



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE ADVANCED CERTIFICATE OF
SECONDARY EDUCATION EXAMINATION
(ACSEE) 2022**

HISTORY



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



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
ON THE ADVANCED CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (ACSEE) 2022**

112 HISTORY

Published by

The National Examinations Council of Tanzania,
P.O. Box 2624,
Dar es Salaam, Tanzania.

© The National Examinations Council of Tanzania, 2022

All rights reserved.

TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION	2
2.1 112/1 HISTORY 1	2
2.1.1 Question 1: Political and Economic Development in Tanzania.....	2
2.1.2 Question 2: Pre-colonial African Societies	7
2.1.3 Question 3: Africa and Europe in the 15 th century.....	13
2.1.4 Question 4: From Colonialism to the First World War.....	18
2.1.5 Question 5: Colonial Economy and Social Services	25
2.1.6 Question 6: Colonial Economy and Social Services	29
2.1.7 Question 7: The Rise of Nationalism	34
3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION	42
3.1 112/2 HISTORY 2.....	42
3.1.1 Question 1: Neo Colonialism and Underdevelopment.....	42
3.1.2 Question 2: The rise of Capitalism in Europe	47
3.1.3 Question 3: The rise of Democracy in Europe	55
3.1.4 Question 4: Imperialism and Territorial Division of the World.....	61
3.1.5 Question 5: The Rise of Socialism in the World.....	68
3.1.6 Question 6: The Emergence of USA	72
3.1.7 Question 7: Threat to the World Peace	79
4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC ...	84
5.0 CONCLUSION AND RECOMMENDATIONS	85
5.1 CONCLUSION.....	85
5.2 RECOMMENDATIONS.....	85
Appendix.....	87

FOREWORD

The Candidates' Items Response Analysis (CIRA) of the Advanced Certificate of Secondary Education Examination (ACSEE) in **112 History** subject is an analysis report of the performance of the candidates in their two years of Advanced Secondary School Education.

The report delivers feedback to all education stakeholders on the performance of the 112 History candidates in 2022. The analysis done in this report indicates that, generally, the performance was good since the majority of the candidates (99.90%) passed while very few (0.10%) failed and there was no any topic with poor performance.

In this report, the analysis of each question has been done in order to identify the factors which influenced the candidates to answer the questions correctly or incorrectly. The analysis indicates that candidates with high performance provided appropriate answers since they were able to identify the requirement of each question and had good knowledge of the subject matter and good mastery of English language. On the contrary, the analysis reveals that candidates with weak performance faced various challenges in answering the questions. Some of these challenges include; lack of sufficient knowledge on some historical concepts, failure to interpret the demands of the questions and poor mastery of English language.

The report provided will enable education stakeholders, teachers and students to identify measures to be taken in order to improve candidates' performance in the future. It will also help them take appropriate teaching and learning interventions to enable students obtain the required skills and knowledge.

Finally, the Council would like to express its appreciation to all who participated in the preparation of this report.



Athumani S. Amasi
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The history subject examination paper adhered to the 2009 syllabus and the 2019 History subject Examination Format. The examination comprised of 112/1 History 1 and 112/2 History 2. Each paper had seven (7) questions. Candidates were required to answer question 1 and other four (4) questions in each paper. Each question carried twenty (20) marks.

This report analyses the candidates' responses to the Advanced Certificate of Secondary Education Examination (ACSEE) questions in history subject. Therefore, the report provides feedback to the educational stakeholders on the performance of the candidates.

A total of 41,289 candidates sat for 112 History Subject examination in 2022 out of whom 99.90 per cent passed and only 0.10 per cent failed. This shows that the rate of performance in this year has increased by 0.22 per cent compared to the 2021 results whereby out of the 36,589 candidates who sat for that examination, 99.68 per cent passed and 0.32 percent failed.

The report highlights what the candidates were required to do in each question and describes their strengths and weaknesses in answering the questions. Moreover, it provides a statistical analysis of the candidates' performance and extracts which illustrate their answers. Finally, the report gives the analysis of the candidates' performance per topic, the conclusion, recommendations and an appendix which shows the performance of the candidates in each topic basing on the percentage of the candidates who scored an average of 35 per cent or more.

In this report, green, yellow and red colours are used to show good, average and weak performance, respectively. The performance is considered good if a candidate scored from 12 to 20 marks (60% to 100%), average if the score is from 7 to 11.5 marks (35% to 59%) and weak if the score ranges from 0 to 6.5 marks (0% to 34%).

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 112/1 HISTORY 1

2.1.1 Question 1: Political and Economic Development in Tanzania

The question was set from the topic “Political and Economic Development in Tanzania since Independence”. It required the candidates to propose ways of overcoming poverty in Tanzania. It was a compulsory question thus, all candidates (41,289) attempted it. This question had the best performance as 99.76 per cent of the candidates passed. Among them, the majority (91.6%) scored high marks ranging from 12 to 19.5 while very few (0.2%) failed by scoring from 0 to 6.5 and 8.2 per cent of the candidates scored from 7 to 11.5 marks. Figure 1 summarises the performance of the candidates in this question.

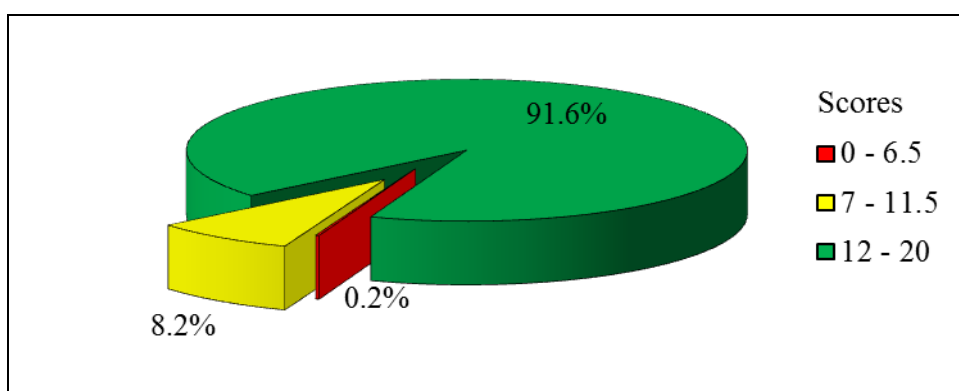


Figure 1: *Performance of Candidates in Question 1*

Many Candidates (91.6%) scored from 12 to 19.5 marks as they were able to propose various ways of overcoming poverty in Tanzania. They gave detailed descriptions on how poverty can be overwhelmed in Tanzania by offering points like: *diversification of economy, reduction of government expenditures, expansion and improvement of infrastructure* and “*investing on development projects*”. The candidates were able to clarify these points and provide vivid examples. This was largely attributed by the fact that, poverty is a widely discussed phenomenon in our societies, thus candidates were conversant with the solution. However, the quality of their responses varied causing their marks to range from 12 to 19.5 marks. Extract 1.1 is an

example of the response from a candidate who performed well in this question.

01.	Poverty is a situation of lacking essential needs due to economic backwardness and underdevelopment. Poverty is divided into two levels which are the individual and nation level. Tanzania, just like many other African countries is poor and still a developing nation. In Tanzania, all two levels of poverty exists, individually, majority of the citizens live under the poverty line and national wise the country is still poor. Tanzania should employ several measures to overcome poverty and improve the economic situation in the country. The following are some of the measures that Tanzania can use to overcome poverty;
	Changing the education system. The school curriculum and education system are irrelevant. The school curriculum is much theoretical and lacks practical approaches on how to improve the economic standards in Tanzania. Most of the graduates are job seekers and not initiators. The national government should change the school curriculum into a relevant and more practical. This will help to overcome poverty as graduates will be aware of the real situation in the country and ways to overcome it. Example, the school curriculum involves studying European history which is irrelevant to our economy.
	Control population growth. Although Tanzania has a moderate population, the national government has failed to accommodate it. The national government has to control population growth until it manages to provide needs of its citizens. Citizens lack

01.	proper education and employments due to having a number of people that outmatches the government's ability to provide. Controlling population growth will help Tanzania to overcome poverty. Example, Tanzania has a growing population of about 60 million people of which less than 10 million of them are employed, this leads to poverty.	
	Advancement of Science and technology.	
	The level of science and technology in the country is poor. Tanzania has to improve her science and technology to overcome poverty. Low level of science and technology leads to poor agricultural productions, low industrial productions, poor transport systems and weak power supply. These lead to poverty. The nation can improve her level of science and technology by transferring technology from developed countries, funding scientific researches and providing scholarships to our experts. Example, the nation still depends on Hydro Electric power for energy, this leads to power shortages and decline of economic activities.	
	Good governance. The national government should induce good governance systems in the country. This should be accompanied by the formulation of good economic policies, end corruption, reduce government's expenditures on luxuries and proper allocation of funds. The national government should enhance proper utilization of natural resources like land, minerals and forests. This will help in improving the economic condition in the country and the living standards of people, hence overcome total poverty. Example, Giving	

01.	expensive cars and noble payments to members of parliaments is poor case governance, while majority citizens are absolutely poor.
	Diversification of the economy. Tanzania, just like many other African nations is having a mono-culture economy. Tanzania depends on agriculture as the backbone of her economy. Mono culture economies lead to poverty. To overcome this, Tanzania has to diversify her economy and make huge investments in other economic sectors like Trade, mining, fishing, industries and Tourism. Diversification of the economy helps in creating numeral economic opportunities to citizens and multiple sources of revenues to the government. Example, developed nations like USA and Britain have diversified economies.
	Reduce dependence on foreign aids. As an independent nation, Tanzania has to use her people, leaders and resources to progress. Dependency on foreign aids ties a nation to strings of poverty. Foreign aids and loans come with difficult conditionalities like paying at high interest rates, hiring experts and buying goods from nations that provide loans and taking new loans to pay interest of previous loans. Reducing dependence on foreign aids will help a country to achieve forward economic steps and overcome poverty. Example, loans from IMF and world bank suppress Tanzania to extreme poverty and underdevelopment.
	The national government and the citizens have to work hard to overcome poverty in Tanzania. This can be achieved by first, knowing
01.	things that lead to underdevelopment. Things like Corruption, political instabilities, foreign aids, natural calamities and poor education systems tie Tanzania to wedlocks of poverty.

Extract 1.1: A sample of a good response to question 1.

In extract 1.1, the candidate was able to recommend the ways of eradicating poverty in Tanzania.

Despite being aware of the existence of poverty in Tanzania, some candidates suggested relevant ways but failed to show clearly how such ways can eradicate poverty. For example, some candidates could acknowledge the significance of innovating industries and infrastructures but failed to show clearly, how such innovations can eliminate poverty. In most cases, candidates of this nature had their marks ranging from 7 to 11.5 depending on the relevance of their responses. Moreover, other candidates in this group provided partial explanations and irrelevant examples to support their responses.

The candidates who scored from 0 to 6.5 marks encountered varied limitations in answering the question. Some candidates had the same weaknesses like those which the candidates in the previous group (from 7 to 11.5) had, but in an extreme way. Moreover, candidates who scored zero diverged from the demand of the question. Some candidates pointed out the causes of poverty thus provided points like *absence of industries, lack of capital, effects of colonialism, effects of neo colonialism, and laziness nature of the Africans*. Other candidates responded on the impact of poverty thus provided points like *high mortality rate, high infant mortality rate, social and political unrest and scarcity/ absence of services*. Extract 1.2 is an example of a candidate who provided irrelevant responses to question 1.

1.	<p>Poverty is a state where by a person fail to afford basic needs like food, shelter and clothes. The following are the ways of overcoming poverty in Tanzania which are: Lack of education, poor infrastructure, work, High population, poor level of science and technology, herbs: poor infrastructures, for example roads and railway transport and communication are the major aspects which facilitate easy movements of goods and services when there are good infrastructure. made easy people to transfer from one place to another with their own products While, when the level of infrastructure was poor may lead to poverty hence, people fail to transport their own materials from area of production to their area where they needed for consumption hence may lead to occur of poverty</p>
	<p>High population means that a situation of increasing total number of people in an area due to high population. people fail to produce a greater amount of products and may leads to eruption of diseases due to that. just may lead to the occurrence of poverty</p>

Extract 1.2: A sample of the poor response to question 1.

Extract 1.2 shows a part of the response from a candidate who examined the causes of poverty in Tanzania contrary to the demand of the question.

2.1.2 Question 2: Pre-colonial African Societies

The question was set from the topic “Pre-colonial African Societies”. It required the candidates to provide the reasons which made some pre-colonial African societies evolve into feudal mode of production.

It was attempted by 83.8 per cent of the candidates and its performance was good since very few candidates (4.6%) failed by scoring from 0 to 6.5 marks and the majority (71.6%) scored higher marks (from 12 to 19.5), while 23.8 per cent scored average marks (from 7 to 11.5). Figure 2 shows the performance of the candidates in question 2.

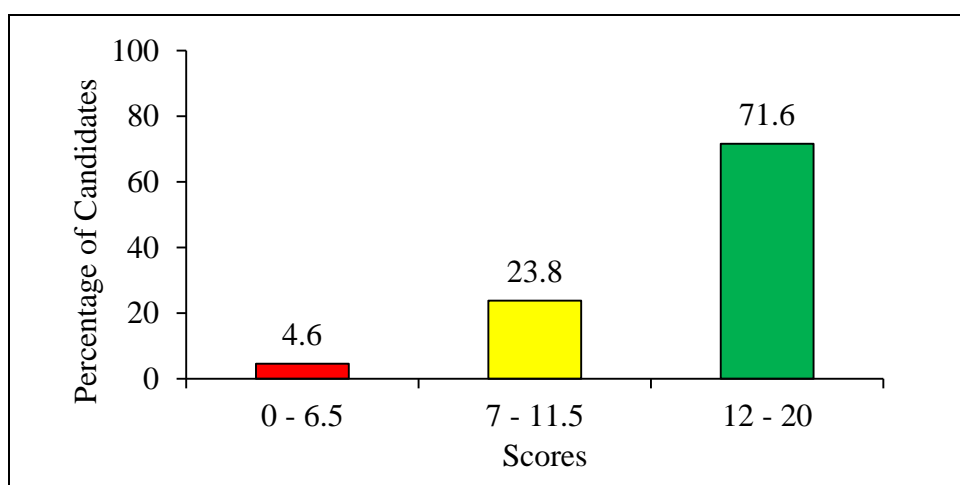


Figure 2: *Performance of Candidates in Question 2*

Candidates who scored higher marks (12 to 19.5) were able to show the factors which activated economic transformations of some societies. Some of the correct points given include; *advancement of science and technology, the role of good leadership, involvement in local and long distance trade and growth population*. However, their marks ranged from 12 to 19.5 depending on the ability of each candidate in explaining the impact of the stipulated factors in transforming the societies and provision of relevant examples. Extract 2.1 shows a sample of a relatively good response in this question.

Q2.	<p>Feudalism was the third mode of production in pre-colonial Africa in which land was the major means of production and was owned by few. Feudalism was the second mode of production that was exploitative in nature after slavery. Before feudalism, most African societies led communal life with few of them practising slavery. Later on, some societies like Buganda, Songhai, Mwamutapa and Mali Kingdom managed to develop feudal relations and mode of production, while others did not. Societies that developed feudalism were favoured by several factors; The following are factors that made some African societies develop feudal mode of production;</p> <p>Trade and exchange. Development of trade and exchange systems helped several societies develop feudalism. Participation in trade helped societies gain needed items like food and weapons, attain wealth and increase population. Trade and exchange favoured development of societies and this helped societies evolve from primitive modes of production to feudalism. For example, societies like Songhai and Taghaza, developed feudalism due to Trans-Saharan trade.</p> <p>Population expansion. Increase in the number of people helped to develop feudalism in some societies. Increase in the number of people led to shortages of land, this meant few people owned land while others provided labour. Land owners developed political institutions to defend their status quo. Population expansion helped societies</p>	
-----	--	--

02	<p>evolve to feudal mode of production. Example, Buganda kingdom developed feudalism due to population expansion.</p> <p>Leadership of an area. Leaders of several communities determined the mode of production of an area. Areas with strong leaders were well organized, conducted trade and mastered their environments. Strong leaders played a great role in evolving their communities into feudal mode of production. Example, leaders like Kabaka of Buganda and Sunni Ali of Songhai helped their states develop feudal mode of production.</p> <p>Abundance of natural resources. Natural resources were necessary and essential for the evolution of a society into feudalism. Natural resources helped societies gain wealth and participate in trade and exchange. Societies with abundance natural resources like Gold, copper and silver managed to evolve into feudal mode of production. Example, societies like Mwanamutapa developed feudalism due to possession of Gold.</p> <p>Development of productive forces. Societies that developed their technology managed to improve productive forces. This came along with development of iron technology which helped in manufacturing of weapons, participating in trade and improving agricultural production. Such societies became strong, centralized and well developed, this enabled them to develop the feudal modes of production. Example, societies</p>
----	--

Q2.	like Meroe in western Sudan develop feudal mode of production due to iron technology.
	Environmental factors. Suitable environmental conditions helped societies to master their environment and develop. Good climates with conducive rainfalls and fertile soils helped societies in evolving to feudalism. This is because it increased production which in turn increased population and led to surplus which was used in trade and exchange. Societies that lived in areas with good climatic conditions developed feudalism. Example; societies like Buganda developed feudalism due to environmental factors.
	Feudalism as a mode of production, lasted in Africa until the 19 th century. Societies that failed to develop feudalism had backward science and technology, lived nomadic life, harsh climatic conditions, lack of contact with other societies and poor leadership. Feudalism was featured by existence of classes and exploitation of man by man.

Extract 2.1: A sample of a good response to question 2

In Extract 2.1, the candidate provided the reasons which activated economic transformations in pre – colonial Africa.

Some candidates who scored from 7 to 11.5 marks provided proper responses but lacked adequate explanations and relevant examples. Also, few candidates in this category did not exhaust all six points which were demanded by the question due to insufficient knowledge on the subject matter in question. Moreover, some candidates in this group provided the general descriptions of the relevant factors but they failed to show clearly how those factors specifically caused transformations. For example, a candidate could explain on how trade was conducted during pre-colonial

time, citing relevant examples but fail to show its impact in transforming the societies.

The responses of the candidates who scored from 0 to 6.5 marks had several weaknesses. Most responses in this category were featured by a mixture of correct and incorrect points and were not organized in essay format. Moreover, some correct points were not well explained. On the other hand, candidate who scored zero diverged from the demands of the question. Some candidates focused on the features of feudalism, giving points like *existence of classes, the use of land as the major means of production* and *existence of exploitation*. Some candidates focused on various forms of feudalism such as *Obugabire, Mvunjo, Umwinyi* and, *Nyarubanja*. Moreover, some candidates concentrated on the evolution of man thus pointed out the stages of human development. Surprisingly, some candidates explained the obstacles which hindered the societies to evolve into feudalism. Extract 2.2 is an example of a weak response to this question.

2.	<p>Feudal mode of production refers to the form of production in human history in which land was the major means of production as well as private ownership of the major means of production which includes land.</p> <p>Below are the reasons for why some pre-colonial African societies evolved into feudal mode of production;</p> <p>Low population. Many pre-colonial African societies had low population which did not support the adoption of feudal mode of production. For example some societies in pre-colonial African societies lived in about a dozen families. Hence did not involve feudalism.</p> <p>Low level of productive forces. Mainly most of the pre-colonial African societies involved the use of crude tools in production activities. For example the use of hand hoe in agriculture that it could not enhance massive production in agricultural production, especially food and cash crops.</p> <p>Low level of science and technology. For development of feudal mode of production to some societies there were development in the level of science and technology something which did not take place in all societies. As a result some societies did not develop feudal mode of production. For example there were no salt making technology also they had no bark cloth making technology for development.</p>	1
----	---	---

2.	Also, low division of labour. In some of the societies in pre-colonial African societies had developed low division of labour whereby feudal mode of production needed high division of labour so as to increase production of agricultural outputs.
	Nature of political system. Some African societies before colonialism lacked central authority which could have controlled the society despite they had decentralized states in which they were not able to develop feudal mode of production.
	Also, dominance of communal mode of production. Many pre-colonial African societies lived under communal way of life in which each and everything were shared communally. therefore it does not give room for feudal mode of production to come into existence.
	Generally, Even though some societies did not develop feudal mode of production but they didn't practice fully communism due to unequally distribution of output from agricultural activities.

Extract 2.2: A sample of a poor response to question 2

In extract 2.2, a candidate deviated from the demands of the question by presenting the factors which hindered some societies to transform instead of the factors which enabled the societies to transform to feudalism.

2.1.3 Question 3: Africa and Europe in the 15th century

This question was derived from the topic "Africa and Europe in the 15th century". It required the candidates to show how Africa was affected by the developmental gap between her and the Western Europe from the 15th century to 1960s. Majority of the candidates (92.1%) attempted this question and its general performance was good since 73.1 per cent of the candidates scored from 12 to 19.5 marks and 24 per cent scored from 7 to 11.5 marks, while very few candidates (2.9%) failed by scoring from 0 to 6.5 marks. Figure 3 shows the performance of the candidates in this question.

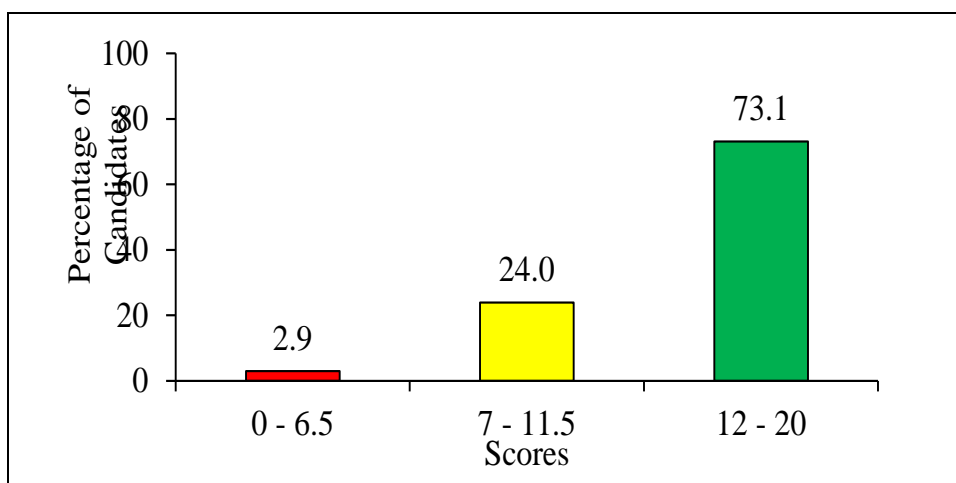


Figure 3: Performance of Candidates in Question 3

The candidates who scored from 12 to 19.5 marks had knowledge that the level of development between Africa and Europe was almost the same by the 15th century but the gap started to widen from 15th c onward. During the time in question, Africa was detrimentally affected and Europe colossally benefited from this gap. This was largely caused by five aspects notably unequal exchange, slave trade, legitimate trade, colonialism and to some extent neo colonialism. Thus, candidates with such knowledge provided answers on such concepts. Points like: *stagnation of agriculture, industries, local trade and technology*, and *exploitation of African resources* prevailed in their responses. Moreover, other effects such as *tribalism, Regional imbalance*, and all effects of slave trade and neo colonialism featured their responses. Extract 3.1 represents a sample of response of a candidate who responded relatively well.

3.	The Widening gap between Africa and Western Europe can be referred to as the increase in economic difference between Africa and Europe. Before the 15 th Century Africa and Europe were almost the same in terms of trade, technology and politics but after the 15 th century the gap between these economies grew bigger due to the Mercantilism period, slave trade across the Atlantic Ocean, Agrarian revolution in Europe, Industrial revolution of 18 th century, colonialism of the 19 th century after the Berlin Conference of 1884 to 1885, the Neo-colonialism since the 20 th century and globalization.
	The following are some of the effects of the widening gap between Africa and Western Europe since the 15 th century;

	The retardation of Africa's local industries; During the colonial period, Europeans sold numerous manufactured goods to African market which discouraged local industries since many Africans	
6.	preferred the western goods to their local goods hence forth their industrial goods lost market and collapsed. Also the Europeans during the colonial period discouraged handicraft industries by cutting off the hands of blacksmiths, potters etc whom were relied on to develop the local industries. Furthermore Europeans weakened the industrial base in Africa by refusing to establish heavy industries and instead placing processing industries. For example Cotton ginneries.	
	Exploitation of African resources was increased; This is throughout the 15 th to 20 th Century. For example during the slave trade period African slaves were bought at low prices and exchange with goods of less value like guns, beads, clothes, mirrors etc. Also valuable materials flowed out of Africa during the establishment of legitimate trade like copper, gold, silver, then ivory etc. which were exchanged by spices, shoes, glass etc. Furthermore the trade companies established during the colonial period. For example; GEACO, IBEACO, etc. exploited minerals, agriculture and labour.	
	Increased dependency of Africans on Western Europe; this was done through the import-export economy where by Africans were to remain exporters of primary goods that is agricultural products for example - coffee, tea, cloves, pyrethrum etc. and minerals like gold, silver, diamond, Tanzanite etc. And the manufactured goods would be sold to us so that there was no need to establish industries. This created dependency to the extent that if the Western European countries were to withhold their aids and loans, African countries would suffer severe poverty.	
	Africa became a dumping place for European goods; outdated products like guns, cars, clothes etc. were sent to African countries from different parts of the world particularly from Western Europe. The influx of weapons led to the outbreak of civil wars in the African continent, military coups and terrorist attacks which destroyed peace and stability of some countries for example DRC, Sudan, Nigeria etc. The increase of us European goods	

3.	has continued to discourage growth of local industries hence maintainance of dependence syndrome	
	Cultural deterioration; African culture has deteriorated rapidly, the pre-colonial societies valued discipline and good behavior among the youths and adults and especially among the youths towards the adults. But of during and after the widening gap there there African customs and traditions have declined, instead many Africans are loyal to the western culture; for example the value of agriculture and manual work has declined many youths prefer white collar jobs as secretaries, clerks, journalists but not as farmers. Also the European styles of dressing, dancing, speaking, eating have been adopted.	
	Loss of sovereignty among African nations; Sovereignty refers to the supreme power that a nation has to make its own decisions without being influenced by other nations. The African countries have lost their sovereignty. For example; SAP's programme gave conditions to African states to be fulfilled for them to be provided with aids and loans, among them was the adoption of multiparty system. This had influence single party states like Tanzania to become multiparty just so that they can attain loans from the World Bank, also the introduction of privatization and trade liberalization e.t.c.	
	In conclusion; the widening gap's effects have extended up to this 21 st century as many African states are still under neo-colonialism and globalization. There have been efforts to minimize these effects for example through the North-South Commission, South-South Dialogue, Brundt Report e.t.c but none of these have come up with effective and implemented strategies to relieve the hardships of African nations.	

Extract 3.1: A sample of a good response to question 3.

In Extract 3.1, a candidate was able to show how Africa was affected by the economic gap that arose between her and Europe from the 15th century to 1960s

Candidates who scored from 7 to 11.5 marks had knowledge on the concept in question but their modes of presentations were not convincing to deserve higher marks. One of the notable weaknesses was repetition of some points. For example, some candidates explained the issue of exploitation of African resources before, during and after independence as independent points.

The candidates who scored from 0 to 6.5 marks had weaknesses in their responses. Some points presented were either wrong or shallowly elaborated. Other candidates responded on few points. On the other hand, candidates who scored zero went astray with the subject matter. For example, some candidates compared the level of development reached by the two continents, others differentiated the level of development of the continents while others responded on the factors which amplified the gap between the two continents by providing points related to effects of *mercantilism*, *slave trade* and *colonialism*. Extract 3.2 shows a sample of a relatively poor response on this question.

3.	<p>Gap refers to the relationship between socially, politically and economically in the countries. also this was occurred during 15th century in Europe and Africa due to their relation - also was occurred in western Europe from the 15th century to 1960. the following are affected by the development gap between her - and the western Europe from the 15th century to 1960.</p> <p>Both had developed marine technology; also during this gap Africa was been increase - the high of scientific knowledge due to - term, her technology also was making their own development through by manufacturing their goods by making their own products like ships and other technology in developed countries.</p> <p>Both had developed mercantilism; through by decided to increase their technology. were affected through by had the first stage - of the development of capitalism through in their states and these ways which was used in mercantilism was plundering, piracy - plotting and their ways were bullionism, protectionism, expansionism.</p> <p>Both had industries; also due to the development of this gap between Africa and Europe both were developed some industries due to manufactured their goods and their products of making their own skills and - technology in order to development Africa and Europe during 15th century.</p>
----	---

2	<p>The role played by Tudor monarchy; Also In african societies were had their roles that were making through under the Tudor monarchy through to their governed state under their developed through under the provision of their government both ween Africa and western Europe (Europe) during the colonial existence to their organization super to their nature exploitation from their societies and government administration.</p> <p>Crusades Both had developed crusades; also under the colonial societies, some Europeans and Africa were being discriminated due to the increase of supervisions; also this crusades were spread due to formation of killing some Africans due to their development through to their country also by had some developed between this states under organization through to their - Societies.</p> <p>Both had science and technology; Also during this gap some Europeans and Africa was had through their scientific means to determined as development through in the - Country in order to recovering this gap between African and Europeans during to their societies under the colonial existence supervision under - the 18 century to 1960 century.</p> <p>Generally, All in all these were the situations on how this development were affected their gap between Africa and western Europe from the 18th century to 1960. under the supervision of colonization among to the societies</p>
---	---

Extract 3.2: A sample of a poor response to question 3

In Extract 3.2, a candidate responded on the similarities in the level of development between Africa and Europe contrary to the demands of the question.

2.1.4 Question 4: From Colonialism to the First World War

The question was set from the topic: “From Colonialism to the First World War (1880s – 1914)”. The candidates were supposed to give reasons which made the capitalists to permit Africans to produce cash crops during

colonial time. Apart from having a least frequency in paper 1 (35.1%), even its performance was relatively lower than other topics since the majority of the candidates (58%) failed by scoring from 0 to 6.5 marks and very few candidates (14.5%) scored high marks (from 12 to 19.5), while 27.5 per cent scored from 7 to 11.5 marks as shown in figure 4. However, the general performance in this topic was average.

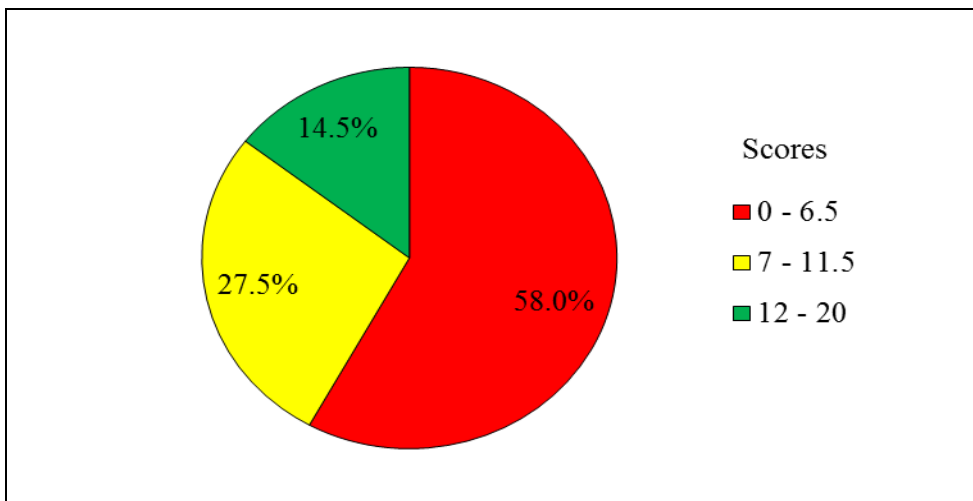


Figure 4: *Performance of Candidates in Question 4*

The candidates who scored higher marks (from 12 to 19.5) were able to provide clear and detailed answers which were featured with appropriate examples. These candidates had adequate knowledge on the reasons which made the colonialists to adopt various colonial agricultural systems. Therefore, they realised that it was only in peasant agricultural system in which Africans were allowed to produce cash crops. Such candidates therefore, provided factors which forced Europeans to accept peasantry like: *climatic conditions of the area, presence of centralized and strong kingdoms, dense population in the colonies and individual interest of some governors*. Varied accuracies of explanations and examples caused some candidates to score higher than others. Extract 4.1 is a sample of a relatively good response from one of the candidates in this question.

04	Colonial era; this was the period where	
	by the imperialist come in Africa for administration	
	for smooth exploitation, cash crops was the type of	
	crops which introduced by the colonial. This situa	
	tion of permit African to produce cash crops reff	
	ered as peasant agriculture, this was the	
	system of agriculture where African are involved	
	in cultivating cash crops. the following are the	
04	reason why Surp capitalist permit peasant	
	agriculture in AP Africa.	
	High Population; the area which	
	had high population, difficult to acquire mo	
	re land for settle and plantation, and difficult	
	in land alienation so they established -	

04 Peasant agriculture for example some parts of Tanganyika experience high population established peasant and Uganda also had high population are likely to allow to cultivate. So this was among of reason for that situation.

Strong Political Organization - due to that situation the capitalist fear resistance and strikes so they they allowed and established peasant for example in Uganda had strong political organization of Kabaka clan in Buganda and - such situation led to European capitalists to allowed and established peasant agriculture. So this was among of reasons for that situation during colonial time.

Willingness of African to produce

04 Cash Crops; there were no need to supervised people who had willing to growth Cash Crops due to such situation led to introduce peasant agriculture. for example there are some people in Tanganyika have had willing to growth and thus led to peasant and there are many peasant in Uganda due to willingness of people. So this was another reason for peasant agriculture.

Influence of Colonial governors also that is termed as factor for peasant agriculture for example the introduction of peasant in Tanganyika was due to influence of colonial governors of Dr. Richard Turnbull, so due to such reason the governor of Uganda also are interested to peasant agriculture. so this was among of the factor for peasant.

04	<p>Nature of Crops Cultivated: there are cash crops which need high care and brought short time, and there are had some crops that need high care and brought long time during that time Capitalist have had different activities as in different colonies. So the area which produce short term crops like sisal, cotton and sugar are were established peasant for that reason Tanganyika established peasants some party. so this was among of the reason for capitalist allowed to cultivated cash crops.</p> <p>Climatic factors this also determined for establishment of peasant. The tropical 04 which are were experience tropical disease like Malaria, tuberculosis and diarrhoea the colonialist did not interested to introduced settle. so due to that point Tanganyika was tropical and had outbreak of disease some party of Tanganyika established peasants also Uganda was not climate which attracted the colonialist to introduced settle for that reason allowed African to produce cash crops.</p> <p>Generally this introduction of cash crops production intensified exploitation of resources and famine because people involved more on cultivated of cash crops only and food crops were isolated. so due to such situation many people suffered from hunger and famine, as also led to introduction of new food, also employment opportunities.</p>
----	--

Extract 4.1: A sample of a relatively good response to question 4

In Extract 4.1, despite some grammatical errors in the response, the extract suffices the requirements of the question.

The responses of the candidates who scored from 7 to 11.5 marks embodied some errors. Some contained correct points which were shallowly explained and lacked examples. On the other hand, repetition of some points was a common attribute in some candidates' responses. For example, explanations on centralized kingdom matches with avoiding resistances but some candidates treated them independently.

The candidates whose marks ranged from 0 to 6.5, had varied weaknesses. In most cases, the weaknesses observed in the previous group prevailed in an extreme manner in this range of scores. Moreover, most candidates in this group provided limited number of correct points. On the other hand, candidates who scored zero misinterpreted the question thus provided irrelevant answers. For example, some candidates provided the advantages of cash crops such as: *Source of income, provision of raw materials for the industries* and *Rise of a national economy*. Some candidates explained the reasons which made the colonialists to prohibit Africans to produce cash crops like; *avoiding to loose laborers* and *avoiding competition in the production of cash crops* and other candidates responded on the features of colonial economy. Extract 4.2 is an example of one of the weak responses to this question.

4	<p>Colonialism is a situation in which the powerful national control the weaker national interests of economy, social and political affairs. Capitalist then are the European imperialism who are mainly interested in exploitation of the weak nations. The cash crops that are the crops which are cultivated for the European interest to ward certain period of time in the economy. The following are the reasons to why capitalist permit Africans to produce cash crop during colonial time.</p> <p><u>Mono-cultural economy</u>; This is the process of cultivation of a single crop within the colony. From stance production of cash crops like coffee and sisal within the region at the specific geographical phenomena. Therefore this lead to shortage of foods also hunger and famine within the colonies at a period of time.</p> <p><u>Commodity dependence</u>; This is a situation in which individual become dependent to the colonial power within the region. Example dependence in acquiring food and payment to sustain their surviving in the colonies. Hence influence to decline of economic conditions of the individuals in the colonies at the period of time.</p> <p><u>Import and export oriented</u>; This is when by influenced to production of raw material and to convert change into the new product for the individual uses in the colonies. Example extraction of sisal and importation of the clothes in the colonies at a certain period of time in the regions. Hence influence to production of what they not produce within the region at the specific period of time.</p>	
---	---	--

Extract 4.2: A sample of a weak response to question 4

Extract 4.2 indicates a part of the responses from a candidate who focused on features of colonial economy contrary to the demands of the question.

2.1.5 Question 5: Colonial Economy and Social Services

This question was set from the topic “Colonial Economy and Social Services after the 2nd World War”. It demanded the candidates to show the significance of physical infrastructural systems in the colonial economy. It was attempted by 88.7 per cent of the candidates. Majority of them (40.3 %) scored from 7 to 11.5 marks and 39.2 per cent of the candidates scored from 12 to 19.5 marks, while 20.5 per cent of the candidates scored from 0 to 6.5 marks. However, the general performance in this question was good. Figure 5 summarizes the performance of the candidates in this question.

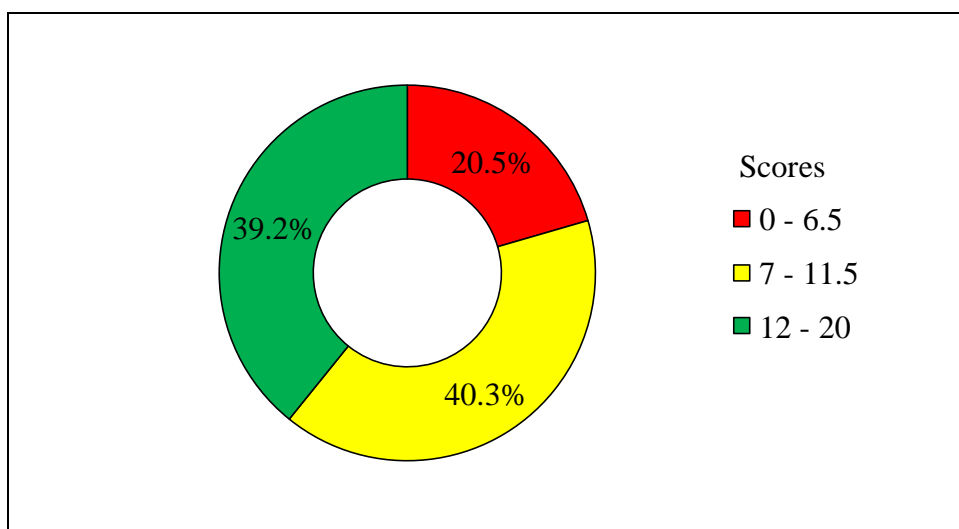


Figure 5: *Performance of Candidates in Question 5*

The candidates who scored from 12 to 19.5 comprehended and interpreted the question correctly, thus they were able to realize that, the physical infrastructural systems include railways, roads, marine services, and air transport. Such candidates were aware that many railway lines, roads and ports were set up in Africa from 1890 to 1926. The candidates showed how transport and communication played a great role in the development of colonial economy by transporting raw materials, goods, troops, laborers, equipment, administrators and the like. However, candidates' scores varied due to their diverse ability in elaborating, organizing their responses and providing relevant examples. Extract 5.1 provides a sample of a candidate's correct responses.

5.	Colonial physical infrastructural
	systems were the transport and communication
	systems constructed by colonialists so as to
	increase colonial production very rapidly.
	For example there was introduction and expansion
	of railways, roads, ports and harbours, marine
	transport was also expanded with increase in
	ferry services, expansion of telecommunication
	networks as well as introduction of airports
	in the colonies. All of these infrastructures
	were introduced so as to speed up colonial
	production through exploitation of colonies for
	the benefits of Europeans. The following were
	the significance of colonial physical infrastructural
	systems in the colonial economy:
	Transported raw materials from
	production areas to the harbours. colonial
	physical infrastructures played a great role
	in colonial economy as they transported raw
	materials from production areas to the harbours
	whereby the materials were ready to be shipped
	to Metropolitan industries whereby the goods
	produced were imported in Africa. For example
	colonialists constructed roads running parallel
	to settler farms and other colonial farms so as
	to make easy transportation of raw materials
	to the harbours ready for export.
	Transported colonial African
	labour; also physical infrastructures helped to
	transport colonial African labourers especially
	migrant labourers so as to provide their labour
	power in various colonial economy's sectors. =>

5.	Therefore, roads and railways were constructed so as to make easy movement of labourers from one production area to another production area. For example labour reserves were introduced as it was in Kigoma whereby roads and railways linked these reserves so as to ensure constant labour supply in colonial economic schemes like plantations and mines.	
	Transported manufactured goods after being imported in the colonies. Also colonial physical infrastructural systems like roads and railways helped to transport raw materials from + manufactured goods which were rapidly imported from Europe. For example these goods were distributed to the market, in missionary areas, in colonial labour reserves, and also in important areas like urban and towns where white population was rapidly growing.	
	Transported colonial officers and administrators. Also colonial physical infrastructures played a great role to transport colonial officers and administrators to supervise colonial production in the colonies. For example there were roads and railways linking to the areas where these administrators lived and they were transported to oversee the general colonial production in the colonies.	

Extract 5.1: An example of a good response to question 5

Extract 5.1 shows a part of the response of a candidate who correctly indicated the roles of colonial infrastructural systems in consolidating colonial economy in Africa.

Candidates who scored from 7 to 11.5 marks had moderate knowledge of the concept in question. Some candidates failed to provide satisfactory explanations and relevant examples and others made repetitions of some points. A widely notable error observed in most scripts was the candidates' general explanations on the existence of infrastructures but without showing their significance in the colonial economy.

Candidates who scored from 0 to 6.5 marks had different levels of understanding the demands of the question. Some of them provided responses with partial explanations while some candidates provided correct points but the explanations were wrong. However, some candidates diverged from the demand of the question. For example, some candidates focused on colonial education by either showing its significance or its features while others focused on the significance of colonial economy and other candidates provided the advantages of colonial infrastructural systems to the Africans. Extract 5.2 is an example of a candidate who provided a wrong response to this question.

5	Rise of town and cities for example Kikuyu, Kampala	
	Dar es salaam It developed and also rise due to	
	Constructing Infrastructure like hospitals, schools and	
	Roads, Railways and also Airports It developed and	
	rise countries.	
	Great employment, most of people get opportunity	
	due to constructing Infrastructural system like constructing	
	Roads and Railway enable to get employment in order	
	to get basic needs like food, shelter and clothes through	
	having opportunities to people.	
	Generally due to significance also their	
	effect of colonial physical Infrastructural system	
	in the colonial economy which are intensive	
	exploitation and also classes.	

Extract 5.2: A sample of a poor response to question 5

In a part of extract 5.2, a candidate explained the benefits of colonial infrastructural systems to the Africans contrary to the demands of the question.

2.1.6 Question 6: Colonial Economy and Social Services

This question was derived from the topic “Colonial Economy and Social Services after the Second World War”. It required the candidates to validate the statement that colonial education was nothing but education for subordination, creation of mental confusion and the development of underdevelopment. It was attempted by 62.8 per cent of the candidates and its performance was good since only 4.2 per cent of the candidates failed by scoring from 0 to 6.5 marks and the majority (66.1%) passed by scoring from 12 to 19.5 and from 6.5 to 11.5 marks (29.7%) marks as shown in figure 6.

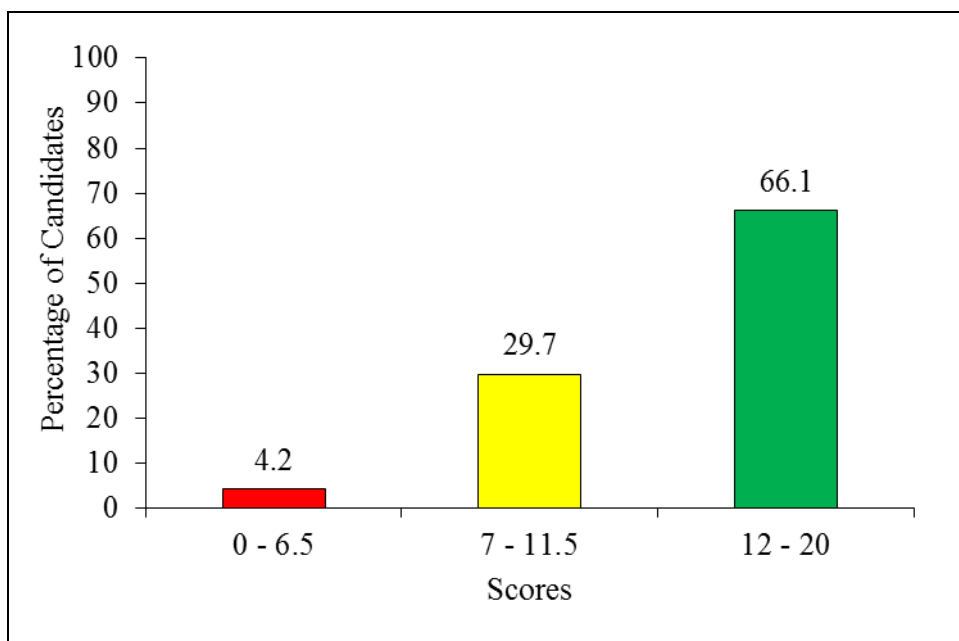


Figure 6: *Performance of Candidates in Question 6*

Candidates whose marks ranged from 12 to 19.5 realised that, Colonial education was purely characterized by a white brain-washing philosophy which intended to discredit the African education and culture in general. In its purest form, it aimed at serving the interests of colonialism in Africa. Therefore, these candidates were able to show the impact of colonial education in consolidating colonialism in Africa by analysing its features and aims. Extract 6.1 represents a sample of a good response to this question.

06	Colonial education this is the kind of transmission of skills and knowledge which introduced by Colonialist in Africa during colonial economy. Example Makerere University in Uganda was constructed or building in 1947 by British also Abadan University was constructed to save the colonial interest, example some Marxist like Walter Rodney advocated that colonial schooling was education for subordination, creation of mental confusion and development of underdevelopment and it was nothing, Colonialist introducing this kind of education so as to save the colonial interest soon after the end of second world war 1945 the following are the negative impacts of colonial education :-
	It created classes in Africa society:- Example; there was a class of educated and non-educated people, because this kind of education favoured some African families like Chief family where the son of chief were taken to acquire this kind of education. Example; Mwalimu Julius Kambarage Nyerere was the son of chief Kambarage who taken to get colonial education, Example; in 1959 in Uganda son of Africans paid 38 pound at school, son of Asian 49 pound and British paid 183 pound so it created classes.
	It intensified exploitation in Africa Example; Walter Rodney admitted that "Colonial education was nothing but a tool for subordination, mental confusion and exploitation

06	it exploited much Africans since Africans were taught on discipline and were being brain drained hence they became more confused as a result natural resources such as land, minerals and forestry were confiscated due to colonial education.	
	It based on European curriculum; example; Dr Kofi of Busra said "Over the year I went through colleges and University Increasingly I felt that the education I receive taught me more and more about European culture but less and less about my native culture" Colonial education since based on European curriculum it did not teach African native culture but it taught European culture which seem to be use useless in African culture hence it's true that was education for subordination and mental confusion.	
	It Created regional imbalance; area where there is a productive force, this education established but where there is no any kind of potentiality, it was not established Example; Those who live in Tananarive region in Madagascar received better education than those who live in interior part but also in Dar-es-salaam get or received better education than those who live in the interior part, this education of this kind was not for developing Africans but it was for subordinating them.	

Extract 6.1: A sample of a good response to the question 6

Extract 6.1, shows a part of the response from a candidate who was able to identify the evils of colonial education in Africa.

Candidates who scored marks ranging from 7 to 11.5, provided relevant responses which embodied some errors. Some of these errors include:

giving superficial explanations, repetition of some points and provision of wrong examples.

The candidates who scored from 0 to 6.5 marks had inadequate knowledge on the subject matter. For example, some candidates presented weak introductions, arguments and conclusions. Some candidates responded on less than six points and others provided scanty explanations. On the other hand, some candidates failed to comply with the requirements of the question, thus came up with diverse answers. Most candidates in this category responded on the advantages of colonial education Africa, other candidates provided the features of colonial economy and some candidates compared colonial and pre-colonial education. Extract 6.2 provides a sample of a weak response to the question.

6.

Colonial Education; was the education system introduced during colonial period by the colonialist. The coming of colonialist on Africa did not only create some of the effect but also profit to Africans. Africans were also benefited from the system that were introduced by the colonialist. Although the introduction of colonial education on Africa were aimed to benefit the Europeans but still some of the Africans remained with benefit. This can be proved through the following points;

It reduced illiteracy rate to some African; some of the African people who receive colonial education also were benefited by having the ability of reading and writing. Although the colonial education provided to few Africans or it was provided in triangular shape that Europeans received good education, Africans receive standard education and Africans receive poor or low education but still they were remained to be benefited from the education system.

It widen knowledge of Africans; those Africans who received colonial education generated new ideas and having different views when compared to those Africans who did not receive the colonial education. Although the colonial education were provided to few people who were the son of chiefs but those son of chiefs having more ideas and become able to understand and identify various problems and knows how to overcome those problems.

It led to the rise of African leadership; some of the Africans who receive colonial education benefited by rising as the leadership of their countries. Example of those leaders who receive colonial and later became the leaders of their countries is J.K. Nyerere of Tanzania. Through colonial education removed the superiority thinking of Africans to Europeans and left them safely.

6.	<p>It led to the increase of African expertise; the colonial education led to the increasing of some African expertise who were helpful in the development of some places of Africa. Example of those expertise were teachers and farmers who received colonial education and having different knowledges or ideas of performing various activities in their own society. Like those teachers who taught other Africans and having potential for African development.</p> <p>It led to independence struggle; the colonial education also cause for African people started to struggle for their independence and nationalism. The nationalistic movement started to gain momentum after the period of colonial education, which means that the Africans started to become aware of various matters and their right as well as their countries.</p> <p>It led to the rise of consciousness and awareness of Africans; consciousness means that the colonial education provide more confidence to the Africans which it was something that were not existed before. Also the awareness comes because of colonial education that people starting to understand the evils which were done by the colonizer and their right of having their own independence.</p> <p>Generally, colonial education also provide some of the important to Africans although it have weakness. But the Africans benefited from the education and created various ways which enable them to have unity and overcome colonialism through attained their own freedom.</p>	
----	--	--

Extract 6.2: A sample of a weak response to question 6.

In extract 6.2, a candidate explained the usefulness of colonial education in Africa instead of its evilness.

2.1.7 Question 7: The Rise of Nationalism

The question was set from the topic “Influence of External Forces and the Rise of Nationalism and the Struggle for Independence”. The question required the candidates to show how colonialism activated anticolonial struggles in Africa. Despite having low frequency (37.3%), its performance was good since only 8.9 per cent of the candidates failed by scoring from 0 to 6.5 marks and the majority (54.6%) passed by scoring from 12 to 19.5 and from 7 to 11.5 marks (36.5%) as shown in figure 7.

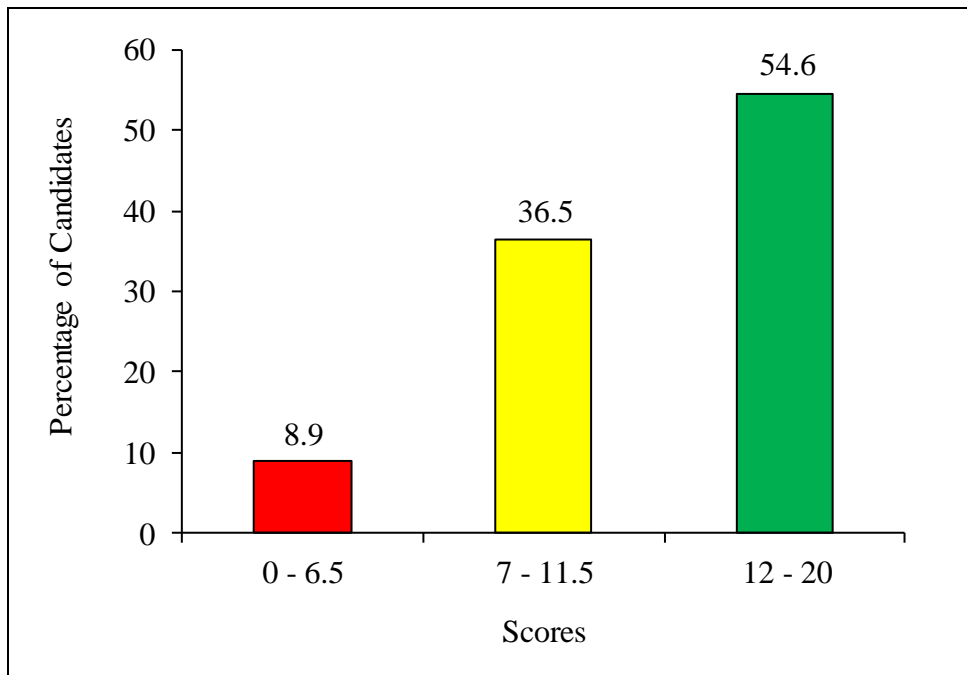


Figure 7: *Performance of Candidates in Question 7*

The candidates who scored from 12 to 19.5 marks understood and interpreted the question correctly. They were aware of how colonialism dug its own grave. Their explanations focused on exploitation and humiliation nature of colonialism which sparked off African desires to terminate colonialism. Likewise, they showed how colonial education and wars triggered off decolonization processes. However, candidates' scores varied due to their diverse strengths in explaining and providing relevant examples. Extract 7.1 shows a relatively appropriate response to question 7.

07	<p>Colonialism refers to the situation whereby a strong nation politically and economically dominates a weaker nation and exploits its resources for its own benefit, as it serves as a territory. Colonialism in Africa began in 1890s, where the Europeans finally occupied Africa and colonized it. This is because Africa had enough potentialities such as; Enough cheap labour, enough areas of investment, minerals such as; Angola, South Africa, DRC-Congo; market and absence of competition. Colonial powers included; Britain, France, Portugal, Belgium, Germany and Italy. Colonialism operated through; ideological bodies, political and economic organs. The following is how colonialism activated anti-colonial struggles in Africa;</p> <p>It promoted easy transportation of anti-colonial activists through colonial infrastructures. The colonial infrastructures that were developed by colonialists greatly aided the African anti-colonial leaders to easily mobilize people, provide demonstrations and use them to struggle for African liberation. For example; TANU members such as; Mwalimu Nyerere, Rashid Kawawa, Bibi Titi Mohammed used colonial roads, railway lines to mobilize movements. And also lines such as; Nairobi-Thika line, Mombasa-Nairobi line, Lagos-Kano line were used by freedom fighters to easily-</p>
----	--

Q	mobilize and give demonstrations and moral boost to the exploited African population. Thus development of anti-colonial struggles in Africa.	
	It led to intensive exploitation of Africa. Africa was highly exploited due to colonial- ism. Exploitation was through taxes, long -working hours, low wages, cattle conscription, land alienation and so on. Africans grew sick and tired of these exploitative ways of colonialism. For example: An "Enugu coal miner" earned 1 shilling for deep mining and 9 pence for surface mining while a Scottish or German worker enabled to acquire a six- day payment of African miner in an hour. After 1945, taxes in British East African colonies raised from 5 rupees to 25 rupees. In Zimbabwe 1969 new Land Tenure system seized about 44,920,000 acres of Native land. This made people struggle for their independence in Africa.	
	It formulated suppressive and oppressi- ve laws and policies in Africa. During coloni- alism, the colonialism established suppressive and oppressive laws that greatly oppress- ed, humiliated, exploited and suppressed the Africans. This made Africans agitated and fight for their rights. For example: The Master and Servant Act of 1906 in Kenya that made natives offer "90 days" work in settler farms. Later reformed in 1918, to "180 days" with 3 rupees payment. And again the -	

7	introduction of kipande system 1921, where all natives had to walk with an ID for symbolizing their colonial work. Also laws enacted in South Africa, apart from laws, and also other laws in Tanganyika, after 1945, where every "Sukuma native / household had to own a cotton farm". The natives who did not obey were heavily punished through floggings or fines. This activated anti-colonial struggles.	
	It led to formation of cooperatives and socio-welfare associations. The workers and peasants of colonial times, were allowed to form cooperatives by the colonialists; These cooperatives were aimed at ensuring good working conditions for workers and good prices for peasants. Fore example; BCU (Bukoba Cooperative Union) of 1924 under Clemence Kiize. Kilimanjaro Native Cooperative Union; And also socio-welfare associations such as; Kavirondo association under "Jonathan"; Kilungu welfare association under "Joseph. Kagette" and so many others were formed by the colonial African labour-force. These associations developed later to fight for independence and liberation of Africa thus anti-colonial struggles in Africa.	
	It gave awareness and raised consciousness to Africans. Colonialism through the colonial education greatly led to development of an "African elite class" that became aware of colonial evils and	

07	<p>also spearheaded anti-colonial struggles so as to liberate Africa. Foreexample: Elites such as: Hastings Kamuzu Banda of Malawi; Kenneth Kaunda of Zambia; Mwal. J.K. Nyerere of Tanzania; Kwame Nkrumah of Ghana; Leopold Senghor of Senegal and so on. These elites received colonial education from universities and scholarships such as: Kwame Nkrumah who studied in "Lincoln University" USA, Mwal. Nyerere at "Edinburg university", SCOTLAND. They developed marxist ideologies and activated anti-colonial struggles in Africa.</p> <p>It promoted racism and segregation in Africa. Colonialism was highly discriminative and segregative in terms of provision of social services, employment, taxation and freedom. Africans were highly segregated in their own countries. This made Africans highly fight for independence. Foreexample: Apartheid system in South Africa introduced in 1948, highly segregated and violently treated Africans: UDI (White minority rule under Ian Smith) in Zimbabwe was also discriminative to Africans. In other colonies such as: Kenya, Uganda, natives acquired low jobs, poor social services and high - taxations. This condition made anti-colonial struggles activated in Africa.</p> <p>In a nutshell, Colonialism greatly ate up Africa to nothingness. Africa became</p>	
07	<p>the poorest continent because of colonialism. Till today, Africa is still experiencing the consequences of colonialism such as: Poor technology advancement, mono-culture economy, poor industrial base, political instabilities (border conflicts) and so on. Thus African underdevelopment is linked with African colonization.</p>	

Extract 7.1: A sample of a relatively good response to question 7

In Extract 7.1 the candidate was able to show how colonialism activated struggle for independence.

The candidates who scored marks ranging from 7 to 11.5 presented their points with varied strengths and weaknesses. Some candidates provided partial explanations, other candidates failed to meet the required number of points. In most cases, such candidates in this category focused only on colonial economic exploitations yet, others provided responses which embodied historical errors.

The responses of the candidates who scored from 0 to 6.5 marks comprised several weaknesses. The notable ones include; responding on the general causes of nationalism thus scoring some marks on the points which based on the influence of colonialism in triggering the decolonization processes, providing partial explanations, and providing a mixture of correct and incorrect responses. Moreover, some candidates failed to interpret the question thus came up with diverse answers. For example, some candidates focused on the role of the independent nations such as India and Burma, the capitalist and socialist nations like USA and USSR respectively, United Nations, Bandung conference, Pan Africanism and other related international organs in supporting decolonization process in Africa. Others candidates responded on various African reactions against colonial penetration in Africa such as the Maji Maji war of 1905 – 1907 and Nama and Herero of 1904 – 1907. Extract 7.2 is a sample of a response from a candidate whose response did not meet the requirements of the question.

7	<p>Colonialism is the situation where by the powerful country are dominate the weak country. In many years the African the African war struggle to decolonize but there are supported where given the African to decolonize. like the role played by unio united nation union - there like the united state of America, and there are soviet union there achieve the anti-colonial struggle in Africa</p> <p>the following are the point shows how the colonialism achieve anti-colonial struggle in Africa</p> <p>through the provision of the metat support and moral and predenial ^{and} moral support. The united state of America and unio are provide the National support that helping the decolonization process in Africa so they played the big role in the struggle of African and the enter where they played the big role to ensure there are decolonization are implemented</p> <p>through the provision of scholarship to the youth - of Africans - they are provide the scholarship that the African gone to learn different technique that's gonna helping them to struggle by good ways, and they can helped them to win so it helped the African through the provision of the scholarship to the youth.</p> <p>through the provision of financial support: they are supported the African with the financial that helped from their movement like the meeting or funds that are needed in the struggle as well as the achieve in the provide the financial like the soviet union and the united state of America.</p> <p>through the provision of the military training to the Africans. they are provide the military training that's helping in the struggle and when the African fight they are gonna to helping them so like the United state of America and the soviet union are helping in the military training in the Africa.</p> <p>they are used the veto power to support the decolonization. the African they are used the veto power to helped the African in the decolonization process so they are achieve in aim to get the things that are want but helped the African decolonization</p>	
7	<p>through the Marshall plan it's caused by the united state of America (USA) which used the Marshall plan to support the decolonization after the effect of second world war the European was decline so united state of America give them condition if they are want loans they are not able but to put down the colonies so this it's caused the Africa to decolonized through the Marshall Aid plan which provided by united state of America</p> <p>Therefore they are many roles of colonialism to achieve anti-colonialism struggle in Africa by providing different roles to help the anti-colonialism movement in Africa.</p>	

Extract 7.2: A sample of a poor response to question 7

Extract 7.2 is a part of the response of a candidate who deviated from the requirements of the question by responding on how America assisted Africa's decolonisation processes.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

3.1 112/2 HISTORY 2

3.1.1 Question 1: Neo Colonialism and Underdevelopment

The question was set from the topic “Neo Colonialism and the Question of Underdevelopment to the Third World Countries”. It demanded the candidates to explain the reasons for Neo colonialism to persist in Third World countries despite achieving their political independence. The question was compulsory, thus all candidates (41,289) attempted it. Performance in this question was good since the majority of the candidates (58.2%) passed by scoring from 12 to 19.5 marks and from 7 to 11.5 marks (37.2%) and very few candidates (4.6%) failed by scoring from 0 to 6.5 marks. Figure 8 shows the performance of the candidates in the question.

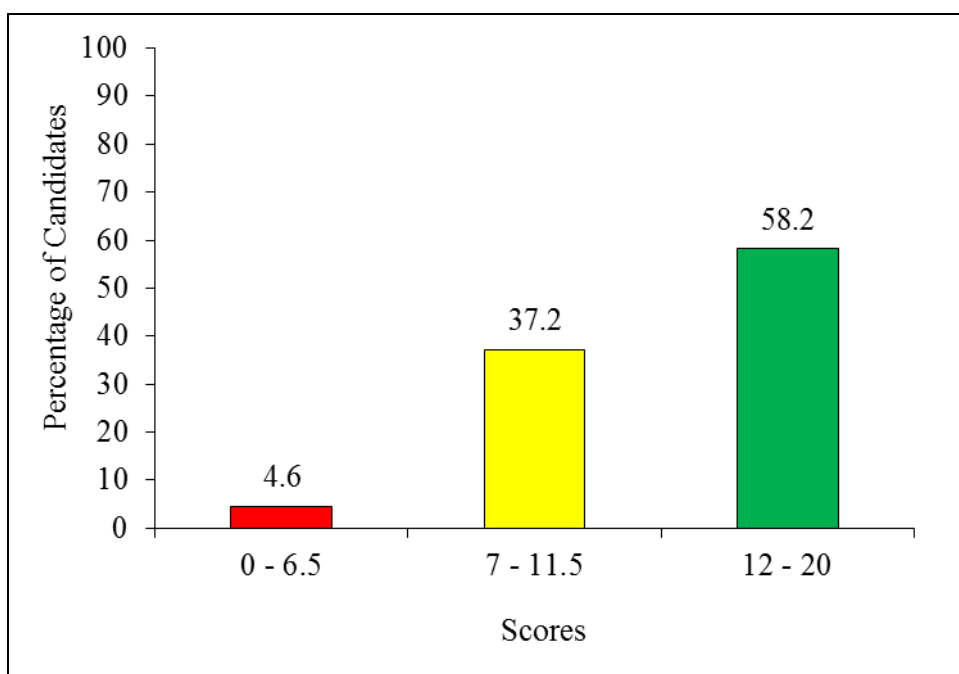


Figure 8: *Performance of Candidates in Question 1*

The candidates who scored from 12 to 19.5 clarified how the developed nations dominate the poor countries economically, culturally and socially. They provided the reasons which based on the superiority nature of developed nations over the Third World Countries. The reasons provided

by those candidates focused on the activities of the developed nations in Africa such as *the establishment of military bases, provision of aids and grants, overseas training and creation of puppet leaders*. Such activities make the Third World Countries continue to be dominated through what is known as Neo colonialism. Extract 8.1 shows an example of a relatively good response to this question.

Qm1	Neo-Colonialism: refers to the situation in which a politically independent country is dominated indirectly by another country socially, politically, economically and culturally, especially the third world is dominated by the first world the third world includes ASIA, AFRICA, PACIFIC and LATIN AMERICA while the first world includes WESTERN EUROPE.
	Neo-colonialism is still persisting in the third world although they achieved political independence in various ways such as.
	Through creation of puppet regimes. Developed countries especially western countries like USA, BRITAIN, FRANCE, GERMANY and other are still colonizing the third world through the creation of puppets leaders of the third world Example the overthrow of Patrice Lumumba in DRC ^{in 1960} and to plant their puppet Joseph Mobutu, the overthrow of Muammar Gaddafi in Libya in 2011 and assassinate him and plant Mahmud Ghibil and the overthrow of Kwame Nkrumah in Ghana in 1966 through coup d'etat, the aim is to use them to fulfill their interest in the third world.
	Through the control of the world market; Developed countries also have been also controlling the third world and exploit them by fixing the lower price of the crops produced in the third world while fixing high price for their industrial manufactured goods, Most of the third world

Qn1	are depending on Monoculture economy means depending on Single product economy	
	example Ivory coast depending on Cocoa, Zambia - Copper, Brazil - Coffee, Mozambique - Cotton, Chile - Copper and Peru - Copper	
	by therefore by controlling the world market developed countries manage to control or influence the third world countries.	
	By engineering political instabilities; The first world also used to create political instabilities in the third world in order to maintain their control, exploit and fulfill their demand in the third world, Example	
	Secession and border conflicts this occurred in countries like Democratic Republic of Congo (DRC), Somalia, Ethiopia, Sudan, Syria, Guatemala, Nicaragua in order to make easy the exploitation of wealth in these countries	
	also they have been sponsoring terrorist groups like Boko Haram, Al-Shabaab and PDF.	
	Through foreign aids; Also the first world have been dominating the third world through the implementation of higher condition for acquiring aids using ^{international} financial organisations like IMF and the world Bank	
	Example the former USA president Barack Hussein Obama visited in different African countries such as Kenya, Uganda, Tanzania, Zimbabwe and leave one memory in Uganda by convincing the IMF and WB to stop financial aids to Uganda because their President Yoweri Museveni whom signed a treaty ^{against} homosexuality	

Qn:1	Through ^{massive} foreign investment; Also
	western countries have been controlling and
	exploiting the third world through massive
	foreign investment, Example by introducing
	Multinational Companies like Coca-Cola,
	and Shells which use to generate high out-
	flow of income from the third world to the
	western countries and exploit their citizens
	through low wages and long working hours.
	Introduction of western culture,
	Also western countries have been influencing
	the third world by introducing their
	western culture like dressing-style, home
	sexuality, influencing constitutional changes
	and provide aids to consolidate colonial
	education which undermine technological
	development in the third world.
	To Sum up, The third world can
	only free and liberate themselves from
	Neo-colonialism through avoiding foreign
	interference, development local technology
	and maintenance of political stability.

Extract 8.1: A sample of a good response to question 1

Extract 8.1 indicates a relatively good response from one of the candidates who gave reasons for the perpetuation of neo-colonialism in the Third World Countries even after attaining their political independence.

The candidates who scored from 7 to 11.5 marks, understood the requirement of the question and provided some relevant points. However, several errors were identified in their responses. For example, some candidates provided inadequate explanations and others failed to exhaust the required number of points. A severe noted weakness of the candidates

in this group was failure to link the ways through which Neo colonialism operates in the Third world with persistence of neo colonialism.

Some weaknesses of the candidates who scored from 0 to 6.5 marks include; failure to meet the required number of points, providing insufficient explanations with no precise examples and providing false historical facts. On the other hands, the candidates who scored zero had several weaknesses: Some of them regarded the word “persist” as “profit” and thus provided the positive impact of neo colonialism to Africa such as *development of infrastructure, provision of scholarship to African students, building of schools and provision of educational equipment like books, laboratory*. Likewise, others provided the negative impact of neo-colonialism in the third world countries like: *distortion of African culture, killings of nationalistic leaders, devaluation of currencies and retrenchment of workers*. Surprisingly, some candidates provided the reasons which made the capitalist to colonise the African continent. Extract 8.2 is an example of a candidate who gave an incorrect answer to this question.

01.	Neo-Colonialism: Refers to the direct control of African countries by colonial masters in all aspect of life like in social, political and economic form. The rise of Neo-colonialism in the third world countries it took place in 1945 after the second world war. Example of the third world country is like Tanzania, Rwanda and Uganda.
	The following are the reason of why Neo-colonialism persist in the third world countries which are
	The demand of raw materials, Through the demand of raw materials like minerals influenced the European country to come Africa to exploit their natural resources which are used in their industries as a source of raw material in their industries. So through this influenced the European to form Neo colonialism as the new way of exploiting African countries so as to rise their profitable.
	The demand of labours, This is because the European country and the developed country they form neo-colonialism so as to enable to get the labours from the third world country like Tanzania to be used in their economic activities like industries to be used as a source of power. And also labours were taken with the developed country as a source of market.
	Source of market; This is because the neo-colonialism was formed so as to insure the availability of market to third world countries. When by the developed country they produced goods

07.	in their industries by considered the market from the third country. So through this influenced the developed country to develop neo-colonialism so as to develop their income capital. to supply capital. This is because the the developed countries they introduced neo-colonialism are the way which could help them supplying their capital from different economic activities from the third world country so as to rise their capital. example they invested their capital in the industries of the third world country.
	The demand of employment opportunities. This is because the developed countries they form ne colonialism with aim of wanted to develop employment opportunities in the third country where they wanted to be employed in the third world industries which are used as they have enough skilled and knowledge compared than the third world countries peoples.
	Moral motives. This is because the developed country they introduced neo colonialism method to ensure that they destruct the third world country by changing their cultural element like wearing style and they wanted to introduce the new market in the third world countries by influencing them to change the cultural style and to adopt the new style of European people.
	Generally, we have see the reason of Neo-Colonialism in the third world countries. Also through Neo-Colonialism it lead many impact in the

Extract 8.2: A sample of a poor response to question 1

In extract 8.2, the candidate explained the reasons which made the capitalists to colonise Africa contrary to the demand of the question which required a candidate to provide reasons for persistence of neo-colonialism.

3.1.2 Question 2: The rise of Capitalism in Europe

The question was set from the topic “The rise of Capitalism in Europe”. It required the candidates to analyse the measures which were taken to overcome the obstacles which hindered the development of agricultural sector in Britain during feudalism. A reasonable number of candidates (94.6%) attempted it. The performance in this question was good as only 6.6 per cent of the candidates failed by scoring from 0 to 6.5 marks and others passed by scoring from 7 to 11.5 marks (36.7%) and from 12 to 19.5

marks (56.7%). Figure 9 shows the performance of the candidates in the question.

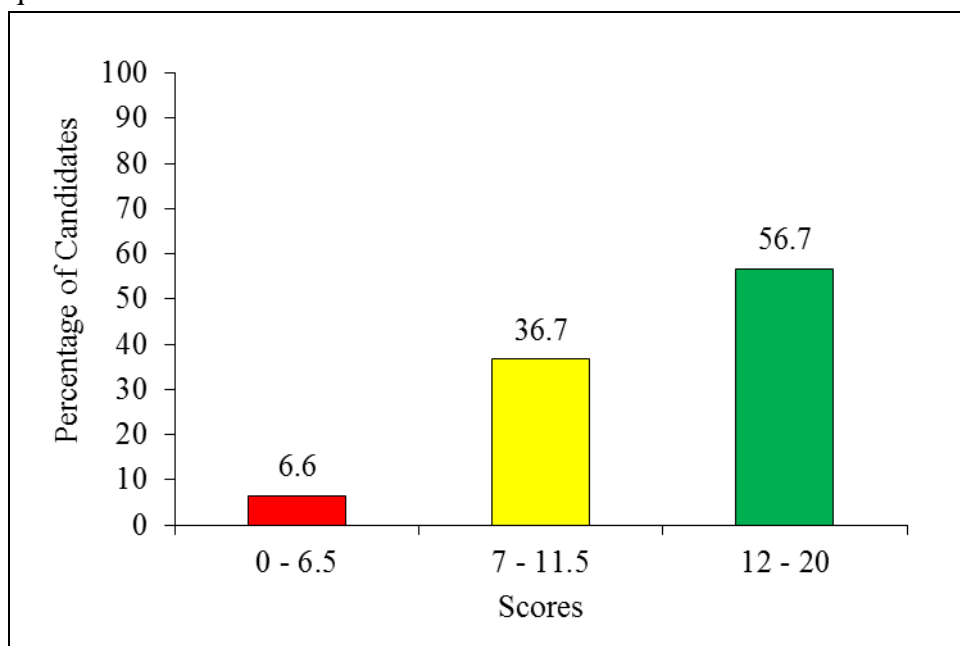


Figure 9: *Performance of the Candidates in Question 2*

The candidates who scored from 12 to 19.5 marks were able to analyse the measures used to overcome the obstacles which delayed agricultural development in Britain. Such candidates had knowledge that during feudalism, the Open Field System which prevailed in Europe encountered some problems which hindered a reasonable production. They therefore analysed the measures which were taken to overcome such obstacles during Agrarian Revolution by giving points like *crop rotation*, *enclosing the lands*, *scientific breeding of livestock*, *land reclamation*, *mechanisation of agriculture* and *improvement of transport infrastructure*. Most candidates supported their analysis with relevant explanations and vivid examples. However, the candidates' scores varied from 12 to 19.5 marks due to disparities in strength of arguments and examples presented. Extract 9.1 shows a sample of a relatively good response to this question.

2.	<p>Feudalism was the mode of production which involved the exploitation of peasants and serfs. Feudalism in Britain began after the fall of the Roman empire in the Fifth (5)th century. Feudalism in Britain was governed by features such as presence of restrictive laws, division of land, the church and state were inseparable and production was for immediate consumption. Feudalism in Britain practised Open field system and at a large extent faced challenges like low production, poor control of pest and diseases, low population, as a result various measures were undertaken so as to overcome such obstacles during agriculture in Britain; which are as follows:</p> <p>Introduction of the enclosure system; this was the changing the system of ownership where land was fenced and put under ownership of rich farmers, this helped to solve the problem of low capitals as the land was taken from the poor farmers and entitled to the rich farmers who could expand in agricultural production. Also the enclosure system ended the serfdom system as the landlord</p>	
----	--	--

2 who lost their land to the rich farmers also lost the serfs who became free, and they instead turned into free labour, essential for agricultural production. This led to agricultural increase in production as it increased raw material production.

Land reclamation was introduced; this is the turning of ^{un}productive land to becoming productive. This involved the draining of water in marshy land which was not used for production as a result of water accumulation. The result of land reclamation towards agricultural development in Britain is that it increased the area for cultivation leading to the expansion of agricultural activities. Also areas with dense vegetation were cleared so as to enable the increase of agricultural land for cultivation;

Introduction of modern machines which replaced the poor tools used in agricultural activities; Agriculture during the open field system faced the challenge of poor tools as majority were poor peasants and farmers who used handloes which only covered small area. Hence modern machines like the Jethro plough machines were introduced in as to enable the quick coverage of area during ploughing, also the ~~ha~~ combined harvesters and planters were introduced which increased efficiency in agricultural activities as they increase coverage in agricultural, leading production leading to increase and expansion of agriculture.

	activities in Britain	
2	<p>Introduction of scientific breeding in the agricultural sector, during the open field system, agriculture was low as it faced the challenge of poor yields, the rate of production very low, something which made production to be for consumption. This led to the introduction of scientific breeding where different species were crossed to produce stronger species and also species which could increase in production. The breeding was done among plant species like oranges and lemons and cattle so as to generate species with both features which could withstand and weather condition and increase production. This facilitated agricultural development in Britain as it led to increased production of of agricultural activities.</p> <p>Establishment of crop rotation; In Britain, poor yields were also a result of loss of soil fertility as a result of constant cultivation of one type of crops. Hence to solve the problem, there was the establishment of crop rotation in farms where different types of crops of different nature were grown on a piece of land. This facilitated the constant increase in agricultural production different crops were harvested at different times, it was not easy for all crops to be affected by one type of disease and pest making a constant increase in agricultural output as crops were grown of different species but in one piece of land.</p>	

Extract 9.1: A sample of a good response in question 2.

Extract 9.1, shows a part of the response of a candidate who analysed the measures which were taken to overcome the obstacles which hindered the development of agricultural sector in Britain during feudalism.

The candidates who scored from 7 to 11.5 marks were conversant with the demands of the question. However, several mistakes were identified in their responses. Some of these errors include: provision of insufficient explanations in some points, providing irrelevant examples and repeating some points. These weaknesses limited their scores to 11.5 marks.

The candidates who scored marks ranging from 0.5 to 6.5, had partial knowledge on the concept “Agrarian Revolution”. Some candidates were able to give relevant introduction but scored zero in the main discussion. Moreover, other candidates listed few relevant points without explanations, other candidates failed to meet the required number of points. On the other hand, some candidates failed to interpret the question thus scored zero. For example, some candidates provided the methods used in open field system like: *bush fallowing*, *common grazing* and, *hiring of land for agriculture*, others presented the problems facing the open field system during feudalism such as; *low level of productive forces*, *division of land into small pieces*, *difficult to control diseases*, and *serfs revolts*. Some candidates provided responses related to colonial agriculture in Africa. Extract 9.2 shows sample of an irrelevant response to this question.

2	<p>Feudalism this was the second exploitative mode of production and third mode of production in which land was the major means of production this system was characterised by private ownership of resources like land and other forms of resources. Feudalism was introduced in many areas include Britain. It was productive but also it was hindered by different obstacles such as lack of labour force, harsh climatic condition and etc due to that obstacles Britain took some measures to overcome and the following are the measures which were taken to overcome the obstacles which hindered the development of agricultural sector in Britain during Feudalism which are:</p> <p><u>Introduction of plantation agriculture.</u> this was large scale agriculture Britain introduced plantation agriculture in Africa in order to increase the rate of production in their industries this plantation agriculture it was characterised in cash crops production this why it was Monoculture in nature this was due to the factor of good climatic condition of some area in Africa. Examples of the African countries which practiced plantation than others was Tanganyika.</p> <p><u>Introduction of Slave trade in Africa</u> the other measure taken by British was to introduce slave trade due to the fact that the African slaves were resistant to diseases and they were strong so were taken to the large farmers for plantation this was in order to increase the rate of production in Agriculture.</p>
---	---

2	<p>Introduction of Masterfarmers: this was the system where by british introduced the Master Farmers economy this was the large farmers in which the plantation was done on it this system was able to accelerate the economy of britain especially in agriculture system and not otherwise.</p> <p>Introduction of cash crops: this was special to dominate settlers agriculture and other forms of agriculture which was deale with production of both food and cash crops but they was into cash crops as the source of raw materials for their industries economy.</p> <p>Intensive exploitation of resources and land eliamtion; Britain introduced the intensive exploitation of resources and land eliamtion in order to make their economy well this made the africans to suffer from the less or insufficient land this made them to engage in involvement into plantation farms of the britain.</p> <p>Intoduction of Taxation: the britain introduced taxation system in order to create their economic state this made them to create the good labour force this was due to the payment of low wages to the labours which was collected in form of taxes. So through this situation Britain created a good flow of her production.</p> <p>Conclusively due to these measures mentioned above britain created good economy but it was engaged in the first and second world war which made her to defeat economically due to the great economic depression after the destruction of all forms of production.</p>
---	---

Extract 9.2: A sample of good response to question 2

Extract 9.2 indicates a candidate who explained on the colonial economy exploitations in Africa as a measure of revamping European economy contrary to the demands of the question.

3.1.3 Question 3: The rise of Democracy in Europe

The question was set from the topic “The rise of Democracy in Europe”. It required the candidate to show how the 1848 revolution crumbled the despotic and divine rule in Europe. It was attempted by 79.9 per cent of the candidates. The performance in this question was good since 51.5 per cent of the candidates scored from 12 to 19.5 marks, 37.8 per cent scored from 7 to 11.5 marks while a small percentage of candidates (10.7%) failed by scoring from 0 to 6.5 marks as shown in figure 10.

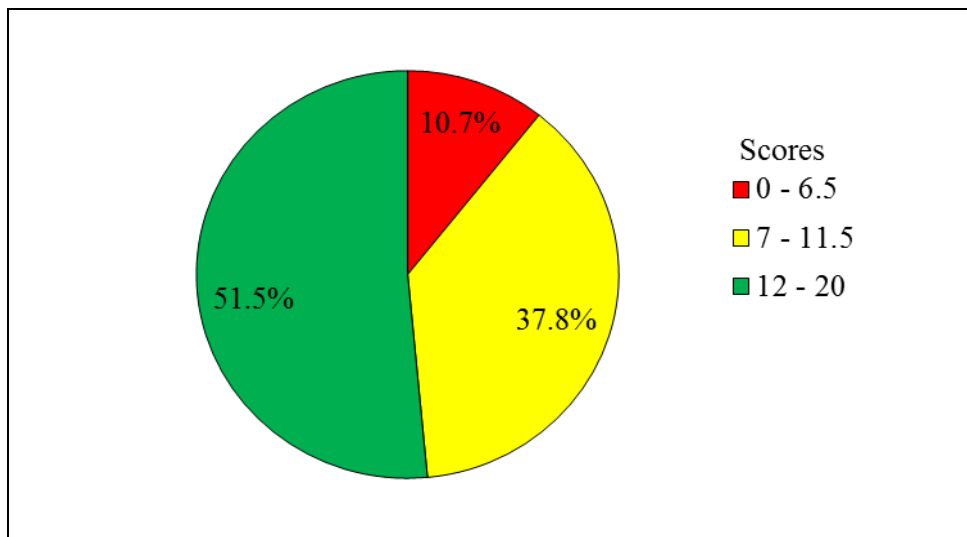


Figure 10: *Performance of Candidates in Question 3*

The candidates who scored from 12 to 19.5 marks were able to show how the 1848 revolutions grounded the autocratic and divine rule in Europe. Such candidates knew that, the 1848 revolutions were series of unprecedented dramatic political revolts for political and socio-economic changes by the European masses against autocratic conservative regimes. The revolutions that started in the Italian state of Sicily in January 1848, spread very fast sweeping through most of central and Eastern Europe for example, in the autocratic empire of France, the Austrian Empire, German states, and Switzerland were thrown causing sudden political and socio-economic changes. The revolutions were mostly against the arrangements of the Vienna Congress of 1848 and the conservativeness of the Europeans rulers who were reluctant to make reforms to accommodate the new forces of change such as constitutionalism. The candidates appreciated the remarkable contributions of the 1848 Revolutions in transforming

European politics by giving points like *increasing people's freedom of voting, accelerating the rise of nationalism in Europe, creating independent democratic states, bringing in social reforms, abolishing serfdom, popularizing the demands for constitutional governance, strengthening religious tolerance and overthrowing the conservative autocratic rulers.* The scores in this group differed due to diverse strengths of the candidates' elaborations and their varied abilities in giving proper examples. Extract 10.1 shows an example of relevant response in this question.

3.	<p>1848 revolutions Was the series of political socio-economic struggle for the despotic and divine rule in Europe revolutions started in Sicily February in 1848 due to the Vienna congress. so the revolutions forces different change for example liberalism, socialism, nationalism and republicanism. so the abolition of the king philipe facilitated to the rise of the 1848 revolutions. disorderliness of the Vienna congress facilitated to the operation of the 1848 revolutions for the achieved politically, socially and economically changes. so 1848 revolutions lead to the resign of Mettenich in 19th century due to this revolutions lead to the destroy of the despotic rules. the following are how the 1848 revolutions crumbled the despotic and divine rule in Europe as:</p> <p>Establishment of religious tolerance 1848 revolution after refused the different action done by the despotic leaders for example King Louis XVI of France and James Wilson II lead to the 1848 revolution crumbled the despotic and divine rule in Europe after against the arrangement of Vienna settlement in 1814 to 1815 and allowed the freedom of worship for the development religion founded in Europe for example Catholic religion. so due to that 1848 revolution crumbled despotic and divine rule.</p>
----	---

3.	Establishment of democratic independent state, before the 1848 revolutions many leaders ruled their majority without allowed the democratic principles to take place for example equality and freedom of expression, therefore after the 1848 revolutions lead to the established different democratic independent state for example Scotland, Lombardy, Sicily and Bahamas, so due to that lead to the crumbled the despotic and divine rule in Europe.
	Influenced nationalism in Europe, 1848 revolution facilitated the desire of the many smallest independent state to struggle for the politically, economically and socially affair for destroyed the foreign domination for example the independent smallest state that demanded nationalism for example Ireland, Scotland and Wales. so due to that lead to the crumbled the despotic and divine rule in Europe and democracy principle dominated Europe more.
	Overthrow the feudal and nobility system, before the 1848 revolutions many leaders for example Richard moore and Henry xv of England established the feudal system as a major means of the production, that at the end of the day lead to the social stratification among the people of Europe for exam

3.	upper class, middle class and low class
	so due to 1848 revolutions crumbled the
	despotic and divine rule in Europe,
	Reforms of human rights principles
	before the 1848 revolution different sep-
	arately states in Europe lived in a poor
	life connection and many characterized
	by the violation of human rights so
	due to the forces of the 1848 revolution
	s for example nationalism, liberalism,
	republicanism and socialism lead to
	the reformation of human rights principle
	s for example equality that lead to the
	crumbled the despotic and divine rule in
	Europe states as Scotland.
	Establishment of parliamentary
	supremacy, before the 1848 revolutions many
	leaders in Europe believed that they
	one who chosen by GOD and only
	GOD can judge their action for example
	King Louis XIV of France. so after the
	revolution allowed the parliamentary syste
	m lead to the crumbled the despotic
	and divine rule in Europe,
	Generally, 1848 revolutions
	played a vital role to the development
	of democracy in Europe but unfortun
	tly and suddenly the revolutions failed
	due to the economic hardship, existence
	of unreliable and unspecif leader, milita
	y weakness and disunity among the
	people of Europe.

Extract 10.1: A sample of a good response to question 3.

The Candidates who scored from 7 to 11.5 marks understood the demands of the question but their responses had several weaknesses. For example, Majority of the candidates in this group provided scanty explanations which were not supported by proper examples and other answers were characterised by duplications of points. Moreover, some explanations embodied grammatical errors which distorted the intended meaning.

The candidates who scored marks ranging from 0 to 6.5, had a number of limitations. Some candidates were able to give relevant points but explanations and examples given reflected either on the Glorious Revolution of 1688 or the English civil wars from 1640s to 1680s. Other candidates scored a mark in the introduction because they had little knowledge about the subject matter. On the other hands, candidates who scored zero diverged from the demands of the question. Some candidates responded on the causes of 1848 revolutions. Other candidates associated the word "Revolution" with other revolutions which occurred in Europe thus responded on industrial revolution, political revolution or agrarian revolution. Extract 10:2 shows a sample of a weak response.

3.	1848 revolution it was the kind of revolution which aimed at removing the existing leadership of Napoleon of France which was dictator dictator in nature to mean it was not giving chance to people to do any participation. 1848 revolution occurred in 1848 in France 1848 aimed at protesting against the exploitation and lack of all rights that they were being given. Among of the causes of 1848 is on the issue of poor living condition of people and also the intensive unstable and hard work that they experienced. The following are the ways used by the people in 1848 revolution on the crumbling and despotic and divine rule in Europe,
	Demonstration, it was among of the ways through which people used that people demonstrated on the way they did not want to live under that leadership system so Demonstration took place in different areas of Europe which all aimed at demanding for their rights.

	<p>Meetings; It was among of the ways that was used by people so that to fight against the divine right of king. Example of the Meeting that was conduct was Vienne Congress which took place in 1814 aiming at reduce the power of Napoleon in France.</p> <p>Mass medias; Mass medias moves magazines, Newspapers, TV and also journals so they also used mass medias so that to spread out informations on the revolution that people was got an with. Use of mass media on the revolution played a great role in the revolution.</p>	
3	<p>Use of songs and arts; It is on how the 1848 revolution fought against the divine rule in Europe. People of the country used songs and other literature books to write all the bads that were being conducted by their leaders to make them have sense of fighting against him. So all these ways were used against one leader who claimed in his leadership while humiliating people.</p> <p>Riots; It is on how 1848 revolution aimed at going against the divine right of a rule, the riots were made by people into different places the state which led to political instability among people and insecure too. So the people also used riots for the aim of going to find their revolution.</p> <p>Boycotts; it is on the way they used in order to attain 1848 revolution. So many people boycotted so that to make all country be in peace and to be under political instability. People who were boycotted were all sacrificing themselves for whole.</p> <p>Generally; 1848 revolution influenced the development democracy because it brought the rule on law it influenced introduction of constitutions, it also led to the freedom of worship and also it created stress.</p>	

Extract 10.2: An example of an irrelevant response to question 3.

In Extract 10.2, the candidate explained the strategies used to uproot authoritarianism in Europe instead of explaining how autocratic European rule was crumbled by the 1848 revolution.

3.1.4 Question 4: Imperialism and Territorial Division of the World

The question was set from the topic “Imperialism and Territorial Division of the World”. It tested the ability of the candidates to analyse the political and economic changes that necessitated the transition from competitive to monopoly capitalism. The question was attempted by 79 per cent of the candidates. The general performance of the candidates was good as only 29.9 per cent scored from 0 to 6.5 marks while 41.4 per cent scored from 7 to 11.5 marks and 28.7 per cent scored from 12 to 19.5 marks. Figure 11 shows the performance of the candidates in this question.

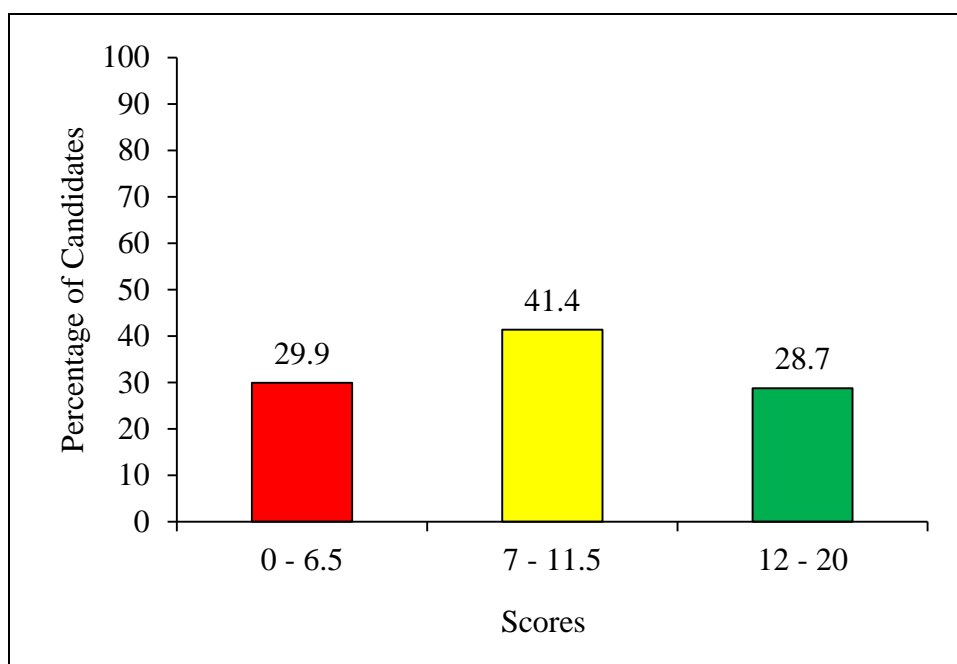


Figure: 11: *Performance of Candidates in this Question 4*

The candidates who scored marks ranging from 12 to 19.5, portrayed a great knowledge on the evolution of capitalism. They were able to expose the inevitability of transition by analysing the circumstance within competitive capitalism. Some of the points raised include; *Development of science and technology, cut throat competition among the capitalist firms, export of capital, the unification of Germany and Italy and the economic*

depression of 1873. The variation of the candidates' scores was due to disparities in strength of the arguments presented. A few constraints such as irrelevant examples and scanty explanations in some points denied some candidates of scoring higher marks. Extract 11.1 shows an example of relevant response in this question.

4	Competitive capitalism; Was the - second stage in the development of capitalism where there is free competi- tion between small enterprises. Compe- titive capitalism started during the 18 th century. Monopoly capitalism; Was the highest stage in the devel- opment of capitalism whereby Europea- n powers decided among themselves - to export their surplus capital which- is (overlapping) not making profit any further to the backward- societies that is Africa and Asia where there is no stiffer competition to- compare with Europe. Monopoly capitali- sm started during the last quarter of 19 th centuries. The following were- the political and Economic changes that necessitated the transition from competitive to monopoly; Development of science and technology; The scientific and technol- ogical innovation and discoveries which made in number of European countries such as Britain, Germa- ny, Italy, Belgium necessitated the- change of production from banks contri- bution to state control of production. For instance Machines which include tractor Diesel engine were discovered. Some- thing which resulted to the transition from competitive to monopoly capitalism.	
---	--	--

4. The Rise of other industrial powers; During the 19th century there emerged number of European powers who were strong enough in industrial technology and other innovation. Example of such states include Belgium, Japan, United States of America (USA), Germany and Italy who surpassed Britain - industrial domination for centuries by increasing competition on raw materials, cheap labour Market and areas for investment as the result the British enjoyment of free trade in Europe was put to an end hence transition from competitive to monopoly capitalism as each European power put protectionism policy.

Unification of Italy and Germany: During the 1870s Italian and Germany achieved to unify their state but after that both states embarked on series of industrialization typically - steel industries, chemical engineering and other related industries. Something that increased the quest for raw material, Market and Areas for investment to achieve their goals each states put protectionism to defend their internal or domestic Market from competition hence resulted to the transition from competitive capitalism to Monopoly capitalism which move beyond the borders.

4. Rise of large monopolistic companies; During the 19th century - there was emergence of large - Monopolistic companies in Europe - which had huge capital which are - No longer making profits in Europe - Something that necessitated new Areas for investment where there is competition, little taxation and the most preferred area was Africa and Asia where the Shareholders of these companies believe to accrue a lot of wealth. Example of such Monopolistic companies were Royal Niger company (R.N.C), Germany East Africa company (GEAco) and Imperial British East Africa company (IBEACo) Something which propelled the transition from competitive - capitalism to Monopoly capitalism.

Scientific education and Research; The number of European - countries put much emphasis on - research which came with recommendation that to generate more profit for European countries they have to turn their attention to - other part of the world that - is Africa and Asia where such - scholars who made research believed - their nations that amass a lot - of wealth since there is little competi - tion and no taxation Something that -

4 propelled transition from competitive capitalism to monopoly capitalism.

The influence of Charles Darwin (Darwinism); During the 19th century, British thinker Charles Darwin developed a theory which stated that - "Survival for fittest" which stimulated competition among small enterprises which later on came to merge their capital to become finance capital for the aim or purpose of withstanding competition from other companies. The increasing quest for the merging of capital among small enterprises resulted to the transition from competitive capitalism to monopoly capitalism.

Generally, the transition from competitive capitalism to monopoly capitalism resulted to the Scramble for and partition of Africa continent during the 1880's. Something which was propelled by extreme Nationalism, Balance of Power and many more others.

Extract 11.1 A sample of a relevant response to question 4

Extract 11.1 shows relevant response to question 4 from one of the candidates who portrayed great knowledge on the evolution of capitalism.

The candidates who scored from 7 to 11.5 marks had several shortcomings. Some candidates failed to give the required number of points and others mixed correct and incorrect points. For example, some candidates' responses focused on the 1929 to 1933 economic depression instead of the 1873 depression. Other candidates analysed the changes that rose in

competitive capitalism but failed to show how those challenges impacted the transition.

The candidates who scored from 0.5 to 6.5 marks had a variation of errors. Some candidates analysed the general factors which led to the development of capitalism. In this sense, they scored few marks only from relevant points, other candidates repeated points and, some candidates had shallow explanations and false examples in some points. On the other hand, some candidates diverged from the demands of the question thus scored zero. For example, some candidates analysed the features of competitive and monopoly capitalism, some candidates responded on the factors which necessitated colonisation of Africa and other candidate focused on mercantilism by analysing the factors for its rise. Extract 11.2 is a sample of irrelevant answers from one of the candidates.

04	<p>Competitive capitalism, refers to the phase or stage of capitalism in which involved the competition of acquiring raw materials among themselves Europeans. Monopoly Capitalism, also is the type of monopoly capitalism which was developed or is the final stage of capitalism. The following are political and economic changes that necessitated the transition from competitive to monopoly capitalism in Europe in the 19th century.</p> <p>political stability, in Europe there were good atmosphere because there were no any political instability which will make merchants to fear and to fall to move from Europe to other parts of the world to accumulate raw materials for European countries, such situation of the political stability result to change from competitive to monopoly capitalism.</p> <p>Government support, the Europe government supported merchants and traders by passing the navigation act laws and supported them through financial support and building ships to conduct the overseas trade for much accumulation of wealth. as the result of of government support led to change from competitive to monopoly capitalism in Europe.</p> <p>protectionism policy, the European Government such as of Britain, France and Portugal passed the policy which protect the merchants and voyagers to move from different places such by providing soldiers and weapons to protect from criminals and other enemy.</p>
----	--

04	<p>Accumulation of wealth, much wealth which was accumulated early during the mercantilism and during competitive capitalism made merchants and European trade to develop and expand their trade as the result or major of accumulation of wealth in an early period of mercantilism and competitive capitalism, these changes,</p> <p>Improvement of the infrastructure, the improvement and advanced infrastructure network and other building made early flow of goods and services and raw materials from one place to another, this such situation led to change from competitive to monopoly capitalism,</p> <p>population increase, since there were demographic revolution in increase the number of the people in Europe, the old system or the old stage of competitive capitalism does not worked and does not fulfill the demand of the population available, these new stage of capitalism were adopted to fulfill the demand of population available in the Europe. This demographic revolution result to change from competitive to the monopoly capitalism in Europe.</p> <p>Therefore, due to change from the competitive to monopoly capitalism led to the scramble for and partition of Africa, emergence of colonialism agency, decolonization policy, led to African resistance, led to improvement of European science and technology, and also led to exploitation of African raw materials.</p>	
----	---	--

Extract 11.2: An example of an irrelevant response to question 4.

In extract 11:2, the candidate responded on the factors which contributed to the development of mercantilism contrary to the demand of the question.

3.1.5 Question 5: The Rise of Socialism in the World

The question was derived from the topic “The Rise of Socialism in the World”. It demanded the candidates to examine challenges emanating from the 1967 Arusha Declaration. A reasonable number of candidates (66.1%) attempted it. The performance in this question was good as only 24.3 per cent of the candidates failed by scoring from 0 to 6.5 marks and others passed by scoring from 7 to 11.5 marks (57.3%) and from 12 to 18.5 marks (18.4%). Figure 12 shows the performance of the candidates in this question.

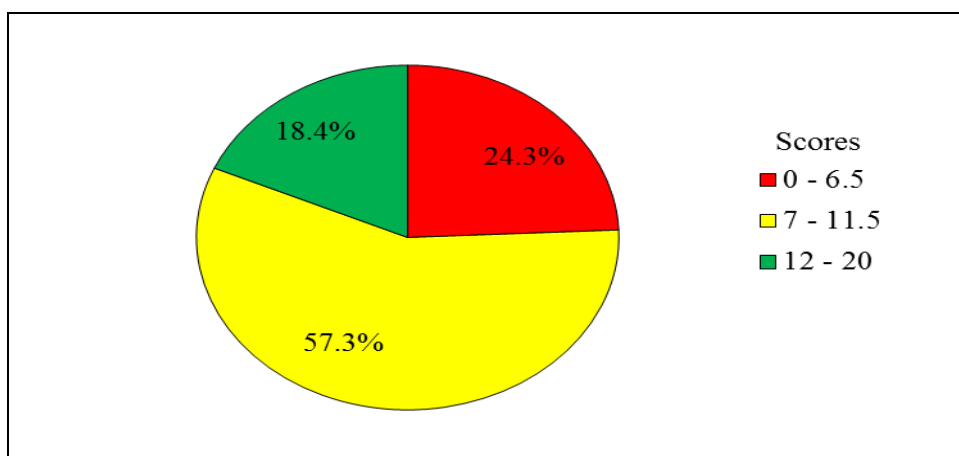


Figure 12: Performance of Candidates in Question 5

The candidates who scored from 12 to 18.5 marks had enough knowledge about the Arusha declaration. Such candidates were aware that Arusha declaration is a proclamation which was issued by the ruling party, TANU under the then president of Tanzania Mwalimu Julius Nyerere in Arusha to introduce socialism and self-reliance in the country. The declaration identified four main basic principles for development; land, people, good policies and good leadership. Also, during the declaration, the United Republic of Tanzania was declared as a country of peasants and workers. Arusha Declaration introduced different kind of political, social and economic policies like educational reforms, industrialization, villagelization and nationalization. These candidates knew that Socialism and Self-Reliance policy was applied in Tanzania from 1967 to 1985 when it deemed incompatible to global changes. Having knowledge about the policy, the candidates examined challenges emanating from the declaration such as *Negative attitude of some people towards Ujamaa, Lack of political*

will of some leaders, corruption and embezzlement of public funds, Pressure from the capitalists, poor planning, Economic dependence and poor agriculture production due to lack of technology. The variation of scores was caused by the candidates' disparity in providing adequate and relevant explanations and examples. Extract 12.1 shows an example of a relevant response in this question.

5	<p><u>Corruption and Embezzlement.</u> After the introduction of Arusha Declaration, in the country through socialism, through the nationalization of the major means of production, the government tend to misuse the funds that are kept for bringing about the development in the country and thus due to that, it lead to shortage of funds that can be used in the different sector of the economy and hence this lead to the collapse of Ujamaa policy in the country, since the funds that was for bringing development it was used by the officials for their own benefit instead of using for economic purpose and hence this was seen as a challenge of the 1967 Arusha Declaration.</p> <p><u>Shortage of funds.</u> This is another challenge that was faced by the Arusha Declaration. The Arusha Declaration through socialism depended on Aid from the socialist bloc, but after the collapse of the socialist bloc the socialism in Tanzania, through Arusha Declaration failed to bring about the development in the country, since they lacked fund that it can be used to bring about development in the country and thus due to that it made the working processes of Arusha Declaration to fail since they lacked enough funds that can be used to run different economic activities in the country.</p> <p><u>Food Crisis.</u> Also this is another challenge that was faced by the Arusha Declaration. After 1967, through the introduction of the ujamaa villages in the country, the government decided to establish different villages where people would stay, this led to the occurrence of food crisis since other villages that were given to people</p>	
---	--	--

5.	were dry land and hence this led to the collapse of agricultural activities in the country and hence due to that it led to the occurrence of food crisis in the country that caused famine.
	Lack of proper planning. Also the Arusha posed the challenge of proper planning in which they lacked sound diversification of the economy in which people were sent to areas that were not productive and hence due to that it led to the economic decline, since the government lacked sound diversification of the economy and thus due to that it led to increase in poverty in the country since there was no proper planning of the economy.
	Due to that, the following are some achievement of the Arusha Declaration, it led to better provision of social services to people, reduced income inequality in the country, also it forged the national unity, also it led to nationalization of the major means of production, it created a classless society.

Extract 12.1: A sample of a good response to question 5

Extract 12.1 indicates a part of the response from the candidate who was able to examine the challenges emanating from the 1967 Arusha declaration.

Despite having knowledge on the concept in question, some candidates scored averagely (from 7 to 11.5 marks) due to; failure to provide detailed clarification in some points, failure to meet the required number of points and repetition of some points.

The candidates who scored from 0.5 to 6.5 marks provided scant descriptions. In some cases, some candidates were able to give relevant introduction but scored zero in the main body. Moreover, many candidates

in this group mixed relevant points with the problems which faced the implementation of the Arusha declaration. The candidates who scored zero revealed poor understanding of the subject matter. Some candidates responded on the challenges facing economic development in Tanzania, others examined the impact of Arusha declaration in Tanzania. Furthermore, others candidates examined the measures which are undertaken to solve various social, political and economic problems in Tanzania and other candidates regarded the declaration as a tool of eradicating colonial exploitations. Extract 12.2 shows an example of problematic response to question 5.

5.	Arusha declaration; refer to the meeting were held in Arusha under Julius Kamborage Nyerere 1967 to discuss how to against and avoid colonialism and neo-colonialism and introducing self reliant to Tanzania and Zanzibar. Also Nyerere after established declaration the main aim to promote unity, love and peace to the society for overcome colonialism. The following challenges emanating from the 1967 Arusha declaration
	Racial segregation; was challenges emanating from Arusha declaration. Most of black people was segregated with colonial period especially white societies. Also the situation influenced arusha declaration introduced by Nyerere for given the self reliant.
	Long working hour; for example black people work 12 hours without rest. Also arusha declaration emanating the challenges. Nyerere after seen them support to introducing the Meeting for educate the society about that for avoid the exploited. was challenges emanating from Arusha declaration.
	Poor working condition; black people work without break, climate, people lived in small place but high populated. Also this was challenges emanating from Arusha declaration black societies being in the problem faces them to the society.
	Forced labour; another challenges emanating from the 1967 Arusha Declaration. Nyerere see them Africa as labour to the colonialism

5.	also should introducing the meeting for given us self reliant and how to avoid forced labour to the state. also was among challenge emanating from Arusha Declaration	
	Low wages; was among challenges emanating from the Arusha declaration through pay low wages from colonial Master. Also Nyerere introducing the Meeting after soon the exploitation to the Africa. Also given them self reliant for against them Exploitation. challenges emanating from the 1967 Arusha declaration.	
	Taxation; for example Matiti tax, hut tax, head tax. Arusha declaration introduce after soon the tax was high than wages influenced Nyerere to established for given the self reliant on how to avoid the exploitation and been improvement. challenges emanating from Arusha declaration.	
	Therefore; Arusha declaration also influence the society to join together to have unity, power, love, security to overcome colonialism in Africa under Nyerere. Also this Meeting take place through to overcome colonialism.	

Extract 12.2: A sample of a poor response to question 5

Extract 12.2 indicates a response from the candidate who believed that Arusha declaration was introduced to solve various colonial exploitations in Tanzania contrary to the demands of the question.

3.1.6 Question 6: The Emergence of USA

The question was derived from the topic “The Emergence of USA as a New Capitalist Super Power”. The candidates were supposed to give the reasons which made the New Deal Programmes fail to achieve economic recovery in USA. Almost a half of the candidates (50.8%) attempted the question and the general performance was average since 42.1 per cent of candidates failed by scoring from 0 to 6.5 marks and few candidates (17.5%) scored

from 12 to 18.5 marks while a reasonable number of candidates (40.4%) scored from 7 to 11.5 as shown in Figure 13.

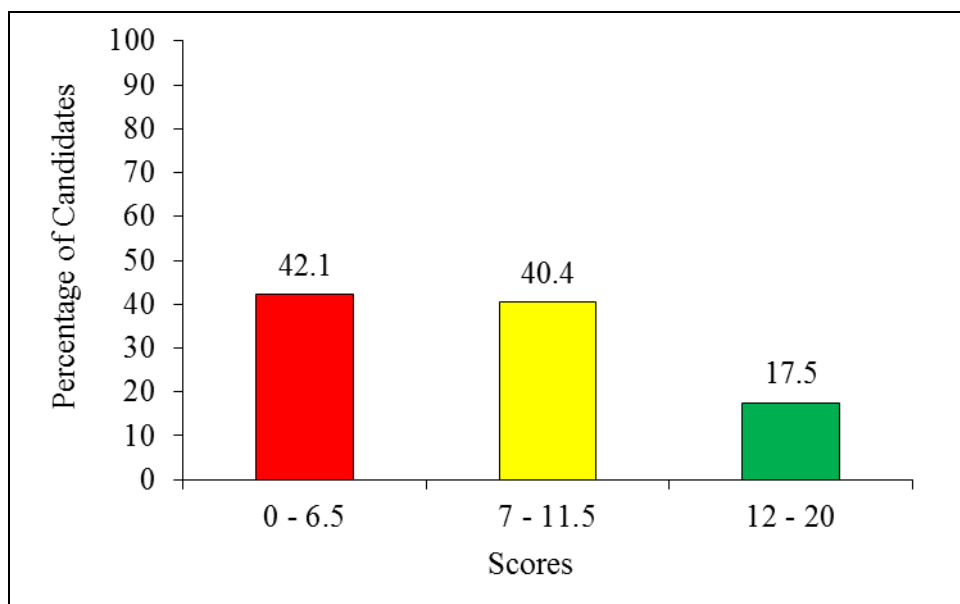


Figure 13: *Performance of candidates in question 6*

The candidates who scored from 12 to 17.5 had knowledge about the New deal policy which was introduced in the USA by President Franklin D. Roosevelt to solve the problems brought by economic depression. The depression affected more US economy than any other country in the world. The policy had a theoretical underpinning from an English economist Adam Smith's theory of State Capitalism which propagates that "capitalism has grown so large that is no longer a self-regulating system so there should be an intervention of the state to regulate the production and consumption". Thus, in 1933, Roosevelt applied a state capitalism to intervene and regulate the capitalist economy. Candidates in this group were able to evaluate the policy and come out with the reasons which made it fail to recover the wounded American economy. Some of the reasons presented were *its failure to end employment, did little to improve the position of the Black Americans, it used huge US expenditures, did not help small farmers, did not benefit the poor* and *did not contributed to the recovery and growth of the USA economy*. Extract 13.1: Portrays a sample of a relatively good response to question 6.

06.	New deal programmes; This was the aid programme introduced by the Franklin Delano Roosevelt who was a President of United State of America (USA) It was introduced in 1933 purposely for the provision of aid to the USA's Countries that was affected with GED, the New deal It had main three objectives which were Relief, Recovery and Reform. The followings are the factors which accelerated to the failure of New deal programmes to fail to achieve economic recovery in United States of America (USA);
	Unemployment problem; Apart from New deal achieved to reduce the high rate of unemployment in the USA's Countries but still the problem of Unemployment in USA did not end Example from 1933 there was 15 Million of people who were unemployed but up to 1937 It's remain 7.7 million of Unemployed people so, the New deal did solve the unemployment problem effectively and this was due there are some of the United States of America's minority were not observed in the provision of employment opportunity this made the programme to fail to achieve in economic recovery in United State of America.
	The Slump of 1937 to 1938; In that year in the United State of America there was a problem of Slump and that

06	was also a Challenger to the pure achievement of new deal as, the slump of 1937 to 1938 made the government under the President Franklin Delano Roosevelt to spend much on the slump than on focusing on the main objectives of the New deal Programmes, so the slump led to the delaying of the New deal Programmes success so through the Franklin Roosevelt to put more consideration on the slump than the New deal in a year of 1937 to 1938 hence to the failure of New deal Programmes to achieve the economic recovery in United States of America.
	The Black Americans; The Programmes which was introduced by the President of the United States of America was for the helping the USA's Countries to recovery their economy and it was not for the black-amerians so the New deal fail to consider the Black people in America they only dealing the pure Americans so through the Programmes to ignore the Black Americans in their Relief provision and other objectives hence to the problem of poverty among the Black people in America so that hindered the achievement and hence to the failure because also the Black Americans were from the USA's Countries.
	Workers rights; The New deal Programmes apart from the having the specific act

Q6.	<p> reasons for its achievement and among of the sectors it was the Labour relations to establish good relation between the workers and their employee but the programmes did not considered the Workers rights hence to the failure of it and failure of the labour relations sectors as they had aimed. </p> <p> The peasants or farmers; The New deal Programmes had main five specific sectors among of the sectors was the Agricultural sectors which was aimed in the reforming the issues associated with agriculture but the New deal Programmes Under the Franklin Delano Roosevelt failed in the consideration of farmers as the provision of aid did not consider the peasants. </p> <p> The poor people; The New deal programmes did not include the poor people in their main objectives Example. The provision of Aid to the American people the poor people were not considered they were ignored in the provision of aid this made the programmes to fail because did not well solve the problem. </p> <p> Conclusively; The New deal programmes as introduced in 1933 by Franklin Delano Roosevelt had main specific sectors which underwent reforms Example of sectors were Agriculture, Industrial, Unemployment and Financial sector reform. </p>
-----	---

Extract 13.1: A sample of a good response to question 6

Extract 13.1 indicates a response from a candidate who, despite some grammatical errors, provided reasons to justify the failure of the New Deal programmes.

The candidates who scored from 7 to 11.5 marks understood the demands of the question. However, they provided a mixture of correct and incorrect responses. For example, some candidates used the ideas of “the New Deal” and “Marshall Plan” economic programmes interchangeably. This was mainly caused by partial understanding of the subject matter. Some candidates failed to meet the required number of points and others exhausted the required number of points but failed to provide appropriate explanations and examples.

The candidates who scored from 0 to 6.5 marks provided limited number of points with shallow explanations. Moreover, some candidates scored a mark from the introduction part but diverged from the demands of the question in the main body. Candidates who scored zero deviated from the requirement of the question. Some candidates responded on the achievements of the New Deal by explaining the success of various programmes such as National Industrial Recovery Act, Tennessee Valley Authority and Federal Economic Recovery Act. Other candidates gave the weaknesses of the Marshall plan, while some candidates provided the effect of the Great Economic Depression such as: *high rate of unemployment*, *closure of enterprises* and *spiral inflation*. Extract 13.2: Displays a sample of irrelevant answers to question 6.

6.	<p>New Deal these is a plan made by USA to recover her economy after great economic depression on 1929 up to 1933. New Deal programmes achieved to recover USA economy. The following points is the achievement of New Deal to recover USA economy.</p> <p>It achieved in banking sector, for example this established more bank and regrow declined bank by giving money and training to depositors, therefore New Deal program did not failed to achieve USA economy.</p> <p>It recognized agricultural and industrial sector, The new Deal plan, this achieved to recognize two important sector these a agricultural and industrial sector and in order to recover production of raw materials and industrial production of many future goods. for instance farmers and home investors given loans for purpose of rebuilding production.</p> <p>It achieved to prevent poverty in USA; New Deal program achieved to prevent poverty to the people of USA. for example the plan aimed to reconstruct USA employment opportunities in order to increase per capital income to the people of USA, therefore New Deal program did not failed to achieve economic recovery in USA.</p> <p>Created employment opportunities to the USA people, Example After recover industries and agricultural sector large number of USA worked in different parties and contribute USA to recover her economically. for these reasons the New Deal is the better program in USA economy.</p>
6.	<p>It achieved to recover USA economy; The new Deal programmes facilitated USA economy to be strong in short time after great economic depression than other capitalist nations. For example British is collapsed to have a capitalist super power due first world war and second world war. finally great economic depression was another great reasons for collapse from his position.</p> <p>It achieved to provide money support to those people or companies affected with great economic depression in order to rebuild their economic status. For example traders, investors and industrialist given support from the USA government so as to give power in building their trade and industries. These is a New Deal plan did not failed to achieve economic recovery in USA.</p> <p>The New Deal were aimed to reconstruct USA economy after great economic depression in USA.</p>

Extract 13.2: A sample of a poor response to question 6

In extract 13.2, the candidate explained the achievements of the New deal policy instead of providing the reasons for its failure.

3.1.7 Question 7: Threat to the World Peace

The question was set from the topic “Threat to the World Peace after the Second World War”. It required the candidates to validate the statement that the Middle East Crisis negotiations face a number of impediments. The question had a least frequency as only 28.3 candidates attempted it. Despite having a reasonable number of candidates who failed (38.8%), its general performance was average as more than a half of the candidates passed by scoring from 7 to 11.5 (38.2%) and from 12 to 18.5 (23%). Figure 13, displays the performance of the candidates in this question.

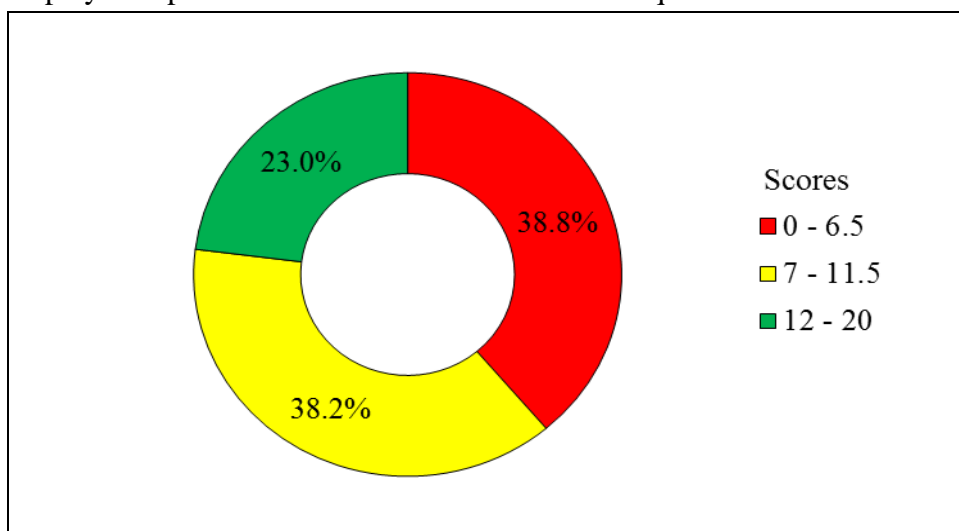


Figure14: *Performance of Candidates in Question 7*

The candidates who scored from 12 to 18.5 marks had adequate knowledge on the Middle East history. They realized that the crisis started with the creation of state of Israel in 1948. Since then Arabs and Jews have gone into wars several times. The major Arab-Jewish wars were fought in 1948, 1956, 1967 and 1973. Also some armed conflicts occurred between Israel and Hezbollah, HAMAS, etc. The candidates acknowledged the efforts which have been made to end the conflict but in vain. The negotiations were opened in 1978 during the Camp David Accord under the auspice of the USA president Jimmy Carter. Other negotiations included the Oslo Accord, Madrid Peace Negotiation and Camp David Accords II. These candidates knew that all these efforts have not yielded the expected results due to *Religious question, the issue of ownership of land, the role of Zionism, Internationalization of the conflict, Existence of many parties among the Palestinians, Disunity among the Arab nations, Weakness of the*

UNO, Existence of terrorists and presence of extremist groups. Extract 14.1: Displays a sample of a relatively good response to question 7.

7.	Middle East Crisis - one the frequent war between the Israel and palestinian and other Arab nation the Middle east crisis started exactly after declaration of Israel as a independent state in 1947 The wars that eventually erupted are like Arab-Israel war in 1948-49, The Suez canal war of 1956 the Six days war of 1967 and the Yom Kippur war of 1973 the wars happen frequently either between Israel and palestan or other Arab countries Although that in the Middle East they did mediation to put their difference out and become hospitality among one another they still enter into conflict Their negotiation end in vain and it is because of the following factors which are:-
	Land question: It happens that the both palestan and Israel both want themselves to control the whole land palestinian want to have peace with the Israel state but the Jews are not yet ready to live in one area with the palestan they feel like they will be dominated also even the land not equal distributed Israel has been dominating the whole area that lead to tension between them and Israel especially the Jerusalem
	Failure of the UNO: also the World peace organization has failed to stop the frequent hostility between Israel and palestan that makes them to continue fighting also the declaration of UNO as Israel is an Independent state has lead to enmity between Israel and Arab state that is why the middle east crisis is an endless war since the Arab votes were disregarded.
	Influence from the West and East bloc: the USSR influenced the middle east crisis by providing both financial and military support to the Arab, also the USA and other Capitalist countries that supported Israel military and even financed they built air forces for military, war planes a guard

7	example is the Yom Kippur war that USA interest and turned the table upside down despite that the Russia had already provided weapon to the Arab nation	
	Israel aggressiveness: the Israel have got the negative attitude toward the Palestinian such that they demand the right to own the whole land alone and through the war the Israel have been conquering some areas like West Bank Jordan height also the Israel demand that this is their promised land that they had been promised hence they want to rule it	
	Potentiality of the middle east; the middle east is located at near the Sahara desert of which it is filled with oil hence when these countries they unstable and having peace it will be difficult for the the imperialist to exploit the natural resources hence they trigger hostility between them so that it can be easy for them to penetrate and exploit the resources easily hence due to it potentiality the imperialist trigger conflict between them.	
	Arab's League mission: also the Arab countries like Syria Jordan Palestinian Egypt Iraq Iran had a mission to sweep off Israel from the World map that is why their mission keeps them awake and keep on fighting against the Israel until their mission is accomplished they have ambition to sweep Jew away that is why they form even terrorist group against the Jew example Fedayeen and Stern gang that are raiding the Jew village	
	Therefore these are the impediment of peace between Israel and Arabs but the Middle east crisis have lead to several impact like World energy crisis decline of British popularity Algeria's independence led to Camp David accord and decline of Israel economy at 1970's.	

Extract 14.1: A sample of a good response to question 7

In Extract 7.1, the candidate was able to show the obstacles encountered in the Middle East peace negotiations.

Although the candidates who scored from 7 to 11.5 managed to give some relevant points, they failed to explain them clearly due to language barriers. Other candidates repeated some points and thus did not meet the required number of points.

Candidates who scored from 0.5 to 6.5 marks provided few relevant points with very scanty explanations and most of the examples given were irrelevant. Furthermore, candidates who scored zero did not understand the demands of the question. Some candidates focused on the 1933 economic crisis, thus dealt with either the causes or the effects of the Depression. Some candidates focused on the causes of the Middle East crisis thus provided points like; *the struggle for land between Arabs and Jews* and *the refusal of Arab states to give Israel official and legal recognition*. Moreover, other candidates examined the significance of peace negotiations giving points like, *to stop costly wars*, *the need to bring peace* and *to prompt economic development*. Surprisingly, some candidates dealt with economic crisis facing African countries. 14.2: Extract shows an irrelevant response from a candidate who failed to understand the demands of the question.

7.	The Middle East crisis negotiations were those countries which from the middle East which organise themselves so as to revive their international economic problems which faced them. The countries which were occurred in Middle East were Tanzania, Kenya, Uganda, Rwanda, Burundi, Mozambique, Somalia. These countries were from African continent. The middle East crisis negotiations face a number of impediments. The following are those impediments which face the Middle East crisis negotiations.	
	political instability; It is among of the - impediments which face the Middle East crisis negotiations that most of countries in the Middle East engage in war that is civil war. Example Rwanda, Burundi, Somalia for different reasons.	
	Natural calamities; Also it is among of the impediments which face the Middle East crisis negotiations that there is a presence of Natural calamities which faced them hence to didn't access their economic development especially in Agriculture sectors Example Drought.	
	pandemic diseases; Also It is another impediment which face the Middle East crisis negotiations that most of people in the Middle East countries were suffering from different diseases a things which reduce the number of man power in the countries Example HIV/AIDS.	
	low level of science and technology; Also It is another impediment which face the Middle East crisis negotiations that in the middle East many countries doesn't developed in science and technology Example Tanzania a things which led them to be underdeveloped country.	
	Existence of corruption; Also It is another factor impediment which face the Middle East crisis negotiations that in the Middle East countries -	

7.	In the Middle East countries most of leaders and an	
	the individuals suffer are the one who involved in	
	corruption a things which accelerate the Middle East	
	countries to be suffered and to be underdeveloped countries.	
	poor transport and communication system;	
	Also It is another impediment which face the Middle East	
	crisis negotiations that most of the countries from Middle East	
	didn't developed in transport and communication system	
	Example roads, railways, phones and so many things a things	
	which face them to be suffered and to be underdeveloped countries.	
	Generally, would like to comment that,	
	The Middle East crisis negotiations countries in order to be	
	with economic development should be improve science and	
	technology, improve transport and communication system, to stop	
	corruption.	

Extract 14.2: A sample of an irrelevant response to question 7

In Extract 7.2, the candidate focused on the challenges facing the Third World countries contrary to the demand of the question.

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

The analysis of the questions show that a total of 13 out of 15 topics in History subject were examined. These topics are: *Pre-colonial African Societies, Africa and Europe in the 15th century, From colonialism to the First World War (1880s – 1914), Colonial Economy and Social Services after the Second World War, The Influence of External forces and the Rise of Nationalism and the Struggle for Independence and Political and Economic Development in Tanzania since Independence* in 112/1 History paper 1.

In 112/2 History 2, topics which were examined are: *The Rise of Capitalism in Europe, The Rise of Democracy in Europe, Imperialism and the Territorial Division of the World, Rise of Socialism, Emergence of USA as a New Capitalist Superpower, Threats to World Peace after the Second World War* as well as *Neo-colonialism and the Question of*

Underdevelopment in the Third World. However, the topics: *People of African Origin in the New World* (Paper 1) and *the rise of Dictatorship in Germany, Italy and Japan* (Paper 2) were not examined.

The analysis indicates that eleven (11) out of 13 topics had a good performance (See appendix). Good performance in these topics reveals the efforts which are being done by educational stakeholders in the learning and teaching processes. Moreover, the analysis further shows that the performance in the topics: *Emergence of USA as a New Capitalist Superpower* and *From colonialism to the First World War (1880s – 1914)* was average. The appendix summarises the performance of the candidates in each topic.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

The analysis done revealed that, majority of the candidates (99.90%) passed. Most of the candidates answered the questions correctly and hence scored good marks. Such candidates were able to identify the requirement of each question and had good knowledge of the subject matter and good mastery of the English language. The analysis further indicates that, a few candidates' responses were of poor quality due to candidates' lack of knowledge of the concepts related to the question, their inability to express themselves in English language and misinterpretation of some questions. The analysis further shows that, with exception of the topics; *Emergence of USA as a New Capitalist Superpower* and *From colonialism to the First World War (1880s – 1914)* which had average performance, other 11 topics had good performance. Generally, the performance of the candidates in this subject was good.

5.2 RECOMMENDATIONS

Although the general performance of candidates was good, few candidates (0.10%) failed and there were candidates whose performances were weak in some of the questions. Moreover, the topics; *Emergence of USA as a New Capitalist Superpower* and, *From colonialism to the First World War (1880s – 1914)* had average performance. In order to improve the performance in History subject, it is suggested that:

- (a) Before attempting the questions, candidates must be emphasised to read them carefully so as to comprehend their tasks.
- (b) Students must be encouraged to read relevant text and reference books so as to broaden their understanding on various historical concepts.
- (c) Students should be encouraged to enrich their English language proficiency. This can be done through encouraging them to use the language in question in their day to day communication.

The Performance of Candidates in each Topic

S/N	Topic	Number of questions per topic	Percentage of candidates who scored an average of 35 percent or more	Remarks
1.	Political and Economic Development in Tanzania Since Independence	1	99.76	Good
2.	Africa and Europe in The 15 th Century	1	97.1	Good
3.	Neo – Colonialism and the Question of Underdevelopment in Third World Countries	1	95.44	Good
4.	Pre - Colonial African Societies.	1	95.4	Good
5.	The Rise of Capitalism in Europe	1	93.42	Good
6.	The Influence of External Forces, the Rise of Nationalism and the Struggle for Independence	1	91.11	Good

S/N	Topic	Number of questions per topic	Percentage of candidates who scored an average of 35 percent or more	Remarks
7.	The Rise of Democracy in Europe	1	89.31	Good
8.	Colonial Economy and Social Services after the Second World War	2	87.65	Good
9.	The Rise of Socialism	1	75.72	Good
10.	Imperialism and the Territorial Division of the World	1	70.09	Good
11.	Threats to World Peace After the Second World war	1	61.21	Good
12.	Emergence of USA as a New Capitalist Superpower	1	57.86	Average
13.	From Colonialism to the First World War (1880s – 1914)	1	41.98	Average

