

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT  
FOR THE ADVANCED CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (ACSEE) 2019**

# **112 HISTORY**

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REPORT FOR THE ADVANCED CERTIFICATE OF  
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(ACSEE) 2019**

**112 HISTORY**

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## **FOREWORD**

The National Examinations Council of Tanzania is pleased to issue the 2019 Candidates' Item Response Analysis Report (CIRA) of the Advanced Certificate of Secondary Education Examination (ACSEE) 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 evaluates the effectiveness of the education system in general and education delivery system in particular. Basically, candidates' responses to the examination questions is one of the indicators 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, factors which have influenced the candidates to answer the questions correctly/incorrectly have been analysed. The analysis shows that candidates with high performance provided appropriate responses since they were able to identify the task for each question and had enough knowledge of the subject matter and good mastery of English language while those with weak performance lacked such qualities. The analysis of each question has been done whereby the strengths and weaknesses of the candidates in answering the questions have been indicated.

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 participated in the preparation of this report.



Dr Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

The 112 History examination consisted of two papers (1 and 2) and each paper comprised of sections; A, B and C. Section A and B each comprised of four (4) questions from which the candidates were required to choose any two (2) questions from each section. Section C consisted of 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 presents the responses of the 112 History candidates who sat for the Advanced Certificate of Secondary Education Examination (ACSEE) in 2019. It aims at giving feedback to the educational stakeholders on the performance of the candidates in each question. It shows what the candidates were required to do in each question and highlights their strengths and weaknesses in answering the questions.

A total of **39,046** candidates sat for the 112 History paper in 2019 out of which, **38,398** candidates (**98.91%**) passed while **648** candidates (**1.09%**) failed. This shows that the rate of performance this year has decreased by **0.14** compared to the performance in 2018 in which out of **35,552** candidates who sat for that examination, **34,995** candidates (**99.05%**) passed and only **0.95** percent of the candidates failed.

In this report, the task for each question and the candidates' strengths and weaknesses in answering the questions are analysed. Moreover, the samples of the candidates' good and poor responses are presented to illustrate their responses. Finally, the report provides the conclusion, recommendations and attachments which show the percentage of the candidates who scored from 35 percent or above in each question (7 marks or above) and the trend of performance of topics in 2018 and 2019. In these attachments, green, yellow and red colours are used to show good, average and weak performance respectively. The performance of candidates is considered as good if the candidate scored from 12 to 20 marks (60% to 100%), average if the candidate scored from 7 to 11.5 marks (35% to 59%) and weak if the candidates scored from 0 to 6.5 marks (0% to 34%).

It is expected that the report will enable teachers and students to improve the teaching and learning 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 expected to analyse the challenges of pre-colonial African education. It was attempted by 60.9 percent of the candidates and the general performance of the candidates in the question was good, as only (22.3%) failed while the majority (51%) had average performance (from 7 to 11.5 marks) and (26.7%) scored good marks (from 7 to 18 marks). Figure 1 shows the performance of the candidates in this question.

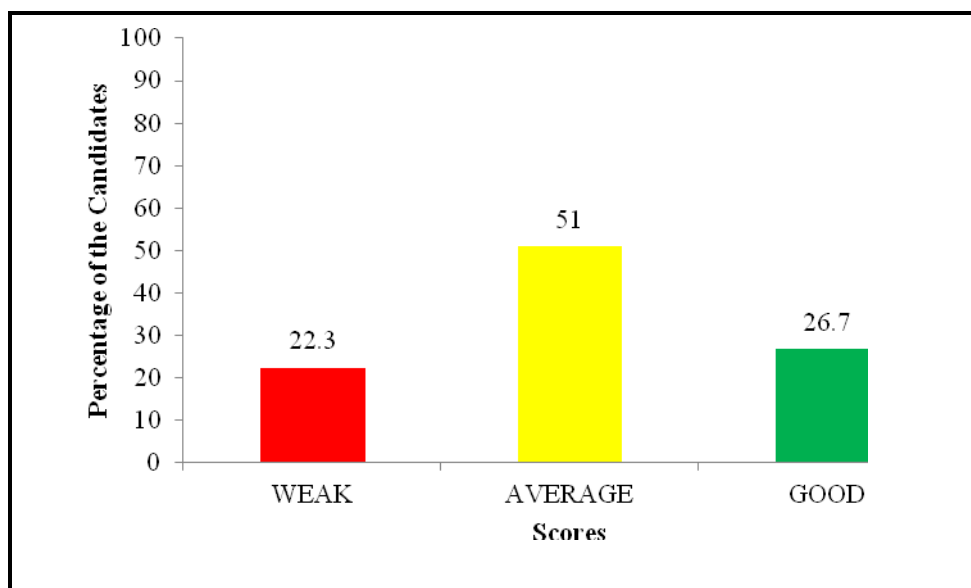


Figure 1: *Performance of Candidates in Question 1*

The candidates who scored high marks were able to analyse the challenges of African education before the advent of colonialism. Some of the challenges identified were; its limitations to a certain age group especially to the adolescents during initiation; way of transmission which was predominantly oral and dependence of elders as source of knowledge. Marks varied from 12 to 18 due to differing abilities in providing sufficient explanations and relevant examples. Extract 1.1.1 is an example of a response from a candidate who performed relatively well in this question.

①.

Pre-colonial African education was the education system that was in Africa before the coming of Europeans. There were two types of pre-colonial African education which included formal and informal education.

Formal education belonged to few areas like Mali that had Timbuktu university. Informal education dominated most of the areas where education was passed from the old to the young. It aimed at promoting moral values, teaching the young about their environment, among other objectives. Pre-colonial African education was faced with a number of challenges that include the following;

Lack of uniformity; There was not uniformity as different societies had different activities and historical backgrounds. For example, people from Buganda were mainly taught how to dig, make bark cloth while those from the Fulani in Nigeria were taught how to look after cattle. Hence, pre-colonial African education lacked uniformity in its transmission.

Gender biased; Pre-colonial African education was gender biased where specific roles were assigned to the males and females. For example, the females in many societies dealt with looking after their homes and doing domestic work while the boys or males were assigned to work outside home like hunting, building, among others. Hence, pre-colonial African education was gender biased. This promoted inequality in the societies where the males in many societies were given more and better status than females because of the work they do.

Based on memory; Pre-colonial African education based on someone's memory. In case he or she forgot, that knowledge could not be passed on to the next generation. Hence basing on memory was not an effective way of transmitting knowledge as many things could be forgotten compared to when knowledge is put into writing and is to be transmitted formally. Hence basing on memory was a weakness of pre-colonial African education.

|  |  |  |
|--|--|--|
|  | Lacked an organised syllabus. The                          |  |
|  | pre-colonial African education was not on organised        |  |
|  | syllabus. One was taught according to what his or her      |  |
|  | elder decided upon. Hence the young acquired different     |  |
|  | skills and other skills were left out which could be       |  |
|  | beneficial. This has been due to factors like teaching     |  |
|  | based on one's memory hence transmission of the            |  |
|  | education is not "organised" syllabus for all the children |  |
|  | to enroll.   |  |
|  | Promoted bad cultural practices, Societies                 |  |
|  | that had bad cultural practices were taught and passed     |  |
|  | on to the next generation despite the fact that according  |  |
|  | to them the practices were good. For example, mistreating  |  |
|  | females by the males, use of witchcraft to harm other      |  |
|  | people, among others that instead destroyed the            |  |
|  | society instead of building it, hence becoming a           |  |
|  | weakness of pre-colonial African education.                |  |
|  | Traditional resistance in pre-colonial                     |  |
|  | African education; In traditional resistance, societies    |  |
|  | were not ready to adjust to activities of other societies  |  |
|  | despite the fact that they could be more beneficial. This  |  |
|  | is because most of these societies believed in their       |  |
|  | cultural, traditions and customs teachings hence could     |  |
|  | not adjust and make improvements in their work of          |  |
|  | life. For example, a member from a society that practised  |  |
|  | farming did not easily change to an activity like trading  |  |
|  | or crafts making of another society hence it was a         |  |
|  | weakness of pre-colonial African education.                |  |
|  | Generally, the pre-colonial African                        |  |
|  | education had challenges but it was advantageous in        |  |
|  | away that it promoted good morals, taught the young        |  |
|  | about their societies and environment, promoted unity,     |  |
|  | preserved the African culture, among others.               |  |

Extract 1.1.1 an example of a good response

In the extract 1.1.1 the candidate analysed the challenges of pre-colonial African education and supported his/her responses with relevant examples.

The candidates who scored from 7 to 11.5 had various weaknesses which lowered their marks. For example, some gave some correct points but provided partial explanations and lacked relevant examples to justify their points. Some could not provide the required six points while others provided a mixture of correct and incorrect points. This indicates that such candidates were not very familiar with the pre-colonial education perspectives. Moreover, some of them analysed the features of pre-colonial African education some of which correlate with the challenges of African education. Examples of such points include; gender biasness in which boys were more favored than girls. The use of oral traditions to impart education depending on what the elders knew, as well as having no formal syllabus or curriculum. Though these points portray the features of the pre-colonial African education, they have the elements of the challenges of the pre-colonial African education. Thus, candidates who explained such features scored some marks depending on the degree of relevance of their explanations.

The candidates with poor performance in this question either had partial or no knowledge of the question. Some provided partial responses which did not deserve more than 6.5 marks while others scored 0 as they provided irrelevant responses. Some of the candidates for example, focused on colonial education and explained the effects of colonial education in Africa as well as features of the colonial education. Surprisingly, other candidates dealt with the factors for states formation and concentrated on points such as: strong leadership and strong army. Moreover, some of the candidates dealt with miscellaneous issues such as the reforms of education after independence and its associated challenges. Extract 1.1.2 is a sample of a response from a candidate who provided irrelevant answers to this question.

1. Pre-Colonial African education refers to the education which existed before colonial education. The pre-colonial African education include both formal and informal education. The following are challenges of Pre-colonial African education.

Tradition resistance. Pre-colonial education they were faced by tradition resistance in a various ways. For example in Duruma and Maru they were against with education. This process led to the collapse of pre-colonial education.

Lack of implemented materials. Also pre-colonial education they were faced by lack of implemented materials such as books and other equipment.

Lack of teacher. This was another challenges of pre-colonial education in African countries. They were faced by lack of teacher in different schools.

Poverty. In a situation where by a person can not afford a basic needs such as food, shelter and clothes. Many students failed to continue a school because of poverty within to the people.

Pregnancy. This was another of pre-colonial African education. Some of women become out of school because of pregnancy.

Presence of few education. Also pre-colonial education they were faced to the presence of few of education.

Poor transport and communication. Also pre-colonial African education they were faced by poor of transport and communication due to poor transport. Many people failed to join in education.

Therefore pre-colonial education they were train youth how to handle our family and train on how to defend himself.

Extract 1.1.2 is an example of a poor response

In Extract 1.1.2 the candidate explained the challenges encountered in the process of providing education.



### 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 assess the achievements of pre-colonial African technology. The general performance in this question was good as the majority (87.7%) passed, scoring from 7 to 18.5 marks and very few (12.3%) failed, scoring from 0 to 6.5 marks.

However, among 87.7 percent of the candidates who passed, only 47.5 percent were able to score high marks (from 12 to 18.5) and 40.2 percent had average performance (from 7 to 11.5). Figure 2 shows the performance of the candidates in this question.

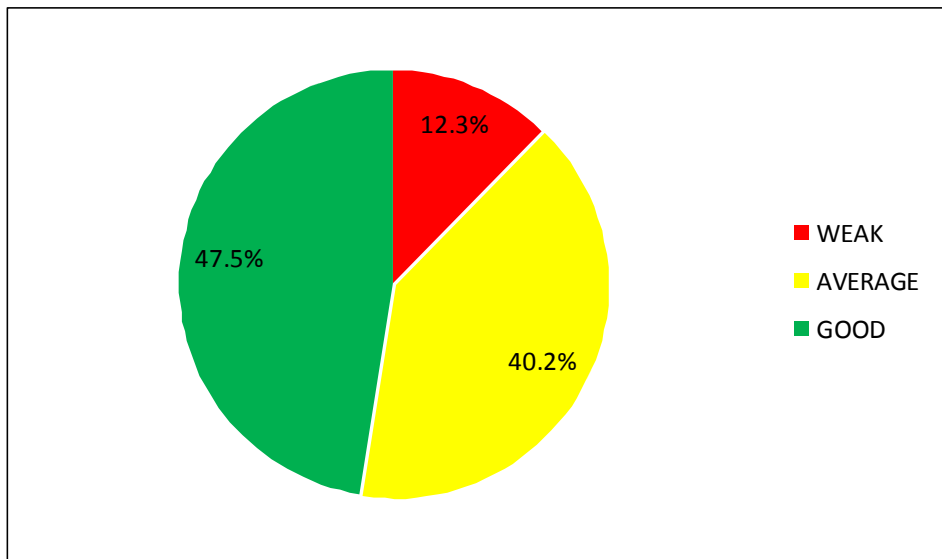


Figure 2: *Performance of Candidates in Question 2*

The candidates who scored high marks (from 12 to 18.5) were able to identify various pre-colonial technologies and judge their usefulness. Their responses based on transport, medical, industrial and manufacturing technologies. Extract 1.2.1 is an example of a response from one of the candidates explaining these technologies.

|    |   |  |
|----|---|--|
| 02 | <p>Pre-Colonial African technology refers to the application of scientific knowledge and skills in production of goods and services before the coming of the whites or before colonial domination. This is one of the things which prove the dynamic state or development of Africa before the coming of the whites.</p> <p>The following are the achievements of the pre-colonial African technology:-</p> <p>Development in Agriculture:- In Africa there was the scientific or technological agriculture which was conducted for the aim of improving production a good example is Irrigation schemes in Egypt this was pure technology but also there were animal husbandry in Congo therefore this is the achievement of Pre-Colonial African technology.</p> <p>Achievements in Manufacturing Industries:- Also wonderful enough the manufacturing industry was also developed for example there were clothes which were made in leather in Morocco but also there were bark cloth making as well as pottery in Buganda therefore there were manufacturing industries which produced different goods.</p> <p>Achievements in Architecture or Construction activities:- Also pre-colonial African technology managed the construction of houses of various types for instance the small city in Mandika but also another good example in constructing activities is pyramids in Egypt this was the highest level technology of construction especially in infrastructures.</p> |  |
|----|---|--|

|    |   |
|----|---|
| 02 | <p>In medicine technology :- Afro pre-colonial African managed to develop some medicines to cure various diseases for example in East Africa where there is tropical disease there were herbal medicines which cured Malaria and also there were herbal medicines for curing stomach pain and coughing.</p> <p>Weapon technology :- In case of weapons pre-African managed to create weapons which were from iron for example in Meru where there were iron smelting they managed to create arrows, Machettes or pangas as well as iron shields this was great technology which was very important for protection of the societies.</p> <p>Achievements in Transport and Communication :- Since Africans were moving from place to place those of mainland largely used animal like camels in North Africa especially in desert areas but the great technology was canoe making technology especially those who lived in lacustrine area for example the Kerewe and Buganda in East Africa who were along Lake Victoria used canoe for transport also in communication large drums were made out of animal skins when they beatens it meant a call or summons.</p> <p>Finally we can see that pre-colonial African society was not simple as it usually taken and apart from technology in political aspect pre-colonial Africa developed Centralised as well as Decentralised states such as Sukuma and Yao.</p> |
|----|---|

Extract 1.2.1 is a sample of a good response

In Extract 1.2.1 the candidates pointed out the achievements of the pre-colonial African technology.

Some of the candidates however, identified various technologies in Africa but could not sufficiently explain them with their achievements. This weakness was mainly observed in the responses of the candidates who had average performance (from 7 to 11.5 marks). Moreover, failure to exhaust

the number of points required and inability to provide related examples were other weaknesses of the candidates in this group.

The majority of the candidates who scored from 0.5 to 6.5 marks instead gave wrong responses such as mixture of positive and negative effects of the African technology. Some of the responses were not well organized and consisted of numerous irrelevancies. Some of the candidates had 0 score in the main body but scored a mark in the introduction. On the other hand, some of the candidates scored 0 due to complete misconception of the question. Some of these misconceptions include; responding on the achievements of the post-colonial world technology and responding on pre-colonial education. Extract 1.2.2 is a sample of a poor response from one of the candidates.

2

Education This was the process of transferring knowledge from one generation to another. Pre-colonial education refers to the education introduced by people in the community in order to master their environment. The following below were the challenges and achievements of education in pre-colonial

Were achievement to unite people together, during that time all young boys and girls were taught together although every sex were treated differently but were achievement to make people in unity for example Hadzabe and Maasai.

Were achieve to teach people without discrimination every one was get education regardless of their social status or economic. So also this among the achievement for example Hadzabe and Tindiga and Maasai.

Education It was not in commercial it was for all people in the society and all members of community were supposed to get there society for example Tindiga and other society like Maasai were provided knowledge free.

|  |                                     |  |
|--|-------------------------------------|--|
|  | Education It was practically        |  |
|  | people were be comfortable because  |  |
|  | teachers were teach the reality     |  |
|  | from the environment for example    |  |
|  | hunting and gathering in the        |  |
|  | society like Tindiga and Hadzabe    |  |
|  | in Africa.                          |  |
|  | Education help the society          |  |
|  | in the side of security it was      |  |
|  | trained young to protect by using   |  |
|  | for example wild animals and        |  |
|  | so on so were achieve in this       |  |
|  | side because were make arrow        |  |
|  | and other weapons                   |  |
|  | Education It was based in           |  |
|  | African environment, so every thing |  |
|  | which were trained it was based     |  |
|  | in African environment due to that  |  |
|  | people or young were mastering      |  |
|  | their environment.                  |  |
|  | Above were the achievement          |  |
|  | of pre-colonial education apart     |  |
|  | from that there was many achieve    |  |
|  | ment.                               |  |

Extract 1.2.2 is an example of a poor response

In Extract 1.2.2 the candidate responded on pre-colonial African education instead of pre-colonial African technologies.

### 2.1.3 Question 3

The question was set from the topic "People of African origin in the new world". It required the candidates to explain the factors that enabled the Europeans to discover the New World in the 15<sup>th</sup> century. The question was attempted by 36.3 percent of the candidates. The performance in this question was poor since the majority of the candidates (63.1%) scored from 0 to 6.5 marks and a few candidates (33.3%) had average performance scoring from 7 to 11.5 marks. Very few candidates (3.6%) had good performance scoring from 12 to 18 marks. Figure 3 shows the performance of the candidates in this question.

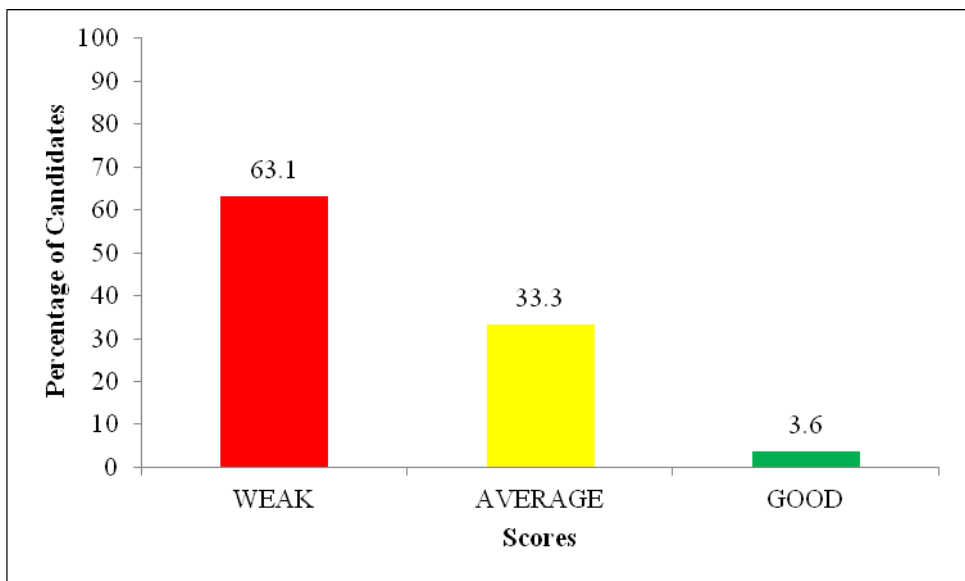


Figure 3: *Performance of Candidates in Question 3*

The candidates who scored from 12 to 18 marks had adequate knowledge of the subject matter and identified the requirements of the question. They, therefore gave correct points such as the role of voyages of exploration, the role of crusade war, the role played by maritime technology and the role of the government. Their points were supported by relevant explanations and examples. Differences in the scores of the candidates in this category were

due to varying degrees of explanations and examples given by each candidate. Candidates that provided more relevant details and examples scored higher marks and vice versa also applied. Extract 1.3.1 is a sample from a candidate with a good response.

|    |   |  |
|----|---|--|
| 3. | New World are the states which were not                               |  |
|    | previously known by Europeans before the discovery made               |  |
|    | by Christopher Columbus in the 15 <sup>th</sup> century when he       |  |
|    | was about to find the routes to reach India in 1490s.                 |  |
|    | It includes North and South America, the Caribbean                    |  |
|    | Islands and other areas. The discovery was made due                   |  |
|    | to different factors as follows;                                      |  |
|    | The development of Maritime technology                                |  |
|    | in 15 <sup>th</sup> century, which includes the use of boats, compass |  |
|    | bearing which directed them and engines. Through this                 |  |
|    | knowledge the Europeans were able to transport in                     |  |
|    | different parts of the world through water bodies                     |  |
|    | and finally during the 15 <sup>th</sup> century, unexpectedly         |  |
|    | Christopher Columbus with his fellow discovered the                   |  |



new world.

Mercantilism, which also developed in 15<sup>th</sup> century which involve the <sup>overseas</sup> trade by European Mercants in search for raw materials particularly bullions like gold and silver also enabled the Europeans to discover the New world. For example, during the 15<sup>th</sup> century, when various Mercants including Christopher and his fellows were about to transport to reach India to accumulate bullions, they finally found themselves reaching in the New World. Hence discovery of the new world by the ~~the~~ Europeans.

Crusade war, also enables the Europeans to discover the New World since the war led to the close of shorter border used by Europeans in reaching Asia, particularly India. The war was between Muslims and Christians in which Muslim leaders decided to close the border (way) for Europeans. For example, during 15<sup>th</sup> century with closing of the border Europeans decided to find another way to reach India and unexpectedly they found themselves reaching in the Latin America hence the discovery of the New World by Europeans.

The role <sup>played</sup> by European Mercants, also contributed to the discovery of the New World. Since they conducted various activities that is overseas trade which made them to make exploration of voyage which finally enabled them to discover new world. A good example is of Christopher Columbus and his fellows, Vasco Da Gama, Bartolomeo Diaz and other traders.

The role <sup>played</sup> by European Kings, who support their traders and Mercants in their trade also contributed to the discovery of the New World. For example, the

|  |  |  |
|--|--|--|
|  | role played by the King of Portugal, King Henry who supported his Mercants, he finally enabled them to discover the New World. Therefore, the great support that Christopher Columbus and his fellows got enabled them to discover the New World.  |  |
|  | The early exploration of Voyage, also enabled Europeans to discover the new World. for example, the exploration made by Christopher Columbus and his fellows during the 15 <sup>th</sup> century enabled them to discover the new World unexpectedly. Therefore, this also contributed to the discovery of the New World.  |  |
|  | Generally, the discovery of the New World by European leads to the occurrence of several problems in the New World and Africa, such as introduction of slave trade, exploitation of African labour, resources, domination of Indians (Red Indians) by European and the occurrence of the people of African Origin in the New World, but on other side Europeans were much benefited. |  |

Extract 1.3.1 is a sample of a good response

In Extract 1.3.1 a candidate explained the factors that enabled the Europeans to discover the New World in the 15<sup>th</sup> century.

The candidates who scored from 7 to 11.5 marks were able to give some of the correct points. However, the responses given comprised of some minor errors such as illogical flow of explanations and incorrect examples. In addition some of the candidates gave vivid examples while others did not.

The candidates who scored from 0 to 6.5 marks did not adequately meet the demands of the question as they gave inappropriate explanations and examples which did not deserve more than 6.5 marks. Some of the candidates misconceived the question and gave reasons for colonizing the African continent and they provided points like the need for raw materials, cheap labour and areas for investments. Moreover, the majority of the candidates in this question gave the reasons for using African slaves in America and provided points like the need for slave labourers and

weakness of red Indians. Extract 1.3.2 is a sample of a poor response to this question.

Q3. New world is the America and Caribbean island of Jamaica, Canada, Haiti and others. The discovery of New world was christopher Columbus in the 15th century by the European explorer. The new world discovered due to the Many reasons as follows:

Need of the 'areas for investment'; Due to the need of the Europeans for the areas for investment in order to increase the production to their industries introduce lead them to find areas for investment from various corners of the world hence discover of the New world in the 15th century. In the need for the area of investment enable the Europeans to discover the New world.

Need areas for settlement; The Europe continent was populated enough due to increase of Africans even Jews, so the area was populated, so no enough areas for settlement in order to allow cultivation to take place. All in All, Need areas for settlement lead the Europeans to discover the New world in the 15th century.

Need for market; Europeans manufactured various goods with high competition to their friends like Jager competition between Britain and France so the reason of finding market in order to sell their goods to various areas help the Europeans to discover the New world in the 15th century because Market at their home was very short.

Need for raw materials; Europeans were after raw materials to fulfill to their industries in order to produce consumer goods like clothes, so Europeans decided to find to various areas in the world in order to find where can get raw materials or area to cultivate hence lead to the discover of the New world in the 15th century.

Agrarian revolution; due to the fundamental changes occurred in agriculture sector in Europe lead to the discover of the New world due to the invented machine replace in

|   |  |
|---|--|
| Agriculture, Need forced labour. Europeans                |  |
| Had a big demand of cheap labour to work                  |  |
| in their industries as unskilled labour even in           |  |
| their plantation and Mining introduced in the             |  |
| country because Europeans they thought that               |  |
| the labour will obtained will be cheap and                |  |
| thruo to work enough, that's why they decided             |  |
| to find in various areas hence lead to the                |  |
| discover of the Newworld in the 15 <sup>th</sup> century. |  |
| To conclude; The discover of the                          |  |
| New world in the 15 <sup>th</sup> century was due to the  |  |
| above reasons as explained and mentioned.                 |  |
| The discover of the Newworld has had effect               |  |
| to the Africans because it increase exploitation          |  |
| also lack of Manpower even depopulation                   |  |
| and others many.  |  |

Extract 1.3.2 is a sample of a poor response

In Extract 1.3.2 the candidate, to a great extent, explained the reasons for the colonization of Africa contrary to the demand of the question.

#### 2.1.4 Question 4

This question was from the topic "From colonialism to the First World War (1880s - 1914). It required the candidates to justify the statement that agriculture was the backbone of the colonial economy. The question was attempted by 60.9 percent of the candidates and the performance was good since 47.4 percent scored from 7 to 11.5 and 46.4 percent scored from 12 to 17.5 whereas very few candidates (6.2%) failed by scoring from 0 to 6.5 marks. Figure 4 shows the performance of the candidates in this question.

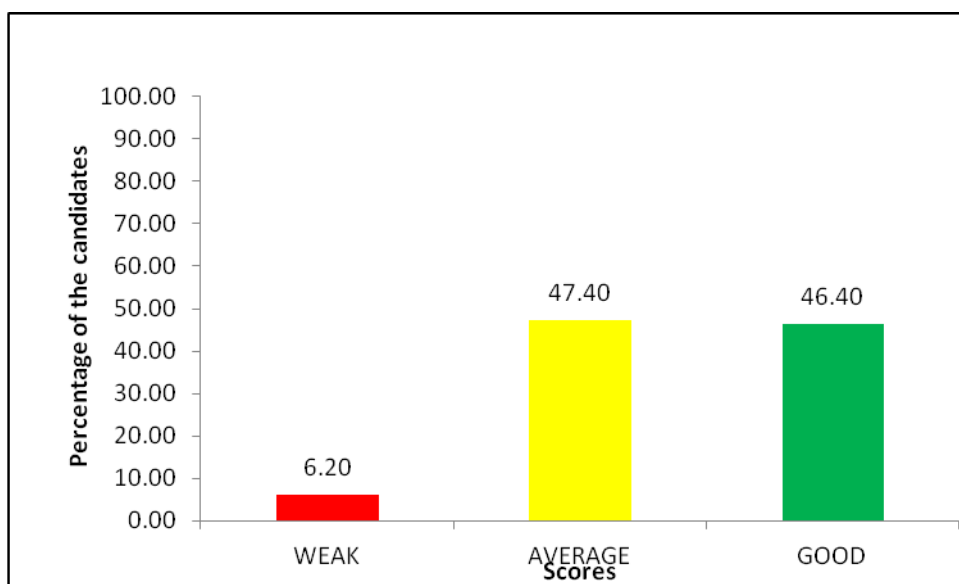


Figure 4: *Performance of Candidates in Question 4*

The candidates who performed well were able to explain the importance of agriculture in the colonial economy and provide sufficient explanations with relevant examples on the points like: provision of raw materials such as cotton, rubber and sisal for exports, improvement of social services like hospitals and schools which were extended in the settler areas, in towns and in productive areas and the acceleration of the construction of transport and communication networks. The variation in the marks in this category (from 12 to 17.5) was due to variation of the candidates' responses. Candidates who provided more detailed explanations with vivid examples scored higher marks than others. Extract 1.4.1 is an example of a response from one of the candidates who performed well.

4. The colonial economy was the system of production and consumption introduced by colonialists in the colonies to fulfill their demands. The colonial demands included areas for market, areas for investment, areas for cheap labour and the need of raw materials. It is true that agriculture was the backbone of the colonial economy due to the following reasons:-

Provision of raw materials; Agriculture played the great role in the colonial economy since it was the source of raw materials for the European industries. For example, the cash crops like cotton, tea, tobacco, coffee and cloves were produced in the colonies and exported to the metropole for feeding the white industries.

It was the source of market for the European finished goods. Through the sector of agriculture during the colonial economy, the whites were able to get the market for their industrial finished goods. For example the European finished goods were provided in plantation areas where there were migrant labourers who could buy such goods like bicycles and other luxury goods like cigarette, biscuits and sugar.

It led to the improvement of infrastructures. The transportation systems also

were constructed due to influence of agricultural sector. For example the ~~central~~ railway from Dar es Salaam to Zigoma was constructed to facilitate the transportation of raw materials and migrant labourers in the plantation areas.

It was the source of colonial revenue; Through the sector of agriculture during the colonial economy the colonial government was able to collect revenue especially from the labourers through imposing various taxes and supplying of the European finished goods for market.

Improvement and provision of social services; Agricultural sector during the colonial economy also contributed to the provision of various social services within the colonies. For example in productive areas and white settlement areas, social services like education, water and health were provided through the building of schools, hospitals and establishment hydroelectric power for electricity.

It was the source of employment opportunities to the whites from Europe. Many European whites came from their countries in Europe to Africa to search for employment opportunities.

where they could invest in agricultural sector. For instance the case of settler's agriculture in Kenya, Zimbabwe, South Africa, Botswana and Angola.

Generally, agricultural sector during the colonial economy was mainly to ensure the intensive exploitation of African resources and not intending to develop Africans. For example, Africans in agricultural sector were exploited through land alienation, forced labour and taxation.

Extract 1.4.1 is an example of a good response

In Extract 1.4.1 a candidate was able to show the significance of agriculture to colonial governments.

The candidates who scored from 7 to 11.5 marks understood the requirements of the question but their responses were not exhaustive. Moreover, some of their responses comprised correct and incorrect points.

The candidates with poor performance (from 0 to 6.5) had several weaknesses. In most cases those who scored relatively higher marks in this group were able to provide partial details which did not deserve more than 6.5 marks.

The candidates who scored 0, provided irrelevant responses. Some of these candidates explained the colonial agricultural system such as; peasants, settlers and plantation agriculture and they concentrated their explanations on the factors that favored the establishment of certain agricultural system in Africa. Some of these candidates misconceived the word 'backbone' as 'backward' and thus based their explanations on the obstacles for the development of agriculture. Extract 1.4.2 shows a poor response from one of these candidates.



04. Agriculture is the system of cultivation of crops and animal keeping. The crops which are cultivated can be for selling or for food. Colonial economy is the activity which is done by the colonial for the development of the country. The following are the points which show that Agriculture was the backbone of the colonial economy.

Presence of Pest and diseases in that there was the presence of different diseases which cause the

04 agriculture system to be not developed well, thus why agriculture was the backbone of the colonial economy.

Presence of poor climatic condition, in that period there was poor climatic condition which undermines the growth of crops in a good way example. Lack of rainfall, thus why Agriculture was the backbone of the colonial economy.

Presence of poor fertile soil; in that period there was land which has lack of good fertile soil which could support the good growth of the crops. Thus why Agriculture is the backbone of the colonial economy.

Presence of poor infrastructures; there was poor infrastructure example roads and railways which could not support the transportation of the people and crops moving from one place to another place.

Presence of unadvanced tools; there was unadvanced tools, the tools which are not quality which takes the long period of time for cultivation of the crops. Thus undermines the agriculture.

Lack of science and technology; there was no science and technology.

|     |  |  |
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| 04. | which will help for the good developme |  |
|     | nt of agriculture. example use of      |  |
|     | tractors for as a machine which is     |  |
|     | simplifying a work of cultivation      |  |
|     | for a short period of time.            |  |
|     | In generally; in order to improve      |  |
|     | the agriculture the government have    |  |
|     | to provide the good advanced techno    |  |
|     | logy, to establish the good fertile    |  |
|     | soil for the good growth of the crops  |  |
|     | and to provide the science and tech    |  |
|     | nology. All these may help use         |  |
|     | the good production of food and        |  |
|     | good development of colonial economy.  |  |

Extract 1.4.2 is a sample of a poor response

In Extract 1.4.2 a candidate explained the challenges hindering the development of agriculture in the colonies.

### 2.1.5 Question 5

The question was set from the topic "Colonial Economy and Social Services after the 2<sup>nd</sup> World War". It required the candidates to examine the features of colonial education. It was attempted by 75 percent of the candidates. Out of this, 39.1 percent scored from 12 to 19 marks, 51.2 percent scored from 7 to 11.5 marks and 9.7 percent scored from 0.5 to 6.5 marks. These statistics reveal that the general performance of this question was good since the majority (90.3%) passed and very few (9.7%) failed. Figure 5 shows the performance of the candidates in this question.

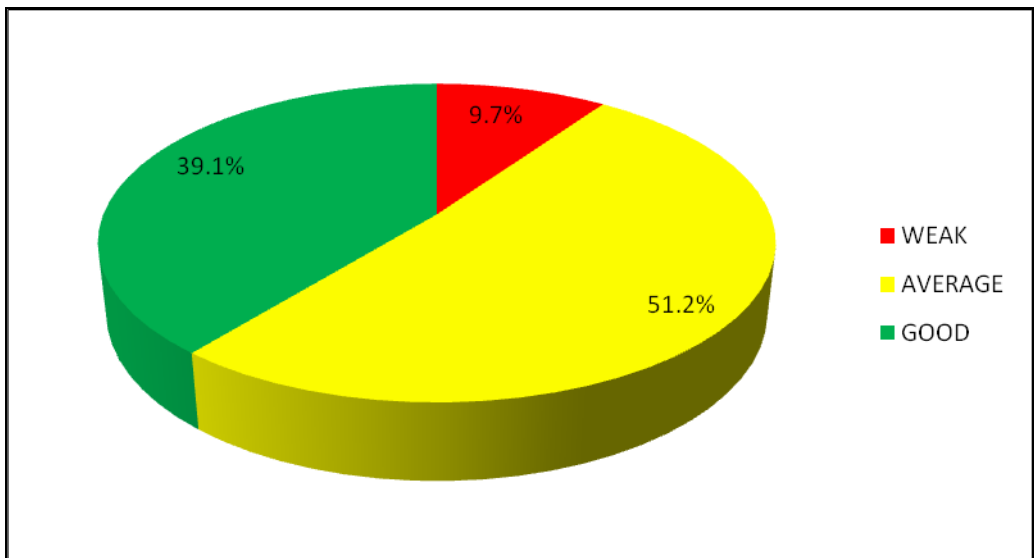


Figure 5: *Performance of Candidates in Question 5*

The candidates who scored from 12 to 18 marks provided explanations and examples on the appropriate points such as; uneven distribution, racial segregation, pyramidal in shape, and irrelevant curriculum to the Africans. Extract 1.5.1 illustrates a sample from one of the candidates who provided a relatively good response to the question.

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| 05 | <p>Colonial education is the transferring of knowledge and skills from the colonialists to few Africans who were to serve the colonial interests. this kind of education were provided by the colonialists to few Africans especially the children of chief for example Julius Kambage Nyerere was among the African who acquired colonial education. it aimed at creating puppet regime in Africa, civilize the Africans to live their bad culture and also to spread the capitalist ideology. the following are the features of colonial education :-</p> <p>Colonial education was pyramid in nature, this is among the feature of colonial education due to the fact that the people in colonial education were many at the low stage of education but as the high the stage the education goes the number of people- continued to decrease thus bring about the pyramid shape.</p> <p>It was unevenly distributed, such that the colonial education was mostly provided in productive areas for example in Bukoba, Kilimanjaro in case of Tanganyika, compared to unproductive areas where the education were not provided as in productive areas. thus it was not equal distributed.</p> <p>It based on racial segregation, racism is the nature of colonial education as it was based on the colour of the people such that the Asians were more favoured in schools compared to Africans. as there were many Asians in schools during colonial education compared to the number of students from Africa.</p> <p>It based on European curricular the colonial education was also based on the European curricular such that the students were taught things that are concerned to Europe continent instead of being taught what is based on their land or their continent. also the language that used there during this colonial language was not the native language but European language such as English language and French.</p> |  |
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| 05. | Colonial education was theoretically in nature, since the education provided was not practical. Instead it provided - through theory that involves the writing and reading skills of a student, the colonial education taught the students on how to read and how to write. |  |
|     | Colonial education was selective in nature, such that it was provided to the children of African leaders such as chief's children who could serve and believed to save the colonial interests. These children example is Julius Kambarage Nyerere and Mobutu Sese Sreko.    |  |
|     | To sum up, colonial education resulted to the rise of African nationalism, created puppet regime and leaders such as Iddi Amin Dada and Mobutu Sese Sreko also it creates classes among the educated and non-educated Africans.   |  |

Extract 1.5.1 is a sample a good response

In Extract 1.5.1 indicates the response from a candidate who was able to examine the features of colonial education.

The candidates who scored from 7 to 11.5 understood the demand of the question but lacked detailed explanations and relevant examples. Others gave few points with shallow explanations which enabled them get average marks. However, their marks varied due to different abilities in expressing their points and giving examples.

The candidates who scored from 0 to 6.5 marks had a poor introduction and outlined some few relevant points. Others deviated from the demand of the question and scored 0. Instead of examining features of colonial education they explained the effect of colonial education, the features of pre-colonial education and the importance of pre-colonial education. Extract 1.5.2 shows a sample of a response from the candidates whose points were irrelevant.

|    |  |
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| 5. | <p>colonial education refers to the education in which established before colonial rule. There are two types of education which is Informal and formal education. During the colonial education was local to the young to go to be educated so as for their benefit life and this colonial education help people to be educated with it. These following are the features of colonial education.</p> <p>It prepared the young generation for their future life. due to that the colonial education this was education before the establishment of colonial rule that led to the people to have a generation for their future life as they can be educated.</p> <p>It led to help children to understand about their life. during the colonial economy children should understand their life as they were getting colonial education. Because this education was local to have who know their life well as they must be educated.</p> <p>It prepared children to master their environment. due to this the children must master their environment because the colonial education was to prepare the children to master their environment like to know on how can be conducted in environment according to the education on which help to get.</p> <p>It moulded the children to have a good Moral and social conduct. during the colonial</p> |
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| 5 | so education led to the children children to have good moral and social contact because the colonial education it was to fight against the people who did not want to be educated about the colonial education which may help them to have a good idea.                          |
|   | It prepared the good living to the youth due to that the colonial education prepared the good living to the youth while their getting education of colonial their <sup>being</sup> prepared for a good living to the youth and that can be shown when the children are educated. |
|   | It also allowed all people to get education due to that the colonial education allow to all people to get education so as to master their education of their life.   |
|   | Generally colonial education can be lead to the educated to young generation for better and this formed by two education which is informal and formal education which may lead to help people to get the good education and practice on it.                                      |

Extract 1.5.2 is a sample of a poor response

In Extract 1.5.2 a candidate explained the importance of the pre-colonial education to youth.

### 2.1.6 Question 6

The question was set from the topic "Colonial economy and social services after the 2<sup>nd</sup> world war". It required the candidates to describe using vivid examples two agricultural schemes which aimed at controlling soil erosion



and to examine three achievements of the agricultural schemes which were undertaken in the colonies after 1945. This was one of the questions that was poorly attempted since only 14.9 percent of the candidates attempted it. However, performance in this question was good since 91.8 percent of the candidates passed and only 8.2 percent failed. The statistical analysis indicates that among the candidates who passed (91.8%), 49.7 percent scored from 7 to 11.5 marks (average performance) while 42.1 percent scored from 12 to 18.5 marks (good performance). Figure 6 shows the performance of the candidates in this question.

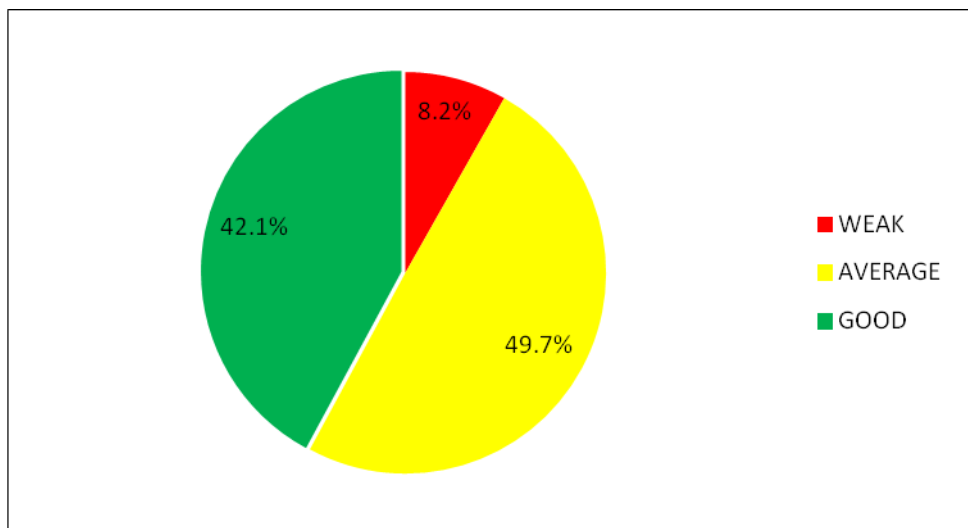


Figure 6: *Performance of Candidates in Question 6*

The candidates who scored from 12 to 18.5 marks were able to describe the two agricultural schemes; the soil conservation schemes and destocking schemes. In addition, they gave detailed explanations and examples like: The Uluguru Land Rehabilitation scheme, the Sukuma land Development Plan and The Maasai and Mbulu destocking scheme. Moreover, the candidates gave the achievements of these agricultural schemes such as; planting of many trees in Morogoro (afforestation), introduction of

settlement schemes, intensification of land expropriation such as the Kongwa agricultural scheme and population scheme which involved shifting of people from Mwanza and Mara to Shinyanga so as to give room for agricultural activities. Extract 1.6.1 shows a relatively good response from one of the candidates who met the requirements of the question.

6. Agriculture schemes. These were the agricultural reforms made by the colonialists in the colonies in order to continue with the colonial exploitation. After the Second World War in 1945 most of European countries like Britain and France decided to introduce the reforms in the agricultural sector so as to increase production for their benefit. There were numerous changes occurred in agricultural sector whereby various schemes were introduced in the colonies. Most of them are as discussed below.

Land usage and Rehabilitation schemes. This was done in the hilly areas where by new methods of farming took place. This was done in order to control soil erosion in the agricultural land. For instance in Uluguru Mountain<sup>land</sup> rehabilitation programme in Morogoro led to the agricultural development through the use of terraces in the hills or mountains. This results into the agriculture productivity.

Destocking schemes. This was done in the pastoralist areas whereby they were supposed to reduce the number of animals so as to control soil erosion that is caused by overgrazing in this areas. Example in Maasai, Sukuma and Mbulu lands were supposed to be destocked to control grazing that is more helpful in the soil erosion control.

Despite of the agricultural schemes took place in the Tanganyikan colonies, the schemes succeeded in numerous ways. The following are the achievements of those agricultural schemes in the colonies.

Improvement of agricultural production. With the schemes undertaken in the colonies, the agriculture was developed more and faster ~~due to~~ the soil fertility and controlled measures towards the soil erosion. Fertile soils led to the higher productivity of various crops in the colonies. Example sisal, cassava, maize that were highly needed by the colonialists in their colonies.

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| 6- | <p>Improvement of labour supplies. With agricultural development in the colonies, the colonialists were able to get the cheap labour to work in the agricultural field where production increased. The labour supply in the colonies led to the development of various crops such as cotton in Mwanza and Shinyanga that had been influenced by Resettlement schemes that needed people to prepare areas for settlement and permanent agriculture.</p> <p>The schemes led to the establishment of transport infrastructures. The agriculture development in Tanganyika led to the colonialists to establish various roads and railways in the colonies towards the coasts for the exportation of raw materials to the metropolitans. Through various agencies such as Sital Labour Bureau (SILABU) the colonialists managed to build the infrastructures around the Sital plantations so as to facilitate the production of various products.</p> <p>Conclusively, the different agricultural schemes in Tanganyika enabled the colonialists to harvest more products as raw materials that were exported to the metropolitan countries. The major aim of the introduction of the schemes by the colonial powers was to increase the exploitation. They mainly wanted to regain their war ruined economy after 1945. Also there were some other schemes were introduced in Tanganyika and other parts of Africa such as Crop cultivation schemes, Dam construction and irrigation schemes that gained potentialities to the colonialists.</p> |  |
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Extract 1.6.1 is a sample of a good response

In Extract 1.6.1 a candidate was able to explain the colonial agricultural schemes in Tanganyika and analyse the achievements of some schemes.

Some of the candidates who scored marks ranging from 7 to 11.5 understood the demand of the question and could mention the correct

schemes but failed to explain their achievements while others could explain the achievements without connecting them to the schemes. Besides, some of these candidates could mention the agricultural schemes but only provided one or two achievements.

The response of the candidates who scored from 0 to 6.5 had several weaknesses. Some of them provided a relatively good introduction but either went astray in the main body by basing on one part of the question or by mixing relevant and irrelevant points. However, some of the candidates diverged completely from the demand of the question by either providing responses on the agricultural systems (peasant, plantation and settler systems) or basing on colonial agriculture in general which had no correlation with the concepts in question.

#### **2.1.7 Question 7**

The question was set from the topic "Colonial Economy and Social Services After the 2<sup>nd</sup> World War". The candidates were required to identify six European economic exploitations in Africa which rose people's desire to terminate colonial rule after the Second World War. Despite being attempted by few candidates (19.6%), performance in this question was good since 85 percent of the candidates who opted it passed as they scored from 7 to 19.5 and only 15 percent failed. Figure 7 shows the performance of the candidates in this question.

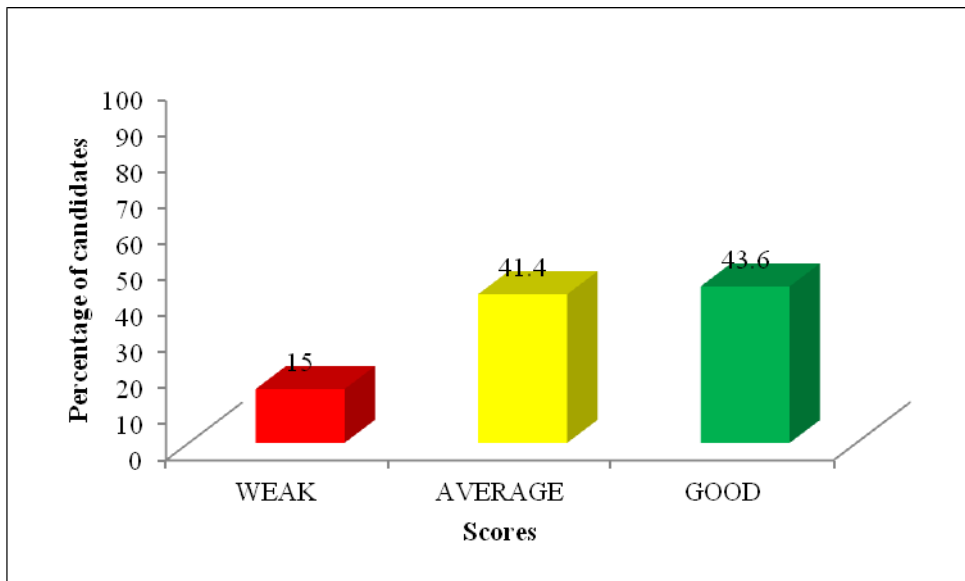


Figure 7: *Performance of Candidates in Question 7*

The candidates who scored highly in this question (from 11.5 to 19.5) identified land alienation, intensification of forced labour, taxation, long working hours and other forms of exploitation as aspects through which Europeans exploited Africans. They showed through explanation and vivid examples how these aspects were too exploitative and raised the African desire to terminate colonial rule. Those who gave good explanations and examples got higher marks as opposed to those whose explanations were relatively weak. Extract 1.7.1 is a sample of a response from the candidates who conformed to the requirements of the question.

|       |  |
|-------|--|
| Qn 7. | Colonial rule or colonialism is a state of being under complete influence of <del>the</del> a certain country by another. Colonial rule in Africa was imposed before the first world War. In the early 19 <sup>th</sup> Century after the Berlin conference of 1878 in Germany, colonialism in Africa begun by partition. Colonial exploitation was very high and the Europeans over-exploited the African resources during the colonial era. This situation was not pleasing to the Africans and hence they came up reasons to terminate colonial rule once and for all. The reasons for termination of colonial rule were: |
|       | Heavy taxes; the Africans were heavily taxed and had no enough money or wages to cover up for the taxes. They were taxed on production, services rendered, land, jobs and every where. This limited development of Africans since they weren't left with any income for themselves.  |

Example: they were taxed taxes like produce tax where you pay for all that you have produced, Hut tax, was paid by those who owned or had a house to live in, Poll tax, head tax was paid according to the number of people in a house.

Land Alienation: the Europeans forcefully took away African land and used it for their own interests like Plantations, industries, white settlement and hence exploited African land. Example; In Uganda, African land was taken, forcing Africans to grow cash crops if they wanted to live and hence introduction of peasant agriculture where only a small portion of land was for the African but the rest they grew crops for the Europeans. Also in Kenya, settlers were given African land for settlement and farming.

Low wages: Africans who worked in European, plantations, industries, homes as domestic servants, clerks and other workers were paid very little wages and could not cater for their daily needs. They were still required to pay taxes and contribute to the Europeans hence all the money going back into the hands of Europeans. Example; In Tanganyika, all workers were paid low wages and still paid taxes. Example, the migrant labourers were paid low wages and were to pay taxes back to the Europeans.

Poor working conditions: the workers were not considered and had no rights to complain about their working conditions. They did hard work risking their lives with no work safety measures. They worked for long hours without



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|  | <p>stopping which tired them out. Example: working for 18 hours a day and had very little time for rest and hence poor health of the workers. They were not under employers care.</p> <p>Liquidation of African trade interests; Africans were denied their rights to conduct any other economic activities. Their agricultural land was taken away, local industries were banned to prohibit production. Example: all the handicraft industries were banned and all the artisans and craftsmen were denied to proceeding. They were given brutal punishments and their hands were chopped off. Tipu Tien a rich merchant trader was denied to continue trading.</p> <p>High costs of living; due to high taxes and high prices of European goods. They were to pay high taxes and still yet could not afford the goods and products. This led to poor living standards and poor society development. Example: most Africans and labourers lived in slums because it is where they afforded to live and they could not afford houses because of their poverty.</p> <p>Conclusively; colonial exploitation was the main reason for the underdevelopment of Africa to the expense of Europe. She took all our resources and even though after decolonization, Europe still has roots through neo-colonialism. But many African states have discovered ways to escape neo-colonialism. By diversifying their economies, using the self-reliance policy and improving economic interrelations they can feed their own economies.</p> |  |
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Extract 1.7.1 shows a sample of a relatively good response

In Extract 1.7.1a candidate explained the mistreatment which stirred up African desire to unite against colonial rule.

The candidates who scored average marks (from 7 to 11.5) were able to give the correct points with good explanations but they failed to provide concrete examples to justify their points. The majority provided correct points but their explanation did not show how such exploitations activated Africans hatred.

The candidates who scored marks ranging from 0 to 6.5 failed to fully interpret the demand of the question. The majority scored a mark from the introduction and a few relevant outlined points. However, some of these candidates diverged from the demand of the question. For example, some dealt with the effect of colonial exploitation like poverty, stagnation of African technology and lack of land, while others dealt with the effect of the Second World War such as separation of families, death of people and decline of British imperialism.

In addition, some of these candidates explained the changes of the agricultural system after the Second World War such as; changes in agricultural policy, industrial activity, commerce and trade, change in the labour policy and change in transport and communication systems. This indicates that these candidates did not understand the requirement of the question. Extract 1.7.2 shows a sample of a response from a candidate whose response did not match with the requirement of the question.

7 Colonial rule is the ruling system where by one strong country dominating weak country in all spheres of life. European powers like Germany, France and Britain colonized African country because they undergone industrial revolution hence they are dominated African countries so as to obtain their capitalist demands. After the WW2 European powers increased exploitation to African so as to revamp their destroyed economy in Europe after the WW2. The following are influence of exploitation to African nationalism.

European exploitation boosted unity to Africans. The increase of European exploitation in Africa influenced African to form unit so as to fight against colonial exploitation of Europeans who used African resources and man power to revamp their economy. For example Cooperative Union in Tanganyika and Kenya United African workers to fight against colonial exploitation like low wages and poor working condition hence - rise of African nationalism.

Rise of anti-colonial exploitation. After the Second World War, the European increased exploitation to African to revamp their economy that influenced other countries like Cuba, Russia and USA to

7 Fight against Colonial exploitation, Anti-Colonial exploitation influence unit to African to fight for their independence and nationalism. Also provided financial support to the Africans.

European exploitation led to the rise of military anti-Colonial exploitation. After the Second world war African organized into military groups for the struggle for independence and fighting against exploitation. For example in Kenya the "Mau Mau" was the military group that fought against Land Alienation and Colonial exploitation in Kenya that rose awareness to the people to determine the Colonial rule.

Contributed to the formation of political parties. After the Second war African nationalists formed political parties so as to unite people for fighting for their independence and European exploitation. For example in Ghana Kwame Nkrumah formed CPP (Convention people's party) and Tanganyika TANU was formed so as to fight against European exploitation.

European exploitation led to riots. After the Second world war, European increased exploitation in all spheres like agriculture and social services so as to revamp their economy in Europe. This contributed to riots in many African countries against Colonial exploitation. For instance in Ghana people revolted against expl.

Exploitation of workers like low wages, poor working conditions and poor living conditions to the workers. This contributed to the African people so as to fight for the independence.

European exploitation awakened awareness to the African. The increase of colonial exploitation to African by European, African rose awareness against colonial exploitation and discrimination. The African got aware about European exploitation after the Second World War where European exploited African in low wages. Hence African got awareness so as to terminate colonial rule.

Therefore, colonial exploitation in Africa led to poverty of African countries where by the Europeans exploited African natural resources and man power to recover their economy in Europe. For instance in Tanganyika workers were paid low wages to maximize profit and exploited natural resources like minerals.

Extract 1.7.2 shows a sample of a poor response

In Extract 1.7.2 a candidate explained to a greater extent the significance of colonial exploitations in rising African nationalism instead of identifying the exploitation as the question demanded.

## Question 8

The question was set from the topic "Influence of external forces and the rise of nationalism and the struggle for independence". It required the candidates to analyse external factors that contributed to the rise of Nationalism and the Struggle for Independence in Tanganyika. Majority of the candidates in this paper (90.4%) attempted the question and performance in this question was good since only few candidates (3.7%) failed by scoring from 0 to 6.5 marks).The majority (96.3%) passed with average (34.8%) and good (61.5%) performance. Figure 8 shows the performance of the candidates in this question.

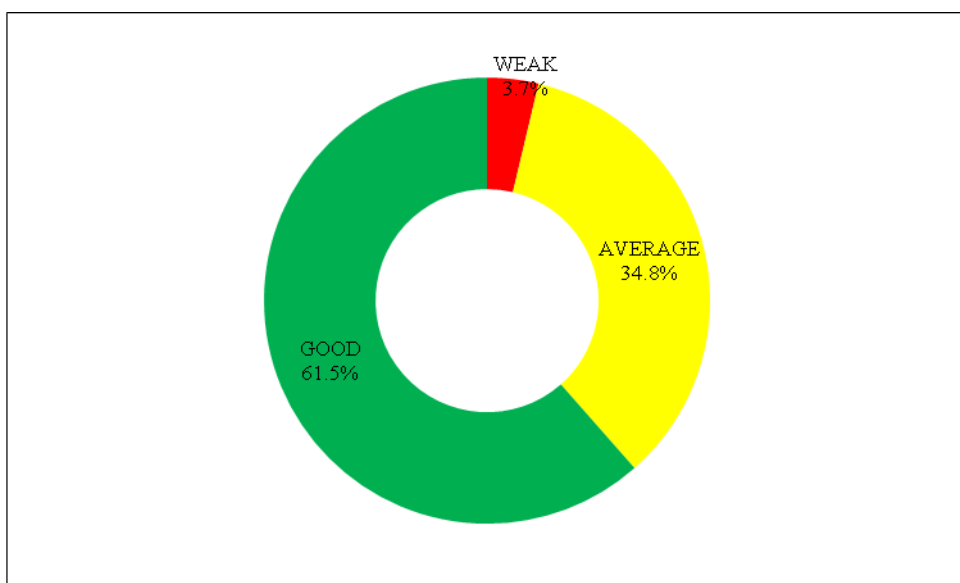


Figure 8: *Performance of Candidates in Question 8*

The candidates who scored from 12 to 19 marks provided appropriate responses to the question using vivid examples from Tanganyika. Their explanations centered on the points like; the role played by the United Nations Organization, the role of USA, the contribution of ex-soldiers and the role of USSR. However, some of these candidates, lost few marks

because they missed appropriate examples. Extract 1.8.1 represents a sample of a good response from one of the candidates.

8. In 6 points analyse external factors that contributed to the rise of Nationalism and the struggle for independence in Tanganyika.

Nationalism: Nationalism in Africa was referred to as the sense of unity and togetherness of colonized people (Africans) to fight against foreign domination and attain self rule. Nationalism and struggle for independence started in Africa soon after the second world war (1945) due to different internal factors such as exploitation and dictatorial nature of the colonial government. The following were the external factors that contributed to the rise of nationalism and the struggles for independence since 1945 in Tanganyika.

The role of the Second World War: The second world war of 1945 contributed to the rise of nationalism and the struggles for independence in Tanganyika through various ways such as the return of ex-soldiers who fought on the side of their colonial masters came up with the idea that Europeans can be defeated also the second world war led to the decline of European economy and therefore European powers for example British failed to maintain their colonies so they granted independence.

Pan Africanism conferences: Different pan-African conferences such as Accra and Manchester contributed to the rise of nationalism and struggle for independence in Tanganyika because through pan-African conference, it created unity whereby different nations in Africa and Asia met to discuss the problems of colonialism whereby African nationalists such as J.K. Nyerere gained strategies to be used to get independence also the conference provided more awareness.



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| 8. | <p>Bandung Conference. This conference was held in Indonesia in 1955 where different African leaders such as Kwame Nkrumah, Jomo Kenyatta, J.K. Nyerere and Asian leaders met to discuss on the issue of colonialism and how to get independence. It was during Bandung conference where NAM (Non-Aligned movement) was formed whereby African countries were required to not to support any ideology in order to get support from both USSR (socialist) and USA (capitalist). Tanganyika for example got moral and material support from USA and USSR.</p> <p>Self determination. This refers to a desire of a certain group of people to have a self rule. self determination principle was introduced by the president of USA Woodrow Wilson during the Versailles peace treaty in 1919. The principle of self determination helped in the rise of nationalism and struggle for independence in Tanganyika because it increased political awareness, and consciousness about exploitation it also led to unity and solidarity therefore struggle for independence.</p> <p>The role played by United Nations (UN). The United Nation Organization which was formed in 1945 after the failure of League of Nation to maintain peace and security in the world under the influence of USA facilitated nationalism and struggle for independence in Tanganyika because UN took all the Germany colonies and made them the mandate territories to prepare them for self-rule. This facilitated decolonization of African colonies including Tanganyika.</p> <p>The role played by USSR. USSR was anti-colonialism and therefore supported decolonization.</p> |  |
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| 2 | <p>             ration of African colonies and used her veto power in UN to demand for decolonization of African colonies including Tanzania/Tanganyika, and also she supported countries during their anti-colonial struggles, she provided financial, moral and material support hence influenced decolonization.           </p> <p>             Generally these were the external factors that facilitated the rise of nationalism and struggle for independence in Tanganyika, through the sense of awareness about exploitation, unity and solidarity and the nationalistic leader (J.K. Nyerere) who participated in different conferences and gained skills and strategies to fight against colonialism whereby at the end Tanganyika attained its independence in 1961 under British rule through peaceful/constitutional means.           </p> |  |
|---|---|--|

Extract 1.8.1 is a sample of a good response

In Extract 1.8.1 a candidate was able to provide external factors that led to the rise of nationalism in Tanganyika.

The candidates who scored from 7 to 11.5 marks understood the demand of the question but had limited explanations and concrete examples. The main weakness of the candidates in this group was giving general external factors for the rise of nationalism and failure to cite specific references from Tanganyika. Others mixed up internal and external factors for the rise of nationalism in Tanganyika. Common points like for example, the role of J.K. Nyerere in unifying the people of Tanganyika through one language such as Kiswahili and the common slogan of "Freedom and Unity" predominated. Some of these candidates explained certain points

repeatedly, for example, some pointed out the role of USA, the Marshall plan and the Open door policy as separate points while in the real sense they represent the same theme.

The candidates who scored from 0 to 6.5 had several weaknesses. Some of these weaknesses include; mixing relevant and irrelevant points, mentioning the points but giving inadequate explanations and examples and defining Nationalism as unification of the states. This definition illustrates European Nationalism. Candidates who scored 0 failed to meet the demand of the question. The majority of the candidates in this category analysed the internal factors. Extract 1.8.2 shows one of the poor responses.

8. Nationalism and the Struggle for Independence in Tanganyika: Kihere by Tanganyika got her Independent in 1961 under TANU with the Chairman Mwal. Julius Kikumbura Nyerere. The following are the factors that contributed to the rise of Nationalism and the Struggle for Independence.

The role played by Mwal. Julius Nyerere: Nyerere greatly played a great role through his philosophy and other things he did he enabled Tanganyika to Acquire her Independence.

Exploitation: But also the Tanganyika became tired of being exploited by the Colonialists hence there resulted for the rise of Nationalism and the Struggle for Independence in Tanganyika.

Awareness and the rise of elite people in Tanganyika: Also people became aware that they have being exploited and they should have to get their rights as others do. But also due to the rise of elite people such as Mwal. Julius Nyerere and others.

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|  | Unit among the people : Hence there      |  |
|  | is the one of the factor for             |  |
|  | the rise of Nationalism and the Struggle |  |
|  | for Independence in Tanganyika. Where    |  |
|  | by people united together and decided    |  |
|  | to have an support to Mwal: Julius       |  |
|  | Nyerere in demanding for their           |  |
|  | Independency.                            |  |
|  | The role played by TANU :                |  |
|  | There was the party which was            |  |
|  | formed under the union of people         |  |
|  | where by the leader of these party       |  |
|  | was Mwal: Julius Nyerere. But also       |  |
|  | there was the one of the factor for      |  |
|  | the rise of Nationalism and Independence |  |
|  | Struggle in Tanganyika                   |  |
|  | Demanding for freedom and                |  |
|  | human rights : There was the factor      |  |
|  | for the rise of Nationalism where        |  |
|  | by they demanded for freedom and         |  |
|  | wanted they are human rights.            |  |
|  | These four : The mentioned points        |  |
|  | above are the factors for the            |  |
|  | rise of nationalism and Struggle for     |  |
|  | Independency in Tanganyika               |  |

Extract 1.8.2 represents a sample of an incorrect response

In Extract 1.8.2 a candidate explained the internal factors for the rise of Nationalism in Tanganyika.

### 2.1.8 Question 9

The question was set from the topic "Political and economic development in Tanzania since independence". It required the candidates to evaluate the success of the Arusha Declaration Programmes. It was attempted by 57.4 percent of the candidates. Performance in the question was good since only 3.1 percent of the candidates failed and many candidates (96.9%) passed with average (41.6%) and good (55.3%) performance. Figure 9 shows the performance of the candidates in this question.

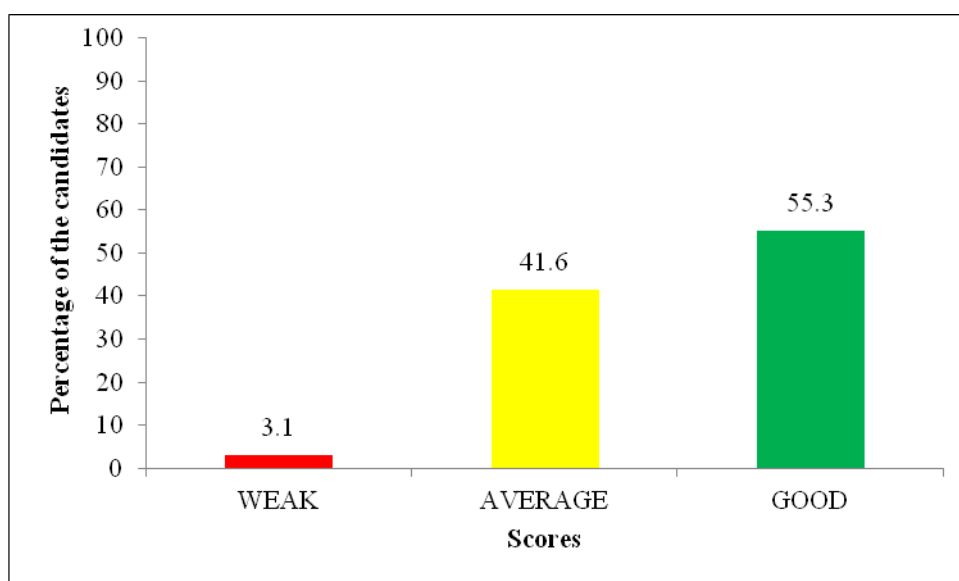


Figure 9: *Performance of Candidates in Question 9*

The candidates who scored from 12 to 19 marks were able to evaluate the success of various developmental programmes launched by the Arusha Declaration. These candidates were well informed about the socialist ideology in Tanzania as indicated in the Arusha Declaration. They gave correct explanations and examples. Their points included; creation of ujamaa villages, emphasis on agricultural production, creation of agricultural market boards, development of the industrial sector and education. Extract 1.9.1 shows a sample of a response from one of the candidates who met the requirements of the question.

9

Arusha Declaration Programmes was the programmes practised after the Arusha Declaration of 1967. The Declaration was aimed at moving the Country from Capitalism to socialism practices Brotherhood and self-Reliance. These programmes had the following successes:-

**Rapid Industrialization in the Country!** After Arusha Declaration the Country benefited because there was rapid Industrialization. There was building of Industries in productive District like Mwanza, Dar-es-Salaam, Mbeya where the government introduced various industries in order to practise Arusha Declaration programmes. For instance there was building Uragiri textile Industry in Mwanza which was done to fulfill Arusha Declaration Programmes.

**Nationalization of Private enterprises:** During Arusha Declaration the government promised to Nationalize all private enterprises because there was social stratification between haves and have not. The situation led to the Nationalization of private enterprises which was nationalized to the government. For instance many enterprises were nationalized eg. NBC Bank which was nationalized as the government Bank.

**Improvement of Infrastructure:** Arusha Declaration program was to improve Infrastructure where by it later on succeeded where by there was rapid development of Infrastructure where by the Country built Modern Roads (tarmac roads), Harbours and

9. Airport - This infrastructure played a big role in the economic development of the nation because it improved importation and exportation of goods in the country. It also improved Trade activities between the Country and neighbour Countries.

Creation of Ujamaa Villages / Brotherhood Villages! These were Villages created by Mwalimu Nyerere during Arusha Declaration in order to improve life standard of the people and people to cooperate each other in order to earn a living. It succeeded where by people cultivated together and buy property after harvest which could stimulate Village development. It developed although it was partially done in rural areas where people cooperates each other in various economic activities and in turn they shared the fruit achieved.

~~Formation~~ Formation of government Corporation like SIDO. The Arusha declaration planned to form government Corporation which could serve the whole Country. They formed a Corporation like SIDO (Small Industries development organization) which was established in various parts of the Country for the benefit of improving the National economy.

Adoption of Socialist Ideology. Tanzania adopted Socialism as the Economic ideology which last from 1967 up to 1985. The system managed to improve the Country to some extent although it later failed. The Country nationalized all major means of production in the



9 government power where by people were not allowed to own a property like Company, Car, etc everything were under the government. Therefore, Arusha Declaration general played a part toward development of the Country but Unfortunately its principles collapsed because the Country faced by Drought, Famine, Kagera war of 1978-1979 Oil Crisis in the World Market. As the result the Country decided to withdraw Arusha declaration principles and adopted SAP (Structural Adjustment Programme) policies in order to serve the Country which was collapsing economically.

Extract 1.9.1 is a sample of a good response

In Extract 1.9.1 a candidate explained the success of various programmes launched by the Arusha declaration in Tanzania.

The candidates who scored from 7 to 11.5 marks had a good understanding of the question. They were able to state various programmes but provided inadequate explanations to justify their points. Moreover, others mixed up relevant and irrelevant examples.

Furthermore, Candidates who scored from 0 to 6.5 marks either mentioned few correct points without explanations or provided incorrect explanations. Some even highlighted the negative impact of Ujamaa policy and others evaluated the success of the East African Community. Extract 1.9.2 shows a sample from a candidate with poor responses in this question.

|     |   |  |
|-----|---|--|
| 09. | Arusha declaration programmes;  |  |
|     | This is the International meeting formed in Arusha by African leaders between After Independence of Tanganyika. The programmes consist of Tanganyika, Kenya, Uganda and Burundi. The reason of this programme was to promote unity.   |  |
|     | The following are the success of the Arusha declaration programmes such as:   |  |
|     | The programme has success in promote unity and cooperation; This unity and cooperation is the one of the success of the Arusha declaration programme were by the leaders such as Nyerere. They stay together and discussed on how they will be together and cooperate together. So the programme was succeeded to promote cooperation among Tanganyika, Kenya and Uganda. |  |
|     | Free trade, also the Programme was success to promote free trade where by people they are free to transport from one country to another for exchanged goods without any disturbance. So the programme achieved in promoting free trade.   |  |

|  |  |
|--|--|
|  | Equal Opportunities to all citizen     |
|  | in the country; The Arusha de          |
|  | claration programme also has su        |
|  | ccess to promote the equal             |
|  | opportunities to all citizen           |
|  | in the country were by every           |
|  | person have equal. So many of          |
|  | their objectives has succeeded         |
|  | because equal opportunities            |
|  | was provided to all citizen            |
|  | in the country that no one             |
|  | is above the law.                      |
|  | To promote peace security and          |
|  | harmony; the declaration programme     |
|  | also was aimed to promote              |
|  | peace security and harmony             |
|  | also get succeeded were by unity       |
|  | security was provided to each country. |
|  | The declaration's programme was        |
|  | archived to cooperate together         |
|  | and bring's development.               |
|  | The programme was also su              |
|  | ccessed to each country should co      |
|  | operate with each for economic de      |
|  | velopment, so no one is above the law  |
|  | we they have to cooperate all together |
|  | for the economic development, and      |
|  | as we know cooperation is needed in    |
|  | order to be succeeded, so the country  |
|  | is succeeded by cooperated toge        |
|  | ther for the economic develop          |
|  | ment.                                  |

Extract 1.9.2 is a sample of a poor response

In Extract 1.9.2 a candidate explained the success of Regional Economic integration, in particular, the East African Community instead of the Arusha Declaration and its programmes.

### 2.1.9 Question 10

The question was set from the topic "Political and economic development in Tanzania since independence". It required the candidates to examine the impact of economic crisis of 1980s in Tanzania by giving examples. It was attempted by 42.5 percent of the candidates and the performance in the question was generally good as very few candidates, (7.8%) failed by scoring from 0 to 6.5. marks and the majority (92.2%) passed by getting average and good marks as indicated in Figure 10.

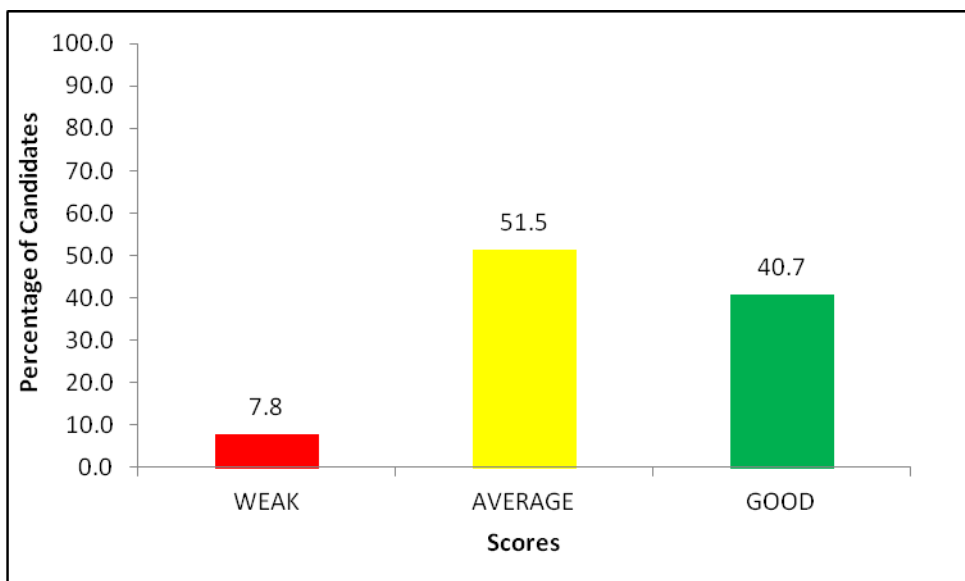


Figure 10: *Performance of Candidates in Question 10*

The candidates who scored from 12 to 18.5 marks were able to examine the impact of the 1980s economic crisis in Tanzania by giving responses such as; growth in budget deficit, dependence on foreign aid, common inflation, decline in government revenue and acute shortage of goods due to decline in industrial and agricultural production. Extract 1.10.1 is an example of a response from a candidate who performed relatively well.

|     |  |  |
|-----|--|--|
| 10. | Economic crisis, refer to the decline of the economy in a certain place. Economic crisis in Tanzania of 1980s was due to various factors such as severe drought, Kagera war, corruption and terms of trade and foreign aid to Tanzania. The following are the impacts of economic crisis of 1980s in Tanzania: |  |
|     | It led to inadequate provision of social services, the economic crisis of 1980s in Tanzania led to poor provision of social services such as education services and health service so many.  |  |

10. people does not have good social services especially health services hence life expectancy of the people remained very low.

It increased high debts burden in the country, the economic crisis of 1980's increased high debt burden because a country wanted to reversion the declined economy so the big power such as United State of America (USA), Britain provided aids to the Tanzanian but the country should returned with high interest hence increased high debts burden.

It led to the decline of industrial sector, the economic crisis of 1980's led to the collapse of industrial sectors as after the occurrence of the economic crisis industries lacks very important raw materials which facilitated the industrial development for example small industries were declined in Tanzania.

It led to the decline of agricultural activities, the economic crisis of 1980's in Tanzania facilitated the decline in the agriculture activities hence this facilitated shortage of food as a result of occurrence of famine and hunger.

It increased the government expenditure, the economic crisis of 1980's in Tanzania increased the government expenditures for example due to the decline of transport system, industries and agriculture sector made the industries to use alot of money to rebuild the economy hence poverty occur in Tanzania.

|     |  |  |
|-----|--|--|
| 10. | It led to the formation of Structural-Adjustment programmes in Tanzania, due to the economic crisis in Tanzania the Structural Adjustment programmes (SAPs) helped the Tanzania to recover her destroyed economy by providing loans and credits to the country hence economic crisis facilitated the occurrence of Structural Adjustment programmes (SAPs).<br>Therefore the economic crisis of 1980's in Tanzania was due to various factors like natural calamities like draught, kagera war, poor economic planning, corruption and mismanagement of fund, bad terms of trade and collapse of East African Community (EAC). |  |
|-----|--|--|

Extract 1.10.1 is a sample of a good response

In Extract 1.10.1 a candidate despite having minor grammatical errors was able to examine the impact of the economic crisis of the 1980s in Tanzania.

The candidates who scored from 7 to 11.5 marks in this question partly understood the demand of the question. Their responses were characterised by scanty explanations, irrelevant examples and a mixture of correct and incorrect responses.

The candidates whose scores ranged from 0 to 6.5 marks failed to fully understand the requirement of the question and therefore provided responses with a mixture of correct and incorrect answers.

There was a high level misconception among the candidates in this question. Some candidates for example, examined the causes of the economic crisis in Tanzania thus provided points like oil crisis, prolonged drought and the Kagera War and other candidates explained the solutions of the economic crisis in Tanzania such as improving agricultural sector, improving financial sector, developing industrial sector, developing transport and communication systems and creating employment opportunities. Extract 1.10.2 is a sample of an irrelevant essay from one of the candidates.



10. Economic crisis refer to the situation where by a country or nation depression due to the war or drought. Due economic crisis it can led both positive and negative impact so they can make change in the country.

The following are the impact of economic crisis of 1980s in Tanzania

- <sup>improvement of</sup> Led boost agriculture activities. Due to economic crisis of 1980s in Tanzania need to made change by plan boost of agriculture through use of more fertile land, insecticide that led more production and revamp the economy.

- <sup>improvement on</sup> Led emphasize and encourage trading activities. through production surplus from the agriculture people engage on trading that influencing development of infrastructure.

- Led encouragement provision and construction of infrastructure. Through trading led more advancement of town and cities that led a good transport and communication such as Mwanza and Arusha become more advanced in their road and marketing.

- Led development on industrial activities through economic crisis of 1980s led policies of plan improvement of industrial activities this also is impact of economic crisis of 1980s in Tanzania

- Led improvement of cheap labours. Due to the Economic Crisis led unemployment to the youth and this led the government to plan to improve of cheap labour so they can work in industries.

|     |  |
|-----|--|
| 10. | led improvement of social services such as education that impart the knowledge to the agriculture supervisor and led to the increase of production surplus and revamp the the economy. |
|     | Therefore these are the impact that occurred in 1980s in Tanzania during economic crisis and led development of agriculture trading and infrastructure activities in the Tanzania.     |

Extract 1.10.2 shows a sample of a poor response

In Extract 1.10.2 a candidate explained the success of the Tanzanian economy contrary to the demand of the question.

## 2.2 112/2 HISTORY

### 2.2.1 Question 1

The question was set from the topic "Rise of Capitalism in Europe". The question required the candidates to assess the impact of the enclosure system on the development of agriculture and technology in Britain. It was attempted by 66.8 percent of the candidates. Performance in the question was good since only 5.3 percent of the candidates failed by scoring from 0 to 6 marks while the majority (94.7%) passed with average and good performance as shown in figure 11.

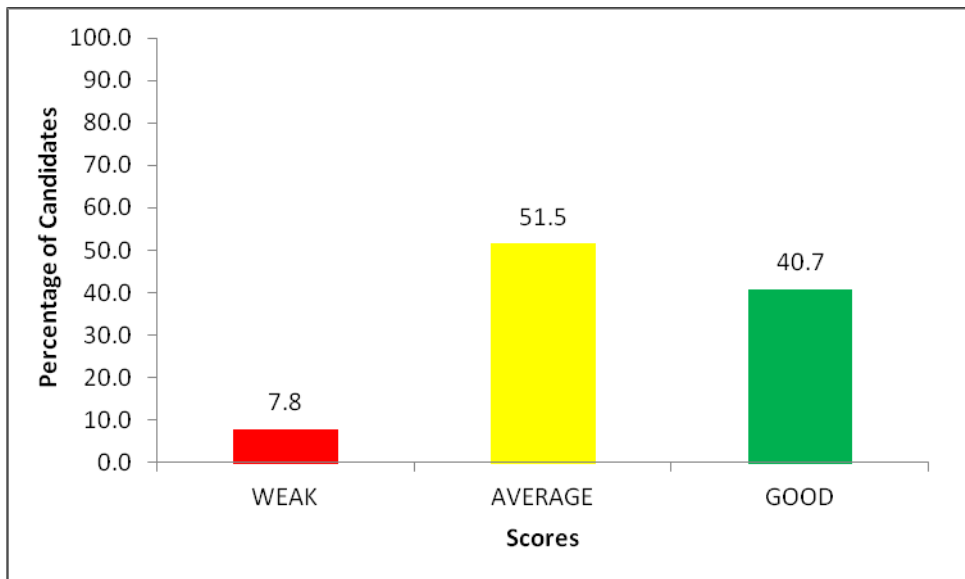


Figure 11: *Performance of Candidates in Question 1*

The candidates with good performance were able to evaluate the impact of the enclosure system on the development of agriculture and technology in Britain by explaining points like: development of agricultural related industries, mechanization of farms that involved the use of tractors, the use of planters and combined harvesters (that replaced the use of hand hoe in the rural areas), development of commercial agriculture, development of organic and inorganic fertilizers, land reclamation and development of

infrastructure. Extract 2.1.1 illustrates a sample of a good response from one of the candidates.

|   |  |  |
|---|--|--|
| 1 | <p>Enclosure system refers to the agricultural system that was introduced in England as a legal process of closing the small plots in order to form the big or large farms. The enclosure system have been implemented into several ways, example, It was implemented through agreement, through the act of the parliament and through forces, were all implementation were supported by the English government. Also the enclosure system led to the development of Agriculture and technology in Britain as follows.</p> <p>Led to the introduction of land reclamation, This refers to the process where by the unproductive land turned to be a productive land or the uncultivated land turned into cultivated land, hence this contributed to development of agriculture activities, because the production of raw material was increased because the new land have been turned into productive land, example in Britain people cultivated Cotton and Coffee that was very important raw material at that time, because some were used</p> |  |
|---|--|--|

1 for Clothes Making.

Introduction of animal and seed breeding, after the enclosure system the animal breeding was introduced in which the natural animals have been ~~also~~ bred with modern animal seed so as to ensure the animal to be high resister on disease and to have high production of Milk and Meat, also at the crops was done the same, hence led to the high production of raw materials that led to the development of agriculture.

Led to the introduction of the new fertilizers and new crops, after the enclosure system the new fertilizers that were produced from the industries were introduced, the fertilizers have able to be used soon after been putted to the crops, that was double function of Manure, hence increase the crops production at the short period of time, also the new crops have been introduced, the crops takes a short time to be matured than that present before, so that led to the increase on the production of raw materials.

Led to the improvement of the agricultural facilities such as tractors and seed drills, after the enclosure system to be introduced the new machine had been introduced so as to replace the cheap labour who use a lot of time to cultivate a piece of land, so that through introduction of tractors it increased the production of raw materials, because used a short time to cultivate a large area, also seed drills helped in planting the seeds per day a large area.

Led to the improvement of the infrastructure system such as roads and railways, so that through the increase of the infrastructure system the outputs were transported easily from farms to the industries for the manufacturing of goods, and also facilitated for the import of the agricultural facilities, seeds and fertilizer, hence increased the production of the raw materials that led to the development of the agriculture.

Led to the introduction of new system of agriculture such as crop rotation and terracing, due

1 to the enclosure system to be introduced the new system of cultivation was introduced, example the crops rotation was very important to maintain the soil fertility, hence led the soil to be used intensively per year hence increased the production of the raw materials that led to the development of the agriculture.

Finally! The enclosure system also contributed much to the development of the capitalism in Europe through the different ways as follows, led to the development of the trade activities, led to the development of financial institutions like banks and insurance, led to the increase in the production of raw materials, also it led to growth of the monetisation exchanges in Europe.

Extract 2.1.1 is an example of a good response

In Extract 2.1.1 a candidate assessed the impact of the Enclosure system on the development of agriculture and technology in Britain.

The candidates who scored from 7 to 11.5 marks understood the demand of the question and gave some relevant points with examples although some errors were identified in their responses. Such errors included; giving explanations which did not concur with the points given, provision of some

irrelevant examples and repeating some of the points. For example, treating "Development of trading activities as a different point from "The rise of merchant class".

The candidates who scored from 0 to 6.5 marks failed to exhaust the required number of points and did not provide detailed explanations and appropriate examples. The majority of the candidates in this category mentioned only some few relevant points. In addition, some of them gave irrelevant responses. Such answers related to the open field system. Such candidates did not score a mark. Extract 2.1.2 represents a sample of a poor response from one of the candidates who failed to meet the requirements of the question.



|   |  |  |
|---|--|--|
| 1 | <p>Enclosure system refers to the new land tenure which involves a merger of small and scattered pieces of land to form large enclosure system. The enclosure system was stimulated the development of agriculture and technology in Britain. The following are the impact of the enclosure system on the development of agriculture and technology in Britain.</p> <p>Poor utilization of land: Poor utilization of land as a problem facing the enclosure system on the development of agriculture and technology in Britain. The land was utilization of resources for the agriculture production of the area.</p> <p>Poor tenure land system: As the problem facing enclosure system on the development of agriculture and technology in Britain. The tenure land system was caused the Britain are not well developed in the agriculture production and scientific technology for the agriculture system.</p> <p>Low productive force: As the problems facing the enclosure system on the development of agriculture and technology in Britain. Poor productive force for the people in Britain. The people are used poor method of the agriculture activities was caused the poor productive force in agriculture and technology in Britain.</p> |  |
|---|--|--|

|   |   |
|---|---|
| 4 | <p>Poor farming Method: The poor farming Method of production was the impact of the enclosure system on the development and technology in Britain. Poor farming Method of production in Britain was caused the decline of agriculture production system in Britain.</p> <p>Poor animal breeds: As the impact of the enclosure system on the development of agriculture and technology in Britain. People are not education for the animal breeds was caused the agriculture and technology are not well developed in Britain.</p> <p>Loss of fertility soil: Loss of fertility soil as the impact of the enclosure system on the development of agriculture and technology in Britain. The soil loss fertility was caused the production system to decline in Britain.</p> <p>Therefore: Enclosure system on the development of agriculture and technology in Britain are not well developed for the poor scientific and technological system in Britain.</p> |
|---|---|

Extract 2.1.2 is an example of a poor response

In Extract 2.1.2 the candidate explained the problems which faced agriculture in Britain under the open field system contrary to the demand of the question.

### 2.2.2 Question 2

The question was set from the topic "Rise of Capitalism in Europe". The candidates were asked to show how invention of the machines activated the rise of Luddism and Chartism in Britain. It was attempted by 56.3 percent of the candidates. The general performance in this question was good since 95 percent of the candidate passed by scoring from 7 to 11.4 marks (47.1%) and from 12 to 17 marks (47.9%) which is average and good performance respectively whereas few candidates (5%) failed by scoring from 0 to 6.5 marks. Figure 12 shows the performance of the candidates in this question.

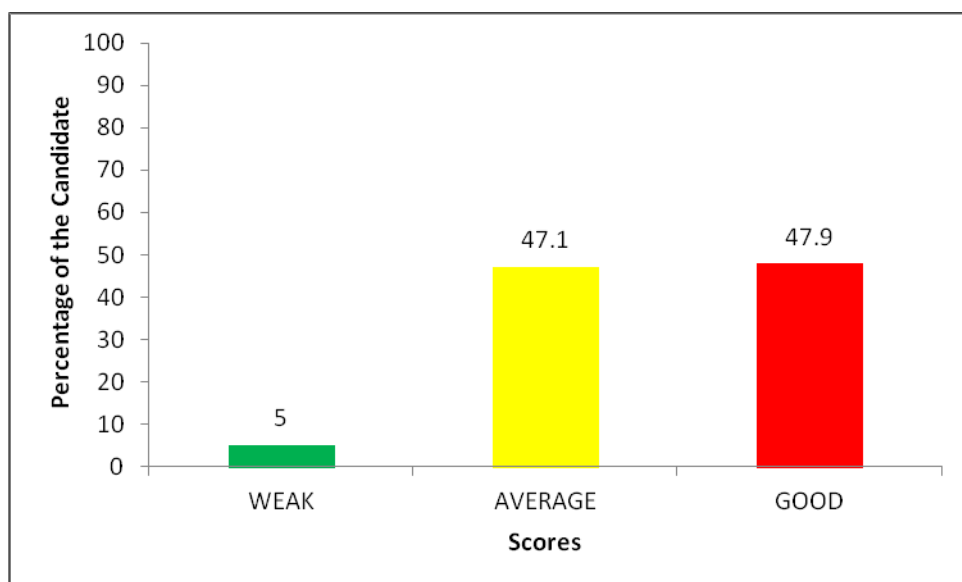


Figure 12: *Performance of Candidates in Question 2*

The candidates who associated the invention of machines with the rise of working class movements in Britain scored from 12 to 17 marks. These candidates indicated how invention of machines accelerated the increase of working hours, low wages, unemployment, poor working conditions, child and woman labour and government restrictions on the workers unions. Consequently, these conditions stimulated the rise of the workers movements. Extract 2.2.1 is a sample of a good response to this question.

|   |   |  |
|---|---|--|
| 2 | <p>Invention of Machines, this was the period when machines started to be used in production, this took place during the rise of Industrial revolution in Britain in 1770s. The machines replaced human labour example change from cottage to factory system. Luddism was the working class movement which involved the breaking of the machines, it was formed by Ned Ludd in 1814-1818. Chartism, it was the working class movement formed to demand workers rights by using parliamentary means. it was organized by William Lovett in 1838-1848. The following are the factors brought by the invention of machines to the rise of Luddism and chartism;</p> <p>Unemployment: The inventions of machines in production adopted in Europe replaced the works which could be done by human, to be performed by the machines this made the workers lose their jobs as a result working class movements were established during 1800s, example Luddism aimed at breaking the machines because the handcraftsmen lost their jobs of iron smelting hence working class movements.</p> <p>Low wages: The inventions of machines made the workers to be paid low wages because, they performed easy tasks according to the capitalists, therefore there was no need to be paid high wages because machines are used to simplify the production of goods and services but workers have to operate the machines are running hence not a hard task.</p> <p>Poor living and working conditions of workers: During the invention of machines in Britain, there was poor infrastructures such as health services and also factor like accommodations were very poor as a result the workers could not work in good way, also the payment of low wages made workers to live a hard life during the invention of machines as a result it laid foundation to Luddism and chartism movements.</p> |  |
|---|---|--|

Hard task of operating the machines; This is another factor that led to the establishment of workers movements in Britain during the invention of machines, because it was difficult to make the machines to run so that to produce commodities as a result workers demanded for their rights, because they worked hard but paid inversely hence formation of Luddism and chartism movements.

Child and woman labour; The workers also reacted against child and woman labour during machine invention period because the development of industries caused the people to move from different parts to find jobs hence the capitalist preferred woman and child labour because it was cheap to employ and also woman and children were not powerful enough to make any resistance hence led to the formation of Luddism and chartism.

Long working hours: During this period human labourer or worker had to work for a long time without resting in order to improve the level of production, this was because the machines could operate for a long time without resting therefore the workers were required to operate machines for long hours, hence made the workers to go against as a result they established working class movements in Britain.

Generally, The working class movements in Britain to some extent they achieved some goals because they raised the awareness and consciousness of workers, also helped to solve their problems, such child labour and woman labour was reduced also reduction of working hours, and also it gave chance for discussion of workers grievances in the Britain parliament.

Extract 2.2.1 is a sample of a good response

In Extract 2.2.1 a candidate associated the invention of the machines with the rise of working class movements in Britain.

The candidates who scored from 7 to 11.5 marks had a good understanding of the question although some of their explanations lacked coherence and vivid examples, some of these candidates failed to meet the required number of points (six). Some of them repeated some points, for example; poor living condition and poor housing condition were treated as independent points by some candidates.

The candidates who scored from 0 to 6.5 marks had limited knowledge on the subject matter. Their responses had few explanations and incorrect examples. Candidates who scored 0 explained on irrelevant issues; for example, some responded on the achievements of Luddism and Chartism such as reduction of working hours and equal district representation in decision making, some provided the advantages of machines while others examined the weaknesses of the movements such as lack of common ideology, poor leadership and fighting methods. Extract 2.2.2 shows a response from a candidate who answered irrelevant issues.

Q In six points, show how invention of machines activated the rise of Luddism and Chartism.

Luddism- Is the movement of people which helps in well production of machines will it helps them in production and manufacture of different goods.

Chartism- is also the movement of people which helps in well production of machines that will helps them on reproduce of goods.

So Through Luddism and Chartism this is the period when the use of machines started operated or at the right time. Through Chartism and Luddism in Britain how machine activate the rise of Luddism and Chartism. The following are how invention of machine activated the rise of Luddism and Chartism in Britain.

Machines helped them on simplifying of their works; through having machines Luddism and Chartism had being very helped cause machines does work without getting tired maybe it even destroyed so through Chartism and Luddism must help in simplifying work because of many thing there had on there duties so through machines it helped them in simplify work.

Machines helped in development of industries; this is because as we know that no industries without machines through machines industries grows or develop because there receive clearly good from farming or Agriculture that are in raw materials so after getting the materials has to be manufactured so through machines it helps in manufacture of good or of raw materials in a good material or manufactured material.

|  |   |
|--|---|
|  | Machines helped to the growth of Agriculture;                 |
|  | also through machine helped on the growth of Agriculture this |
|  | is because through machiner helped in the growth of           |
|  | Agriculture such as tractors helped in well of the growth     |
|  | of machines so also through machines leads to the             |
|  | growth of Agriculture so through that it leads to the         |
|  | rise of Luddism and charism.                                  |
|  | Machines helped to the growth of specialisation;              |
|  | also through machines helped to the growth of specialisation  |
|  | this is because most of people do like being simplified       |
|  | so through coming of machiner helped well in the              |
|  | high production and the high development of specialisation    |
|  | Machines helped in growth of Cities and towns;                |
|  | also through the invention of machines has lead to the        |
|  | development of towns and cities cause there some ma-          |
|  | chines which helps in building so through it helps in         |
|  | well development of towns and cities that why the             |
|  | rise of Luddism and charism in Britain.                       |
|  | Machines helped in growth of Infrastructure;                  |
|  | also through the rise of or invention of machines activated   |
|  | the rise of charism and Luddism because it helped             |
|  | much like how you it helps on Infrastructure so through       |
|  | that it lead with well and it helped in development           |
|  | of roads and railways.  |
|  | Therefore through the invention of machines                   |
|  | activated the rise of Luddism and charism in Britain          |
|  | cause of the following about as you have seen                 |
|  | below the development of Industries and Agriculture           |
|  | so through all those Luddism and charism had need.            |

Extract 2.2.2 is an example of a poor response

In Extract 2.2.2 a candidate explained the importance of machines contrary to the demand of the question.



### 2.2.3 Question 3

This question was set from the topic "Rise of democracy in Europe". It required the candidates to assess the influence of the 1789 French Revolution to the rise of political consciousness in Western Europe. It was attempted by 50.8 percent of the candidates. The general performance in this question was good since 75 percent of the candidates passed and only 25 percent failed. Statistical analysis shows that among the candidates who passed, 36.8 percent had average performance (from 7 to 11.5 marks) and 38.2 percent had good performance (from 12 to 17 marks). Figure 13 shows the performance of the candidates in this question.

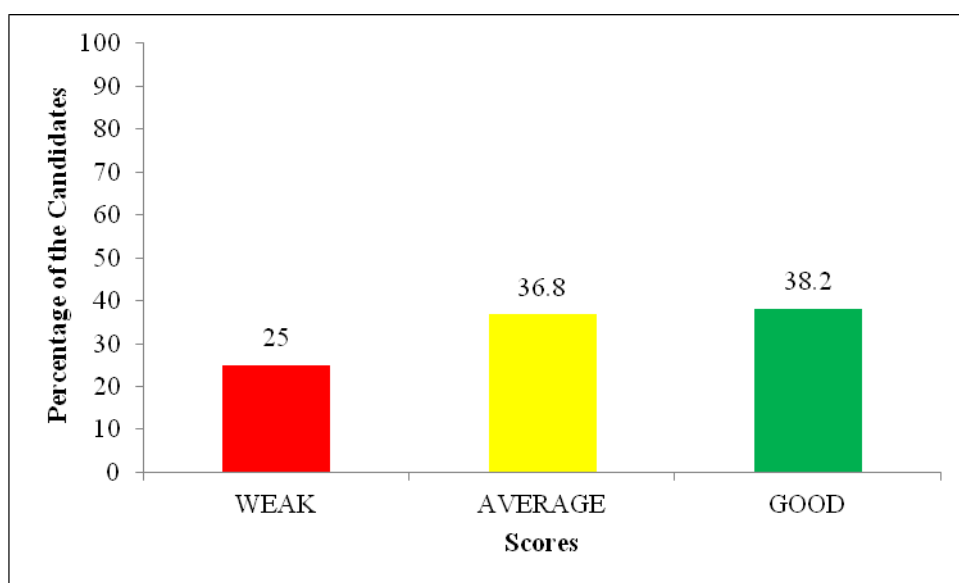


Figure 13: *Performance of Candidates in Question 3*

The candidates who scored from 12 to 17 marks understood the requirement of the question and gave correct points such as: the rise of liberal democracy, separation of state from the church, decline of feudalism and serfdom, rise of capitalist class and parliamentary system. Furthermore, their ability to offer detailed explanations and appropriate examples

enabled them to get higher marks. Extract 2.3.1 is a sample of a good response to this question.

|    |  |
|----|--|
| 3. | <p>The 1789 political revolution in France was the socio-political and economic transformation in France which involved the overthrow of the despotic rule under Louis XVI and establishment of the first Republican government. This revolution marks a great change in the history of France and Europe in general since it put an end to the absolute rule of the Bourbon dynasty which had ruled France for over 400 years. Factors such as Stratification of the French Society and Weakness of the King necessitated the revolution. This revolution had various influences to the rise of political consciousness in Western Europe that include.</p> <p>Spread of democratic ideas. There were particular the ideas of Equality, Fraternity and Liberty. The French revolution had been highly driven by these principles that all human beings were equal, free and should not be exploited. Such ideas were further spread by the philosophers such as Voltaire and Jean Jacques Rousseau. This hence led to the rise of political consciousness and awareness in Western Europe. For instance in Italy and Hungary.</p> <p>Stimulated the Occurrence of other revolutions. Through the French revolutions and rise of political consciousness other revolutions took place notably the 1848 revolutions in Europe which began in Italy and spread to other states such as Hungary, Bohemia and Austria. Through these revolutions, extensive mass mobilization and politicization was made henceforth increasing the political awareness of many people most of which were in the rural</p> |
|----|--|

areas.

Establishment of Secular state. This was the state in which religious matters were separated from the government rule. The establishment of a secular state in France after the revolution where catholicism was no longer considered a state religion resulted into the development of religious tolerance where other religions such as protestant could peacefully exist without any religious persecution. This hence resulted into the rise of political consciousness as the people were now aware of the freedom of worship.

Emancipation of Serfs. These were the peasants who had previously depended on the feudal lords for their livelihood. These serfs had been exploited in terms of labour since they owned no land. But after the 1789 revolution, the serfs were set free, they no longer had to work for the feudal lords and all the feudal land especially the Church land was confiscated. The freedom of these serfs led to the spread of political awareness in Western Europe that all human beings were free and independent.

Establishment of the Republican government. The French revolution led the foundation for the formation of the first republican government under the Middle class of Bourgeoisie in France. With establishment of the republica parliamentary supremacy was strengthened and people were given freedom of association. The republican government therefore increased the public's awareness on their political rights and freedoms.

|  |  |  |
|--|--|--|
|  | End of absolute rule. The absolute rule that           |  |
|  | had ruled monarchically over France for over 400       |  |
|  | years came to an end in the 1789 French                |  |
|  | revolution. This rule was under the Bourbon            |  |
|  | dynasty with various kings such as Louis XIV, Louis XV |  |
|  | and Louis XVI. These kings ruled under the theory      |  |
|  | of Divine rights claiming to be "little gods" on       |  |
|  | earth, and answerable to no human beings. Their        |  |
|  | downfall led to the spread of political consciousness  |  |
|  | which gave room for political freedom in Europe.       |  |
|  | In Conclusion the French revolution                    |  |
|  | can be said to be a cornerstone in the rise of         |  |
|  | Democracy and political consciousness in Europe.       |  |
|  | This revolution changed the previous situation         |  |
|  | before the rise of political awareness in France       |  |
|  | and Europe in general such as, Absolute rule, Theory   |  |
|  | of Divine rights, Kingship making, Feudal System,      |  |
|  | and the Church influence in state matters.             |  |

Extract 2.3.1 is a sample of a good response

In Extract 2.3.1 a candidate explained the significance of the 1789 French Revolution to the rise of political consciousness in Western Europe.

Some weaknesses observed in the responses of the candidates who scored from 7 to 11.5 marks include; failure to answer all the required points, lack of specific examples to substantiate their arguments and mixing relevant with irrelevant points obtained from other revolutions such as Glorious Revolution and 1848 Revolution in Europe.

The candidates who scored from 0 to 6.5 marks had several weaknesses for example; some provided the general effects of the revolutions in Europe and were only able to score some marks from some few related points while others provided a relevant introduction but did not give the required responses. Some of the candidates provided irrelevant responses and got no

marks. These candidates gave irrelevant responses that included the causes of French Revolution and the rise of democracy in Europe. Extract 2.3.2 shows a response from a candidate who did not meet the requirements of the question.

|   |   |  |
|---|---|--|
| 3 | French revolution; This was among of<br>revolution which occurred in 1789 up 1795 in<br>French town aim to overthrowing King Louis XVI<br>who was extravagancy of public fund for their<br>own benefit. so French revolution was complete<br>political revolution of overthrow King Louis XVI<br>under the majority of peasants and serfs<br>who needed their democracy in French town.<br>The following are the influence of the 1789<br>French revolution to the rise of political consciousness<br>in Western Europe<br>Unemployment; Among of the influence<br>of the 1789 French revolution to the rise of<br>political consciousness in Western Europe was<br>due to the many people of French was faced<br>with problem of employment so due to this<br>influence the lower people to overthrowing the<br>King Louis XVI and facilitate the rise of political<br>consciousness in Western Europe.<br>Also; Extravagancy of King Louis XVI; Also<br>another influence of 1789 French revolution to<br>the rise of political consciousness in Western<br>Europe. due to the extravagancy of King for example<br>like King Louis use public fund for decoration<br>and his wife exchange 4 pairs of shoes in the week<br>so due to this extravagancy facilitates the<br>French revolution to the rise of political consciousness<br>in Western Britain<br>Also; The structure of French society; Among<br>of the influence of French revolution was the<br>stratification of French society for example there<br>higherclass which are Nobility, Middle class Bourgeois |  |
|---|---|--|

3. and lower classes which are peasant and were so due to this influence the 1789 French revolution to the rise of political consciousness in Western Europe.

Also; The influence of England independence; Another influence of the 1789 French revolution to the rise of political consciousness in Western Europe was due to the England independence facilitate the French revolution to overthrow King Louis XVI and his wife who were anti-democracy so due to this influence of the 1789 French revolution to the rise of political consciousness in Western Europe.

Also; The role played by philosophers; Another influence of 1789 French revolution to the rise of political consciousness in Western Europe for example like John Jacques Rousseau planted new idea to the Western Europe to struggle for their democracy so the philosopher influence much French revolution to the rise of political consciousness in Western Europe.

Lastly; The demise of parliament; Another influence of the 1789 French revolution to the rise of political consciousness in Western Europe was due to the demise of parliament by the King Louis XVI contributed much the influence of the 1789 French revolution to the rise of the political consciousness in Western Germany.

So generally according to explanation there impact of French revolution to the rise of political consciousness in Western Europe like Abolition of slave trade, planted new idea of

|   |  |  |
|---|--|--|
| 3 | fraternity, Liberty and Equality, Abolition of     |  |
|   | feudal privilege as well as stimulate future       |  |
|   | revolution so French revolution facilitate rise of |  |
|   | political consciousness of Western Europe'         |  |

Extract 2.3.2 is an example of a poor response

In Extract 2.3.2 a candidate who to great extent wrote about the causes of the French Revolution contrary to the demand of the question.

#### 2.2.4 Question 4

The question was set from the topic "Imperialism and the Territorial division of the World". It required the candidates to show how Europe was affected by the 1870s Italian unification. This was the least attempted question in this paper as only 25.9 percent of the candidates attempted it. However, the performance in the question was good since few candidates (17.2%) failed while the majority (82.8%) passed by scoring average and good marks, as shown in Figure 14.

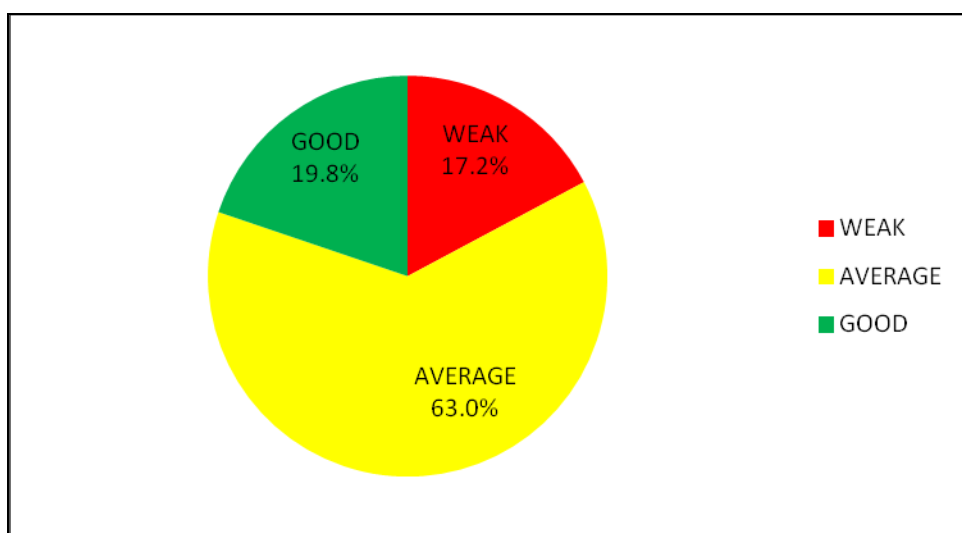


Figure 14: *The Performance of Candidate in Question 4.*

The candidates with good performance were able to show the impact of the Italian unification of 1870 to Europe. They provided points like; rapid industrialization; disturbing balance of power that existed in Europe; development of cities like Milan, Turin and Genoa; formation of military alliances like the Triple Alliance and Triple Entente and separation of the state from the Catholic church. There was some variation in the clarity of the explanations and examples provided hence, the marks allotted to the candidates in this category ranged from 12 to 17. Extract 2.4.1 shows a sample of a good response from one of the candidates.



4. Italian Unification was the amalgamation of the small and scattered Italian states in Europe to form the single nation state of Italy in 1870. Before the unification Italy existed in various scattered small states such as Lombardy, Veneto, Sicily, Piedmont-Sardinia and the Papal States, however due to some factors such as Common Historical background, foreign interference, clear frontiers and role of Napoleon I, the ideas for the need of the Unification emerged which was undertaken in various approaches such as the Military and diplomatic Approach. The following are the effects of the 1870 Italian Unification to Europe.

Balance of power problems. The European balance of power which had begun to stabilise after the downfall of Napoleon <sup>in the</sup> war in 1815 started to face problems after the Italian Unification. This is mainly because the Unification made Italy a very strong state which could act as a threat to other European states such as Belgium and furthermore other states which had previously dominated Italy such as Austria and France lost their control on their Italian states such as Lombardy, Sicily and Rome hence forth creating and destabilizing the power.

Growth of Ultra Nationalism. This is the extreme love for one's nation. After the Italian Unification in 1870, nationalistic feelings began to develop and spread within the Italian people since they were no longer under foreign domination and furthermore they were no longer in isolation but united as one people of common culture, race and history. This increased their superiority complex and despise for other

weak nations and races in Europe hence a unremarkable impact.

4. Formation of hostile military alliances. These were the military camps or unions for mutual benefits such as fighting common enemies together. After the Italian unification in 1870, Italy involved itself in the formation of several military alliances in order to be assured of protection, security and increase the military strength and confidence against the foreign countries which had previously dominated the Italian States such as Austria. These military alliances led to the rise of tension and division in Europe. For instance the dual alliance of 1879 between Germany and Italy and the triple alliance of 1882 between Germany, Austria-Hungary and Italy.

Rapid Industrialization. After the Unification Italy undertook several programmes and projects to promote industrialization for the rapid development of the country. A lot of effort was vested in scientific research and much capital was invested in establishment of heavy industries especially the steel industry. This industrialization spread to other parts of Europe through labour mobility and industrial espionage.

Interpretation of Militarism and Arms Race.

There was the belief in the need for great military strength as a symbol of power together with competition in the production of deadly weapons. After the Italian Unification, Italy fighting to become more stronger than other European Powers such as Britain, began a efforts engineered towards strengthening her military since she had

|  |  |
|--|--|
|  | <p>             faced strong criticism on using the weak Carbonari's and the Black Shirts in the struggle for unification. Italy purchased various weapons such as Sea cruisers, destroyers and machine guns which accelerated tension in Europe.           </p> <p>             Formation of aggressive foreign policies. These were measures focussed on the foreign aggression and expansion. After the unification, Italy in deep need for glory, prestige and strength began to expand over the weaker states which she had become stronger than, such states include Lithuania in 1933, Estonia in the 1920's and even further into Africa in 1935, the scramble and partition for colonies was intensified hence forth marking a great impact on Europe.           </p> <p>             In Conclusion, the road towards unification was not smooth for Italy, several hindrances were faced such as weak and unreliable leadership, Economic backwardness, foreign interference, weak military and division among the Unification leaders. However the successful movement towards unification is what has created the state of Italy today.           </p> |
|--|--|

Extract 2.4.1 is an example of a good response

In Extract 2.4.1 a candidate showed how the 1870 Italian unification affected Europe.

The candidates who scored from 7 to 11.5 marks understood the demands of the question but their responses had some limitations which hindered them from scoring more marks. Some of the weaknesses included giving few relevant points, providing wrong examples and explaining the effects of dictatorship in Italy.

Most of the candidates who scored from 0 to 6.5 marks partially understood the demands of the question. Some scored a mark only from the introduction and provided irrelevant points in the main body. Others provided a mixture of correct and incorrect points whereas others did not meet the required number of points. Some candidates scored a 0 as their responses were not relevant to theme asked. The majority of these candidates for example centered their explanations on the causes and effects of the First and Second World Wars.

#### **2.2.5 Question 5**

The question was set from the topic "Rise of Dictatorships in Germany, Italy and Japan". The candidates were supposed to show how the Versailles peace treaty accelerated the rise of German Nazism. It was attempted by 80 percent of the candidates. Performance in this question was good since the majority of the candidates (78.5%) passed by scoring from 7 to 11.5 marks (56.6 %) and from 12 to 17.5 marks (21.9%) whereas, only 21.5 percent failed by scoring from 0 to 6.5 marks. Figure 15 shows the performance of the candidates in this question.

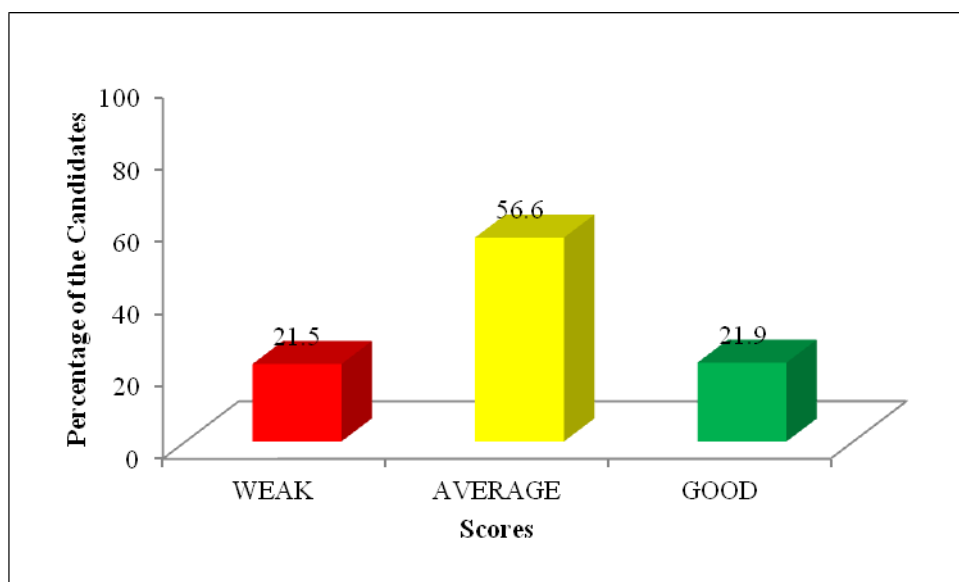


Figure 15: *Performance of Candidates in Question 5*

The candidates who scored from 12 to 17.5 marks were able to understand the requirements of the question and provided a relevant introduction which included the meaning of the Versailles treaty, timing and purpose of signing it. Moreover, they provided appropriate points on the way the Versailles peace treaty accelerated the rise of German Nazism. The points provided included; demilitarization programmes such as owning only six battleships and 100,000 troops without tanks, armored cars, military aircrafts and submarines; loss of all colonies in Africa such as Tanganyika, Cameroon and Togo; high costs for reparations that is, paying about £ 6,600 million as loss of European territories of Alsace-Lorraine, Silesia, Eupen and Moresnet. These candidates showed how such penalties stimulated the rise of Nazism in Germany. Extract 2.5.1 shows a sample of a relatively good response from one of the candidates.

5. Versailles Peace Treaty was the treaty settled in Versailles Paris, France in the hall of mirrors in 1919 after the end of the first world war (1914-1918). The Versailles peace Treaty established so as to maintain a world peace and to prevent recurrence of another world war. It included all imperialist powers like Russia, British, Germany and Portugal. Also the United States Woodrow Wilson president acted as an observer.

The followings are points that shows how the Versailles Peace Treaty accelerated the rise of Nazism in Germany.

The terms of Versailles Peace Treaty was unfair to Germany due to harsh and humiliating. Germany furnished to be the only causative of the first world war something which is not true. Due to that situation Germany under the leadership of Adolph Hitler established new form of governing system known as Nazism.

Germany were supposed to reduce the military armament. According to the terms provided in the Versailles Peace Treaty, Germany were supposed to reduce her military armaments up to 100,000 soldiers. Germany refused this situation. In spite of reducing her troops, Germany increased more military troops and provided more skills to her military armies.

Germany lost her large colonial empires of Africa such as Tanganyika, Cameroon and Togo. According to the terms of Versailles Treaty Germany were supposed to surrender their colonial empire to the League of Nations. This situation developed hostility

between Germany and Allies group of France, Russia and French. After that, Germany introduced a kind of dictatorship ruling system with the aim of make for Revenge.

Germany was prohibited to form another political and economic alliances. Being the causative of the first world war, Germany was not supposed to form another diplomatic alliances with other nations. Due to these humiliations of the Versailles Peace treaty Germany introduced the Nazism government and formed another alliance with Japan and Italy (Berlin-Rome-Tokyo).

Germany was required to pay war reparation to Austria. Germany required to pay 6000000 pounds to Austria because of being the only biggest causal of the eruption of the first world war, 1914-1918 which killed many people and destructed many properties.

Germany isolated and exempted from the League of Nations. The league of Nations was established in 1919 so as to maintain peace in the world and to prevent the recurrence of another world war. After the formation of the League of Nations, Germany was isolated by other imperialists. Germany prohibited to be influenced in capitalist affairs.

The terms produced were not follow the fourteen (14) points of the president of the United States of America by then, Woodrow Wilson. Woodrow Wilson needed the imperialist to not exclude Germany from European issues. Also Woodrow Wilson told the capitalist to forgive Germany.

|  |  |  |
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|  | It remained a paper work. A lot of these           |  |
|  | what were proposed were not achieved. Germany      |  |
|  | refused to pay a war reparation to Austria. The    |  |
|  | terms were to oppress Germany and not to           |  |
|  | create a good friendship with the Germany.         |  |
|  | Through this, Germany established a self ruling    |  |
|  | system so as to champion the Allies.               |  |
|  | Therefore, During the Versailles Peace             |  |
|  | Treaty the League of Nations was established       |  |
|  | so as to promote the peace in the world. Therefor- |  |
|  | e, the League of Nations failed to keep the        |  |
|  | world peace because it failed to prevent the       |  |
|  | occurrence of the Second World War; 1939 to 1945.  |  |

Extract 2.5.1 is a sample of a good response

In Extract 2.5.1 a candidate was able to show how the Versailles Treaty accelerated the rise of Nazism in Germany.

Candidates scored from 7 to 11.5 marks because of the following factors; they were able to provide relatively correct points but with insufficient explanations, they gave a mixture of correct and incorrect points and they repeated some points.

The candidates who scored from 0 to 6.5 marks provided weak responses. Some of these responses lacked coherence, detailed explanations and examples. Some of these candidates were off points by writing the causes of the Second World War such as: effects of the First World War, weaknesses of the League of Nations and economic crisis while others wrote factors for the rise of Nazism such as; failure of the existing



government, the role played by Adolf Hitler and mass poverty. Extract 2.5.2 shows one of the poor responses to this question.

|    |  |  |
|----|--|--|
| 5. | <p>Versailles peace treaty, was the policy which have not influenced in the way to prevent the peace and security in the world. The following factor which are :</p> <p>The effect of Second world war, was the factor which cause the rise in Germany in Nazism and last lead the development of Germany which has caused by their Machine and facing their development in the economic development and influence the rising in the Nation in Europe which are facing their development in their Nazism though the effect of the world which have influenced in that.</p> <p>The League of Nations, of the League of Nations, was their League of Nations which also facing their development in Germany Nazism in the German Unification which are facing their economic in their economic in their due to the development of Nazism in the Germany which have concluding in the German Unification in their which have placed in their development in their economic which are used in the nation League.</p> <p>The Great economic depression, was the great economic depression was increasing the rise of the German Nazism in Europe due to the rise of the German economic unification in the Europe which has cause the development in which are facing their development in the rising of the Nazism in the Colonial which are presented in their relationship in the Germany.</p> |  |
|----|--|--|

5 The weak of the Parliamentary System was the which have their cause of the rise in the cause of the developed in the German Congress in the which had cause the development in the German Nazism in the development in the colonies which are presented in the area which caused the rising in of Nazism in the German due to the factor which accepted in their development in the German

The Role of Benito Mussolini, was the leader which had cause the rise in the Nazism in the European which have cause the development in the country which have cause the rise the German Nazism due to role of the Benito Mussolini which have cause the development in the People which have caused in the People which have caused in their development in their Government of the Dictatorship

The effect of the first world war, was the effect of the effect first world which had caused their rise in causing their development of the People which cause in rising the German Nazism in the Europe through development in the developing nation which cause the way in the development in the development in their economic which have caused in their German United in their economic depression which have rising in their economic in their area which facing their Nazism

The role of Communism in Europe, through their rising the united ideal in the European

|   |  |  |
|---|--|--|
| 5 | that was cause the rising in their dictatorship which have an effecting in the developing nation in the developing nation in Europe which had used in their colonial which had facing their developed in the German Nazism.  |  |
|   | The weakness of the empire, was there weakness of their empire which have cause their development in their colonial which have cause their rising in German Nazism which have causing the rising in their German which have accelerated by their colonies in their German Nazism in their German and Nazism which are facing their leadership which have remain in their world in the world.         |  |
|   | Great economic depression, was their when German Nazism which have cause the smaller and accelerated in the German in the Italy and had cause rise of their area which facing their causing their people in the causing in the area which have causing their under development in their colonies, which have a decline in the economy which have affected in their development in the German Nazism. |  |
|   | Also have their effect in their German Nazism which are depopulation and loss of people in their live in the world and caused in their German and Nazism in Europe and had cause rising in the German Nazism which accelerated in the German Nazism.   |  |

Extract 2.5.2 is a sample of a poor response

In Extract 2.5.2 a candidate gave the general causes for the rise of dictatorship in German and Italy.

### 2.2.6 Question 6

The question was set from the topic "The rise of socialism". It required the candidates to verify the statement that "The Disintegration of Soviet Bloc in 1990s was inevitable". The question was attempted by 44.6 percent of the candidates and performance in this question was good, as the majority of the candidates (71.1%) passed by scoring from 7 to 11.5 marks (54.8%) and from 12 to 17.5 marks (16.3%) while only few candidates (28.9%) failed. Figure 16 shows the performance of the candidate in this question.

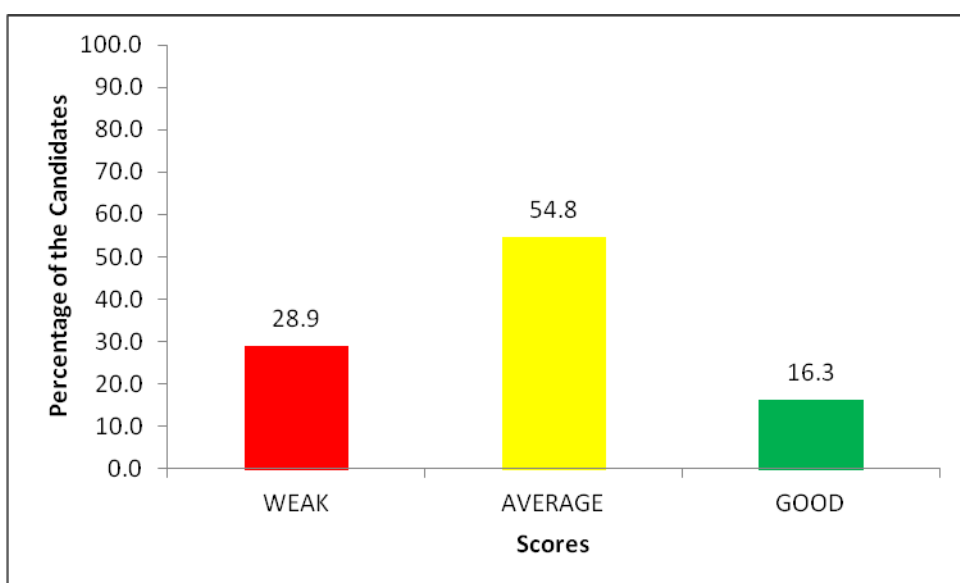


Figure 16: *Performance of Candidates in Question 6*

The candidates who scored marks ranging from 12 to 17.5 had adequate knowledge about the Socialist bloc and factors that led to its collapse in the 1990s. Therefore, they were able to provide a relevant introduction and points like: the dictatorship of the Communist government in the USSR, existence of the Cold War, the collapse of Communism in Eastern Europe, economic crisis, contradiction between the radical and the conservative communists as well as the introduction of Perestroika and Glasnost

policies. Extract 2.6.1 is an example of a relatively good response to this question.

6. Soviet bloc refers to the eastern states which formed in Europe. This included Moldova, Tajikistan, Georgia, Ukraine, Latvia, Belarus, Armenia and others which are 15 countries. It formed during 1922 as USSR (Union of Soviet socialist republics) after the Russian revolution of 1917. But, during 1990's, the Soviet bloc disintegrated due to number of reasons, such as:-

The Mikhail Gorbachev's policy of 'glasnost' and 'perestroika'. These were the policies that introduced by Russian leader whereby 'glasnost' means 'openness' and 'perestroika' allowed free economic integration. So, due to these policies, it penetrated some elements of capitalism which broke the Soviet bloc formation, privatization, multi party system and free economic movement. Hence, the Mikhail Gorbachev's policies of 'glasnost' and 'perestroika' culminated to the disintegration of Soviet bloc in 25<sup>th</sup> March 1991, so was inevitable.

The dictatorship system of Soviet leaders. This was because, the leaders were ruled autocratically, due to the adoption of one party system which hindered freedom of expression, opinion, among the country. For instance, Nikita Khrushchev who was a dictator in Russia. So, other states like Moldova, Latvia and Poland decided to go against the dictatorship regime of these leaders. So, this made the Soviet power to collapse. Hence, the dictatorship of Soviet leaders culminated to the disintegration of Soviet bloc around 1990's.

Economic hardship in the Soviet power: This was because, the Soviet power engaged in the cold war with USA in which she spend a lot of money and resources in the arm race. This caused poor provision of social services, unemployment because, the government failed to finance and meet the people's demand. For instance, Soviet power used a lot of money to create an intercontinental ballistic missile (ICBM) and range ballistic missile (RBM). Hence, economic hardship led to the disintegration of Soviet bloc during 1990's.

Religious intolerance: In the Soviet power like Tajikistan and Kyrgyzstan most of people were muslims while in states like Moldova and Belarus where Orthodox christians but, the Soviet government banned all religious denominations/sects in the Soviet power due to the first five years development plan. So, many people were not allowed to worship thus they decided to withdraw from it. Hence, religious intolerance culminated to the disintegration of the Soviet bloc in 1990's.

The western interference: This include Britain and USA who planted capitalist elements in the Soviet bloc. For instance, USA supported Poland economically and ideologically to go against her fellows Soviet states, also the president Ronald Reagan criticized and challenged Mikhail Gorbachev by cooperate with her allied powers. Hence, the western interference was the factor that led to the disintegration of Soviet bloc around 1990's.

Decentralization of authority; The Soviet power make the decentralization of power to the people in which she allowed the majority citizen to participate in political and economic matters. So, many Soviet people make decisions get their own opinions in the government. This planted some element of capitalism like free trade, privatisation, Hence, the decentralization of power to the people led to the disintegration of Soviet Bloc around the 1990's.

Generally; the Soviet bloc was a very powerful state because it had good leadership since the Russian revolution of 1917, but now days the Soviet bloc is no longer powerful because USA is said to be the leading power capitalist in the world.

Extract 2.6.1 is a sample of a good response

In Extract 2.6.1 a candidate verified the inevitability of the disintegration of the Soviet Bloc in the 1990s.

The responses of the candidates who scored from 7 to 11.5 marks had some weaknesses. Some of these weaknesses included; mixing correct with incorrect responses, providing poor explanations and giving incorrect examples.

In most cases, the candidates who scored from 0 to 6.5 marks mentioned correct points but gave irrelevant explanations and examples. They also gave weak responses. Some of these candidates could score a mark from the introduction only since their explanations in the main body were irrelevant.



The candidates who scored 0 mark provided irrelevant responses. Some of these candidates wrote the causes of Israel - Palestine conflict such as the land question and expansionism policy of the Israelis, while others centered their explanations on the then existing cold war. Extract 2.6.2 shows one of the candidates' irrelevant responses to this question.

|      |   |
|------|---|
| Qn 6 | <p>Soviet block refers to the tension between western bloc and Eastern bloc. There war was through the use of words between the Communist and Capitalist. The Capitalist nation include the USA and the socialist are USSR (Russia). These are big nation which they wanted to spread their ideology among nation. The Soviet bloc is inevitable due to the following factors:</p> <p>Different ideology, there refers to the factors which led the Soviet bloc to be difficult because their country have different ideology. For instance USA wanted to spread Capitalist while the USSR wanted to spread Communism. Through such thing the cold war was inevitable due to different ideology.</p> <p>Presence of nuclear Arm race, these also led the western and Eastern bloc to have a tension between them because the two bloc they have the ability of Manufactured the nuclear bombs which they erupt and left dangerous. For instance those USA erupted in Hiroshima and Nagasaki caused people to be affected their brain also others are died.</p> <p>The Curtain speech, refers to the speech which held by the USA president to swept the element of socialism during their country which wanted assistance from his country. There was known as Kennedy. Roosevelt he decided to create a speech about the spreading of the Capitalist in different nation or Country.</p> |
|------|---|

Marshall plan 1947, these are the factors which to have the tension between western bloc and Eastern bloc because the Capitalist nation especially USA established a plan which was known as Marshall plan. Those country which was wanted to take loans should be paid with high interest. The USSR reject such things which established by Capitalist nation.

Containment policy, During the cold war the USA was ~~not~~ developed in making containment policy with different Association such as CoCoA - Cola, Pepsi and other - led to the occurrence of Soviet bloc - among nations.

Presence of NATO and WARSAW, Due to the presence of groups which are formed by Capitalist and Socialism led the cold war to be inevitable because a USA formed NATO later the USSR - formed WARSAW PACT.

Presence of Non-Aligned Movement (NAM) During the Eastern and western Bloc the nation decided to form the Non-aligned Movement because they wanted to invade with those USSR and USA.

Therefore the Soviet bloc was not ended due to the presence of different - Ideology, Marshall plan, Iron Curtain - speech, Containment policy.

Extract 2.6.2 is an example of a poor response

In Extract 2.6.2 the candidate explained the causes of the cold war and factors for the thawing of the cold war after the Second World War.

### 2.2.7 Question 7

The question was set from the topic "Emergence of USA as a New Capitalist Superpower". The candidates were required to assess the trend of American economy during the Second World War. The question was attempted by 32.5 percent of the candidates. Performance in the question was average as 42.2 percent failed while 57.8 percent passed with good and average marks as shown in Figure 17

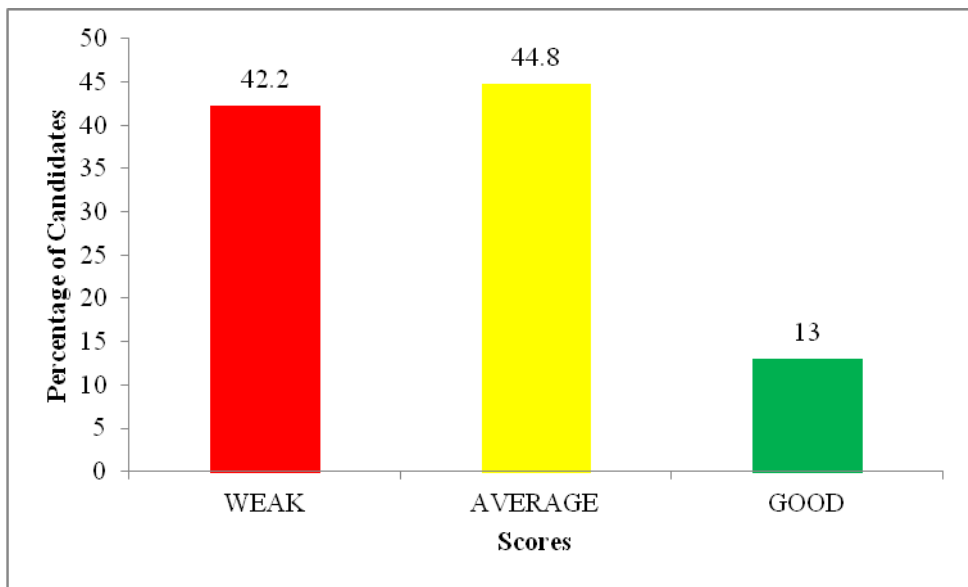


Figure 17: *Performance of Candidates in Question 7*

The candidates with good performance provided points on the trends of the American economy during the given period such as steady growth of the economy, mass production techniques, rapid increase of Gross National Product (GNP), rise of wages and economic boom. In addition, these candidates provided sufficient explanations and relevant examples. The candidates' scores ranged from 12 to 17 marks as their arguments differed in details. Extract 2.7.1 is a sample of a good response from the candidates who performed well in this question.

2. During the Second World War the level of economy in America was almost stable. The American economy was almost stable during that period was due to the American isolation policy whereby America did not involve in any affairs like World War so that she was engaging only on production of different goods. There are different trends of American economy during the second world war. The following were the trends of American economy during the second world war.

Development in science and technology: The level of science and technology of America at that time of second world war was developed. America was so busy in his economic activities because she was not involved directly in the war hence his technology was in that stage so he innovated different machines which were used in their activities and hence the growth of economy.

Good transport and communication systems: Also the transportation system of America was so good because the war was not fought in her land, so that situation made America to improve the transportation and communication in order to make easy transportation of goods and raw materials from one place to another. Examples were, harbours, roads and railways.

Development in financial institutions: Financial institutions also developed in America at that time of second world war because other countries were involved in the war were not consider the financial institutions. So the isolation policy helped America to develop in financial institutions and hence the growth of economy.

|  |  |  |
|--|--|--|
|  | Development in Industries is due to America                |  |
|  | to be serious in the production activities so was          |  |
|  | establish many industries in his country where by          |  |
|  | he is able to produce the goods and supply all-            |  |
|  | over the world. Example they introduced the industry       |  |
|  | which deals with the production of sophisticated           |  |
|  | weapons whereby he supply in many countries.               |  |
|  | Also there was a development in agriculture                |  |
|  | The agricultural sector of America at the time of second   |  |
|  | world war was developed, so they were able to              |  |
|  | produce enough raw materials which are the demand          |  |
|  | of American Industries. Example they were able to          |  |
|  | produce raw materials like cotton, sugar cane and          |  |
|  | coffee, so that led to the stabilize the American economy. |  |
|  | Development in market; America were de-                    |  |
|  | veloped in market at that time because they were           |  |
|  | able to supply goods and services internal and             |  |
|  | external areas. So, that situation made America            |  |
|  | to produce with high ratio compared to other               |  |
|  | country because there was a high demand of                 |  |
|  | goods. Example, he supplied to Britain, France, Af-        |  |
|  | rica and also Asia, and hence the growth of                |  |
|  | economy.   |  |
|  | Therefore, the level of economy in America                 |  |
|  | was high due to the America to not involve di-             |  |
|  | rectly in the second world war, so, that circum-           |  |
|  | stance led to the USA to rise as a super capita-           |  |
|  | list power in the world after the end of the war           |  |
|  | because the Britain drops in economy due to the            |  |
|  | involvement in the second world war.                       |  |

Extract 2.7.1 is a good response

In Extract 2.7.1 a candidate was able to assess the trend of the American economy during the Second World War.

The candidates who scored from 7 to 11.5 marks did not have adequate knowledge about the trend of American economy during the Second World War, hence they gave shallow explanations on the relevant points. They also did not provide concrete examples and repeated some points in their responses.

The candidates who scored from 0 to 6.5 provided inaccurate explanations and examples. Some of the candidates were able to mention a number of correct points but with unclear explanations. Others did not give any correct point but scored a mark in the introduction. Other candidates in this category neither gave a correct point nor a relevant introduction. Most of the responses of this nature were on the Second World War. Extract 2.7.2 is a sample of a response from a candidate who did not meet the demands of the question.

|    |  |
|----|--|
| 7. | <p><u>Second world war</u> - This was the turmoil which occurred in 1939-1945, this involves many European powers like Britain, Italy, Germany, France and Russia. American economy during crisis it was not in good situation. The following were the characteristics of American economy during the second world war in 1939-1945.</p> <p><u>Unemployment</u> - This was the among of the characteristics that characterized the American economy during world war two in 1939-1945. This was because the America at this time started to be involved in the war, and she was a frontier to provide supportive materials such as weapons.</p> <p><u>Poverty</u> - Poverty as it known that the state of being unable to afford some basic needs. So during that time the American economy followed and then lead to poverty occurrence, so this is also another characteristics of American economy in the year of 1939-1945 during second world war.</p> <p><u>Poor Provision of Social services</u>, mainly like water, Health, electricity and other services during that time the government was unable to provide services to her citizen because she used a lot of effort to the turmoil in 1939-1945 where it was the second world war.</p> <p><u>Social evils availability</u> - This was also the characteristics of American economy in the year of 1939-1945 which it was second world war. Many citizens engaged in the social evils because of the hard life condition in that time of 1939-1945.</p> |
|----|--|

|  |   |  |
|--|---|--|
|  | Stagnation of Productive activities, this is          |  |
|  | due to the fact that the Second world war led to      |  |
|  | stagnation in productive activities in America during |  |
|  | the Second world war, because there were not          |  |
|  | enough availability of financial asset to finance     |  |
|  | to the productive activities                          |  |
|  | Population increase. Also this is another -           |  |
|  | characteristics of American economy during the Second |  |
|  | world war in 1939 to 1945, the population increase    |  |
|  | at high rate because many people were jobless during  |  |
|  | that time, So this is another factor,                 |  |
|  | lastly, the all above are the characteristics         |  |
|  | to show on which situation the American economy       |  |
|  | was during the Second world war in 1939-1945          |  |
|  | but not only after the Second world war               |  |
|  | America introduced many exploitative policies         |  |
|  | so as she can regain the lost economy.                |  |

Extract 2.7.2 is a sample of a poor response

In Extract 2.7.2 a candidate to great extent explained the negative effects of the Second World War contrary to the demand of the question.

## 2.2.8 Question 8

The question was set from the topic "Threats to World Peace after the Second World War". It required the candidates to analyse any six causes of the 1956 Arab-Jewish war. It was attempted by 41.9 percent of the candidates. This question had the lowest performance in this paper because the majority of the candidates (67%) who opted for it failed by scoring from 0 to 6.5 marks. Nevertheless, there were a few candidates (7.3%) with good performance (from 12 to 18.5 marks) and 25.7 percent had average performance (from 7 to 11.5 marks). Figure 18 shows the performance of the candidates in this question.



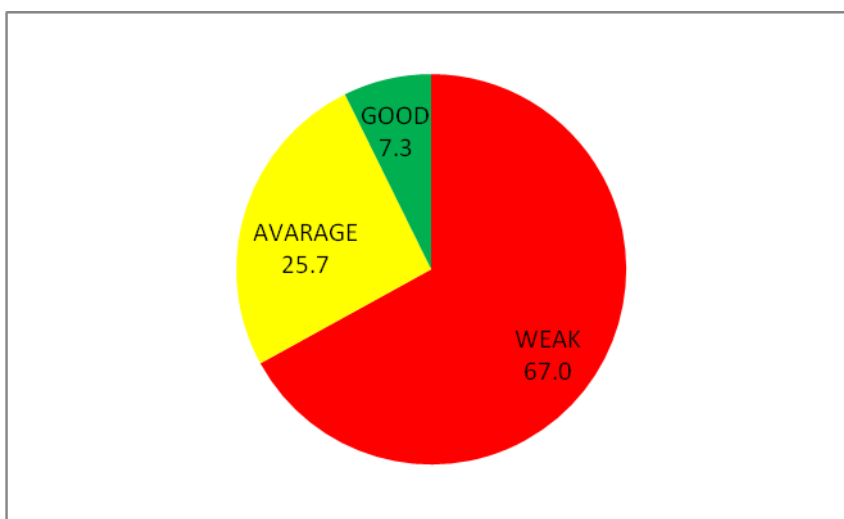


Figure 18: *Performance of Candidates in Question 8*

The candidates with adequate knowledge on the Middle East crisis scored marks ranging from 12 to 18.5 as they were aware of all the series of wars in the region and therefore were able to give specific causes of the 1956 Arab-Jewish war. The points they provided included; aggressive character of the new military regime of Egypt under Colonel Gamal Abdel Nasser; secret talks that took place among Britain, France and Israel; the imperialist tactics of Britain and France's control in the Middle East against the wishes of the Arabs as well as the nationalization of the Suez Canal by President Nasser. These points were supported with sufficient explanations and relevant examples. Extract 2.8.1 shows a sample of a relatively good response to this question.

|   |  |
|---|--|
| 8 | Arab-Jewish war of 1956 were             |
|   | Known as the Suez Canal war or Suez      |
|   | war. This was the invasion of Egypt      |
|   | by the Israel in collusion with Britain  |
|   | and France also. The war wanted the      |
|   | Britain and France to regain the control |
|   | of Suez Canal. This war was very         |
|   | necessitated by France and Britain as to |
|   | help Israel as to fight against Egypt as |
|   | to regain the control of the Suez Canal. |
|   | The following are the causes of the      |
|   | 1956 - Arab-Jewish war.                  |
|   | Development of Nationalism among         |
|   | Egyptians. Also this was due to the      |
|   | or many Egypt tried nationalism after    |
|   | the Second World War of 1945 who         |
|   | know wanted to control the Suez          |
|   | Canal instead of France and British      |
|   | who were controlling it previously       |
|   | so this necessitated to the emergence of |
|   | the Suez Canal war.                      |
|   | Nationalization of Suez Canal.           |
|   | Also this led to the occurrence of the   |
|   | Arabs-Jewish war in 1956 because the     |
|   | Egypt President Abdul Nasser now         |
|   | nationalized the Canal from the          |
|   | France and British Company who con-      |
|   | tracted the Canal in 1850's. This        |
|   | situation led to the occurrence of the   |
|   | Suez Canal war or 1956 Arab-Jewish war.  |
|   | Nasser's Support of non-                 |
|   | ant-colonial movement. Also due to       |

or following the success of the Nasser's 1952 revolution in Egypt made him to make Egypt as the centre of the anti-colonial struggle. For example Nasser's supported to remove the British colonies in Ghana and French colony in Algeria.

Nasser interference in the Palestine-Israel conflicts: Also this led to the occurrence of the Arab-Jewish war. The president Nasser few days after being president said that he was in favour of liberating Palestine from Israel or Jewish this led to the occurrence of the Suez Canal war where Nasser fought in the hands of or in favour of Palestine.

Cold war. Also this are the among of causes of the 1956 Arab-Jewish war because all two super powers (U.S.A and USSR) wanted the Egypt to be in their sphere. But the Nasser refused to join to any side. due to that U.S.A refused to give the aids in the construction of High Aswan dam then Egypt wanted the aids from USSR who now giving that aid to Egypt for their economic activation. This situation led to the war because the USSR was in favour of Egypt and U.S.A was in favour of the Israel so U.S.A used Israel as to fight against Egypt.

Nasser's block of the free-users association treaty. This treaty demanded the Egypt government under Nasser to pay taxes for the use of Suez Canal. Due to that the Egyptians was unhappy hence led to the blockade of that treaty that demanded them to pay taxes to the British and Franco company. So the blockade of the treaty to occurrence of the war. ~~So~~ due to that situation the war was unavoidable.

Therefore the 1956 Arab-Jewish war had many effect or impacts that impact include the following firstly it led to the boosting the decolonization process by supporting the anti-colonial struggle. also led to the change of the system of the government in Britain and France for example in Britain the prime minister Arthur Eden were removed also in France the morab were forced to resign this is due to the failure to in war. Also the crisis led to the elevation of the Nasser status in the world because Britain and France failed to overthrow him. This are the some of effects. This conflict was unavoidable because Britain and France were supposed to leave Egypt free with those resources found there.

Extract 2.8.1 is a sample of a good response

In Extract 2.8.1 a candidate analysed the causes of the 1956 Arab - Jewish war.

The candidates who scored from 7 to 11.5 marks had a relatively good understanding of the requirements of the question. They were able to analyse the causes of Arab-Jewish war but with fewer details and examples. Some of these candidates mixed correct and incorrect responses while others did not provide the required number of correct points.

The candidates who scored from 0 to 6.5 marks had inadequate knowledge about the history of the Middle East crisis. Some could only mention few correct points and their explanations were shallow. Others scored a mark due to providing a relevant introduction but in the main body they wrote the general causes of the Middle East Crisis or the 1948 Arab -Jewish war. Their responses included; the question of religious differences between the Arabs and the Jews, creation of the state of Israel, weakness of UNO and the rise of Zionist which are the general causes of Jewish- Arab war. Some candidates were not able to get any mark due to failure to give correct points or introduction. Extract 2.8.2 is a sample of a response from one of the candidates who was not able to answer the question as required.

|    |  |
|----|--|
| 8. | <p>Arab-Jewish war this is the war between the Jews of Israel and the Arabs of Palestine. Historically, Palestine was the original homeland of the Jews but were dispersed in 71 AD after being conquered by Roman Empire. After the dispersion of the Jews because of the invasion by the Romans, the Arabs from different areas such as Jordan, Syria occupied Palestine. After many years, the Jews experience persecution all over the world especially in Europe, where they were killed. This situation forced them to return at home. They initiated Zionism movement under the leadership of Theodore Herzl. In 1948, The United Nations organization in cooperation with Britain and USA created the new state of Israel for the Jews in Palestine.</p> <p>The following are the causes of Arab-Jewish War of 1956.</p> <p>The creation of the state of Israel. After the creation of the state of Israel, frequent wars started to occur between the Arabs and the Jews. The Arabs were not ready to live with the Jews in Palestine. This led to the frequent wars including 1956 war.</p> <p>Weapons supplied by super powers. This is another cause of the Arab-Jewish war. Big powers such as USA and Britain were supplying military weapons to the Jews in order to fight with the</p> |
|----|--|

8 Arabs. These weapons also facilitated the emergence of 1956 arab-jewish war. These big powers supply these weapons for their own reasons.

Different ideologies. The jews are the christians while the arabs are the muslims. These differences also prompted the occurrence of the 1956 war between the jews and arabs.

Expansionism motive of the jews. The jews of israel had annexed more land than that given by UNO. This also facilitated the emergence of 1956 arab-jewish war. Because the arabs are not ready to leave their land at the same time the jews want to annex more land from Palestine.

Bible claimation. The jews believe that Israel is their promised land by the God so they are not ready to live out of Israel. By any means they must live Israel and not otherwise. This Bible claimation of the jews makes the war be inevitable between the jews and arabs.

Potentiality of Palestine. Also because of the potential which are found in Palestine. Both jews and arabs are not ready to leave the land of Palestine, every side is hoping to benefit from the resources which are available in Palestine such as Petroleum.

Therefore the arab-jewish war have many effects such as death of people and properties and is still going on until now there is no agreement between the arabs and the jews.

Extract 2.8.2 is a sample of a poor response

In Extract 2.8.2 a candidate analysed the causes of the Israel - Palestine conflict contrary to the demands of the question.

### 2.2.9 Question 9

The question was set from the topic "Neo-colonialism and the question of underdevelopment in the Third World Countries". The question required the candidates to validate with reference to the post-colonial period, the statement that "African relationship with the external world is the major cause of the persisting poverty in Africa". The question was attempted by 43 percent of the candidates and the performance was good since few candidates (23.3%) failed by scoring from 0 to 6.5 marks while the majority of the candidates (76.7%) passed with average and good performances as shown in Figure 19.

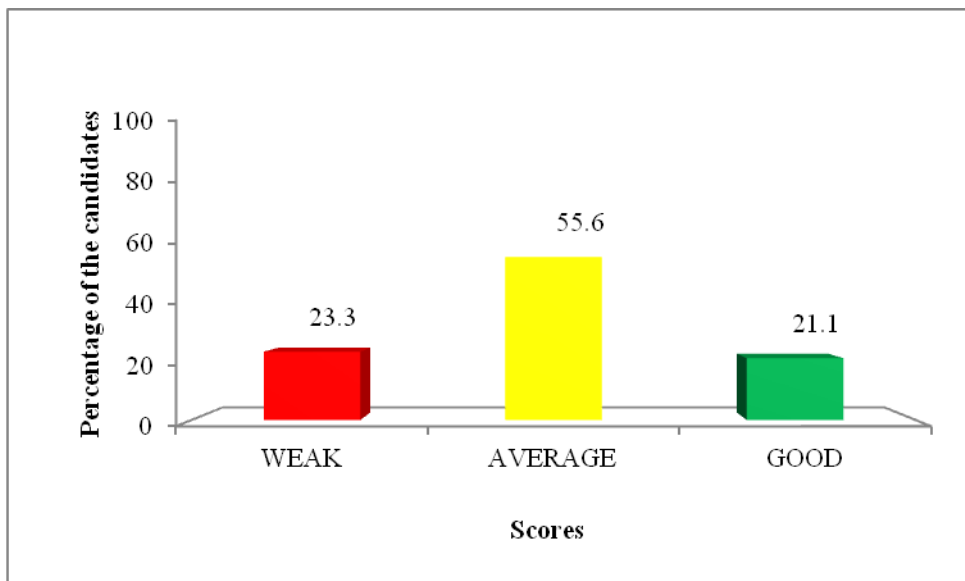


Figure 19: *Performance of Candidates in Question 9*



The candidates who scored from 12 to 17.5 marks were able to provide appropriate points including; exploitation through neo-colonialism, globalization, direct investment of Multi-national corporations and instigation of conflicts by neo-colonial masters. Their points were supported by sufficient explanations and concrete examples. Extract 2.9.1 is a sample of a response from a candidate who met the demands of the question.

|    |   |  |
|----|---|--|
| 9. | <p>Poverty this is the situation where by people, country, nations and state to be under poor condition in all aspects of life like economically, politically, and socially. In the Africa country poverty was caused by internal causes like political instability, misallocation of natural resource, relying on taxes, puppets and bad leader. poverty in Africa were indicated due to the presence of unscientific agriculture, poor transport and communication, poor education system and low level of science and technology. The following as the external factors which led poverty in Africa as follows.</p> <p>presence of exploitation of African natural resources by western countries; Due to the fact that Africa poverty caused by exploitation of African natural resource by developed country like gold, diamond, silver and animal skins.</p> <p>Dependence on the north; this is another factor of African poverty, just because due to dependence on the north is where now many African countries failed to invest in economic sector by depended on the developed countries like economically, politically and socially.</p> <p>To control the world market; external nations as one which planned the world price, because of that is where now African goods got low market and some times made Africa to sold that goods in low amount hence poverty existed.</p> |  |
|----|---|--|

To planted puppetism in Africa; Due to the fact that developed country planted puppetism in Africa countries was to ensured those puppet leader was work under the interest of colonialists, that led exploitation of African natural resources like Gold, Silver diamond and animal skins for their own benefit and not for Africa.

To supervised the Africa political matters; Due to the fact that, through supervised Africa political matters is where now north countries select their own leader, leader who work for the own interest of colonialists, hence tends to exploited through neo-colonialism by dominated mines and exploited forests.

The influx of European goods; Through influx of European goods is where now Africa goods lack their market by European goods got her priority and made the stagnation of Africa industries by failed to competed with European goods.

The European invasion in the third world countries; Due to the fact that, European use force for these countries which seemed to have natural resources in order to exploited it. for example 2011 Libya was invaded by Nato because of oil which founded in Libya for the aimed to exploit that oil.

To influenced political instability in Africa; Due to the fact that, developed country influenced political instability in Africa for the aims

|  |   |  |
|--|---|--|
|  | to exploited the natural resource which could     |  |
|  | found in Africa. for example political            |  |
|  | instability in Congo was directly influenced      |  |
|  | by <del>USA</del> united states of America for    |  |
|  | <del>the</del> the aiming to exploiting gold.     |  |
|  | generally, poverty in Africa were                 |  |
|  | directly influenced by internal and external      |  |
|  | factors, but in order to remove poverty           |  |
|  | in Africa should improve agriculture sectors      |  |
|  | industrial sectors, fishing, to adopted socialism |  |
|  | adoption of Non-aligned alliance and to           |  |
|  | form south-south dialogue in Africa and           |  |
|  | formation of unity and economic integration       |  |

Extract 2.9.1 is a sample of a good response

In Extract 2.9.1 a candidate managed to associate African poverty and its relationship with the external world.

Some of the candidates who scored from 7 to 11.5 marks were able to provide some correct points although with little explanations. Some of these candidates provided a mixture of correct and incorrect points.

The candidates who scored from 0 to 6.5 marks either totally misunderstood the requirements of the question or scored some few marks from some few relevant points. Some of these candidates grasped well the term external world but did not read further instructions given in the question 'with reference to post-colonial period' and thus provided explanations and examples basing on the relation between Africa and Europe during either pre-colonial, colonial and post-colonial Africa or both. Specifically, they focused on early contacts, unequal exchange during mercantilism, slave trade as well as the effects of colonialism.

Some of these candidates did not understand the demand the question. Some of these candidates explained the internal causes of poverty such as corruption and poor utilization of natural resources. Others explained the impact of persisting poverty in Africa like poor technological development, famine and disease while other candidates provided the solutions to poverty like good governance, expansion of education and industrialization. Extract 2.9.2 is a sample of a response from one of the candidates who did not meet the requirements of this question.

|   |  |
|---|--|
| 9 | poverty, refers to the state of an individual fail to afford his or her basic needs. or a state of being poor. African relationship with external world cause of the persisting poverty. |
|   | The following are the reference to the past colonial period;   |
|   | Slave trade, In Africa Slaves were taken to work in farms of the Whites and left their mother Continent. This made poverty in Africa.  |
|   | Mercantalism, the accumulation of wealth (precious metal) Gold and silver. It involved exploitation of African resources that used for the benefit of there country.                     |

Early Contact, the early Contact this made Africans being poor since when contact the Europeans exploited African resources that used to manufacture goods and sell it to African this made African remain poor.

Unequal exchange, during trade with Europeans there is unequal exchange where European exchanged mirrors, gun, gun powder with Gold, animal skin. This hindered and undermined Africa hence is said to poverty.

Disunity, Africans have no unity that will put them together to fought against poverty. This factor made Africans remain poor Continent

Generally, It's not only relationship with external world cause poverty in Africa but also internal and some external factors. like Diseases, Natural calamities and Corruption.

Extract 2.9.2 is a sample of a poor response

In Extract 2.9.2 a candidate to a great extent, centered his/her explanations on Africa's pre - colonial relations with foreigners.

### 2.2.10 Question 10

The question was set from the topic "Neo-Colonialism and the Question of Underdevelopment in the Third world Countries". It required the candidates to show the effects of the programmes launched by IMF and World Bank in solving Third world poverty. The question was attempted by 56.9 percent of the candidates and the general performance in the question was good as only 8.9 percent failed while the majority (91.1%) passed with average and good performance as shown in Figure 20.

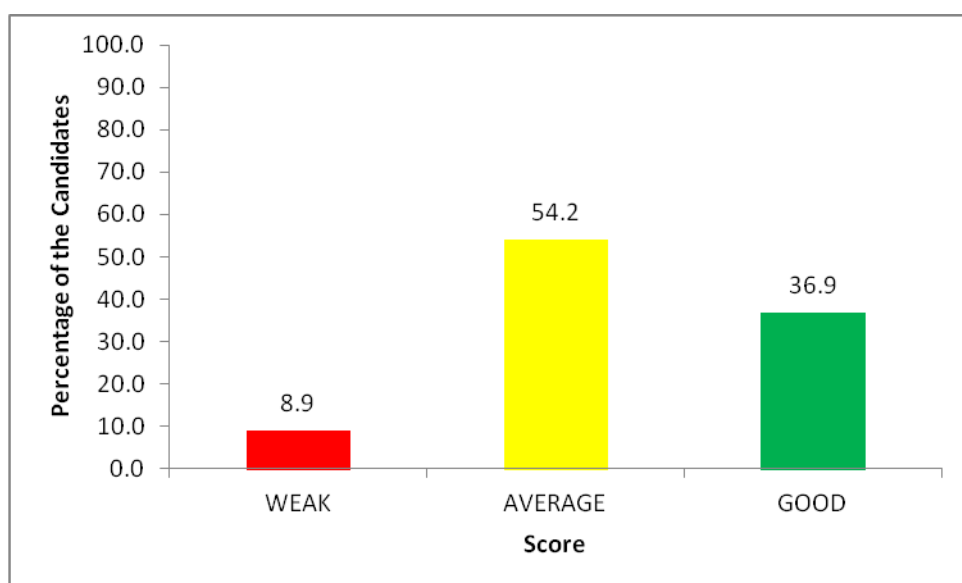


Figure 20: *Performance of Candidates in Question 10*

The candidates who scored from 12 to 18.5 marks provided correct points which were well supported by relevant explanations and examples. Their responses centered on points such as; privatizing public enterprises; advocating retrenchment policy to civil servants so as to reduce government expenditure; introducing cost sharing in social services and facilitating the influx of more capitalist investors in Third World countries. Extract 2.10.1 is the sample of a good response from the candidate who, to a greater extent, met the requirement of the question.

|     |  |
|-----|--|
| 10. | <p>The International Monetary Fund (IMF) and World Bank was an programmes of providing loans to South country, that introduced by the North countries such as United States of America, British, France. During the introduction of IMF and World Bank in Third World countries like Tanzania, Kenya was followed by launching of Structural Adjustment Programme (SAPs) that was aimed in solving the Third World poverty. Indeed the launched of SAPs in Third World countries like Tanzania was not for helping them but was oppressive, exploitative and also humiliating the country. Due to the fact that they were forced to devalue their currency value, retrenchment. So, through that case SAPs brought a lot of effects in Third World countries as follows:-</p> <p>It led unemployment; the launched of SAPs in Third World countries like Tanzania caused a lot of people to lose their jobs. This is due to the fact that, they conditioned to reduce the budget and also to result to retrenchments of workers in order to balance the budget. So, through this SAPs undermined the development of the Third World countries.</p> <p>It led to devaluation of the currency values; also the Third World countries like Kenya, Tanzania were forced to devalue their currency value so as to get the loans from the IMF and World Bank, this situation caused the value of currency to rise down hence resulted to the underdevelopment of the country in Third World.</p> |
|-----|--|



It increased the debt burden, also the launching of SAPs in the third world countries like Tanzania led to increase of rate of debt burden through the receiving of foreign aid with bad ~~condi~~ conditions, such that have high interest. Hence SAPs indeed affected the economic situation of country like Tanzania.

It led to reduction of agricultural production; this was due to removal of subsidies to farmers. The SAPs conditioned the third world countries like Tanzania to remove the subsidies to farmers, and these resulting to the low production from agriculture due to lack of ~~modern~~ money for buying modern equipment like seeds, fertilizer, tractors and so on. So through this third world countries remaining to be underdeveloped countries like Tanzania.

It led to poor provision of social services: social services such as medical care, education, water and electricity supply. This resulted due to reduction of government expenditure as conditioned in the SAPs so as to get some loans so government reduced their budget about the provision of good social service for fear to lose the loans. Hence for sure SAPs affected the development of third world countries such as Tanzania.

~~Also, SAPs led to decline of Gross~~

Also SAPs threatened the national sovereignty; the SAPs threatened the national sovereignty through that a lot of people loss their jobs and led them to poor standard of living, through—

|  |   |  |
|--|---|--|
|  | the condition of retrenchment. People lived in poor condition hence part of national sovereignty. But also national sovereignty threatened through that the imperialists became the final say in world market, hence led to underdevelopment of third world countries. Like Tanzania. |  |
|  | Generally the programmes launched by IMF and world bank such as JAPS was not for rescue or solving of third world poverty but was intensified easy exploitation of African natural resource. So, in order to escape this the government should adopt self-reliance policy.            |  |

Extract 2.10.1 is a sample of a good response

In Extract 2.10.1 a candidate indicated the impact of the programmes launched by the IMF and World Bank on Third World countries.

The candidates who scored from 7 to 11.5 marks understood the demands of the question and gave the required points with some relevant examples. Furthermore, insufficient explanations and incorrect examples were some of the errors which were identified in their responses. Some of these candidates provided examples of projects which were not funded by IMF and World Bank like Mtera Dam Hydro-Electric Power Station and Tanzania Zambia Railway Authority (TAZARA).

The candidates who scored from 0 to 6.5 marks showed lack of awareness of the role of the IMF and the World Bank in Third World countries. Some provided few points and shallow explanations without examples. Some of these candidates scored a mark from the introduction but went astray in the

main body. The candidates who scored 0 mark wrote on issues related to solutions for the problems facing Third world countries that include; proper utilization of natural resources such as land and minerals, consuming domestic products, as well as transparency in the governments so as to reduce corruption. Some of these candidates explained the functions of IMF and World Bank. Extract 2.10.2 is an example of a response from a candidate who performed poorly in the question.

|    |  |  |
|----|--|--|
| 10 | <p>The programmes of International Monetary Fund (IMF) and World Bank was introduced to solving the problem of the world countries. The programmes was influenced Stimulated of political and economic development of the third world countries.</p> <p>Political instability: Political instability like civil war was affected the programmes of international Monetary fund and World bank for supported the political and economic development of the third world countries. Hence political instability as the problems faced international Monetary fund and world Bank in solving the third world countries.</p> <p>Corruption: Corruption as a problem that faced international Monetary fund and world Bank in solving the third world countries. Corruption was affected for the political and economic development for the international Monetary fund and World Bank provide provision of loans, grants and Aid for support the economy in the third world countries.</p> <p>Poor science and technology in third world countries. Poor science and technology as the problems that faced international Monetary fund and World Bank in solving the third world countries. Poor science and technology for using the Modern technology in the economy.</p> |  |
|----|--|--|

|  |  |   |
|--|--|---|
|  |  |   |
|  |  | High illiteracy and Ignorance: The              |
|  |  | Third world countries are illiteracy and        |
|  |  | Ignorance for the political and econom          |
|  |  | ic development of other economic acti           |
|  |  | vities for supported the economic growth        |
|  |  | in the Third world countries: Hence High illite |
|  |  | racy and Ignorance as the problems that         |
|  |  | facd the international Monetary fund and        |
|  |  | World Bank in solving Third world poverty       |
|  |  | Poor infrastructure: Poor infrastru             |
|  |  | cture as the effect that affected inter         |
|  |  | national Monetary fund and World Bank           |
|  |  | in solving the Third world poverty. Poor        |
|  |  | transport and communication like roads          |
|  |  | railways, telecommunication for the Move        |
|  |  | ment from one place to another in the           |
|  |  | solving poverty in third world countries.       |
|  |  | Monoculture economy: Monoculture                |
|  |  | economy as the problem that faced the           |
|  |  | international Monetary fund and world           |
|  |  | Bank in solving the Third world poverty.        |
|  |  | The Third world countries was engage            |
|  |  | ment in Monoculture economy for the             |
|  |  | production system was cause poverty in          |
|  |  | the developing countries.                       |
|  |  | Therefore: International Monetary               |
|  |  | fund and World Bank in solving the Third        |
|  |  | world poverty for the poor economic             |
|  |  | cooperation of the Third world countries        |
|  |  | for the economic system.                        |
|  |  |   |

Extract 2.10.2 is a sample of a poor response

In Extract 2.10.2 a candidate explained the problems facing most of the Third World countries contrary to the demand of the question.

### 3.0 CONCLUSION AND RECOMENDATIONS

#### 3.1 Conclusion

The analysis of questions indicates that all topics in the syllabus were examined in this paper. These topics in Paper one 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 First World War (1880s - 1914), Colonial Economy and Social Services after the Second World War, Influence of External Forces and the Rise of Nationalism and the Struggle for Independence; and Political and Economic Development in Tanzania Since Independence*. The topics in Paper Two are: *The Rise of Capitalism in Europe, The Rise of Democracy in Europe, Imperialism and the 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 Third World Countries*.

The 2019 ACSEE analysis done on each question in History subject revealed that the general performance of the candidates was good. Most of the candidates answered the questions correctly and hence scored good marks. Generally, **twelve (12)** topics had good performance, **one (1)** topic had average performance and **two (2)** topics had poor performance.

However, it is noted that, a few candidates had responses of poor quality due to a number of factors such as lack of knowledge of the concepts related to the question, inability to express themselves in English language, misinterpretation of some questions and poor transfer of knowledge. The analysis of the candidates' performance shows that two questions in paper 1 (questions 6 and 7) and one question in paper 2 (question 4) were attempted by few candidates.

The trend of ACSEE performance of the topics in 2018 and 2019 indicates that many topics (11) have maintained good performance. There are some changes in performance in the topics: *The rise of dictatorship in Germany, Italy and Japan* which had a poor performance in 2018, the performance has risen from 44.4 percent in

2018 to 78.5 percent in 2019. However, the topic of *Emergence of USA as a New Capitalist Superpower* which had a good performance in 2018, the performance has dropped to average performance in 2019. Similarly, the topics: *People of African Origin in the New World* and *Threats to World Peace after the Second World War* which had good performance in 2018, the performance have dropped to poor performance in 2019.

### **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 attempted by few candidates. Moreover, the topics; *Emergence of USA as a New Capitalist Superpower*, *People of African Origin in the New World* and *Threats to World Peace after the Second World War* have proved to be a threat to the candidates since the performance in the questions from these topics has declined compared to the 2018 results. In order to improve the performance in History subject, the examiners suggest that:

- (a) Teachers should make sure that all topics are covered so as to enable candidates to acquire the intended knowledge and skills stipulated in the syllabus. Emphasis should be put in the following topics: *Emergence of USA as a New Capitalist Superpower*, *People of African Origin in the New World* and *Threats to World Peace after the Second World War*. Various teaching and learning strategies stipulated in the syllabus such as inviting guest speakers and guiding students to read relevant written texts should be used by the teachers so as to cement students' knowledge.
- (b) Students should be encouraged to use English language in their day to day communication so as to improve their language skills.

**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 Capitalism in Europe.  | 2                                    | 94.9  | Good           |
| 2.         | Political and Economic Development in Tanzania Since Independence.                           | 2                                    | 94.6  | Good           |
| 3.         | From colonialism to the First World War (1880s – 1914)                                       | 1                                    | 93.8  | Good           |
| 4.         | Colonial Economy and Social Services after the Second World War.                             | 2                                    | 91.1  | Good           |
| 5.         | The Influence of External Forces, the Rise of Nationalism and the Struggle for Independence. | 2                                    | 90.7  | Good           |
| 6.         | Africa and Europe in The 15 <sup>th</sup> Century.   | 1                                    | 87.7  | Good           |
| 7.         | Neo – Colonialism and the Question   | 2                                    | 83.9  | Good           |



| S/N | Topic  | Number of questions per topic | Percentage of candidates who scored an average of 35 percent or more | Remarks |
|-----|--|-------------------------------|--|---------|
|     | of Underdevelopment in Third World Countries.          |                               |  |         |
| 8.  | Imperialism and the Territorial Division of the World. | 1                             | 82.8   | Good    |
| 9.  | The Rise of Dictatorships in Germany, Italy and Japan. | 1                             | 78.5   | Good    |
| 10. | Pre - Colonial African Societies.                      | 1                             | 77   | Good    |
| 11. | The Rise of Democracy in Europe.                       | 1                             | 75   | Good    |
| 12. | The Rise of Socialism                                  | 1                             | 71.1   | Good    |
| 13. | Emergence of USA as a New Capitalist Superpower.       | 1                             | 57.8   | Average |
| 14. | People of African Origin in the New World.             | 1                             | 36.9   | Poor    |
| 15. | Threats to World Peace after the Second World War.     | 1                             | 33   | Poor    |

**TRENDS OF CANDIDATES' PERFORMANCE BETWEEN 2018 AND 2019 IN EACH TOPIC**

| S/N | Topic  | 2018                          |  |         | 2019                          |  |         |
|-----|--|-------------------------------|--|---------|-------------------------------|--|---------|
|     |  | Number of questions per topic | Percentage of candidates who scored an average of 35 percent or more | Remarks | Number of Questions per topic | Percentage of candidates who scored an average of 35 percent or more | Remarks |
| 1   | The Rise of Capitalism in Europe.  | 2                             | 91.9   | Good    | 2                             | 94.9   | Good    |
| 2   | Political and Economic Development in Tanzania Since Independence.             | 2                             | 91.35  | Good    | 2                             | 94.6   | Good    |
| 3   | From colonialism to the First World War (1880s – 1914)                         | 1                             | 90.5   | Good    | 1                             | 93.8   | Good    |
| 4   | Colonial Economy and Social Services after the Second World War.               | 2                             | 85.3   | Good    | 2                             | 91.1   | Good    |
| 5   | The Influence of External Forces, the Rise of Nationalism and the Struggle for | 2                             | 60.5   | Good    | 2                             | 90.7   | Good    |

|    |  |   |      |      |   |      |      |
|----|--|---|------|------|---|------|------|
|    | Independence.  |   |      |      |   |      |      |
| 6  | Africa and Europe in The 15 <sup>th</sup> Century.                               | 1 | 72.9 | Good | 1 | 87.7 | Good |
| 7  | Neo – Colonialism and the Question of Underdevelopment in Third World Countries. | 2 | 82.9 | Good | 2 | 83.9 | Good |
| 8  | Imperialism and the Territorial Division of the World.                           | 1 | 89.2 | Good | 1 | 82.8 | Good |
| 9  | The Rise of Dictatorships in Germany, Italy and Japan.                           | 1 | 44.4 | Good |   | 78.5 | Good |
| 10 | Pre - Colonial African Societies.  | 1 | 95.2 | Good | 1 | 77   | Good |
| 11 | The Rise of Democracy in Europe.   | 1 | 96   | Good | 1 | 75   | Good |
| 12 | The Rise of Socialism  | 1 | 93.9 | Good | 1 | 71.1 | Good |

|    |  |   |      |      |   |      |         |
|----|--|---|------|------|---|------|---------|
| 13 | Emergence of USA as a New Capitalist Superpower.   | 1 | 85.9 | Good | 1 | 57.8 | Average |
| 14 | People of African Origin in the New World.         | 1 | 65.7 | Good | 1 | 36.9 | Poor    |
| 15 | Threats to World Peace after the Second World War. | 1 | 75.7 | Good | 1 | 33   | Poor    |

