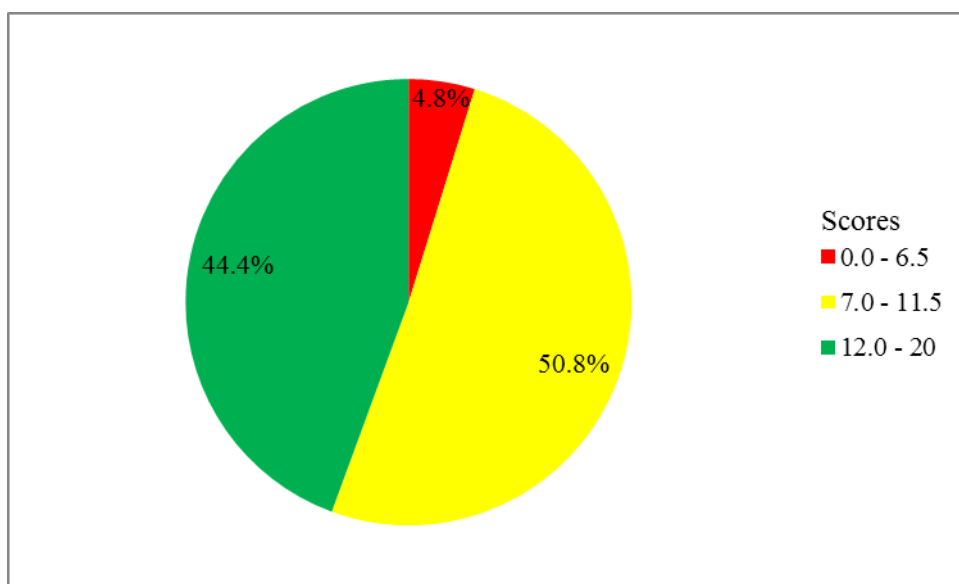
It is expected that the report will enable teachers and students to improve the teaching and learning process of History subject.

## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

### 2.1 112/1 HISTORY 1

#### 2.1.1 Question 1

The question was derived from the topic "Pre-colonial African Societies." The candidates were supposed to examine the objectives of pre-colonial education in African societies by giving vivid examples. It was attempted by 48.7 percent of the candidates. The statistics show that the performance of the candidates in this question was generally good as 44.4 percent of the candidates scored from 12 to 17.5 marks, 50.8 percent scored from 7 to 11.5 marks and the minority (4.8%) scored from 0 to 6.5 (where 0.4 percent of these scored zero mark). Figure 1 shows the performance of the candidates in the question.



**Figure 1:** *Performance of the Candidates in Question 1*

The candidates who scored from 12 to 17.5 marks were able to examine the objectives of pre-colonial education in African societies. They outlined points such as; to impart economic skills such as iron working, pottery, basketry weaving and fishing; to promote peace; to encourage good relations and behaviors; to perpetuate culture of the society by participating and imitating traditions and cultural events and to develop personality characteristics so as to create effective leadership. Points were well explained and backed up with

concrete examples on pre-colonial African setting by these candidates. However, the accuracy of explanations and vivid examples among the candidates on some points varied leading to variation in their scores (from 12 to 17.5 marks). Extract 1.1.1 is an example of good responses to this question.

### Extract 1.1.1

1.	<p>Education refers to the system of transferring knowledge and skills from one person to another or one generation to another. Pre-Colonial education in African societies were the education practised by the Africans before the arrival of the white colonizer in Africa.</p> <p>Pre-colonial education was based on informal system and had the following objectives:</p> <ul style="list-style-type: none"> <li>To Train Africans on Various economic activities; Pre-colonial education as it was informal based it focused on training the Africans on various economic activities like agriculture, fishing and hunting. It aimed to create specialization of Africans since trained them on various economic activities.</li> <li>To Train youths on adulthood duties in the family; Furthermore pre-colonial education aimed at training the youths on adulthood duties of family in the society. The youths taught on how to handle and run their families in adulthood as well as to make them prepared and familiar on their duties.</li> <li>To Transmit the social values; The social values like norms and traditions were to be transmitted or imparted within the society through pre-colonial education. Thus pre colonial African societies transmitted their social values as norms and traditions using pre-colonial education. For example through transmitting the history of the particular society.</li> <li>To Train youth in administration; pre-colonial education also aimed at training the youths on administration system through inheritance. They trained African youths as administrators for the future governance using informal education. Through pre-colonial education the administrators of youths trained.</li> </ul>	
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4	<p>To create well round personalities of the society;</p> <p>Pre-colonial education also aimed at creating the well round personalities of the society. This was by creating the society with good moral values according to the norms and traditions of the society. Thus through pre-colonial education helped to create a well round personalities of the society.</p> <p>To train Africans on the defence of the society;</p> <p>The Africans were trained through pre-colonial education on how to defend the community for security. They trained so as to promote peace and harmony within the society.</p> <p>To impart knowledge and skills;</p> <p>The pre-colonial education aimed to transmit knowledge and skills from generation to generation. For instance they taught on the importance of forests as to get food and medicine and also fruits for their betterment in the society.</p> <p>In general pre-colonial education was characterised by having many sidedness, collective in nature, practical and informal system hence helped to taught Africans on various economic activities, transmitted social values and furthermore taught youth of adult hood duties in the family.</p>	
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Extract 1.1.1 portrays an example of a good answer to this question. Though he/she repeated some of the points, the candidate showed great ability of explaining the objectives of pre-colonial education.

The responses of the candidates who scored from 7 to 11.5 marks had featured varied strengths and weaknesses which caused their marks not to exceed 11.5. Although most of them exhausted the required six points, they did not explain well some of their points and they lacked the relevant examples that denote pre-colonial African settings. Some of them failed to meet the required number of points. Those who exceeded others by scoring relatively high marks in this group had stronger responses and relatively accurate examples.

Those that scored from 0.5 to 6.5 marks had the following drawbacks that included; explaining the strength and weaknesses of pre-colonial education hence scoring a few marks from some points that embody some objectives of pre-colonial education such as preservation of culture and promotion of good morals. Some of them met the required number of points but did not provide sufficient explanations required for higher scores. Some only scored a mark from the introduction and then diverted their explanations to other irrelevant responses such as colonial education.

In this group, very few candidates (0.4%) scored 0 mark. Such candidates diverged from the demand of the question, some of them for example, dealt with the features of pre-colonial education while others responded to the objectives of colonial education. Such candidates must have read the question hastily and thus overlooked the term "pre-colonial" or could not differentiate between pre-colonial and colonial eras. Generally these candidates failed to provide even meaningful introduction thus got zero score. Extract 1.1.2 exemplifies the candidates who presented irrelevant responses in this question.

#### Extract 1.1.2

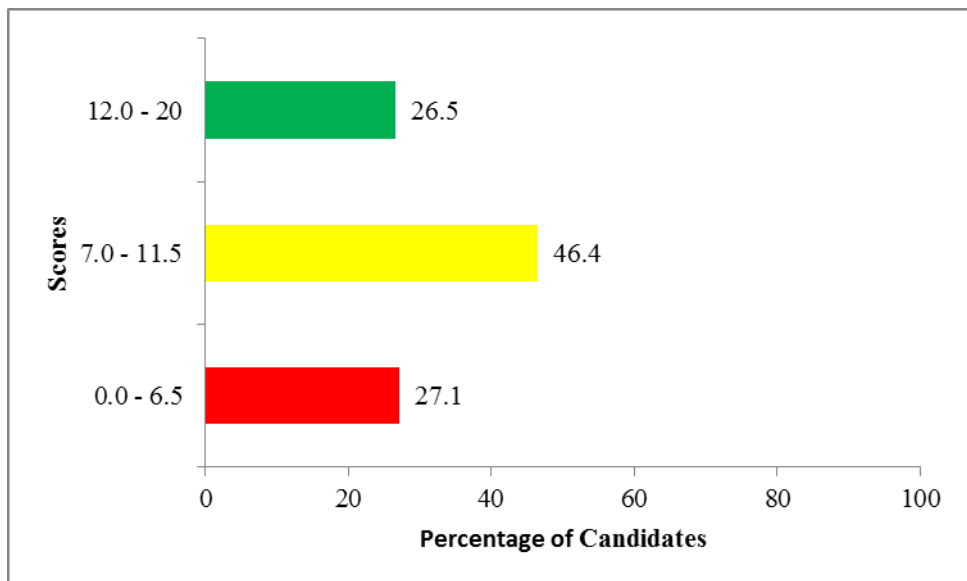
01	Pre-colonial education is the transmission of knowledge and skills which is introduced by colonialism during the 15 <sup>th</sup> century. Pre-colonial education in Africa society was introduced for the aim of remove ignorance and brought awareness and conscious ness to the societies. The following are the objective of pre-colonial education in Africa societies:-
	It transmitted oral tradition; pre-colonial education it was more spoken than written because it was provide by local chiefs to taught youth and young man about the names of plant and animals also the how to know their responsibilities of duties in the society.

01	<p>It is pyramid in shape; because it had no syllabus because pre colonial education in African society was provided in order to make people aware and help the colonial master to run different activities.</p> <p>It has no syllabus; pre-colonial education in African society was introduced with no syllabus because they were taught according to traditional rules and regulations also beliefs.</p> <p>It was provide for few kids of African chiefs; pre-colonial education in Africa was introduce in order to get puppet leader who could help them to improve or controll the community.</p> <p>To prepare puppet leader pre-colonial African education was introduced in order to prepare leader who will support them to do some small works in the colonial offices.</p> <p>It based on age and sex; pre-colonial education was based on racial segregation by provide education to few Africans for their aims which they were looking for pre colonial education in African societies.</p> <p>Conclusion: Pre-colonial African societies was having the aims of get or prepare African leaders also to make people aware.</p>
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Extract 1.1.2 shows a candidate whose response contains mixed up details of the features of pre - colonial and colonial education contrary to the demand of the question.

### 2.1.2 Question 2

The question was set from the topic "Africa and Europe in the 15<sup>th</sup> century". The candidates were supposed to show the developmental variations that arose between Africa and Europe from the 15<sup>th</sup> century onwards. The question was attempted by 49 percent of the candidates and the performance was good since only 27.1 percent scored from 0 to 6.5 (and only 0.3 percent scored zero mark). 46.4 percent scored from 7 to 11.5 marks and 26.5 percent scored from 12 to 17.5 marks. Figure 2 shows the performance of the candidates in the question.



**Figure 2:** *performance of the candidates in question 2*

Good performance was attained by candidates who made a correct interpretation of the question. They adhered to the developmental differences which occurred between Africa and Europe from the 15<sup>th</sup> century onwards basing on specific fields, notably; agriculture where they were able to show how Europe had made more scientific progress in this field like adoption of scientific breeding and beginning of commercial farming contrary to Africa where agriculture was mainly for subsistence, marine technology where Europe advanced in high sea's going vessels and marine compass that enabled them to circumnavigate the world while Africa had poor sailing vessels such as canoes to move to high sea, military technology, in which Europe developed firearms while Africa could only make spears, arrows and bows, and industrial development in which Europe had taken a step ahead by establishing more advanced cottage industries that made relatively better quality goods in large quantities than Africa's handcraft industries.



In addition, they provided vivid examples of both Europe and Africa. Some of them however, could not show clear differences or provide vivid examples, thus this caused their marks to vary from 12 to 17.5. Extract 1.2.1 shows a correct response of one of the candidates in this question.

### Extract 1.2.1

2'	Development, refers to the gradual change from the low stage to the upper level. In terms of Africa and Europe up to 15th were at the same level while Agriculture level but from 15th onward they developed this were caused by some circumstance like Unequal exchange made by European and slave trade. The following are the development variation which occurred between Africa and Europe.
	<u>Agricultural development</u> , All practised Agriculture but Europe were most developed because of having the developed productive forces. Agriculture development reached the level it was called Agrarian revolution where one person own the large holder of land. But in Africa the Agriculture were owned by small farmers and tools used were crude. Example the Agriculture practised in Buganda Kingdom differ on what practised in England. England practised Manorialism in Africa this thing were nothing.
	<u>Trade development</u> Also Europe and Africa differ in term of trading activities. The trade conducted in Africa were only based locally and internally, also were seasonally because during the rain season they engage in agriculture. While Trade in Europe based external and internal operated over seas. Example the trade route from Europe to India and Africa. Example of trade occurred in Africa were East Africa long distance trade and Trans-sahara trade which facilitated development to Africa.
	<u>Manufacturing Industries</u> , They also differ in the Manufacturing Industries, In Africa there were existed of Handcraft industries such as Basketry, pottery, cloth Making industry and salt making. While in Europe the Manufacturing Industries reached the level of using machines like spinning machine, weaving machine which were very progressive because led the Europe to become industrialized.

2.	<p><b>Education Development</b>, Europe and Africa also differ in the level of education. In Africa education system were informal compare to European, It was more practical because imparted skills from one generation to another example beba people taught their son to know at least 120 species of medicine tree. at some extent formal education existed in Africa but were few due to Islamic religion like presence of Timbuktu and Fez university. While the European practised formal education and there were several large universities like Oxford and Cambridge.</p> <p><b>Political development</b>, There were also different in political development. In the state formation system were back because practised in small area compare to Europe. They had no large unity in Africa and state were based on the clan. While in Europe the state were developed to the national level. Example Scotland, Wales, Saxony, Ireland in Britain and Germany. Example of states formed in Africa were Mali, Songhai, Mwenemutapa, Kimbri state, Nyamweri, Egypt and Nubian state.</p> <p><b>Mining Marine development</b>, The development which based on discoveries and innovation, when Europe practising on ship building industries Africa were busy on innovation of canoes, which use on transportation of people in the river. But presence of large boat in Europe facilitated growth easy transportation and mobility of whiter.</p> <p>Finally This development variations are those created the gap between Africa and Europe, Because the level reached by Europe were very far Africa It will take a long time to reach as the result Africa remain as the dumping area of <del>inter</del> European manufacturing goods.</p>	
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Extract 1.2.1 shows a candidate who provided correct arguments to justify developmental variations which occurred between Europe and Africa from the 15<sup>th</sup> century onwards in spite of some grammatical errors and irrelevant examples.

Those that scored from 7 to 11.5 marks portrayed strengths like pointing out some clear variations of the developmental aspects of the two continents in the 15<sup>th</sup> century onwards. However, the following flaws limited them from scoring higher marks; showing the variations by giving explanations that based on either Europe or Africa in some points, repeating some points and providing weak arguments on some relevant points.

Most of the candidates who scored from 0.5 to 6.5 marks responded only on the level of development reached by either Africa or Europe by the 15<sup>th</sup> century. Others simply provided sketchy explanations which lacked factual examples. Moreover, other candidates in this category gave the developmental aspects of the two continents in separate paragraphs and treated them as different points. Others scored a few marks mainly from either the introduction or a few facts (outlines) that related to the correct points or both.

Moreover, zero score was a product of a total misinterpretation of the question that made some candidates (0.3%) to deviate from the task of the question in a number of ways. Among the notable divergences include; explaining the factors which created a developmental gap or the effects of the widening gap between Europe and Africa and outlining irrelevant responses which are found in some historical aspects that relate to the “widening gap” such as mercantilism, colonialism and neo colonialism. Extract 1.2.2 is an illustration of the candidates who provided an irrelevant response in this question.

### Extract 1.2.2

2.	<p>Development is the progressive change from one stage to another in all aspect of life such as political, social, and economical before 15<sup>th</sup> century Africa and Europe has same level of development for example in construction, industries, trade activities, weapons, education but from 15<sup>th</sup> century development variations occurred due to the following points reasons.</p> <p>Slave trade This was trade of buying and selling human being like other commodities after 15<sup>th</sup> century were start to take African as slaves to work in the plantations and mining, where by up to 1440 more than 15,600 000 africans were taken that influence africa to loss manpower and bad enough exchange fifteen captive with one horse that lead to rise of development variation because when african reach there they became cheap labourer and increase production of Europeans.</p> <p>Unequal exchange during trade contact between africa and Europe there were unequal exchange which lead to rise of gap for example where exchange valuable and non valuable goods such Minerals, ivory with wine, clothes which were not valuable and not functionable to the economic development so through</p>	
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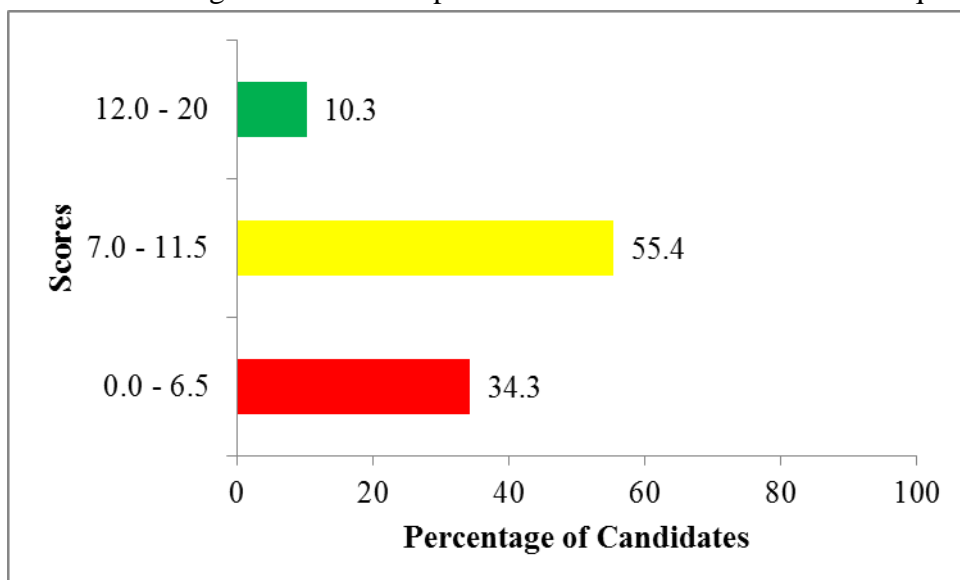
2	that lead to rise of Developmental variation between Europe and Africa
	Colonialism, This was situation where by European Country dominate african countries in all aspect of life so through that lead intensive exploitation of african resource which were human resource and natural resource such as raw material, mineral, ivory so through that lead to rise of developmental variations.
	Technological stagnation, from 15 <sup>th</sup> Century European started to decline african Technology <del>border</del> especially industry for example handicraft industries in Congo those african who were resist to <del>stop</del> stop were cut off their hand they do so in order to avoid conflict with competition with their goods so through that lead to rise of developmental variation between Europe and Africa
	Political Interference, even after political <del>interp</del> independence still European interfered African politic for example in Libya they lead to political violent or conflict this because Libya wants to possess nuclear power after seen that will lead to development to Libya in order to stop lead political instability where by people concentrate fighting

2.	rather than engaged in economic activities	
	Private Investment, due to globalization any person can invest in any country he or she want that lead increase of the gap for example investment need huge capital and Africa have low economic base so they can not invest in Europe so only of European invested in Africa which here also exploitation of african resources for example of mineral deposit in Tanzania such as go to gold deposit, mwadui are owned by <del>the</del> foreign investor so through that lead to developmental variation between Africa and Europe	
	Generally Speaking developmental variation between Africa and Europe have negative impact to Africans such as increase dependance, penetration of neocolonialism, mass poverty to africans, intensified link of exploitation to Africans	

Extract 1.2.2 shows a response of one of the candidates who despite giving a relevant introduction, he/she responded on the reasons for the widening gap between Africa and Europe contrary to the demand of the question.

### 2.1.3 Question 3

The question was composed from the topic "People of African origin in the new world." The candidates were supposed to describe the major reasons for the rise of Black American Solidarity. It was attempted by 36.6 percent of the candidates and the performance of the candidates was generally good since the majority of the candidates (55.4%) scored from 7 to 11.5 marks while the minority (10.3%) scored from 12 to 16.5 and only 34.3 percent scored from 0 to 6.5 marks. Figure 3 shows the performance of the candidates in the question.



**Figure 3:** *performance of the candidates in question 3*

The good performers exposed relevant points such as the American war of independence and American Civil War that raised Black American unity and awareness, the rise of independent churches that united Black Americans against segregation and oppression, role of Black elites like W. E. B Du Bois and Marcus Garvey that raised and spread the ideas of Black solidarity and the American constitution that declared all people equal and condemned segregation. Besides giving sufficient explanations, these candidates provided relevant examples on the Black American Solidarity without incorporating ideas of other Black American movements like the Back to Africa Movement and Civil Right Movement. However some candidates in this group had some few shortcomings like lack of supportive examples and in-depth explanations in some of their points which made their scores to vary from 12 to 16.5. Extract 1.3.1 is an example of a candidate with a relatively good response in this question.

### Extract 1.3.1

3	<p>Black American Solidarity it was among of black people in American movement toward emancipation themselves from exploitation brought by white in America. Black Solidarity started by W-E-Du Bois in the New World with the theory of Intergration. This aimed to unite all black people in Africa to achieve their rights. So the following are the reasons of black American Solidarity:-</p> <p>Excessive discrimination by the whites.</p> <p>Black people in America was discriminated in all spheres especially based on their skin colour (black). The whites feel superior over black people hence they discriminate them in Education, worship, Political matters and Economic. Example they denied right of worship, marry and be married. This led them to unite so as to fight against the situation</p> <p>The role of U.S.A Independence in 1776.</p> <p>Black people joined to fight the American independence and after Independence they assured the human right through Constitution but still they were denied rights. This caused them to form movement of black Solidarity to fight for their rights like Political rights, Economic and social right which were totally denied</p> <p>The rise of Black American elites.</p> <p>Black American elites such as Marcus Garvey, Malcom X, Martin Luther King and William Du Bois played a great role to the formation of black solidarity. William Du Bois was the first black people to get PhD in Harvard in America where he became the found.</p>	
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3	tion and some of them turned back to Africa by Marcus Gurney through Black Ships star to escape exploitation and oppression in new world
3	er of black solidarity hence they started to demand their rights. The role of American Civil war in 1861-1865 - American Civil war occurred between Southern states and Northern and major causes of this conflict was slave and slavery. So to end the conflict the President Abraham Lincoln Abolished slave trade hence black become aware and conscious to form solidarity and unity to emancipate from slave and achieved their rights hence rise of black solidarity. Intensive exploitation and oppression: The black American exploited through working in plantation for many hours per day also they provide military services where most of them died due to be or taken front in the war. This exploitation also used in Industries where they provide tough labour with poor condition in working and payed low wage. This exploitation raised consciousness and awareness hence they formed unity and solidarity to oppose the situation. The role played by Independent churches. Black people after been segregated in religion they formed their own churches like orthodox churches where they preached unity and solidarity. They preached on how they become a united so as to fight for their right. This led to the rise of solidarity among themselves hence black solidarity. Therefore, After the rise of black solidarity they fought for their rights and success to achieve some rights like to have representative in parliament, also they get right of educa

Extract 1.3.1 shows a candidate who provided relevant reasons for the rise of Black Solidarity in America.

Those that scored marks ranging from 7 to 11.5 understood the demands of the question but had answers with aspects that limited their scores in the above range. Though some could give the required number of points, they did not elaborate them adequately with relevant examples. Others mixed the ideas of Black American movements like Pan-African Movement and Back to Africa Movement with those of Black American Solidarity. Some of them failed to give the six required number of points. Those who had relatively higher scores in the group illustrated stronger arguments than others.

In most cases, those that scored from 0.5 to 6.5 marks provided relevant points but gave inadequate explanations and false examples. Some of them responded to the factors for the rise of Pan-African or Back to African Movements. Some gave the objectives of the Black American solidarity hence; these candidates scored low marks from either the few points that relate with the factors for the rise of Black American Solidarity, the introductory part of the question or both.

Moreover, a few of these candidates (0.2%) scored 0 marks due to failure to abide to the question demand. Some of these candidates for example gave incorrect answers such as explaining the problems encountered by the Black Americans in the New World and others responded on the manifestations of the Black Solidarity by mentioning points like Pan-African Movement and Back to Africa Movement. Moreover, such candidates failed even to provide a relevant introduction. Extract 1.3.2 shows one of the poor responses in this question.

### Extract 1.3.2

3.	<p>Black American solidarity was the black people who were taken to African as slave to provided cheap labour in the plantation and industries in Europe. The following was the major reason for the rise of Black American solidarity as follows.</p> <p>Mercantalism was the over sea trade which collected bullions such as silver and gold as the symbol of wealth through bad ways such as piracy, this was the reason for the rise of black American solidarity because through collection of bullion merchant was thinking that when they dealt with slave trade this was buying and selling human being like other commodities so after involving in slave trade they found that it was a expensiveness trade, so they were taken Africans to the American European to work as slave in the plantation so through this way led to the rise of black American solidarity.</p> <p>Industrial revolution, this refer to the development of industries from the use of poor tools or machines to the use of many factured machines, after the development of industry in European were search for the labour who can work in their industries, so they were used African slave to their countries to provided cheap labour in the industries. So this was the reason for the rise of black American solidarity because many blacks were taken to African by white in order to work in the industries and minerals.</p>
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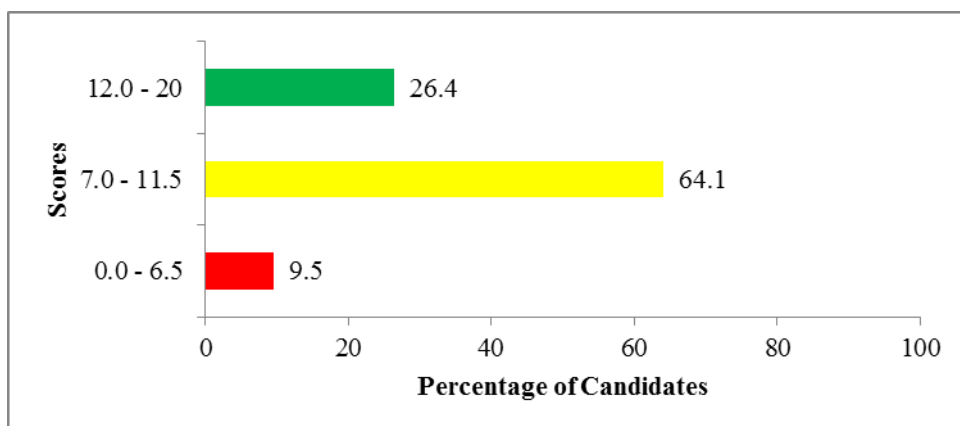
3.	Expensiveness of European labour, the European labour were very expensive because they were known their right difficult to African labour who were exploited by white, so due to European labour to be very expensive the European were coming to Africa to search for the labour who can replace European labour because Africans were cheap, so this was the factor for the rise of black American solidarity.	
	Maritime technology, Development of science of technology which was led to the discovery of ship and direction which was help to European to find labour and slaves in African through development of science and technology was led to to the discover of maritime technology which help to simplify the movement of labour from African to European. So this was the reason for the rise of black American solidarity.	
	Climatic factor, this was the reason for the rise of black American solidarity because due to the bad climatic factor European labour were not bearing that climate which led some of them to have get diseases different to Africans who were able to work in different climatic situation without gets any problems, so due to Africans to be good and able to work to the different of climatic situation were led to European to catch more many Africans to Europeans and Caribbean	

3.	Innovation and discovery of the new words was the reason for the rise of black American solidarity this was due by after European founded the new world or virgin land they establish different economic activities such as industries and plantation and minerals so they were come to Africa to search for the labour who can work in the plantation, industries and minerals.
	By summarizing there was different problems facing black American solidarity such as denied their right to vote and be voted, long working hours, low payment and bad working condition.

Extract 1.3.2 shows a candidate who explained the genesis of the People of African Origin in the New World and mixed it up with other concepts such as industrial Revolution contrary to the demand of the question.

#### 2.1.4 Question 4

The question was set from the topic "From Colonialism to the First World War (1880 -1914)." The candidates were expected to justify the statement that the colonial state is the most violent as it was once remarked by Frantz Fanon. Bearing the fact that the question has an Ordinary Level background and taught early in Form Five, attracted many candidates (65.6%) and the performance was generally good since only 9.5 percent scored from 0 - 6.5 marks, 64.1 percent scored from 7 to 11.5 and 26.4 percent scored from 12 to 18.5 marks. Figure 4 shows the performance of the candidates in the question.



**Figure 4:** performance of the candidates in question 4

Candidates who scored from 12 to 18.5 marks illustrated better understanding of the colonial state as they were able to portray its violence. They built their arguments on the points like; the use of force in the conquering and imposing colonial rule whereby African resistances were brutally suppressed, use of force in destroying pre-colonial economies particularly trade and industries, use of violence in establishing colonial economy and suppressing African demands for independence such as imprisonment of freedom fighters like Nelson Mandela and Jomo Kenyatta, assassination of nationalist leaders like Eduardo Mondlane and Patrice Lumumba and crushing liberation movements like banning political parties. Extract 1.4.1 provides a vivid example of one of the candidates with a relatively good response in this question.

#### Extract 1.4.1

4	<p>Colonial State, Was the the System introduced by the colonial in the colonies so as to safeguard their interest. Soon after the Berlin Conference 1884 up to 1885 colonialist introduce System of exploit africa So as to create our economic stable. The following were the reasons which show "Colonial State is the most Violent".</p> <p>During the establishment of Colonial economy this was the violent of colonialist because when they started to introduce colonial economy they use force or violent. Before in Africa there was no the colonies so soon after the coming of colonialist they introduce colonial economy. Example Colonialist Use Creation method which means to introduce thing which were not existed before. Colonialist introduced land alienation force labour Collection of tax and other thing. This use force.</p> <p>Construction of Infrastructure, Different railway were build So as to simplify transportation of raw material from one place to another or from interior to coast. This use force because the place were railway pass and roads where the settlement of natives so natives where not ready to allow construction of Infrastructure because their land was taken. Example the raily way of Nachingwea.</p> <p>Crash African resistance, or during the destruction of Africa resistance. According to the violence which was done by Colonialis Africa started to resist against the exploitation made by European nation this contributed to the European or colonialist to use force to Crash all Africa resistance example during the Mau Mau war in Kenya and Majimaji in</p>	
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4 Tanganyika. So During this time of resistance colonialist use different military weapon so as to insure Africa were defeated.

Force labour, Was the people or group of people who work in the different place like mining plantation without their own interest. Colonialist use force to insure labour were forced to produce raw material in plantation. Not only this but also Colonialist use force during the transport labour from one place to another example from Kigoma to Kilimanjaro or Tanga. That labour were work in plantation like to produce Sisal, Cotton and other raw material which feed the European Industries.

Land appropriation (Land expropriation) The other thing which show colonial state was violent was use to use force during to get land. The land was very important in their economy because they planted different raw materials. This force used by colonialist so as to insure Africa were remain land less so as to work in colonialist plantation. Example in Kenya Maasai were shifted from their area to another.

Used force during the establishment of Taxation Taxation was the important thing in colonialist because due to this helped them to get cheap labour and increase wealth of raw capitalist. Colonialist use force to make sure all African society they pay tax. Example colonialist introduced Kipande and Maliki tax. Also in Kenya 1901 they introduce tax in Kenya.

Also during the struggle for nationalism, Africa were started to become aware due to the exploitation of African resources like Gold, Silver, Copper and other

4	natural resources. This force them to rise of nationalism. But European or colonialist Use violent method to crash that Movement of nationalism.
	This was the few things which make to say colonialist was violent. But colonialist Use violent force to so as to exploit Africa resources and to increase development of their nation and industries - Example the raw material which was taken from Africa to Europe were manufactured and came to sold in Africa in high price.

Extract 1.4.1 shows a candidate who justified the violence of the colonial states in establishing and maintaining colonialism in Africa.

Although candidates who scored from 7 to 11.5 marks managed to give some correct points, some of them failed to clarify them clearly; others failed to exhaust the six points required while some repeated some points and thus could not exhaustively meet the required number of points.

A few candidates scored from 0.5 to 6.5 marks due to failure to profoundly internalize the demands of the question. In most cases, they either outlined or fragmented some of the points into several independent points which in real sense meant the same. Furthermore, some candidates scored a mark on the introductory part only since their responses in the main body were irrelevant.

Those who scored 0 mark (0.03%) diverged from the question demand in number of ways such as; giving the factors for colonization, providing the objectives of the colonial state, explaining the mechanism of establishing and consolidating the colonial state, the nature of the colonial state and the factors for the pre-colonial state formations. Furthermore, these candidates could not provide a meaningful introduction relating to the colonial state and/or its violence nature. Extract 1.4.2 is an example of a candidate who provided irrelevant responses to this question.



#### Extract 1.4.2

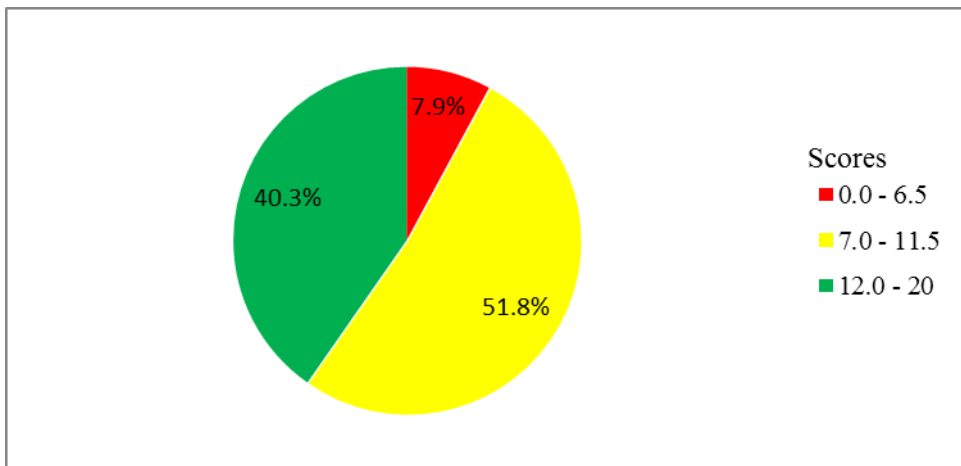
4.	<p>Colonial state. This was a political government unity where by small state unite together to form a big state with one leader who was strong. example of colonial state are forest state, Ghana state and Mali, Senegal.</p> <p>The following are the characteristics of colonial state as Frantz Fanon remarked as colonial is most violent.</p> <p>Jihad movement of 1883, This was the Islamic movement where by muslim were fought themselves in order to regain their lost peace and security during that time during that time the peace of Jihad were lost due to the leader at that time this situation made them to form strong state with strong leader.</p> <p>Population, Colonial state also were based on population of an areas which were consider to unite together so as to form popul colonial state example in Buganda there was dense population.</p> <p>Strong leaders, according to Frantz Fanon The area with strong leader as to get another state so as to have a big state example The Jais Opobo, of Zimbabwe. have to unite with other state so simply because he has strong army.</p> <p>Nature of area, also this is the one among the violent of colonial state simply because most of the area in Africa have soil fertility this made them to form state in order to acquire land and enough raw material for the benefit of home and industries.</p>
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4	<p>Migration of people also facilitate the state due to fact that there are war among themselves. This made people to move from one community to another other shift with strong people hence colonial state.</p> <p>Fertility of the soil, also enable the people to form colonial state due to fact that some of the area have land with soil which enable them to produce enough raw material for sale and for food hence colonial state example of colonial state with soil fertility Buganda state Ghana, state</p> <p>All in All Colonial state was violent simply because of the African people who where shifted from one place to another to find what they can get so as to get bare hand hence colonial state in African</p>
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Extract 1.4.2 shows an example of a candidate who illustrated relatively well the reasons for the rise of states in pre - colonial Africa instead of showing the violence nature of the colonial state.

### 2.1.5 Question 5

The question was set from the topic "Colonial Economy and Social Services after the Second World War." Candidates were required to explain six effects of colonial education in Africa. This was the most attempted question in paper 1 since 81.9 percent of the candidates answered it. Moreover, candidates' performance was also good since only 7.9 percent scored from 0 to 6.5, 51.8 percent scored from 7 to 11.5 marks and 40.3 percent scored from 12 to 18 marks. The high number of responses and good performance in this question was probably due to the fact that the question is from a topic which is also taught at Ordinary Level. Hence candidates might have covered it exhaustively in Ordinary and Advanced Levels. Figure 5 shows the performance of the candidates in the question.



**Figure 5:** *performance of the candidates in question 5*

Candidates who scored from 12 to 18 marks were able to provide plausible explanations with concrete examples in their arguments of points like; creation of classes in African societies, destruction of African culture as Africans adopted western cultural life, intensification of exploitation by imparting irrelevant skills to Africans, regional imbalances as social services were mainly introduced in productive areas and non-productive areas were ignored and acceleration of independence struggle in Africa as it produced elite nationalist leaders such as J. K Nyerere, Kwame Nkrumah, Jomo Kenyatta, Nelson Mandela and Nnandi Azikiwe who championed decolonization processes. Variation of scores in this group depended on the degree of strength of the candidates' responses. Extract 1.5.1 represents one of the relatively good responses to this question.

### Extract 1.5.1

5.	Colonial education refers to the transferring of knowledge and skills to the Africans to different generations for the purpose of benefiting the colonial state. Colonial education was introduced so as to exploit African resources and serve the interests of the colonial state. It was introduced as a main tool for exploitation and control. In Africa colonial education was introduced in different corners for example Tanganyika they introduced colonial education. Colonial education brought several effects to in Africa. These effects of the colonial education are highlighted as follows.	
	Firstly, Intensive exploitation of natural resources, The colonial education especially after 1945 intensified exploitation through educating the young Africans on proper methods of farming and introducing schools with the idea of providing education on agricultural production and other colonial economy. For example many students were taught to be farmers and that cash crop production was important for instance they introduced many schools such as the Tanga Agricultural school.	
	Secondly, Regional Imbalance. Also it led to regional imbalance since there was unevenly distribution of education. Colonial education was mainly introduced in production areas than in rural area.	

5	It only concentrated in areas of production so that once Africans obtained such education they would head to the farms or industries. This made a difference in regions whereby there were regions with many schools others few or absent for example in Moshi, Mbeya had colonial schools.	
	Thirdly led to social stratification among Africans, also the pre colonial education divided Africans, this was a tool of making sure that Africans could not unite and it would bring about the policy of "Divide and Rule". For example the education was mainly provided to African elite youth who were sons of tribal chiefs for instance the late Julius Nyerere and also sons of African ex-soldiers and many others. It was not provided to every African only few got such education. This later caused stratification for example; back then an educated African was called a "Black European".	
	Fourthly led to cultural deterioration, also colonial education did not promote African culture, it mainly undermined African culture as claiming that it is a culture for superstitious beliefs and immoral. Colonial education mainly emphasized to promote Western culture (European culture) Africans were taught how to dress like Europeans and other learning systems for	

5	<p>example Africans were taught about European History such as the Monarchy system. They were taught English language. All this brought the destruction of African Culture and African culture was later ignored.</p> <p>Fifthly Brought Puppetism, another effect is that it created a puppet system whereby the Africans worked on behalf of the Colonial state. Africans were trained by the Europeans to work in colonial administrations whereby they were controlled by the Europeans indirectly and made them as "Puppets", working so as to implement the laws and rules that the Colonial state had. African puppets worked with Colonialists since they were promised with luxury life, hence it was an effect to Africa since the educated African were like "Dogs to their masters". For example there were language translators and interpreters, Messengers, Watchdogs, and many other puppets.</p> <p>Lastly Brought African elites of African nationalism. Also on the positive side is that Colonial education made Africans to have awareness and intellectual confidence which later groom African nationalists who fought for the independence of African countries. This was an effect that the Colonialists never expected. They could not expect that they planted a seed towards their destruction. For example one of the African elites who led to the nationalism</p>
5	<p>struggle was the late Julius Nyerere who later led to the Independence of Tanganyika currently Tanzania. He was a product of colonial education.</p> <p>Conclusively Colonial education of was a destructive tool in Africa as seen from the evidences although its positive effect is the rise of nationalism among the African countries.</p>

Extract 1.5.1 is an example of a candidate who explained the impact that colonial education had to Africans.

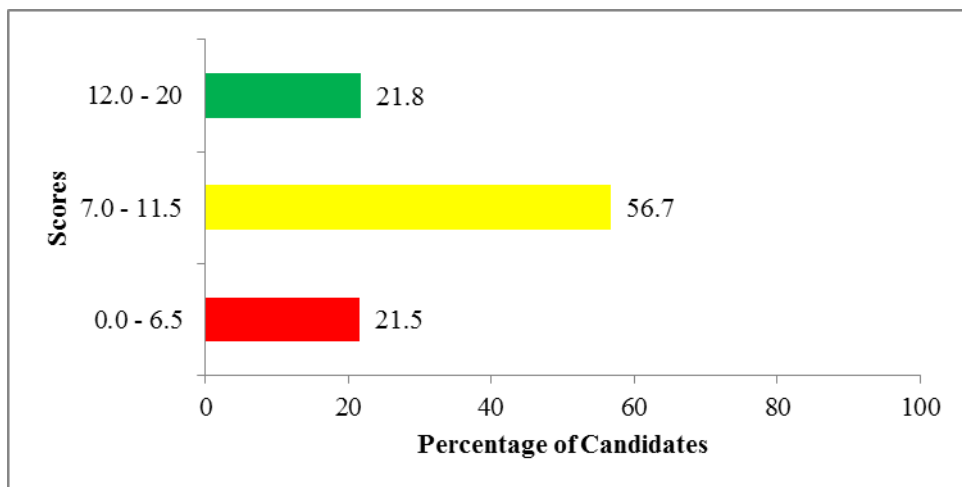
Some candidates scored from 7 to 11.5 marks due to varied strengths and weaknesses portrayed in their responses. Although most of these candidates provided correct points with examples, their responses had some weaknesses such as lack of appropriate examples and trivial explanations on some points. Moreover, some of them mixed relevant points with some characteristics of colonial education. The magnitude of such errors varied among the candidates in this group thus some scored better marks than others.

Some candidates scored from 0.5 to 6.5 marks due to weaknesses on their responses. Most of these outlined the points but gave no relevant explanations. Moreover, some of them misunderstood the question by giving the characteristics of colonial education thus, scored some marks on a few relevant concepts. Some of these candidates explained on the general changes which took place in colonial economy and social services after 1945 but they could score some few marks from the few related concepts on the changes of colonial education and its effects.

A few candidates (0.1%) provided incorrect responses thus were prone to a zero score. Some responded on the effects of colonial economy. Others explained the effects of pre-colonial education. These candidates might have read the question hastily not noticing the term "pre-colonial" in the stem of the question.

### **2.1.6 Question 6**

The question was derived from the topic "Colonial Economy and Social Services after the Second World War." It required the candidates to describe the effects of expanding colonial trade after 1945. It was attempted by 41.2 percent of the candidates. The performance in this question was good since only 21.5 percent scored from 0 to 6.5 marks, 56.7 percent scored from 7 to 11.5 marks and 21.8 percent scored from 12 to 17.5 marks. Figure 6 shows the performance of the candidates in the question



**Figure 6:** *performance of the candidates in question 6*

Candidates with good performance (from 12 to 17.5 marks) were able to explain the impact of expanding colonial trade in Africa by giving points like; it influenced the development of transport and communication services, it led to expansion of towns, contributed to intensification of exploitation, it led to influx of foreigners in Africa for the purpose conducting trade, and it contributed to the rise of African commercial class. The candidates also provided relevant examples. However, a few from this group could not provide sufficient explanations on some points and provide precise examples that relate with the relevant period (after 1945) hence, this lowered their marks. Extract 1.6.1 is an example from a candidate who performed well in this question.



### Extract 1.6.1

6	Colonial trade refers to the kind of the trade that had introduced by colonialists people in Africa. Soon after the second world war of 1939-1945. In this years there were some reforms which took place so as to revamp economic problems that had been caused by world war. The colonialists started to expand their colonial trade in African countries. Therefore are the impacts/effects of expanding colonial trade in Africa after 1945 as explained.
	It led to intensive exploitation of African societies where by most Africans were required to consume the colonial trade rather than their own commodities. And the colonialist introduced various laws which forced Africans not engaging in trading matters.

6	<p>It led to the growth of market for the European manufactured goods into African Continent since in 1945 most European countries had been faced with problems of World Wars that had affected European nations. Therefore the colonialists ensured the constant supply of Markets for their goods.</p> <p>It led to the decline of African trades that had been existing in the Continent and Africans were conducting trade like Trans-Sahara and long distance trades these trades after 1945 were restricted by the colonialists to avoid competitions.</p> <p>It led to de-industrialization of local local industries that existed in Africa had been killed by the colonial powers that had already arrived in African Continent and this was done so as to avoid any obstacles which could cause problems in the development of colonial trade in Africa.</p> <p>It also led to the emergence of towns and cities. Many areas where colonial trade took place, there undergone development since where trading activities taking there should be growth. For example in Dar es Salaam was developed during colonial trade expanding. Therefore this had many African countries to benefit from the areas that left by the colonialists and developed the areas.</p> <p>It had led to introduction of new culture in African Continent. For example neo-colonialism which works into the following ways such as</p>	
6	<p>politically form, economically forms, Ideologically form and Militarism form. Therefore this neo-colonialism has sometimes being as the results of expanding of colonial trade in African continent.</p> <p>Generally, the expanding of colonial trade in Africa had created much problems to Africans where by Africans had not allowed to promote their commodities, this results into praising European goods hence underdevelopment in African countries which make them depending on much abroad.</p>	

Extract 1.6.1 shows a good response from one of the candidates who described the effects of expanding colonial trade in Africa after 1945.

Candidates who scored from 7 to 11.5 marks got such scores because some of their responses were not clear enough. Although they raised enough points, they failed to provide thorough explanations and give relevant examples that relate to the period in question.

The candidates who scored from 0.5 to 6.5 marks had several weaknesses in their responses such as presenting outlines of points and dwelling on knowledge of colonial trade in the period before 1945. The major weakness of most candidates in this group was failure to distinguish between the effects of colonial economy in general and the effects of expanding colonial trade in Africa after 1945. Some of these candidates were able to provide a relevant introduction but they gave incorrect explanations such as; the mechanisms that were used to introduce colonial trade, changes that were made in colonial trade after 1945 and the objectives of colonial trade.

Some candidates (0.1%) failed to provide appropriate responses. Some of these provided the strategies that were used to establish colonial economy, that is, creation, preservation and destruction or the strategies which were used to establish colonial trade. Moreover, others explained the effects of the Second World War. This might have been caused by the candidates' association of the year "1945" in which the Second World War ended with "effects" and "1945" in the stem of the question, thus concluded that the question demanded the impact of this war. These candidates also failed to provide an appropriate introduction hence they got zero mark. Extract 1.6.2 is an example of the candidates who failed to attempt this question.

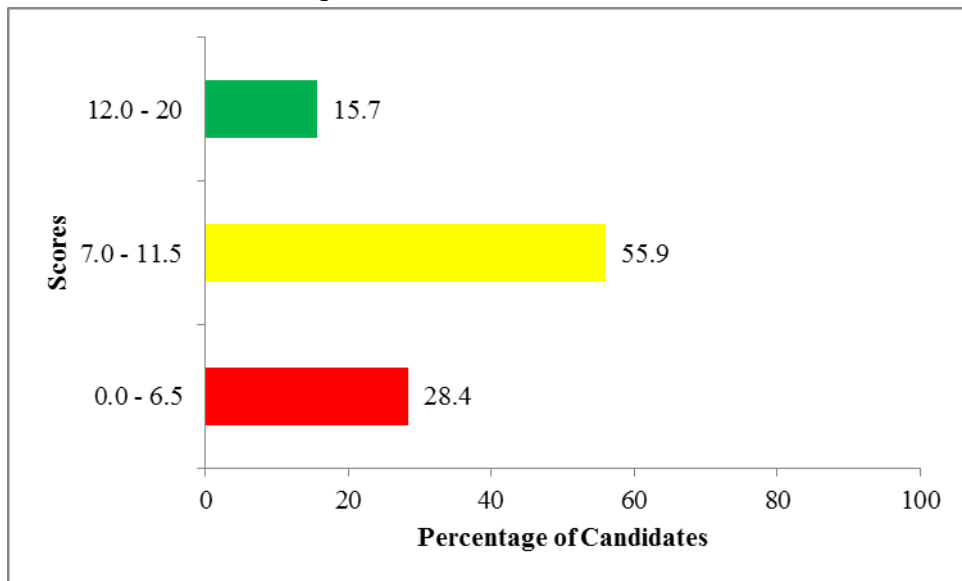
### Extract 1.6.2

6.	Colonial trade refers to the colonial business of the products exploited from the colonies. After 1945 it expanded and brought the effects. Strong competitions among the capitalists in colonies as a result each colonial power wanted to monopolize the world economy in order to recover the lost of wealth during the <del>two</del> second world war. Jealous among the colonialist powers	
6.	The rise of imperialism in the world where by each colonial nation wanted to dominate the world economy. The rise of nationalism struggles within the colonies where by Africans started to unite and struggles demanding the independency. The expansion of colonial trade affected the Africans much. The formation of <del>PAN</del> PAN Africanism movement. This movement acted as a catalyst in the demand of independency in many African countries Ghana succeeded to get her independency in 1957 under the good leadership of Nkrumah Nkrumah The rise of the United States of America as the leading super power. The year 1945 was soon after the end of the <del>world war</del> second world war. Many colonialist nations suffered a lot in economic sector but the United States of America which joined the war later did not suffer much. The growth of science and technology among the colonial countries. They started to use modern machines in their trade systems in order to simplify trade. However after 1945 each colonial nation wanted to overtake the other in the world market. The United States of America as the leading super power succeeded to control the world's economy.	

Extract 1.6.2 is an example of a candidate who in most cases responded on the effects of the Second World War in the world contrary to the demand of the question.

### 2.1.7 Question 7

This question was set from the topic "Influence of External Forces, the Rise of Nationalism and the Struggle for Independence." The candidates were supposed to substantiate the statement that "The United Nations played a significant role towards the development of nationalism and the struggle for African independence." Majority of the candidates (52.1%) attempted this question. The performance in the question was good since only 28.4 percent of the candidates scored from 0 to 6.5 marks, 55.9 percent scored from 7 to 11.5 and 15.7 percent scored from 12 to 16.5 marks. A number of candidates answered the question due to the fact that issues pertaining nationalism are known extensively and have been discussed by many historians. Moreover, the topic on nationalism is taught in Ordinary Level and students' understanding on this topic is broadened in Advanced Level. Figure 7 shows the performance of the candidates in the question.



**Figure 7:** *performance of the candidates in question 7*

The candidates with good performance were able to provide relevant arguments. Some of relevant points which were pointed out include; the UN Charter has a clause on the decolonization that stipulates the right to self-governance, UN sent a visiting mission to monitor colonies until they attained independence, UN provided a forum in the UN conferences for African political leaders to appeal for their rights, UN established of VETO powers that enabled permanent member states USA and USSR in particular, to oppose colonialism, and UN exerted pressure on the colonial powers to decolonize their colonies.

These candidates strengthened their arguments with concrete examples of UN's involvement in the decolonization of countries like Zimbabwe, Namibia and South Africa. Candidates' scores in this group ranged from 12 to 16.5 marks due to variations of impediments among the candidates such as shallow explanations and insufficient examples in some points which denied some of them to score higher marks. Extract 1.7.1 shows an example of a candidate who provided a relatively good response to this question.

### Extract 1.7.1

2.	The United Nations was a political and inter administrative international forum established soon after the second world war of 1939- up to 1945 whereby it replaced the league of nations and took over the responsibility of maintaining the world peace and prevents the occurrence of any other greater war of the world by ensuring diplomatic resolutions to all international disputes.	
	The United Nations declared the Bill of Human rights and put into effect in 1948 whereby colonialism was declared as an illegal deal under the basis of self determination principle.	
	The following are the roles played the United Nations towards the development of nationalism and the struggle for African independence:	
	Strengthened the principle of self determination; The United Nations encouraged the principle of self determination whereby all countries had to rule themselves whereby the colonized people had to form their own government and systems of governance for example this helped Ghana to get her political independence in 1957 under the leadership of Kwame Nkrumah.	
	Forged unity among the Africans; also the United Nations forged a solid unity to the African nationalists by declaring colonization as an illegal deal this developed the sense of togetherness among the African nationalists	

7	<p>Nyerere presented their articles and petitions which exposed their feelings and attitudes towards colonialism whereby their exploitations and harsh treatments and assassination of Nationalistic leaders, this made the colonizers to feel sorry to the Africans and decided to change their ideologies and decided to grant Africans with their political independence for example Mozambique and Angola were declared independent in 1975.</p> <p>Also it encouraged Pan-Africanism and the formation of political parties, also The United Nations encouraged collective cooperation between the Africans in diaspora and those in Africa whereby, these Africans in diaspora were asked to come back in Africa and lead their fellow towards attaining the political independence through the formation of political parties for instance The Tanganyika African Union National Union (TANU) of 1954.</p> <p>Generally The United Nations played a vital role towards the movement of achieving political independence among the African countries in collaboration with other influences for instance the role of individual countries such as India and Burma, as well as the role of the second world war of 1945 and the return of ex-soldiers from the war.</p>	
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Extract 1.7.1 is part of a candidate's relevant response that gives correct explanations on the role of the United Nations towards the development of nationalism and the struggle for African independence.

The candidates who scored from 7 to 11.5 marks recognized the demand of the question but had partial knowledge on the role of the UN in the decolonization of Africa. The common mistakes in their responses included; provision of insufficient explanations and lack of concrete examples of countries where the UN attention was intensive. Moreover, some of these candidates had good ideas and examples but failed to provide the all six points required, whereas other candidates in this category related their points with other factors on the development of nationalism and the struggle for independence in Africa.

The responses of the candidates who scored from 0.5 to 6.5 marks had several weaknesses. Some of these candidates failed to give a clear introduction. The majority of candidates in this group could only mention a few correct points but fail to enrich them with extensive details. Some of these candidates combined a few correct points with incorrect details. The prominent incorrect point given in these candidates' responses was the role of superpowers as candidates highlighted points like provision of material support and intensification of the Cold War. Such candidates probably believed that it was the UN which extended help to African liberation struggles through the superpowers.

Some candidates (0.5%) scored 0 mark due to the following reasons; some of these wrote the general factors for the development of nationalism and the struggle for African independence by explaining points like the role of USA and USSR, the role of ex-soldiers, the role of Bandung Conference, impact of the Second World War, impact of Pan-African Movement and the 1919 Versailles Treaty. Furthermore, some of these candidates explained the role of OAU in the decolonization process of Africa. Candidates in this group also did not provide a meaningful introduction. Extract 1.7.2 is an example of poor responses from these candidates.



## Extract 1.7.2

0708	<p>The United Nations played a Significant Role towards the development of Nationalism and the Struggle for African Independence. Substantiate the state Ment with six points.</p> <p>The United Nations that's the Nations that signed Under the treat of UN to protect and pre serve peace and Order in the World after the fall or decline of the league of Nations this was in the Aim of prevention On the Occurance of the Third world War, these Nations are like America, Russia, United Kingdom (England), Italy and Other states; these Nations helped On the development of Nationalism and the struggle for African Independence as follow respects fully.</p> <p>Support and fundis provided to weak african Rising states this helped the New Struggling states to finance their struggle to Independence. Example is Russia financed Tanganyika to attain her Independence and USA did the same to other African states.</p> <p>Provision of Educational Scholarship to abroad. Example Russia Supported Tanganyika independence fighters to study in Russia and UK. example is Julius K. Nyerere. The first President of Tanganyika later Tanzania.</p> <p>The Role of USA on the Enactment of the Marshal Aid plan this plan was to aid all European Countries that were affected by the Effects of the Second world war but that they will receive Financial Support but they must adopt the open door policy and release their Colonies free. This resulted to Many states in Africa to be granted their Independence.</p>	
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The Role of Russia In provision of War Equipments Weapons to the African states that were fighting for their Independence through Violence. This No African Nations that received the Russian aid was Ghana and Zimbabwe.

The Role of USA In the Versailles Meeting in Paris. In the hall of Mirrors Wilson Woodrow a leader of USA introduced his famous 14 points that were to be placed Over Germany. Among the points Germany was to grant freedom to its Colonies and they were taken Under Supervision of the UN so as to be prepared to be granted their Independence One among them is Tanganyika.

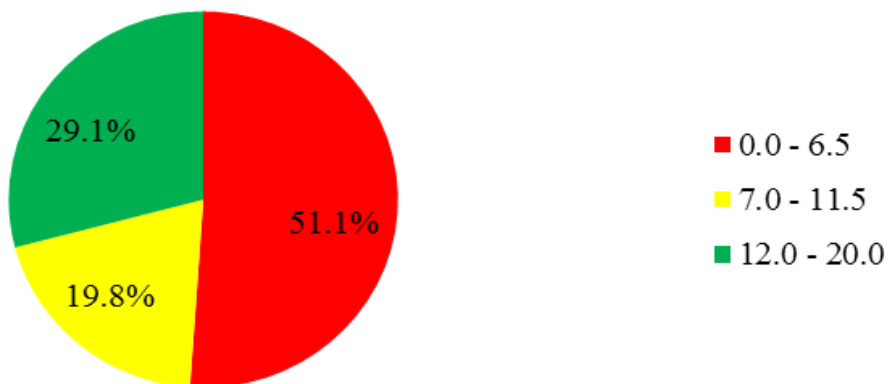
The Role played by Russia and America in Teaching War Combating Tactics to African Soldiers who were determined to fight for their freedom. These Soldiers were taken to Russia to be trained Others were trained here in Africa.

However the UN states were playing different Roles On Supporting the decolonization of Africa. For their own personal gains the Russians hoped to spread Socialism in Africa and the Americans and other Capitalist Countries aimed to spread Capitalism in African new rising states.

Extract 1.7.2 shows a response from a candidate who explained the role of the USA and USSR in the decolonization process of Africa as opposed to the demand of the question.

### 2.1.8 Question 8

This question was set from the topic "Influence of External Forces and the Rise of Nationalism and the Struggle for Independence." The candidates were required to defy the statement that "Had it not been the role of capitalist and socialist antagonism (Cold War), African countries would not have been conscious of their self-rule. This was a question that was done by very few candidates as only 24.6 percent of candidates attempted it. The general performance in this question was average. The majority of candidates (51.1%) scored from 0 to 6.5 marks. A few of the candidates (19.8%) scored from 7 to 11.5 likewise, 29.1 percent scored from 12 to 18 marks. Many candidates failed to interpret the phrase in the question thus failed to understand that "capitalist and socialist antagonism" implied the "Cold War" and "conscious of their self-rule" implied "awareness for their independence." Figure 8 shows the performance of the candidates in the question.



**Figure 8:** *performance of the candidates in question 8*

The candidates who had a correct understanding of the question were able to score from 12 to 18 marks. Such candidates understood the contribution of the Cold War in the decolonization process but argued against the phrase in the question by highlighting other factors which played a similar role in accelerating nationalist movements in Africa. They were able to provide correct arguments on points like; colonial intensive exploitation, role of ex-soldiers, the impact of the second world war, the Italo-Ethiopian war of 1935, the role of Pan-Africanism and the independence of India and Burma. However, these candidates differed in scores as those who scored lower marks in this group had some limitations such as partial elaborations and shortage of vivid examples in some of their points. Extract 1.8.1 shows a relatively good response to in this question from one of the candidates.

## Extract 1.8.1

8	Nationalism or African national
	ism refers to the desire of Africans to oppose exploitation and to establish self rule. Nationalism occurred in three phases, the first phase was before 1940's which aimed at liberating the people of USA, the second phase was from 1940's to 1980's, that aimed at providing independence to African countries and ending the colonial rule, the third phase was from 1980's onwards which aimed at ending the Apartheid regime in South Africa. "Had not been the role of Capitalist and socialist antagonism, African countries would not have been conscious of their self-rule". The following are the reasons that lead or prove against the above statement because not only capitalists and socialists helped in getting self-rule but also other factors, which are:-
	Return of ex-soldiers. The ex-soldiers simply refers to the soldiers who returned safely from the second world war to their home lands Colonies where they were taken to fight for various powers. After their return in their colonies, they spread the principle of self determination which ended the inferiority complex of their fellow Africans which stimulated the rise of Nationalism and demand for self rule. Ex soldiers mainly were from the KAR (King African Rifles) which was an African army which joined to fight on the British side. For example General Kenia stimulated the MAAU movement in Kenya, whereas a John Okello supervised the sambar revolution to oppose sultan rule.

8	<p>Contribution from Independence of Ghana. Ghana being the first African country to get independence in 1950's, under the leadership of Kwame Nkrumah played a vital role on liberating other African countries to promote consciousness upon their self rule. Ghana provided material and financial support to African leaders in order to fight for their independence, Also acted as a platform whereby Africans should discuss their grievances. This was through the Accra- pan Africanism conference which was took place in the capital city of Ghana, Accra. For example Ghana provided support to other fellow countries like Angola, Botswana and others.</p> <p>Contribution from the Bandung conference. This was a pan Africanism conference which took place in the city of Bandung in Indonesia in years of 1950's where as at this conference many African nationalist matters were discussed. Also, from this Bandung conference it laid foundation of other conferences on other parts of the world. It helped to strengthen unity and solidarity among Africans through creation of the sense of Africanism which stimulate consciousness and leading to the rise of Nationalism to oppose colonial rule. For example Bandung stimulated the formation of CPP, a political party such as CPP in Ghana.</p> <p>Independence of India and Burma. India and Burma are the countries found in Asia, India and Burma gained independence in 1940's where as it abolished the British colonial</p>	
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8	<p>rule and established self rule. The independence of India under Mahatma Gandhi who uses a non-violent method led to the increase in nationalism amongst Africans and hence it led to the rise of opposition against colonial rule and demand for self rule. Example of countries which followed after India are Ghana (1950), Tanganyika (1961), Kenya (1963), Uganda (1963).</p> <p>Therefore, African nationalism and the rise for consciousness and demand for their self rule was not only contributed from the Capitalists (USA, UNO, Marshall plan) or the socialists (USSR) but it has other factors. Therefore, I agree against the statement that says: "Had it not been the role of capitalist and socialist antagonism, African countries would not have been conscious of their self-rule."</p>	
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8	<p>Role played by early Elites.</p> <p>Elites refer to the few Africans who had got a chance to get colonial education and decided to use their skills and knowledge which they got from abroad to spread the Nationalism speech to their fellow Africans and leading to the demand of independence and self rule. Elites used the principle of self-determination and provide education and strengthened unity among Africans in order to fight for their independence and self rule. For example Kwame Nkrumah supervised and fought for the independence of Ghana until he succeeded in Early 1950's making Ghana the first African country to gain independence, other elites include late Mwal. J. K. Nyerere who supported independence in Tanganyika (Present Tanzania) and Jomo Kenyatta in Kenya.</p> <p>Role played by PAN- AFRICANISM conferences. PAN- means world wide, this was the conference which detored or raised unity and solidarity among many African nations. These conferences helped African leaders through provision of education. Providing moral and material support to the Africans, Also it stimulated to the formation of the OAU (Organisation of African Union) which stimulated unity and solidarity amongst the Africans. The meeting was attended by many African leaders such as Kwame Nkrumah (Ghana), Nelson Mandela, Jomo Kenyatta. For example, Pan-Africanism occurred in various areas such as Lisbon, Manchester, Bandung.</p>	
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Extract 1.8.1 is an example from a candidate who understood the demand of the question thus explained other factors that played a key role in the decolonization process.

The responses of the candidates who scored from 7 to 11.5 marks had some weaknesses. For example, some of the candidates' points contained the role of the Cold War in decolonization processes and other factors for the development of nationalism in Africa. Another common mistake identified in their answers was provision of insufficient explanations and examples in some points.

The candidates who scored from 0.5 to 6.5 marks also portrayed several weaknesses. Some showed the role of the USA and the USSR in the liberation process of Africa together with other relevant points while others explained the role of capitalist and socialist antagonism (Cold War) in the development of African nationalism and struggle for independence. These candidates could only score a mark from the introduction.

The candidates that scored 0 mark (13.1%) did not understand the question. Some of these candidates tried to give either the reasons or the effects of the Cold War. Some of these candidates explained about manifestations of the Cold War and the role of the Cold War in the rise of African nationalism such as the provision of military support to freedom fighters and the provision of financial support. Other candidates in this category highlighted the means through which the superpowers assisted the African countries in their struggle for independence. Extract 1.8.2 shows one of the responses from the candidate illustrating the misunderstanding they had in answering this question.

## Extract 1.8.2

8. After the Second world war there were two antagonist classes or nations which happened in the world which were the Socialist and Capitalist blocks. These two side played a great role towards the self-rule in Africa. So "Had it not been the role of Capitalist and Socialist antagonism, African countries would not have been conscious of their self-rule." I argue this statement due to the following points.

They used Veto power in UN. The Capitalists and Socialists they used their veto power in UN forcing other nations (European) Colonialists to grant independence to African countries. And through those Veto (UN) forced Colonialist to grant Independence to Africans. So that was a great role.

They provided Scholarship to Africans. Also Africans they got Scholarship and they were going to study in either Capitalist countries like USA and other they went in Socialist countries like USSR. And when they return in Africa they started fight for African Independence. Foreexample Cassim AbdulHanga got a Scholarship to USSR and after coming back he fought for Zanzibar independence.

They provided military training to fight against the Colonialists. Both Capitalists and Socialist Block provided military training to Africans who were fighting against Colonialist. Foreexample USSR provided military trainings to Mozambiquean people who fought against Portuguese and they succeeded on that.

They provided weapons to Africans. Also Capitalist and Socialists provided weapons to Africans in fighting against Colonialist and after provided for them they trained them on how to use them. Foreexample USA &



8. provided weapons to In Angola to Jonas Savimbi who was fighting against portuguese invasion. And they succeeded on that.

They provided moral support to Africans. Africans received various moral support on how to fight against the colonialists so as to get independence as Socialist and Capitalists encouraged Africans to fight and not disappointed the thing which finally succeeded. Forexample, Fidel Castro of socialist bloc gave moral support to Agostinho Neto of Angola in fighting against portuguese and he succeeded on that.

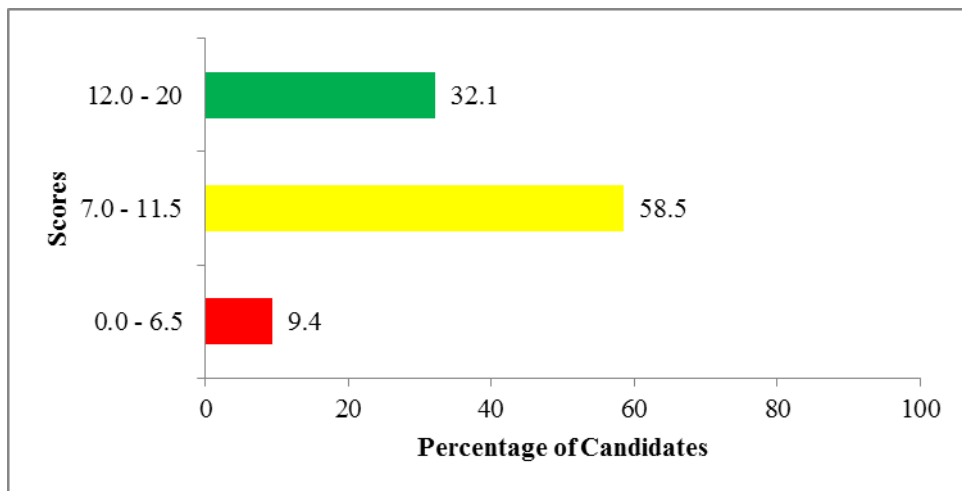
They established various plans. Both Capitalist and Socialist blocs established various plans which in another hand helped in self-rule to Africans. As terms which were in those plans forced colonialist grant independence to Africans. Forexample is Marshall plan which established by George Marshall of USA. Some terms forced European countries to grant independence to Africans.

Generally both Capitalist and Socialists blocs played a great roles towards African independence and they succeeded on that. But in other side they had their interests forexample USA aimed to stop Socialist Ideology to spread in Africa, and USSR aimed to stop the spread of Capitalist Ideology in Africa. So that's only.

Extract 1.8.2, shows a response from a candidate who went astray by explaining the role of the superpowers in the decolonization of Africa.

### 2.1.9 Question 9

The question was derived from the topic "Political and Economic Development in Tanzania since Independence." It required candidates to analyse the impact of industrial backwardness in Tanzania. Most candidates (60.9%) attempted this question. The candidates' performance was good since only 9.4 percent scored from 0 to 6.5 marks, 58.5 percent scored from 7 to 11.5 marks and 32.1 percent scored from 12 to 17.5 marks. Figure 9 shows the performance of the candidates in the question



**Figure 9:** *performance of the candidates in question 9*

Those with good performance showed their competences by understanding that industrial development is a prerequisite for economic development. They raised and analysed the effects of the failure of industrial development citing vivid examples in Tanzania. Some of the points raised included; unemployment, stagnation of other sectors like trade and agriculture, poor provision of social and physical infrastructure, dependence on foreign aid and explosion of social evils. Candidates were able to relate these effects with the modest economic growth in Tanzania. Extract 1.9.1 shows a relatively good response to this question.

### Extract 1.9.1

9.	Industrial backwardness in Tanzania, Means that industrial sector in Tanzania are undeveloped or backward. The industrial backwardness can be due to unskilled personnel, unreliable market, low technology. The following are the impact of industrial backwardness in Tanzania as follows:-	
	Unemployment problem, One of the impact of industrial backwardness in Tanzania is led the problem of unemployment that people becoming unemployed due to industrial sector in Tanzania are backwardness that may result of poor living standard of people in Tanzania.	
	Poor infrastructural base, Also other impact of industrial backwardness in Tanzania led to the poor infrastructural bases in a country due to industrial sector are backwardness led to the result even infrastructure facilities to be poor, Example railway, roads and other.	
	Fall of Agriculture sector, When the industrial sector are backwardness in Tanzania may lead also other sector of economy to fall such as Agriculture because agriculture was provided raw materials to the industries so if industrial are backward led agriculture sector to haven't market for selling their inputs or raw materials Example cotton, sisal and other.	

9.	<p>Dependent economy, Also are the impact of industrial backwardness in Tanzania that's due to industrial sector are backwardness lead a country to be dependent in economy that we dependent on goods which are produced from another countries because we are not able to produce products due to industrial sector are backwardness in Tanzania.</p>	
	<p>Stagnation of technology, The industrial backwardness in Tanzania led impact of our technology are stagnated due to were are not using it in producing products also due to are dependent from other countries. So that the industrial backwardness in the Tanzania result of our technology to be stagnated.</p>	
	<p>Poverty, But also due to the industrial backwardness in Tanzania led to the problem of poverty in the country, in which being an negative impact in the country due to people become unemployment and a country are dependent in economy thus why poverty are become in Tanzania. So that poverty are the impact of industrial backwardness in Tanzania.</p>	
	<p>Therefore, The industrial backwardness in Tanzania have only negative impact to the country but also there are some solution to improve industrial bases in Tanzania like Using of modern technology in industrial sector like machines, and other solutions.</p>	

Extract 1.9.1 shows one of the candidates' responses that explains the effects of industrial backwardness in Tanzania.

The candidates who scored from 7 to 11.5 marks had partial knowledge on the industrial backwardness in Tanzania and its effects. Although some raised some correct points, they failed to provide thorough explanations and relevant examples in the Tanzanian setting. Furthermore, some candidates mixed the effects of industrial backwardness with some causes of industrial backwardness in Tanzania.

Candidates who scored from 0.5 to 6.5 marks had a poor understanding of the impact of industrial backwardness in the country. Despite providing a relevant introduction, some of them explained the reasons for industrial backwardness in Tanzania. Such responses got a mark from the introductory part. Generally, the majority in this group provided insufficient explanations and lacked vivid examples from Tanzania.

Unfortunately some candidates (0.6%) scored 0 mark as they diverged totally from the demand of the question. Some of these candidates explained the causes of industrial backwardness in the country and others analysed the causes of poverty in general. Furthermore, some of these candidates gave the benefits of industrial development in the country by providing points like; growth of some cities, increase of government revenue and creation of employment opportunities. Extract 1.9.2 and 1.9.3 are illustrations of the responses from candidates who deviated from the demand of the question.

### Extract 1.9.2

9	Industrial backwardness. This refers to the development of industrial sector. So in Tanzania the industrial sector is backwardness due to the different policy such as Ujamaa for Tanzania ya viwanda under the president of J.P. Magufuli. So the following below are the impact of industrial backwardness in Tanzania.
	employment opportunity. The industrial backwardness in Tanzania had played a big role to the creating of the employment opportunity to the Tanzanian people in the big cities such as Dar es Salaam, Morogoro, Kagera etc. That cities had more developed with industrial sector.
	It lead to the accumulation of capital. Most of the Tanzanian people are employed in that the industries so at the end of the day that people were highly contributed much to the accumulation of capital to that people.
	It lead to the improvement of infrastructure, such as road. The government of Tanzania had employed more in infrastructure so that can be easy to transport the product from the industries to the super market.

9.	Development and growth of some cities such as Dar-es-salaam, Kigoma, Morogoro, Tanga, and Kigoma. The development of industrial sector in Tanzania had contributed much to the rise of some cities due to the increase of Trading Centers.
	Increase of government revenue due to the development of Tanzania industries. The government of Tanzania are collected some tributes as Tax. so any industry of Tanzania must pay the tax so that lead to the increase of the government revenue in Tanzania.
	It lead to the development of Trade and company due to the availability of industries like Kigoma sugar, Kilimbula sugar, mtibwa sugar, and Jambo industry and shingiro has contributed much for the rise of trade due to that fact people were able to make the business due to the availability of raw materials.
	Therefore, the impact of industrial backwardness in Tanzania had played a big role to the improvement of life standard to the people. This is due to the availability of employment in the industrial sector. so that lead to the improve of life standard of the people in Tanzania.

Extract 1.9.2 shows a response from a candidate who explained the effects of industrial progress instead of the effects of industrial backwardness in Tanzania.

### Extract 1.9.3

(9)	<p>In six points analyse the impact of industrial backwardness in Tanzania.</p> <p><u>Lack of Capital</u> : Lack of Capital is one among the impacts of industrial backwardness in Tanzania. This is because by the industry it happens that it needs some machines to be invested in its industry. Heavy machines will then require significant capital in the industries but if it happens the industry it has lack of modern machines the activity that should be carried on in the industry they will not be performed.</p> <p><u>Poor power supply and fuel</u> : The industry itself it needs enough of power supply in order for it to run the machines so that they can perform work. The machines like computers refrigerators they need enough power supply and fuel in order to run the machines. But if in the industry there is poor power supply that means that the industry it has lack of basic enough electricity it will not be possible to run the machines in the industry.</p> <p><u>Lack of Skilled labourers</u> : The industry itself it needs enough of workers so that people they can perform a certain work and accomplish it on time. Most of the industries in Tanzania they lack skilled labour and this may lead to some work in the industry to be not complete. But if the industry it is full of enough labour they will complete their work within a short period of time.</p>	
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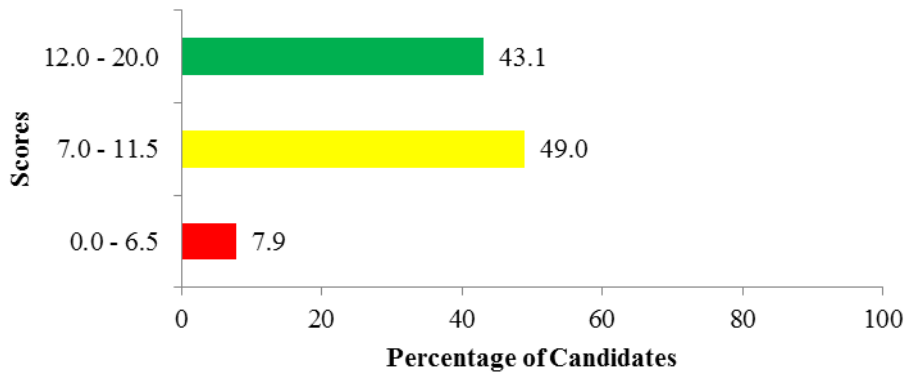
	<p>Poor water supply: In order for the industry to run its activities it needs enough of water supply so as to run the activities. Water in the industry is needed for different activities such as for washing the machines together with the industry itself, for drinking and for cooling the machines. Without enough supply of water in the industry the activities inside the industry will not be in a good situation.</p> <p>Poor transport and communication: Also in order for the industry to develop the country itself, it should have good roads, railway lines, harbours and ports in order for the people to transport their raw materials from the market and export them outside the country. Also in communication like Internet, mobile phones, computers and e-mail they are required in the industries.</p> <p>Poor government support: Also in order for the industries to develop just the government should support the country. This means that the government should support in the construction of roads, railway lines in order for the people to transport the materials from one place to another when export outside. Also in the issue of communication there should be enough of mobile phones, Internet connection and enough computers for the people in the industry.</p>	
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Extract 1.9.3 shows a response from a candidate who gave reasons for industrial backwardness in Tanzania instead of the effects of industrial backwardness.

### 2.1.10 Question 10

The question was derived from the topic "Political and Economic Development in Tanzania since Independence." In this question, candidates were required to give the reasons as to why Tanzania continued to have modest economic growth in spite of receiving aid from donor countries in the 1970's. The question was attempted by only 39 percent of the candidates. However, the performance of the candidates was good since only 7.9 percent failed by scoring from 0 to 6.5 marks, 49 percent scored from 7 to 11.5 marks and the majority (43.1%) percent scored from 12 to 18.5 marks. Figure 10 shows the performance of the candidates in the question





**Figure10:** *performance of the candidates in question 10*

The candidates who scored from 12 to 18.5 marks were able to explain various issues which have been hindering development in the country despite receiving aid from donors. These candidates gave on reasons like; prolonged drought of 1973-4 which forced the country to spend its foreign reserves on importing food, corruption due to embezzlement of public funds by the state officials, the oil crisis of 1973 where OPEC increased prices for western countries due to their support to Israel in its conflict with the Arab world and the 1978-9 Kagera war that depleted national resources. They also provided specific and vivid examples that Tanzania has experienced from the 1970's. Extract 1.10.1 is an example of a response from one of the candidates who provided a relatively good response to this question.

### Extract 1.10.1

10.	It is true that, despite of receiving aids from donor countries in the 1970s, Tanzania continued to have modest or poor economic growth. Tanzania inherited a lot of problem from colonial masters which restricted economic growth in 1970s under Julius Nyerere. Such problems acted as hurdles to Tanzanian economic growth. Therefore, the economy of the country continued to decline in performance despite the country received aids from donor countries, due to the following reasons:-	
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### Influence of Neo-colonialism;

Tanzania began to be indirectly dominated since independence 1960s. As it was still controlled by world financial institutions and developed countries under Structural Adjustment Programs. This created economic dependence to developed countries. Also fluctuation in world market on Agricultural products due to control from such nations. Hence, due to Neo colonialism, the country failed to operate independently, leading to dependence economy, hence entering into economic control under Neo colonialism. Therefore, Neo colonialism also affected economic growth despite of loans and aids received at that time.

Debt burden; Tanzania received a problem of debt burden since 1960s. Hence during 1970s, the country was still in debts from world financial institutions like World Bank (W.B) and International Monetary Fund (IMF), with developed countries like Britain and United States of America. Debt burden, hence accelerated sheer or absolute poverty to Africans despite the country received loans and aid from donors, it was affected heavily after paying such aids and loans, hence poor economic performance.

10.	<p>Corruption and embezzlement; The issue of corruption and embezzlement of public funds in Tanzania affected economic performance. Many government officials engaged in corruption, a process which affected the growth in economy as public funds were taken into few hands of people for their own benefit. Hence aids received from donor countries did nothing in helping economic growth leading to modest economy in Tanzania. Corruption, therefore affected economic growth of the country.</p> <p>Effects of Natural Calamities. During 1970s, Tanzania was attacked by different natural calamities which affected much its economic performance. For example, Droughts and Hunger which continued up to 1980s caused the government to spend more resources and funds in solving such problem. Also climatic changes affected agricultural production, for example, El Niño affected agriculture leading to poor performance in Agriculture among Tanzanians. Also Earthquakes and other calamities, which occurred at such years, caused the government to spend more resources and fund in solving them, instead of dealing with economic matters.</p>
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10. Poor industrial and technological base; Since independence in 1960, up to 1970s Tanzania still had poor technology in such that, the country could not utilize its resources sustainably, leading to technological dependence. Also due to poor industrial base the country depended on manufactured goods from outside countries, a process which disturbed the market, hence leading to poor technological and industrial base. This situation led to dependence from outside donor countries, hence poor economic growth.

Monoculture economy; During 1970s, Tanzania had monoculture economy. The country depended on Agriculture as the main economic activities. It forgot other economic activities like industries, Tourism, Trade and other more, that they were also more rewarding. Monoculture economy led to the poor performance in economic nature of the country despite it received more aids and loans from donor countries. Therefore until such years of 1970s and 1980s, Tanzania was still in monoculture economy, depended on Agriculture. Therefore, this situation accelerated to poor performance in economic matters.

10.	Therefore, Since 1970s, Tanzania	
	was still in poor economic growth	
	due to effects of economic hurdles.	
	like corruption, natural calamities Debt	
	burden, neo-colonialism and poverty.	
	Such problems created poor or econom	
	ic dependence and sheer poverty	
	among Tanzania; leading to poor	
	economic performance of the countr	
	y. Hence despite received aids from	
	donors, Tanzania was still economic	
	ally poor.	

Extract 1.10.1 shows a candidate who was able to show various hurdles to development in Tanzania in spite of receiving aid from donors.

The candidates whose marks ranged from 7 to 11.5 had inadequate knowledge on the developmental impediments in Tanzania. Thus they did not provide detailed accounts. Although their responses were relevant, their explanations were partial.

Candidates who scored from 0.5 to 6.5 marks mostly provided outlines and lacked specific examples. Some of them concentrated only on the role of foreign aid in slowing economic growth in Tanzania. Some other candidates in this category gave the effects of the social – economic challenges that Tanzania faced in the 1970's like destruction of infrastructure, loss of lives, due to the Kagera war, shortage of food without connecting such effects with the modest economic development in Tanzania. There were also a few others who provided relevant introduction but went astray in the content of the main response.

The candidates who scored 0 mark (0.4%) provided irrelevant responses. Some for example, gave solutions for economic problems in Tanzania by explaining points like eradication of poverty and disease. Some of these candidates gave the achievements the country has made in social, economic and political arena like provision of better social services and improvement of industries. Others elaborated the mechanisms for improving the Tanzanian economy. Extract

1.10.2 and 1.10.3 show responses of the candidates who provided irrelevant responses to the question.

### Extract 1.10.2

10.	<p>Tanzania is one of the developing countries in Africa, many developing countries in Africa attain different economic social and political development despite having low national income. Economic growth is the quantitative improvement of the country. It is true that Tanzania continued to have modest economic growth inspite of receiving aids from donor countries in the 1970s. The following are the reasons that shows how Tanzania attains its economic growth as follows;</p> <p>Provision of better social services, for examples health centres, water and electricity supply. Inspite the country receive aids from donor countries it still can attain its economic growth. There is because the government has made different strategies on improving the social services in areas especially rural areas which will help the living standard of people better.</p> <p>Development of infrastructures, for examples roads, railways, ports and harbours. Inspite of getting aid to donor countries, the government has made efforts in bringing out development in many areas by encouraging the construction of infrastructures which will facilitate transportation of people and the manufactured goods. It has encouraged economic growth</p> <p>Development of industries, for examples of small scale and large scale industries such as Wazo, cement industry. Inspite of receiving the aid from donor countries, the government of Tanzania has industrial strategies on making Tanzania a country of industrialization. It has encourage construct of different industries, all over the country, the industries shall produced final goods which will be sold in external and internal market. which encourages the generation of government revenue used for further development leads to economic growth.</p>
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10.	<p>Improvement of agriculture; agriculture is one of the backbone of our country economy which large percent of national income is generate. Through the improvement in agriculture such as better modern technology used, better seeds and fertilizers used and government support in giving out loans and credits. through these improvements in agriculture encourages high production of raw materials. through the agriculture products income can be generate which result to economic growth.</p> <p>Trade liberalization and privatization; due to trade liberalization on been encouraged through free market of goods and services facilitates trade development also through privatization whereby the government transfer its assets to private undertakings encourage investments among sectors. through trade liberalization and privatization can encourages the Tanzania economy to develop.</p> <p>Development of education; inspite of receiving aids from donor countries. The government has decided in encouraging the education system through establishment of secondary, primary, and university level of education, scholarship generated and better curriculum and syllabus. Due to the development of education it has encouraged well trained personnel whom will facilitate economic development in the country.</p> <p>Generally, due to receiving aids from donor countries doesnot influenced the countries development. These aid from donor countries are disaster to our country due to heavy debt burden, increase of dumping economic and technical dependency and exploitation of our resources.</p>	
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Extract 1.10.2 shows a response from a candidate who explained the economic and social progress in Tanzania contrary to the question demand.



### Extract 1.10.3

10.	<p>Underdevelopment is the situation of fall economically, politically and socially so the following are the reasons for Tanzania to become a modest economic countries which doesn't depend on aid from donor countries.</p> <p>Eradication of poverty especially economically, politically through the national development and not depending on other national through good provision of social services, and build of good schools and open of home for homeless person who doesn't have any work and live under a poor condition for example in Tanzania there are many street children especially in big cities and town like Dar-es-salaam and Mwanza.</p> <p>Eradication of diseases such as pandemic like HIV/AIDS and Malaria which kills many people and reduce of labour to the national and low man power due to low life expectancy and low per capital income which makes the patients to feel bad and decide to kill herself for example Many Tanzanians who had got HIV/AIDSs fail to get good meal due to capital which is not available due to poverty or family conflict between the patient and his/her family so this must be stopped so as to get a good development and a new Tanzania of Industries.</p>	
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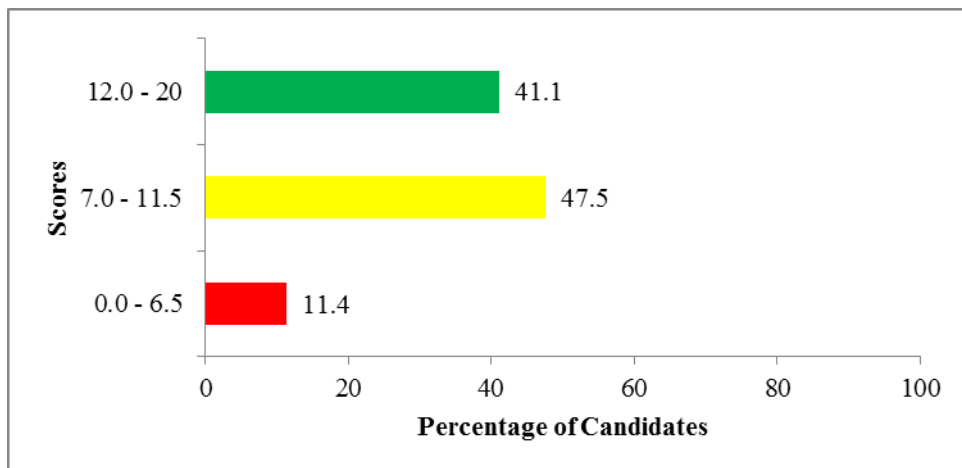
	<p>Government support to the people by giving the opportunities and bright leaders who want changes so as to eradicate poverty for example Tanzania of today had many jobless person who had studied and doesn't have work so due to this there will be no any development to the National so the elite must be given job opportunities so as to reduce number of illiteracy.</p> <p>Political instabilities which led to underdevelopment must be eradicated for example the war between Uganda and Tanzania destroyed the country economically especially in the Industry of sugar cane in Bukoba so this problems must be solved so as to reduce the number of death and loss of man power to the country and conduct their own and one side only between one national</p> <p>Development in Industrial sector through availability of raw materials and trade and capital through good transport and communication system which can facilitates the growth of town and cities like Dar-es-salaam, Mwanza, Arusha and Mbeya where there already development in science and technology which help them to become main trading centre than being only depending on help from other national like USA and Britain.</p>	
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Extract 1.10.3 illustrates a response from a candidate who showed the mechanisms that can be used to improve the economic situation in Tanzania contrary to demand of the question.

## 2.2 112/2 HISTORY

### 2.2.1 Question 1

The question was set from the topic "The Rise of Capitalism in Europe" The candidates were required to explain the conditions which forced European merchants to enslave Africans in the New World during mercantile period. A reasonably good number of candidates (48.8%) attempted this question. The performance in this question was good since only 11.4 percent failed by scoring from 0 to 6.5 marks whereas the rest passed by scoring from 7 to 11.5 marks (47.5%) and from 12 to 18.5 marks (41.1%). Figure 11 shows the performance of the candidates in the question



**Figure 11:** *performance of the candidates in question 1*

Candidates who scored from 12 to 17.5 highlighted correct points like; shortage of labour power due to low population in Europe which was reduced by the Bubonic Plague (1348-50), expansion of plantations and mines which demanded extra labour, guilty consciousness of enslaving fellow Europeans, cheapness of African slaves and unreliability of Red Indians and European indentured labourers who unlike Africans, were affected by tropical diseases. Moreover, these candidates provided a meaningful introduction and conclusion. The difference in their scores was determined by their varied ability to provide in-depth clarifications. Extract 2.1.1 shows an example of a relatively well answered response to this question.

## Extract 2.1.1

Qn1		
	<p>The African enslavement was the process of taking and making African people as slave and taking them to the New world in the Mercantile period during the over sea international trade during 15 century. There are many conditions that led and forced European to enslave Africans. These are: The European afraid to depopulate their population, cheapness of African labour, The problem and weakness of red indies, Racial factor, The strongness of African and the need of Market. These four they can be elaborated and validated as follow:</p>	
	<p>The European afraid to depopulate their population, it was the factor in it as the European people when they were conscience in them they demanded their rights as to live and to be having wellbeing before doing thing. but also they afraid to lose the internal market of the food produced in their industries. For example during the English Demographic revolution in 17<sup>th</sup> the European strong rise due to the presence of markets. Therefore it's the situation of African enslavement.</p>	
	<p>The problem of red indies indians as the red indies labour were unevenly distributed as due to their nature they were resistant, weak and some time escaping and running away in the bushes or forest. As in 15<sup>th</sup> the European Mercantile decided to come to Africa to look for the labour force that it is sustainable and it was the African people to be enslaved. For example More than 15 million of African was taken to the new world in the 15<sup>th</sup> - 16<sup>th</sup>. Therefore it happen to the African enslavement.</p>	
	<p>The Racial factor the European always believed to be more superior and the best race than the African and other races. the strongest survive. so the African are weak</p>	

Qn1	<p>and it happens to them to be actwitted from their mother land to the New world to work as slave in the 15<sup>th</sup> C. For instance in West Africa more than 7 million of strong men were taken as slaves and domestic servant to Europe. For example Spain, Britain, and others in 15<sup>th</sup> C. from West Africa.</p> <p>The need of cheap labour basically African slave were termed to be very cheap in search the issue of the African labours. For example they could exchange of 3-5 pounds for ten slaves as on horse to 10 Africans it was very cheap so they could top and have many labours and huge labour force by little capital invested for them. Thus it forced the Merchants to enslave African in the New world to work on the plantation.</p> <p>African labour happen to be very strong and they could live in any climatic condition and have a great immunity to various resist against diseases. So the European had no any doubt about the African labours as slaves and they insured the constant supply of labour in the case the Merchants have no worry as the white labours were weak and less resistant to disease such as Malaria, small pox and sleeping sickness led to enslavement of the Africans.</p> <p>The European need of wider market and profit maximisation through the African slaves as they also consumed the European goods and services and they were paid low wages and they used to pay taxes. For instance in the New world in charge the blacks used to pay the head tax and they feed the European Markets by purchasing in the European goods such as clothes, the fact it was the condition that forced the European Merchants to enslave African in the New world during the Merchantile period.</p>	
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Ans	<p>Finally conclude the African labour as slaves in America has been contributing in the development of the USA and it happens if the declining of African country or continent in economic technology and even political system due to the process of enslavement as it led to decline of trade, Agriculture in Africa. It led to the collapse of some states in Africa also it led to technological stagnation and industry production decline. It is due to African enslavement.</p>	
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Extract 2.1.1 shows an example from a candidate who was able to elucidate the conditions which forced Europeans to enslave Africans during the merchant period.

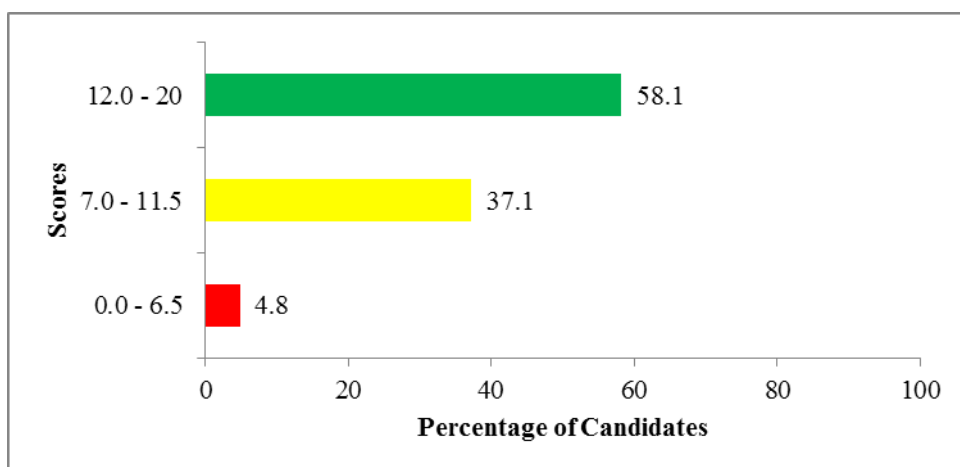
The responses of candidates who scored from 7 to 11.5 marks had unclear clarifications of the points, inadequate examples and unsystematic presentations of ideas. Most of these presented a number of required points but provided incomplete explanations to justify some of the arguments. Some of these candidates split some of the main points into several sub points which in the real sense meant the same. Candidates who scored relatively higher marks in this category provided more detailed explanations on some of the points.

The candidates who scored from 0.5 to 6.5 marks had the following problems; inability to express themselves well, lack of detailed facts about the mercantile era and the enslavement of Africans and provision of false examples. In some cases, some of these candidates could score a mark from the introductory part only.

A few candidates (0.5%) scored 0 mark because they completely diverged from the requirement of the question. Some of these concentrated on showing the problems which African slaves encountered in the New World while others focused on the effect of mercantilism to Africa and others centered their discussion on the abolition of slave trade.

### **2.2.2 Question 2**

This question required the candidates to show how Africa was affected by the trade relations with America and Europe in the 15<sup>th</sup> century onwards. The question was derived from the topic "The Rise of Capitalism in Europe." Nearly a half of all the candidates who sat for this paper (46.1%) attempted this question. The performance in this question was generally good since the majority (58.1%) scored from 12 to 17.5 marks, 37.1 percent scored from 7 to 11.5 marks while only 4.8 percent failed by scoring from 0 to 6.5 marks. Figure 12 shows the performance of the candidates in the question



**Figure 12:** *performance of the candidates in question 2*

The candidates with good performance were able to understand the question. They showed that the trade relation that involved Africa, America and Europe in the 15<sup>th</sup> century was the Trans-Atlantic Slave Trade. Moreover, they were able to illustrate knowledge of its effects using vivid examples and by providing concrete arguments on points like; depopulation, social unrest, insecurity and uncertainty, downfall of great states such as Oyo, famine, exploitation of resources, rise of trading state such as Bony and separation of families. However, the arguments of the candidates differed in detail hence their scores ranged from 12 to 17.5. Extract 2.2.1 illustrates an example from one of the candidates who provided a meaningful response to this question.

## Extract 2.2.1

2.	The tra	
	Trade refers to the system of exchange that exists in an area. Or it is the buying and selling of commodities. Africa had trade relations with America and Europe in the 15 <sup>th</sup> century and onwards. This was caused by trade liberalization that was adopted between the countries.	
	As a result of this trade for example, the these trade were long distance trade, <del>the</del> transatlantic slave trade, <del>legitimate trade and others</del> . Through these trade, Africans were affected. This was due to the following ways: (It was slave trade)	
	Unequal exchange. Through the trade that existed in Africa with Europe and America, there was unequal exchange where Africans were providing valuable things while the Americans and Europeans provided Africans with outdated and low quality products. For example, products from Africa were gold, ivory, copper, silver and diamond while goods from Europe and America were such as mirrors, wines, beads and the likes which were outdated and of poor quality and did not stimulate development in the continent. This created underdevelopment in Africa and made Europe and America to develop because they were benefiting a lot.	
	Industrial and technological stagnations. Through the trade relations, African started being technologically backward because first through the long distance trade Africans were also considered as commodities when they were	



2.	<p>             sold to these countries and this created shortage of labour power in the country creating difficulties in developing industries and technology. Second Africans became dependant on Europe and American's goods and stopped innovating and investing on making their own goods. Third through unequal exchange where Europe and America did not provide to African goods that would stimulate development but rather they only brought consumer goods.           </p> <p>             Rise and Fall of some states. Due to trade relations that existed some states rose while others fall. This is because before the trade relations of Africa, Europe and America Africans had their own systems of trade where they exchanged goods for goods among themselves. But after slave trade was introduced those states that depended on the other trade started to collapse for example the Oyo empire while other countries that could adopt easily with the new trade became powerful and emerged.           </p> <p>             Introduction of new culture in Africa. The trade that existed between Africa, America and Europe made Africans to adopt New culture for example their dressing styles, eating styles and even ways of talking. This had destructed African's culture to some big extent. The adoption of Western cultural made Africans to undergo cultural colonization and its effects are seen until today.           </p>
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2	Emergence of a new race "Mullatso".	
	The interaction between Africa, Europe and America through transatlantic slave trade made new races to emerge for example when an African and European started a relation and have a child, that child possessed features which made them undefined in a sense that they were a combination of two different species.	
	lastly, Underdevelopment in Africa.	
	lastly, Decline of production of cash crops in Africa. The trade relation involved taking Africans to America to work for plantations and minning where Africans provided their labour power. This reduced manpower in Africa where by people to work in the plantations became limited and so decline in Agriculture	
	Generally this trade came to an end later and it was due to various reasons economically, socially and political. For example evangelical reasons, env and humanitarian.	
	Also declaration of Independene of America in 1776 led to the abolition of this trade and led to the occurrence of a new trade relation called Legitimate trade.	

Extract 2.2.1 indicates a response from a candidate who was able to show how Africans were affected by the trade relations with Europe and America in the 15<sup>th</sup> century.

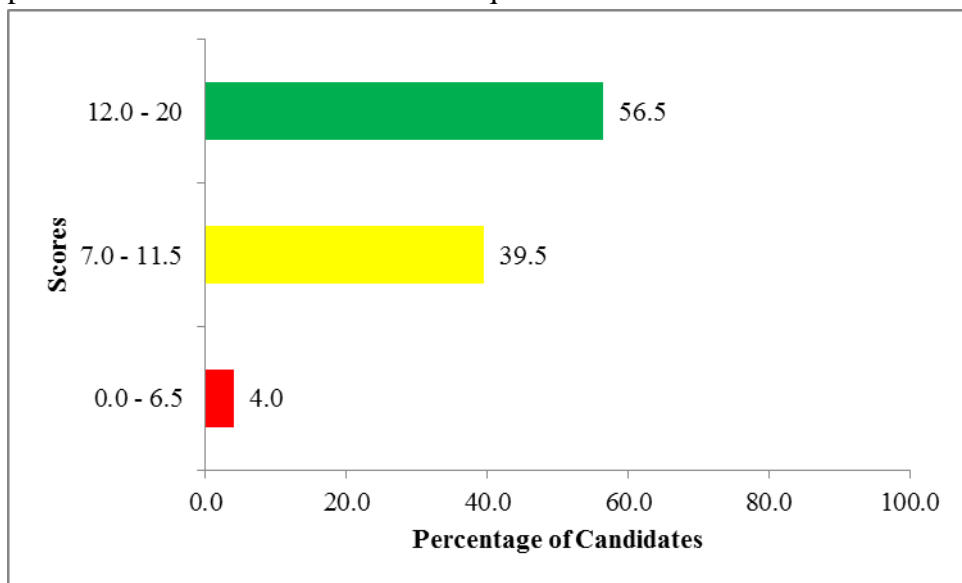
The candidates who scored from 7 to 11.5 marks understood the demand of the question and provided some relevant points by using examples. However, some errors were identified in their responses. Such errors included; partial elaboration of relevant points, lack of vivid examples and repetition of some points. The point of "depopulation" for example was split into sub-points like "exportation of slaves from Africa" and "loss of lives." Although such points were treated separately by some candidates, in the real sense they had the same

impact (depopulation). Those who had better presentations scored more marks than others.

Candidates who scored from 0.5 to 6.5 marks portrayed the following mistakes; failure to meet the required number of points, repetition of points, shallow explanations and provision of irrelevant examples on some points. Marks varied depending on the number of mistakes. However, some candidates (0.1%) did not understand the question. For example, some gave the features of mercantilism while others had their responses centered on Trans-Saharan Trade.

### 2.2.3 Question 3

This question required the candidates to explain the causes of the 1789 French Revolution. It was set from the topic "The Rise of Democracy in Europe." Majority of the candidates (77.4%) attempted this question. The performance in the question was also good as 56.5 percent scored good marks (from 12 to 19) and very few (4%) failed by scoring from 0 to 6.5 marks while 39.5 percent of the candidates had their marks ranging from 7 to 11.5. Figure 13 shows the performance of the candidates in the question.



**Figure 13:** *performance of the candidates in question 3*

The candidates who scored from 12 to 19 marks were conversant with the 1789 French Revolution and thus explained its causes easily. Some of the sound arguments presented included; autocratic rule of King Louis XVI, stratification of the French society, the influence of the English Glorious Revolution of 1689, the impact of the American Revolution of 1776 - 1783 in which the French participated against the British colonizers and the role of French philosophers like Voltaire and Rousseau who influenced the French masses against the old French Regime. These candidates in most cases managed to meet the required number of points. The disparity in their scores was determined by the appropriateness of explanations and examples that made some candidates to score higher marks than others. Extract 2.3.1 demonstrates good responses to this question.

### Extract 2.3.1

3.	French Revolutions refer to the revolution that took place in the year 1789 that was about the overthrowing of the despotic rule of King Louis <del>XVI</del> and Marie Antoinette which was disliked by the people of France especially the minority because of the weaknesses that existed in the leadership systems. The French revolution brought about the ideas of equality, liberty and Fraternity. French revolution was caused by the following factors.	
	The despotic rule of the Bourbonic kings. The kingship was hereditary where the kings from the Bourbonic families who regarded themselves superior than other races and all the higher officials were from the Nobility and Royal family. The rules that were conducted by the Kings were despotic in a sense that it was unfair and brutal because some people especially the Nobility and the Royal family were enjoying	

3.	than the peasants and workers. This then created discontentment among the French population which made them to form a revolution so as to overthrow the existing government and make a new one.	
	The King's extravagance and bad financial management.	
	The King was extravagant in a sense that he misused the public funds for his own benefits. He was influenced by his wife Marie Antoinette who for her she had 400 maids, 500 hundred pairs of shoes which was overwaste of the country's resource and hence creating poor economic condition to other people.	
	Not only the King but also other government officials were extravagant when they misused funds or the revenue of the nation and hence people saw that it was uneconomical and so it should be stopped. Therefore they started to organize and form a revolution hence the rise of France revolution of 1789-1799.	
	Grievances of the French army and soldiers.	
	There were grievances and unsatisfactory elements among the members of the French army and they complained that all the highest positions or ranks of the parliament were covered by people from the Royal family and the nobility. They Even if they had qualifications of being in those positions they were still given the opportunities of being leaders and therefore led leading to discontentment among people of France. Therefore due to the dissatisfaction in the French army, people wanted to revolt so that fairness can be granted in the army where higher position could be given according to the qualification of	

3	the person and not because he/she is from the royal family or nobility, that led to the rise of French Revolution.	
	The Burden of heavy taxation. There is existed unsatisfactory system of tax in France in which the big bourgeoisies, popes and other nobels were exempted from paying tax and therefore increasing the dept burden of paying tax to workers, peasants and minority. Not only that but also bad financial management made France to have a bad economic condition that failed to improve the economy of the French and the only way to supplement with all the extravagants was to increase taxation to people so that the government could get revenue for conducting other economic activities. therefore this increase in taxation made people to have poor living standards which to them was unsatisfactory and hence led to the rise of French revolution so that they can abolish this system of taxation.	
	The American civil war of Independence of 1776. During the American civil war of Independence from Britain colonization, <del>for</del> French troupes were sent to go and fight for the independence and help them to decolonize. While the soldiers were there, they were <del>taught</del> taught on various tactics of fighting and not only tactics but also they saw how the Americans were eagerly fighting for their rights and therefore they created a feeling of wanting changes in their country and when they can back to France they started arranging themselves so that they	

3.	can revolt and bring changes in the society thus the rise of French Revolution.	
	The Weak characters of the King and Queen.	
	The French King and Queen that is King Louis and Marie Antoinette had some weak characters that were unsatisfactory to the people of France. For example one among the weak characters of the two people was that "the King was too weak to be stable and the Queen was too strong to be sensible". So, he provided bad advice to her husband and the advice had affected a large number of people in France and due to this they <del>was</del> decided to cause the French Revolution.	
	Generally, the French revolutions brought about some various impacts in the country. For example, it brought common man into power such as Napoleon Bonaparte, it spreaded unity, solidarity and fraternity and equality. Also, there was changes in the constitution - that made them to adopt democracy.	

Extract 2.3.1 gives an example of a response from the candidate who elaborated the root causes of the 1789 revolution in France.

The responses of the candidates who scored from 7 to 11.5 marks had correct explanations in varying degrees. Some of the candidates failed to exhaust the required number of points; others provided false examples from other revolutions especially the English Revolution by naming English monarchs like King Charles I and Kings James II who were responsible for the English Puritan and Glorious revolutions respectively. Others also mixed some relevant points with explanations of the 1848 Revolutions in Europe.

The responses of the candidates who scored from 0 to 6.5 marks varied in weaknesses. Some of the candidates in this category mixed their answers with the causes of other revolutions like the Chinese and Russian revolution; some provided partial explanations on the few correct points they gave while others

scored a mark from the introduction only after giving the relevant description of the French Revolution. Moreover, some of these (0.1%) misinterpreted the question thus did not score any mark in this question. Among these were candidates who either explained the causes of the English Revolution (1640s - 1680s) or the 1848 Revolutions. Extract 2.3.2 is an example from the candidates who deviated from the question demand.

### Extract 2.3.2

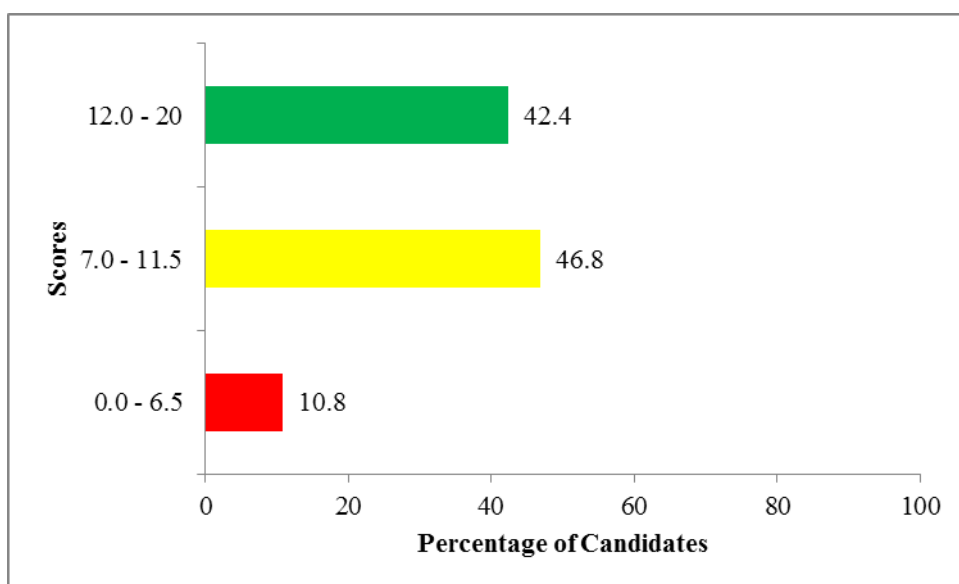
3		
	The French Revolution is the revolution from point for French people in order to feel free and to remove against Exploitation humiliation done by Imperialism Nation the French revolution may caused through the following reason in 1789	
	Agricultural revolution may lead as a cause of French revolution since in 1789, the French was expanding in the issue of Agriculture system this may lead to French revolution take place.	
	Demographical revolution, the increase the number of the people may lead to French revolution to place since high population of the people this may lead to food together and to produce many production and other to destroyed the ones.	
	Feudalism may lead French Revolution, since the European people were introduce marchant in order to pay the good, goods through the different areas	
	Expansion of town and city, the town and city were expand through the French Revolution may use to the facilitate production activities and transport to the goods from one place to another.	
	The French "want" Neo-Colonialism the Neo-Colonialism was existed only one, there's want to benefit the "Sovereign" moral to communication system about selfishness.	

Extract 2.3.2 shows a response of a candidate who tried to show various revolutions that occurred in Europe instead of explaining the reasons for the 1789 revolution in France.



### 2.2.4 Question 4

The question was set from the topic "Imperialism and the Territorial Division of the World." The candidates were required to explain in detail the reasons that propelled the unification of Italian states by 1870. Very few candidates (27.6%) attempted this question. However, the performance in the question was relatively good as only 10.8 percent of the candidates had poor performance (0 to 6.5 marks) while the rest passed by scoring from 7 to 11.5 marks (46.8%) and 12 to 17 marks (42.4%). Figure 14 shows the performance of the candidates in the question.



**Figure 14:** *performance of the candidates in question 4*

The candidates who were conversant with Italian Unification managed to score from 12 to 17 marks. Such candidates expounded on points like: the role played by leaders like Camilo de Cavour, the influence of Italian philosophers, writer and lecturers and the role of foreign assistance. These candidates also managed to provide relevant examples on the Italian unification. However, the ability of giving detailed explanations and vivid examples differed among these candidates. Thus some scored better than others. Extract 2.4.1 shows an example from a candidate who performed well in this question.

#### Extract 2.4.1

4.	Unification of Italian states means the amalgamation of several small independent states to form the large state of Italy. The states united to form Italy included Sicily, Piedmont-Sardinia, Naples State to mention few. Italy unification took place in 1870 under the influence of Victor Emmanuel II, Count Camillo Cavour and other nationalists such as Giuseppe Mazzini and Garibaldi.
	The following were the reasons that propelled the unification of Italian states by 1870:
	Rise of good and able leaders; before 1850's the weak leaders were anti-unification so they delayed the unification process, but later "Victor Emmanuel II" also "Count Camillo Cavour" they were notable leaders who cooperated with the nationalists such as Giuseppe Mazzini, and Garibaldi to influence the unification of Italy. All the above leaders helped to rise the mass consciousness about the unification.
	The influence of previous revolution that is French revolution of 1789 to 1799 and 1848 revolution, these revolutions had great impacts to the rise of Italian unification since the French revolution brought the ideas of equality, fraternity and liberty, while the 1848 revolution had shown that Italy is still weak in both military and the system of leadership since it used only the Carbonari made by charcoal burner through the effect of its weakness led to unification in 1870.
	Common culture and historical background; all Italians had shared common culture and their historical background since all of

4.	<p>they they were speaking a "latin" <del>was</del> words so it was easy to identify the Italians due to sharing of common culture of latin also their states were closely located so simplified the amalgamation of these states.</p> <p>The role played by Italian philosophers; these included, "Alessandro" in which he wrote books which created awareness and anti-uriness to the people, also his book were influenced the ideas of equality, fraternity and liberty like the ideas from french so these made people to have desire for unification.</p> <p>Foreign assistance; the unification of Italian states had been caused by the influence of foreign assistance, for example french helped Italy to liberate lombardy where it gave 200 troops to Italy so as to crush Austrian rule out from the Italian states, several states were liberated such as lombardy, venetia to mention few.</p> <p>The influence of Napoleon Bonaparte I; this leader managed to unify the small and weak Italian states so he brought the fence of unification among the Italians so this also contributed to the Italian unification.</p> <p>Therefore, the Italian unification of 1870 has contributed to the formation of alliances also has lead to the industrialization in Italy hence disturbed the European balance of power.</p>
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Extract 2.4.1 illustrates an essay of a candidate who was able to explain the factors that facilitated the unification of Italy.

Candidates who scored from 7 to 11.5 marks understood the demand of the question although they lacked some detailed explanations that would have helped them to present better answers. Some of their mistakes included; failure to exhaust the required six points, provision of shallow details and incorporating ideas of the German unification in some of their points.

The responses of the candidates who scored from 0 to 6.5 marks had ample mistakes; some confused the Italian Unification with German Unification and

score few marks from crosscutting points. Some provided superficial explanations that lacked appropriate examples. Others gave relevant explanations on the introductory part of their essays but provided irrelevant responses in the main body. Whereas, candidates who scored 0 mark (0.1%), neither provided a meaningful introduction nor outlined any relevant points. These included candidates who gave the obstacles or the effects of either the Italian Unification or the German Unification which was not part of the question. It is noted that such candidates were not conversant with the history of the Italian Unification. Extract 2.4.2 gives an example from the candidates who responded incorrectly.

#### Extract 2.4.2

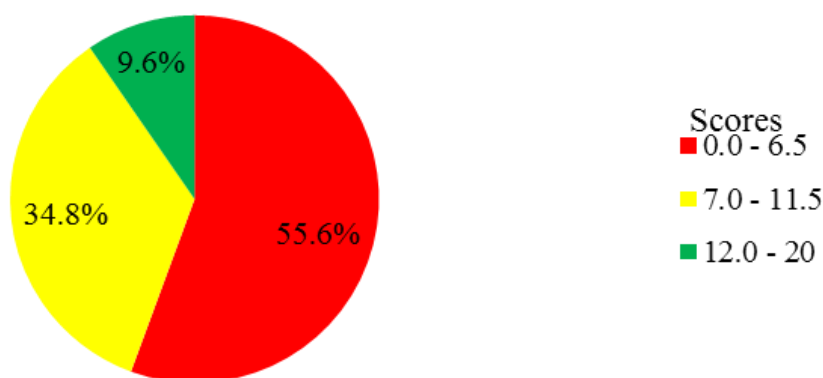
4p	to elaborate six reasons that propelled the unification of Italian state.	
	Italian unification this can be defined as the uniting of small state to form the Italian state in 1870. the factor that favour the unification was same currency, similar language and same geographical location. however the unification faced many challenges and they include the following:	
	Economic backwardness; In the period of 1870s Italy Economic was very low and their for it was very hard for them to meet the need for the unification so this was one among the factor which hinder the unification of Italy however they manage to attain their unification despite of their economic backwardness.	
	Political instability; more over this was another factor to which propelled the unification of Italian state. as where by during the 1870s Italian state had no political stability her government was not strong in a way that it was seen as a serious problem facing them through their aim of uniting the state to form one big Italian state in 1870.	
	Disunity; this is the act of one's not having the spirit of togetherness disunity was seen among the Italian people to which they where not having what we	

04	call unity and therefore this acted as an obstacle for the unification of Italian state in the 1890. It is obvious that unity is strength and if you lack unity then it harder for gaining the strength. So disunity was seen as another reason that propelled Italy unification.
	Religious factor; More over due to the presence of the existance of different religion with their own ideologies and policies was another problem to which faced the unification of <del>German</del> Italian state. Such that it was hard to change the ideologies and the policy of these religion so that they can get united and be a big Italian state.
	Weak Military army; this was another factor to which lead the propelled of unification of Italian state in a way that during the period around 1870's Italy had a weak military army. It did not developed heavy military weapon such as machine gun and also its military army was not too much skilled for protection in the whole Italy. In the process of unification of Italian state, so this become a problem.
	Weak leadership system; Further more this is another reason led to the propelled of the unification of Italian states as to where by the government of Italy was not so strong to control these states it was so weak so this also acted as a problem that
(4)	Faced the unification of Italian state. It is obvious that a good rule of leadership system then smooth thing so Italy lack strong and outstanding government.
	Conclusively, despite the challenges that propelled the unification of Italian state but they attain their goal to which was uniting the states to form one big state which is <del>the</del> Italy.

Extract 2.4.2 shows a response from a candidate who misconceived the question by providing the obstacles that delayed the unification of Italy.

### 2.2.5 Question 5

This question required the candidates to examine the foreign policies of Italy, Germany and Japan between the First and Second World Wars. It was derived from the topic “The Rise of Dictatorship in Germany, Italy and Japan.” The question was done by very few candidates since only 10.6 percent of the candidates attempted it. The performance in this question was relatively low compared to other questions in this subject. Very few candidates (9.6%) scored high marks (from 12 to 17.5) and 34.8 percent scored from 7 to 11.5 marks while the majority (55.6%) failed by scoring from 0 to 6.5 marks whereby 2.3 percent scored 0 mark. Figure 15 shows the performance of the candidates in the question.



**Figure 15:** *performance of the candidates in question 5*

The candidates with good performance were able to explain the foreign policies in these dictatorship states during the inter-war period. The candidates gave points such as expansionist policies, signing treaties, reclaiming lost territories and ambition of creating strong empires. However, due to lack of thorough explanations and examples in some points, the candidates' scores varied from 12 to 17.5 marks.

Candidates with average performance scored from 7 to 11.5 marks. Their responses had various strengths and weaknesses. Most of them didn't exhaust the required six points, some provided partial details and others lacked relevant examples on the foreign policies of the countries concerned.

Candidates who scored from 0 to 6.5 marks had several weaknesses. Some of them explained on the characteristics of dictatorship such as expansionism and ant communism which to some extent correlated with the foreign policies of the respective countries while others provided scanty explanations. Moreover,

some of these candidates either gave the reasons for the rise of the dictatorship systems in Italy, Germany and Japan or centered their response on the effects of the dictatorship system. These candidates however scored a mark from the introduction in which they provided relevant explanations on dictatorship. Some candidates in this category (2.3%) scored 0 mark because of some of the above weaknesses and failure to provide a relevant introduction. Some of these candidates deviated completely from the issue of dictatorship. They explained the causes or effects of the First/Second World Wars. Extract 2.5.1 is an example of irrelevant responses from a candidate to this question.

### Extract 2.5.1

5	<p>In six points, To examine the foreign policies in Italy, German and Japan between the first and Second world war</p> <p>First and second World War was the World war which took under imperialist nation like France, Britain, Russia, Germany, and Italy. The first world war took 1914-1918 and second world since 1939-1945. Therefore to examine the foreign policies in Italy, German and Japan the second and first world war. The foreign policies are as follows:-</p> <p>The desire for revenge their provinces such as Alsace and Lorraine; This was foreign policies in Italy, German and Japan between the first world war and second world war because the German took their France provinces by using force. Therefore these led to cause first and second world war.</p> <p>Assassination of Francis Ferdinand Archduke and his wife Sophie; The Francis Archduke was the leader of Austria Hungary which was killed by secret student university in Bosnia but the Austria Hungary sent ultimatum to Serbia about who is dealing with murder of lead and Serbia do not answer ultimatum. These was the result of world war Austria Hungary engage in physical fighting with Serbia.</p>	
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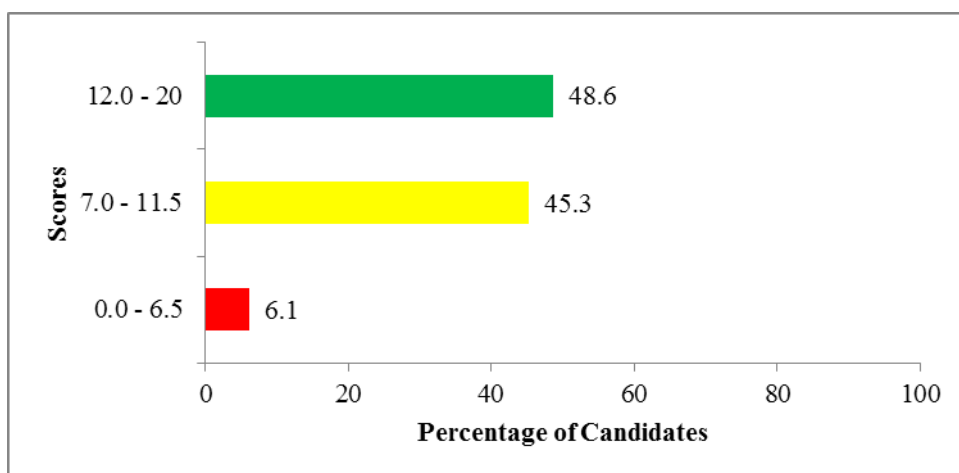
5	<p>Development of science and technology: The development of science and technology caused European power engage in production of deadly weapons and then Imperialist power was separated in alliance example axis power as German, Japan and Italy. Therefore Britain or France enter into conflict the best one save our friends in physical fighting therefore this was the result of world war.</p> <p>Development Humiliation of Versaille peace treaty: Was the great influence in world war because Versaille peace treaty punish German to pay 65 dollar and to lost the colonies because German was cause the world war after growth of German as a powerfull nation in the World but German disagreed agreement. Therefore these facilitate to rise of World war.</p> <p>Failure of (LNO) united national Organization: LNO failed to maintain the World peace and security among the great imperialistic power such as Britain, German, Italy, Russia and Austria Hungary. The failure of LNO as the result of Foreign policies in Italy, German and Japan between the first and second world war.</p> <p>Form Formation of alliance: In Europe there was two alliance which was axis power or triple alliance and triple entete. Example France wanted to revenge their provinces from German, the British save France in material support like weapons and Army because British</p>
5	<p>and France was the same side and then Italy support German in material support such as weapons, food and weapons. Therefore, if some entered into conflict others support friend at same side. Therefore these was the foreign policies in Italy, German and Japan between the first and second world war.</p>

Extract 2.5.1 is an example of a response from a candidate who gave mixed up ideas that related with the rise of dictatorship, outbreak of the World War I and others issues.



### 2.2.6 Question 6

The question was derived from the topic "The Rise of Socialism." It required the candidates to describe the causes of the 1949 Chinese Revolution. It was attempted by majority of the candidates (66.2%). The general performance in this question was good because very few candidates (6.1%) scored from 0 to 6.5 marks, 45.3 percent scored from 7 to 11.5 marks and the majority (48.6%) scored from 12 to 19.5 marks. Figure 16 shows the performance of the candidates in the question



**Figure 16:** *performance of the candidates in question 6.*

Candidates with good performance were able to describe in detail the causes of the revolution by providing points like; the weaknesses of Kuomintang Government, the poverty, the influence of the 1917 Russian Socialist Revolution, corruption and the role of Mao Tse Tung. Along with good explanations they gave relevant examples to clarify their points. Their marks ranged from 12 to 19.5 depending on the strength of the arguments among the candidates. Extract 2.6.1 is an example of a relatively good response to this question.

### Extract 2.6.1

6.	<p>Chinese Revolution was the second Communist (Scientific) revolution in the world led by Mao Tse-tang in 1949 to overthrow the Kuomintang government under Chiang Kai-shek. Before the Chinese Communist revolution the Manchu ruled China from 1600s. In this period Japanese and Britain influenced China through investment while Japanese controlled Manchuria. Mao Tse-tang (Mao Zedong) introduced Chinese Communist Party (CCP) so as to organize Chinese for revolution. The following were the causes of the Chinese Revolution of 1949, as follows:-</p> <p>The feudal system; China before the revolution lived under feudal system where people were divided into two antagonistic classes like the bourgeois and Peasants (Poor). Due to the occurrence of classes upper class exploited lower class (poor) through taxation and renting system. Hence this caused Mao the tong to wage revolution to remove classes and built classed society in China.</p> <p>The influence of Russian revolution of 1917; This was the first Scientific Communist revolution in the world. After the Russian revolution inspired China under Mao Tse-tang</p>	
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6	to overthrow Kuomintang government under Chiang Kai-shek who was the puppet to Japanese and Britain who ruled China before the 1949 revolution.	
	Poor living condition and the general poverty in China; Before the revolution Chinese lived in miserable life due to the lack of important requirement such as food. Also the poverty was most in China due to poor government revenue due to the impact of foreign rule by Manchu who exploited their natural resources such as coal and iron.	
	The influence of foreign rule; China before the 1949 was ruled by Japanese who controlled Manchuria due to the presence of coal and iron. Also Britain ruled Chinese government under Chiang Kai-shek who was their puppet. Due to this Mao the Dong their communists such as Zhou Enlai and Lin Biao waged revolution to exempt foreign rule in China. Hence Chinese revolution in 1949.	
	The Weakness of Kuomintang government under Chiang Kai-shek; The government failed to make economic change in China and the abolition of foreign rule like Japanese. This influence Chinese Communist Party (CCP) to organize with the mass to overthrow	

6.	Kuomintang government under Chiang Kai-Shek so as to build strong economy in China and the abolition of foreign rule. Hence led to Chinese Communist revolution in 1949.	
	The role of Mao Tse-tang and other communist leaders such as Zhou Enlai, Lin Biao and Chu Teh; Mao Tse-tang was the most strong leader and had enough experience, since he founded Chinese Communist Party (CCP) that helped in Chinese revolution. Also he able to organize peasants and workers towards Chinese revolution. Hence led to the Chinese communist revolution of 1949.	
	Therefore; Chinese communist revolution of 1949 led to the economic development through his leader Mao Tse-tang as it seen today. Also contributed to Sino-Soviet conflict in leadership of spreading Communism in the world.	

Extract 2.6.1 shows one of the responses from a candidate who was able to describe the causes of the Chinese Revolution although some of his/her examples were false.

The candidates who scored from 7 to 11.5 marks understood the demand of the question hence explained their points with examples but they lacked details in their responses. Some other candidates in this category mixed their responses with examples from other socialist revolutions especially the 1917 Russian Revolution. The variation in strengths and weaknesses of the candidates' responses caused their marks to vary.

Candidates who scored from 0.5 to 6.5 marks outlined their points with scanty details and lacked precise examples. Some other candidates in this category wrote irrelevant issues on the Chinese Revolution and thus scored a mark from the introduction only. Some candidates (0.2%) scored 0 mark since their responses were not connected to the Chinese Revolution, for instance, some responded on the causes of Russian Socialist Revolution. Moreover, although some explained the concept of Chinese Revolution, they wrote about its effect

and had an irrelevant introduction. Extract 2.6.2 illustrates one of the poor responses to this question.

**Extract 2.6.2**

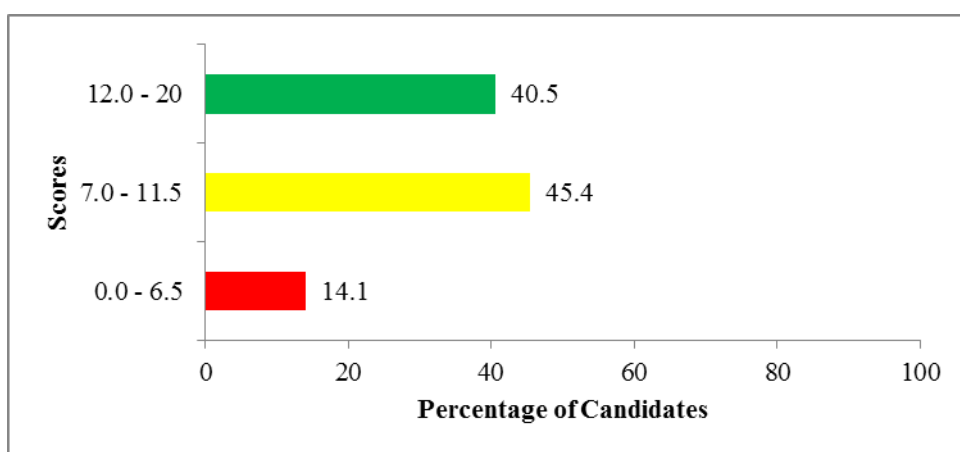
6.	Chinese revolution refers to the	
	revolution that occurred in China under the	
	effective nation, the revolution occurred in 1949	
	that facilitated mostly of this revolution of	
	China. The following below are the causes	
	of Chinese revolution.	
	The role of mercantile system in the	
	colonies, this revolution occurred due to the	
	presence of mercantile system of ruling that	
	encouraged Chinese Revolution, Mercantile	
	system of ruling contributed to the rise of	
	Chinese revolution in the colonies.	
	The role Vienna Congress, this it	
	means that Chinese revolution obtained due	
	to the occurrence of Vienna Congress that	
	facilitate the revolution to be used in diff	

6	in different way that revolution rise in china se.	
	The influence of english philosophers. This it means that english philosophers encour- aged to the rise of chinese revolution due to the occurrence of different planning. The english philosophers encouraged in order to rise revolution due to the different techniques that applied so as to rise up revolution.	
	The role of <del>demography</del> differences ideology, this encouraged chinese to rise up revo- lution due to the differences ideology that wanted to form a common ideology that could unite all chinese through implemen- tation of common ideology among chinese in their colony.	
	The role of weimer republic, this encouraged chinese revolution to be conducted through role played by weimer republic that contributed to the rise of revolution in the colonies through different techniques used to form a certain activities in the colonies.	
	The role of second world war led to the contribution of occurrence of chinese revolution, second world war contributed to the rise of chinese revolution in the colonies through different application of that <del>is</del> helpful chinese to rise their revolution.	
	Generally, Chinese revolution enco- uraged activities that conducted so as to rise up revolution in their <del>and</del> colonies that help china to form revolution due to their different <del>indicators</del>	

Extract 2.6.2 shows a response from a candidate who provided the reasons for the occurrence of other revolutions like the 1848 Revolutions, English Revolution and other events like the World War II contrary to the demand of the question.

### 2.2.7 Question 7

The question was derived from the topic "Emergence of the USA as a New Capitalist Superpower." Candidates were required to assess the impact of the rise of the USA's capitalism in the world. The topic from which the question was derived, and the history of the USA's involvement in world affairs made this question to be popular to the majority of the candidates (90%). The performance in this question was good since 40.5 percent of the candidates scored high marks (12 to 19.5) and 45.4 percent scored average marks (7 - 11.5). Very few candidates (14.1%) failed by scoring from 0 to 6.5 marks. Figure 17 shows the performance of the candidates in the question



**Figure 17:** *Performance of the Candidates in Question 7*

The candidates who scored high marks delineated the major issues required by giving concrete examples and evidence from current and historical facts. They explained points such as; acceleration of the Cold War, stimulation of the decolonization of the Third World Countries, the rise of neo-colonialism, decline of European capitalism and formation of European Economic Community. However, the variation of scores of these candidates' performance was determined by their ability to provide evidence and facts as shown in one of the candidates' responses in extract 2.7.1.

### Extract 2.7.1

7.	<p>United States of America was formerly dominated by Britain before her independence in the 1776. The nation was able to industrialize soon after acquiring her independence simply because it had access to investments, industries and farms along with military equipments developed by Britain in the Nation. Also it rose as a Capitalist super power due to the contribution from both world wars thus first and second world war. The rise of USA as the Capitalist super power in the world had the following impacts both negative and positive ones as follows:</p> <p><b>Intensification of Cold War.</b> Cold war was the war between the West and Eastern block where the West were Capitalists while the East were Socialist. It was called Cold war simply because it did not involve direct confrontation among the blocks. As the two blocks had different ideologies they became hostile to one another. Hence the rise of USA as the Capitalist super power meant the influence of Capitalism all over the world so this resulted to Intensification of the cold war with the socialist nations in the East.</p> <p><b>Led to Decolonization of African states.</b> As a result of United States of America being superior she was able to use her veto power in the United Nations (UN) and revealed the evils of colonialism hence advocated for decolonization. She provided moral and material support in form of advice and financial assistance also led the Open door policy, provided military training to some places where peaceful means failed. As a result many nations in Africa got their independence though she also didn't support de-colonization in some colonies like that of the Boers and Portugal like in Angola.</p>
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7.	<p>Influx of the US dollar all over the world. Also the rise of USA contributed to the influx of the US dollar among the countries. This was mainly through the New deal and the Marshall Aid Plan of 1947 introduced by the United States of America. This US dollar is the one mostly used to compare domestic currency among many countries such as African countries for instance 1 US dollar = 2200 Tanzania shilling.</p> <p>Led to Neo-Colonialism. Neo-Colonialism refers to the situation where a powerful nation dominates a weak nation in all aspects of life such as in the Economy, Politics as well as Socially, the situation is usually indirect as the countries dominated having a flag independence. The rise of USA as a capitalist nation has led to Neo-colonialism in such a way that it dominates trade and other aspects through its superiority. Hence countries like the third world have encountered problems such as dependence and under-development.</p> <p>Has Created Insecurity and threat to the world. This is because of the technology of making weapons thus Arm race. After the rise of United States of America it was evidenced to have highest technology in making military weapons for instance during the second world war in the last quarter of the war she entered and bombarded Japan's two cities thus Hiroshima and Nagasaki with the first Atomic bomb called little boy. Also in 1950 another weapon thus Hydrogen bomb was introduced creating insecurity. Not only that but also the formation of Military bases in the world. USA has 234 military bases with 44 military bases placed in African continent including Kenya.</p>	
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7.	Also the rise of United states of America	
	as the Capitalist nation as led to Globalization.	
	Globalization means the development of highly technology	
	and communication where the world is soon as one	
	or a village. It is through the development of science and	
	technology in America that has led to Globalization. This	
	has killed the culture of many people with the highest	
	effect to Africans.	
	Generally, Rise of America as the leading	
	capitalist nation was highly influenced by both the	
	first and the second world wars. It is because during	
	the wars she entered at the last quarters hence she was	
	not damaged much, also the war took place out of USA	
	land, during the wars she became the chief supplier of	
	weapons also through marshal aid plan that enabled her	
	to acquire much wealth.	

Extract 2.7.1 shows an example from one of the candidates who exhausted the demands of the question by providing relevant details and examples on the consequences of US capitalism in the world.

The candidates that scored from 7 to 11.5 marks had the following weaknesses; provided a few correct points, mixed relevant responses with the factors for the rise of USA capitalism and lacked relevant examples on some points. Moreover some failed to meet the required number of points mainly due to repetition of some points like neo-colonialism which they split into parts like exploitation of the Third World and provision of foreign aid.

Candidates who scored from 0 to 6.5 marks had numerous weaknesses; some gave a few points and others integrated the impact of USA capitalism in the world with the factors for the rise of the USA capitalism. Some candidates highlighted other issues which link with the USA such as the factors for the rise of USA capitalism or the USA relations with other countries but they scored a mark from the introduction only. However, candidates who scored 0 mark (0.5%) wrote issues that relate with the USA such as; the impact of the Great Economic Depression or the USA role in the Second World War while others just responded on the characteristics and/or factors for the rise of capitalism. Furthermore, some candidates explained the impact of the First World War after linking the impact of the First World War with the rise of USA capitalism. Extract 2.7.2 demonstrates a response from a candidate that was irrelevant responses to the question.

### Extract 2.7.2

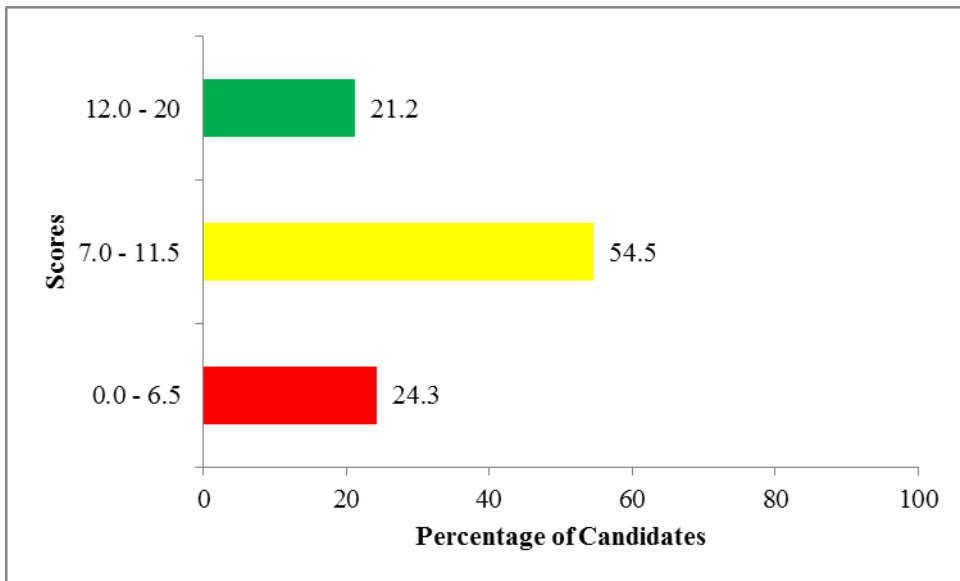
7.	USA Capitalism refer to the capitalist ideology system which was found in Europe in 19th-century which was the aim of permit German. This was success and bring many effects.	
	The following are the impacts of USA's Capitalism in the world.	
	The rise of dictatorship This is the political system which was rolled by a few group of people by using force or command. For example Adolf Hitler of Germany who raise because of treated harshness through versile peace treat.	
	Stagnation of German Economy The German economy was dr-	

7.	oped rapidly because they lifted the many Colonies for example Lorain and alciuse which cause German to stagnate in her economy.	
	— Rise of second world war this is political war for example Second world war which occur in German under Adolf Hitler in 1939 up to 1945 because of Versailles treat treatment	
	Dis armament of German for example German was loose more than 38 <sup>militaries or armies</sup> Colonies for from different Afrikan Countries the situation which was pain more in German Leader called Adolf Hitler as the result this cause them to rise	
	European balance of power were succeed This is due to disarmament and loose of Colonies hence all Europeans was balanced economically.	
	Loss of German Colonies The German was invest in many area of Africa especially the Colonies which was separated in both African land For example Lorain and other Colonies this was lifted because they seem as a source of first world war.	

Extract 2.7.2 shows a response from a candidate who gave the effects of World War I contrary to the demand of the question.

### 2.2.8 Question 8

The question required the candidates to explain six effects of the Jewish-Arab War of 1967 (the Six Day War). The question was derived from topic "Threats to World Peace after the Second World War." Only 32.4 percent of the candidates did the question. The performance in this question was generally good since only 24.3 percent scored from 0 to 6.5 marks, 54.5 percent scored from 7 to 11.5 marks and 21.2 percent scored from 12 to 17 marks. Figure 18 shows the performance of the candidates in the question.



**Figure 18:** *performance of the candidates in question 8*

The Candidates who scored from 12 to 17 marks presented well organized essays and met the required number of points. They also provided specific details and examples on the 1967 Jewish-Arab war. They provided detailed arguments on points such as; Sowing the seed for another war - The Yom Kippur war of 1973, Occupation of parts of Arab land, Rising of terrorist gangs, Increase of the problem of refugees and Strengthening of the USA-Israel relations. The marks varied depending on consistency of their responses and the ability to provide more accurate examples. Extract 2.8.1 is an illustration of a relatively well presented response.

### Extract 2.8.1

8.	<p>Jewish - Arabs war this is 6 days war/ october war of which was the political mis-understanding between Arabs and Israel in 1967. This caused by river Nile crisis; influence of or by social and political followers. The Jewish - Arabs war of 1967 has many effects or impacts not only to the land fought but world at all. Therefore the following are the impacts of Jewish-Arabs war,</p> <p>Loss of people, hence depopulation and loss of Man power since the war used bombs as weapons of which led to killing of more than 70 people during fought therefore this lead them to loose Man power.</p> <p>Destruction of the properties, example Land, houses, offices and other properties of which led to people lived with poor condition because they lost their productive tools, example through Land degradation also prohibits Movement of the people as well as decline of Agriculture since they Mostly depended on land and most Fertile Land.</p> <p>It paved way to camp David Accord in 1978 - 1979, camp David was a place of retreat people at guest like president and Ministers in US received the Many land but Camp David Accord was the treatment between Israel and Egypt called by <sup>Jimmy Carter</sup> Menachem</p>	
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8	In order to find peace between Egypt and Israel Egypt was under Menachem and Israel under Anwar Sadat.	
	It leads to Insecurity or political stagna- tion or political instability, of which influ- enced fear since people are afraid to go or hindered Movement of people from one place to another. People feared their lives will ends.	
	It influenced cold war as ideological differences between Socialist bloc and capitalist bloc in 1970's as the war without actual fighting this occurred since one of the cause of cold war is ar- delt east crisis including Arab - Jewish war. Each bloc wanted to spread its idea to the world so once one member gained credit from each crisis it influen- ced the development of cold war.	
	It increase civil wars, since the war most states experienced to the Arabs so influenced and increased civil wars due to the fact that people got away and having revenge.	
	General Jewish - Arabs war accumu- lated / influenced Military projects (based example USA had Military base in Egypt hence development of Militarism and Arms race.	

Extract 2.8.1 shows a response from a candidate who was able to explain the impact of the 1967 Jewish Arab war.

Candidates scored from 7 to 11.5 marks due to unclear explanations and unsystematic presentations which had little reflection on the 1967 Jewish-Arab war. The candidates with relatively low marks in this group explained the effects of other Jewish-Arab wars like the Jewish- Arab war of 1948-9 and the Suez Canal war of 1956. Some other candidates had sketchy explanations on some crucial points. Some candidates in this category provided relatively clear points and examples than others leading to disparity of marks.

The candidates that scored from 0 to 6.5 marks lacked detailed facts of the 1967 Jewish-Arab war. Hence they based on general effects of the wars. Some other candidates provided too shallow responses while others could only give a brief description of the "Jewish - Arab war" but had irrelevant points. They scored a mark from the introduction. The candidates getting 0 mark (13.1%) deviated from the question demand. Some of them for example, concentrated on the causes of Jewish-Arab war and others on the background of Middle East crisis such as the Camp David Accord of 1978/79. Moreover, some candidates gave the factors for Middle East Crisis. Some candidates in this category were totally out of topic by explaining issues on world wars. Extract 2.8.2 is an example from one of the candidate who diverged from the task of the question.



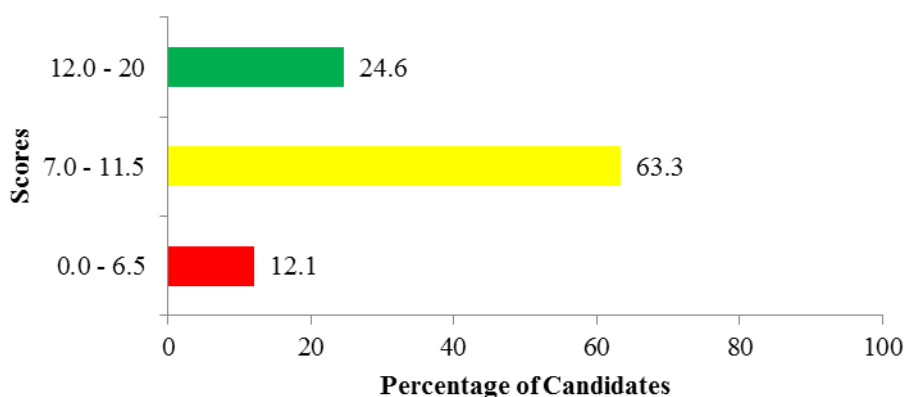
## Extract 2.8.2

8.	Jewish - Arab war was introduced in 1967 in this country Jewish Arabs was the effect which include the following.	
	poor infrastructure; in this Jewish Arab was have a poor infrastructure many people in this country was poor infrastructure in Jewish Arab.	
	political instability; in this Jewish Arab was a political instability in this Jewish Arab was a political instability to the country was affected the political instability.	
	spread of disease; in this Jewish - Arab was have a spread of disease in this country the Jewish - Arab was increase a spread of disease to the society.	
	environmental problem; in this Jewish Arab was was environmental problem to the country many people of this country was environmental problem in the society.	
	increased water pollution; in this Jewish - Arab was increase a water pollution in the society many people in Arab was water pollution in the society.	
	poor science and technology; in this Jewish Arab was a poor science and technology many people in this country was poor technology.	

Extract 2.8.2 shows a response from a candidate who explained various challenges for social and economic development that are not directly linked with Jewish - Arab war of 1967.

### 2.2.9 Question 9

In this question candidates were required to evaluate the obstacles in the implementation of the South - South Commission's goals. The question was derived from the topic "Neo-colonialism and the Question of Underdevelopment in the Third World Countries." The question was done by a few candidates (28.2%). Nonetheless, the performance in the question was good since very few candidates (12.1%) scored from 0 to 6.5 marks, 63.3 percent scored from 7 to 11.5 and 24.6 percent scored from 12 to 17.5 marks. Figure 19 shows the performance of the candidates in the question.



**Figure 19:** *performance of the candidates in question 9*

The candidates, who scored from 12 to 17.5 marks, explained the challenges the commission encounters in the accomplishment of its goals. Their essays were composed with points like; financial dependence from the Northern countries, technological dependence, low cooperation among the Southern countries, unequal distribution of resources among the Southern countries, presence of puppet regimes and political instabilities among the Southern countries. Their explanations were supported by vivid examples of the challenges in the Southern countries. The range of scores among the candidates was due to the differences in providing adequate relevant examples and organization of their work. Extract 2.9.1 is an illustration of a good response from one of the candidates to this question.

### Extract 2.9.1

09.	<p>The South-South Commission is the association of the Southern countries which includes most of the undeveloped countries which are mostly found in the South. Most of the South countries are the third world countries such as the African countries. The South-South Commission was formed so as to solve the problems in the third world countries. The South-South Commission faced various obstacles in implementing its goals. Such obstacles include;</p> <p>Low level of science and technology, whereas the commission failed to implement its goals due to the low level of science and technology in most of the Southern hemisphere countries. The low level of science and technology is among the factors for the failures whereas the countries fail to develop in terms of technology in which most of the countries are characterized by poor industries due to the use of poor machinery used in production, the use of poor machinery result into the poor production of goods which are in a low quantity and quality.</p>
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09.	<p>The presence of unbalanced trade, whereas it is among the factors for the hinderance of the implementation of goals set by the commission in which most of the southern countries that have involved in the trade are exploited through unbalanced trade especially by the Northern hemisphere, whereas the trade that involves both the North and the South the North benefit from the South through the exploitation conducted by the North in which instead of both countries benefiting, the South remain underdeveloped and so unbalanced trade pose as a challenge.</p> <p>The presence of political instabilities in most of the southern countries whereas over the past few years the southern hemisphere countries have been involved in various political conflicts amongst one another which in most cases are engineered by the capitalist nations. Due to the presence of political instabilities, the commission fails to achieve their set goals due to the frequent wars which cause death and the destruction of most</p>
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09.	calamities cause the decline in production, death, destruction of various properties through which all these effects of the occurrence of natural calamities act as limiting factors towards the implementation of the commission goals.	
	Also, the presence of poor infrastructural development. As it is known, for a country to attain development it should have a good and developed infrastructure in which the commission is faced by the problem of poor infrastructure through which through the presence of poor infrastructure, the commission fails to achieve the desired goals since the absence of developed infrastructure hinders the development of a country. In which most of the Southern hemisphere countries are faced by this problem of having a low infrastructural development.	
	Generally the South-South Commission's goals have been limited by a number of factors that are present in the Southern hemisphere which act as a limiting factor.	

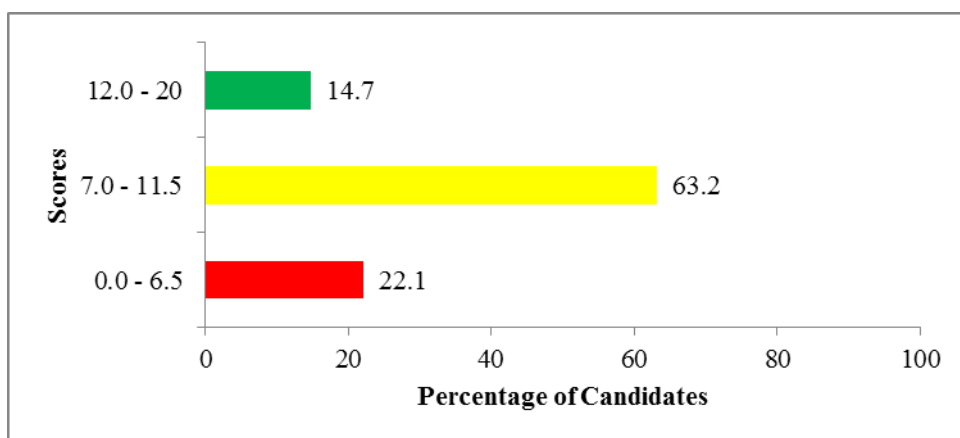
Extract 2.9.1 shows a candidate who was able to point out the hindrances the South – South Commission encounter in implementing its objectives.

Some candidates scored from 7 to 11.5 marks. These candidates' responses differed in strength and weakness which made them have varied performance (7 – 11.5 marks). Some of the candidates managed to give adequate points and some relevant examples but their explanations were not sufficient enough. Some of these could not give the required number of points although they adequately explained the few points they gave. The major problem of the candidates in this group was inadequate explanations and examples to support their arguments. Moreover, some of them failed to explain their arguments well due language barriers.

The candidates who scored from 0 to 6.5 marks had the following shortcomings; lack of detailed facts about the South - South Commission on the challenges it faces in implementing its goal and provision of partial details on the relevant points. A few candidates (0.04%) scored 0 mark by explaining either the goals of the commission or the challenges of North - South Commission (Brandt Commission).

#### **2.2.10 Question 10**

In this question, candidates were required to explain six economic indicators of underdevelopment in the developing nations. The question was derived from the topic "Neo-colonialism and the Question of Underdevelopment in the Third World Countries." It was done by a majority of the candidates (71.7. %) probably due to the fact that most of the indicators of underdevelopment are practically encountered by people in their daily life. The performance in this question was good since only 22.1 percent of the candidates failed by scoring from 0 to 6.5 marks while the rest passed by scoring from 7 to 11.5 marks (63.2%) and 12 to 18 marks (14.7%). Figure 20 shows the performance of the candidates in the question.



**Figure 20:** *performance of the candidates in question 10*

The candidates who scored from 12 to 18 marks were able to explain correctly the economic indicators and not the political and social indicators. They explained the following economic indicators; low per capita income, wide disparities between the rich and poor, backward industrial sector, deficit balance of payment and burden of internal and external debts. The difference in the level of correctness of the details in the responses led to variation of scores (from 12 to 18 marks). Extract 2.10.1 is an illustration of a good response to this question.

## Extract 2.10.1

10.	<p>Underdevelopment refers to situation where there is poor growing of the economy. Underdevelopment does not mean that there is totally absence of development but there is poor development. Underdevelopment in third world countries has must caused by several factors, such as political instabilities, corruption, colonialism, mercantilism, <del>not</del> slave trade, neocolonialism to mention few</p> <p>The following are the economic indicators of underdevelopment in developing countries:</p> <p>Existence of poor industrial base and low level of technology, that is there is no manufacturing industries but there is only small and processing industries which always produce light goods such as soaps, also there is low level of technology so they depend on importing technology from outside countries.</p> <p>Economic dependance; due to poor infrastructure also poor economic diversification which lowers the tax base all these influences to depend aids from the foreign countries. This can be shown through the extension of aids from World Bank and International Monetary Fund through <del>the</del> the Structural Adjustment Programmes (SAPs).</p> <p>low Gross Domestic Product (GDP) and low Gross National Product (GNP); this includes the total money value of all final goods and services produced within the country and outside the country within a specific period of time. As these becomes lower</p>	
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10.	means the national income is also low which implies that a certain country is a developing country.
	Practice of mono-culture; in most of the developing countries there is single based economy that is <del>there</del> they are based in production and exports of single crops or products, for example Zimbabwe for copper, Tanzania for tin, so they lack economic diversification.
	low per capita income; this means there is low average income that received by an individual over the whole income of a country (national income). This means people in the developing countries are characterized with poor living standards.
	Mass unemployment; this is due to poor agricultural base also low income of the people also lack of required skills since most of people in developing countries are illiterates. Unemployment of people shows that there is underdevelopment since people do not receive incomes hence low purchasing power which hinders investment and production hence poor living conditions.
	Therefore, there should be economic diversification, also to ensure stable economic and political planning so as to reduce the problem of underdevelopment, also to use appropriate local technologies and also control the problem of corruption.

Extract 2.10.1 shows an example from a candidate who explained the economic indicators of underdevelopment although some of the examples given were false.

The responses of candidates who scored from 7 to 11.5 marks were generally characterized by correct understanding of the indicators of underdevelopment in the developing nations though with varying degrees of weaknesses. Some of the candidates failed to exhaust the required number of points and others provided shallow explanations. Most of the candidates from this category did not provide practical examples and also included political and social indicators

of underdevelopment in their responses. These weaknesses varied among these candidates thus had their marks ranged from 7 to 11.5.

Candidates who scored from 0 to 6.5 marks had a partial understanding of the demand of the question. Some scored some marks from a few correctly outlined points. Some of these candidates mixed a few economic with social and political indicators while others scored a mark from the introductory part only. Moreover, the candidates who scored 0 mark (0.02%) diverged from the demand of the question. Some gave the causes of underdevelopment, others explained the impact of underdevelopment whereas others provided the solutions for underdevelopment in the developing countries.

### **3.0 CONCLUSION AND RECOMMENDATIONS**

#### **3.1 CONCLUSION**

The analysis of the questions reveals that; all seven (7) topics were examined in 112/1 History 1. These topics are: *Pre- Colonial African Societies, Africa and Europe in the 15<sup>th</sup> 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 and Political and Economic development in Tanzania since Independence.* Likewise, all eight (8) topics were examined in 112/2 History 2. These topics are: *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.*

Generally, the ACSEE performance of the candidates in 2018 was good. Most candidates adhered to the demands of the questions. The analysis reveals that fourteen (14) topics had a good performance since the percentage of the candidates who scored the average of 35 percent or more ranged from 60.3 to 96 and only one topic *The Rise of Dictatorships in Germany, Italy and Japan* had an average performance since the percentage of candidates who scored the average of 35 percent or more was only 44.4. There was no topic with poor performance. (Appendix A shows the performance in all topics).

The analysis reveals that, factors such as lack of knowledge of the concept related to the question, inability to express themselves in English language misinterpretation and misconceptions of some questions contributed to weak responses of some of the candidates.

The analysis further shows that, question (8) was mostly skipped by the candidates in paper 1 and question four (4), five (5), eight (8), and nine (9) were attempted by relatively few candidates in paper 2. This suggests that the topics in which such questions were set, were not well covered.

The trend of performance in the topics between 2017 and 2018 indicates that the topic on *Threats to World Peace after the Second World War* which has had weak performance in two consecutive years (2016 and 2017), has raised from 29.4 percent in 2017 to 75.7 percent in 2018. Good performance has been maintained in many topics (11) while average performance has been maintained in the topic on *The Rise of Dictatorships in Germany, Italy and Japan*. The performance in two topics (*Emergence of USA as a New Capitalist Superpower* and *Neo – Colonialism and the Question of Underdevelopment in Third World Countries*) has improved from average in 2017 to good performance in 2018. (Refer Appendix B)

### **3.2 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 was not good in some of the questions and there were some questions which were highly skipped. In order to 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 on the topic of *The Rise of Dictatorship in German, Italy and Japan* where candidates have continued to have average performance in two consecutive years (2017 and 2018).
- (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 correct task for a given question.
- (e) History seminars for teachers should be conducted so as to enable teachers to build their capacity and to share experience.

**The Performance of Candidates Topic Wise**

<b>S/N</b>	<b>Topic</b>	<b>Number of questions per topic</b>	<b>Percentage of candidates who scored an average of 35 percent or more</b>	<b>Remarks</b>
1.	The Rise of Democracy in Europe.	1	96	Good
2.	Pre - Colonial African Societies.	1	95.2	Good
3.	The Rise of Socialism	1	93.9	Good
4.	The Rise of Capitalism in Europe.	2	91.9	Good
5.	Political and Economic Development in Tanzania Since Independence.	2	91.35	Good
6.	From colonialism to the First World War (1880s – 1914)	1	90.5	Good
7.	Imperialism and the Territorial Division of the World.	1	89.2	Good
8.	Emergence of USA as a New Capitalist Superpower.	1	85.9	Good

S/N	Topic	Number of questions per topic	Percentage of candidates who scored an average of 35 percent or more	Remarks
9.	Colonial Economy and Social Services after the Second World War.	2	85.3	Good
10.	Neo – Colonialism and the Question of Underdevelopment in Third World Countries.	2	82.9	Good
11.	Threats to World Peace after the Second World War.	1	75.7	Good
12.	Africa and Europe in The 15 <sup>th</sup> Century.	1	72.9	Good
13.	People of African Origin in the New World.	1	65.7	Good
14.	The Influence of External Forces, the Rise of Nationalism and the Struggle for Independence.	2	60.3	Good
15.	The Rise of Dictatorships in Germany, Italy and Japan.	1	44.4	Avarage

**TRENDS OF CANDIDATES' PERFORMANCE BETWEEN 2017 AND 2018 IN EACH TOPIC**

S/N	Topic	2017			2018		
		Number of questions per topic	Percentage of Candidate who scored an average of 35	Remarks	Number of questions per topic	Candidate who scored an average of 35	Remarks
1	From Colonialism to the First World War (1880s – 1914)	1	98.8	Good	1	90.5	Good
2	The Influence of External Forces, the Rise of Nationalism and the Struggle for Independence.	2	92.95	Good	2	60.5	Good
3	The rise of Socialism	1	88.5	Good	1	93.9	Good
4	Colonial Economy and Social Services after the Second World War.	2	83.85	Good	2	85.3	Good
5	The Rise of Democracy in Europe.	1	82.7	Good	1	96	Good
6	Pre - Colonial African Societies.	1	82	Good	1	95.2	Good
7	The Rise of Capitalism in Europe.	2	81.8	Good	2	91.9	Good

8	Political and Economic Development in Tanzania Since Independence.	2	78.8	Good	2	91.35	Good
9	Imperialism and the Territorial Division of the World.	1	72.5	Good	1	89.2	Good
10	People of African Origin in the New World.	1	67.1	Good	1	65.7	Good
11	Africa and Europe in The 15 <sup>th</sup> century.	1	66.8	Good	1	72.9	Good
12	Neo – Colonialism and the Question of Underdevelopment in Third World Countries.	2	59.4	Average	2	82.9	Good
13	Emergence of USA as a New Capitalist Superpower.	1	55	Average	1	85.9	Good
14	The Rise of Dictatorships in Germany, Italy and Japan.	1	46.9	Average	1	44.4	Avarage
15	Threats to World Peace after the Second World War.	1	29.4	Weak	1	75.7	Good



