

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

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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.

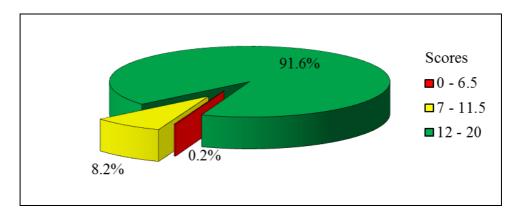


Figure 1: Performance of Candidates in Question 1

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	•
	Poverty is a situation of lacking : essential needs due to economic backwardness	
	and underdevelopment. Poverty is divided into	7
	two levels which are the individual and nation	
	level. Tarzania, just like many other Africa	
	Countries is poor and still a developing nation	
***	la 10 70 's all trub levals at asserts suite	
	individually, majority of the citizens live under	
	1 1/10 100214 14 14 16 16 16 16 16 16 16 16 16 16 16 16 16	
***	is still poor. Taxania should employ saved	
	measures to overcome soverty and improve the	
	is still foor. Taxania should employ several measures to overcome poverty and improve the economic situation in the country. The following	
	are some of the measures that Taxania can use to overcome poverty;	
**********	can use to overcome poverty;	
	Changing the education system. The school curricultum and education system are	
	school curricultum and education system are	
	Intelligent. The school difficultion is much theoretical	
	and lacks practical approaches on how to improve	
	and lacks practical approaches on how to improve the economic standards in Tanzania. Most of the	
	load des are sale sockers as not instators the	
	national government should change the school	
	Curricullum 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	
	will be aware of the real situation in the	
	country and ways to overcome it Example, the	
	Color Octor II in the color of I in the color	
	which is irrelevant to our economy.	
	Control population growth. Although Taxania	
5000	has a moderate population, the national government	
	which is wirdered to our economy. Control population growth Although Taxania has a moderate population, the national government has failed to accompade it. The national government	
	has to control population growth until it manages	
	has to Courtol population growth until it manages to provide needs of its citizens citizens lack	

<u> </u>	la di ala da la basa a
01.	proper education and employments du to having a
	number of people that outmatches the government's
	ability to provide Contolling population growth will
	help lantavia to overcome poverty. Example, latama
	has a growing population of about 60 million people
	of which less than lo william of them are employed
2 (3.3)	this leads to poverty.
	Advancement of science and technology.
	The level of science and technology in the country
	is poor. Taxania has to improve her science and
	technology to overcome poverty. Low level of
	Science and technology reads to poor agricultural
	productions, law Industrial productions, poor transport
	Le struct and mick on sex sunder Them lead to
	poserty: The notion can improve her level of science and technology by transferring technology
	sois as and technology by transfer in technology
	for leded contries and so conties asserted
	from developed countries, funding scientific researches
	and praviding scholarships to our experts. Example, the nation still depends on Hydro Electric power
	for energy, this leads to power shortages and
	for energy, was united to force sworings with
	decline of economic admities. Good governance. The national government
	all a governance in matrices appearment
	should induce good government systems in the Country. This should be accompanied by the
	Country. Mrs should be accompanied by the
	formulation of good economic policies, end
	corruption, reduce governments expenditures on luxuries
	and proper allocation of funds. The national,
	government should enhance proper utilization of
	natural resources like land, minurals 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	and all while so the transfer of
Ol.	expensive cars and noble payments to members of
	parliaments is poor 'sass governance, while majority.
	affixens are absolutely pair.
	Diversification of the economy. lankama,
	affixens are absolutely poor. Driversification of the economy. Tanzania, just like many other Africa notions is having a mono-culture economy. Tanzania depends on agriculture as the backbone of her economy.
	a mono-culture economy. Taxania depends on
	agriculture as the backbone of her economy.
	Mono culture economies lead to poverty. To overcome
	Mono culture economies lead to poverty. To overcome this, Tanzania has to diversify her economy and
	make luge investments in other economic sectors
	leke Trade, nunena, fishing, industries and Tourism.
	Deversification of the economy hulps in creating
	nameral Economic opportunities to citizens and
	multiple sources at revenues to the government.
	this, larania has to diversify her economy and make lunge investments in other economic sectors like Trade, running, fishing, industries and Tourism. Diversification of the economy hulps in creating muneral economic opportunities to citizens and multiple sources of revenues to the government. Example, developed nations like USX and Britain have
	deserted economies.
	Reduce departence on foreign aids. As an
	Reduce dependence on foreign aids. As an Independent nation, Taxania has to use her
	The state of the s
-	on foreign aids ties a radion to strings of poverty. Foreign aids and loans come with difficult
	another Forige aids and loans come with disticult
	conditionalities like paying at high interest takes wring experts and buying goods from nations that provide loans and taking new loans to pay interest at previous loans. Reducing dependent on foreign aids will help a country to achieve forward economic steps and overcome poverty. Example, loans from IMF and world bank suppress Taxania to extreme
-	loans and wring new ways to find the control of
-	previous laws, reading augenating on foreign and
	will help a country to achieve forward economic
	steps and overcome poverty, example, lears from
	IMT and world suppress making to extrem
	poverty and underdevelopment. The national government and the utiens have to work hard to overcome poverty in
	The national government and the utility
	have to work hard to overcome povery in
	Tarzania. This can be achieved by first, knowing
01	things that lead to underdevelopment. Things lake
	Comustian, political Instabilities, foreign aids, natural
	calamities and poor education systems the Taxama
	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.

Ā	Districts and old whom he was not be assessed
4	base needs like good, shelter and clother, The following
<u>.</u>	are the ways of avercenting purerty in Tanzania which
	are. Lack of education, poor infrastructure, wors; High
	population, poor Level of occience and technology, perbti
	poor ingrastructures; porexample Loads and rossilvey
	transport and communication are the mylor aspects
	which taceletate. early movements of goods and yearsees
	when there are good intrastructure made easily people
	to transfer from one place to another with their obon
	products Whele who the Level of Intrantructure was
	poor may led to puverty hence people fuel to-
	duction to their own motertal from area of pro-
	mption hence may lead to occur of purerty
	The state of passing
	Heat regulation; meany that a vituation of
	Iftely population means that a struction of increasing total number of people in an area due
_	to high population, people just to produce a greater
	amount of products and may lead to eruption

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.

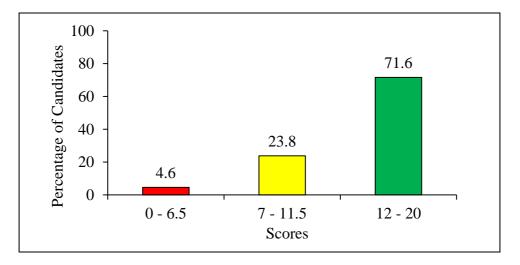


Figure 2: Performance of Candidates in Question 2

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.

40	+ 11.
OX.	teudalism was the third made of
	production in pre-colonial Africa in which
	land was the major means of production and
	was owned by few. Foundation was the
	second mode of paduction that was explitative
	production in pre-colonial Africa in which land was the major means of production and was owned by few. Foundation mas the second mode of production that was explitative In nature after slavery. Before fewalism, most
	White The wife with the wife with
	of them practising slavery. Later an same societies
	like Bugarda, sonahai. Mwanamutaza ad Mali
	Thingular Wangata 10 alipho Haida Hations
	and mode of production, while others did not
	and mode of production, while others did not. Societies that developed fendalism were favoured
	by saval factors; The following are factors that
	made some Africa societies Lendop fendal made
	of and the
	Trade and exchange. Development of trade and exchange systems helped several societies
	and exchange systems helped several societies
	alvelop tendation. Tarticipation in Trade helped
	societies gain needed items like food and weapons,
	attain wealth and increase population. Trade
	attain wealth and increase population. Trade and exchange favoured development of societies and
	this helped societies evolve from primitive modes
	this helped societies evolve from primitive modes of production to feudalism. For example, societies like Songhai and Taghaza, developed feudalism
	like Songhai and Taghaza, developed feudalism
	du 10 Irans-saharan trade.
	Population expansion. Increase in the number
	Et 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 other provided labour. Land
	Owners developed political institutions to defend their
	status quo. Population expansion helped societies
	V Totalisti

02	awive to fendal mode of production. Example, Bugada
	Kingdom diveloped feudalism due to population
	expansion.
	l'acdesship of a area. Leaders of several
	amounties ademined the mode of reduction!
	of a age. Areas with stone leaves were
	well organized, conducted trade and mastered
	their environments. Strong leaders played a great
	role in evolving their communities into fendal!
	mode of productions. Example, leaders like
	mode Ef productions. Example, leaders like , Kalsaka I Bugarda and sunni Ali of Songhai helped their states develop fendal
	Songhai helped their states develop fended
	mote of production. Abundance of natural resources. Natural
	Abindance of natural resources. Natural
	resources were neasony and essential for the evolution of a society into fendalism Natural resources helped societies gain wealth and participate in trade and exchange societies with
	evolution of a society into foundation. Natural
	resources helped societies gain wealth and
	participate in trade and exchange societies with
	abunda a natural resources the Gold, copper
	and silver managed to evolve into feudal
	mode of production. Example, societies like
	Mwanamutapa developed feudalism due to
	boresion of dom.
	Development of productive forces. Societies that developed their technology managed to Improve productive forces. This Came along
	That diveloped their reasonating managed to
101-	Improve productive forces in a came away
	with development of non technology which
	halped 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
	Leaves women of bramain, Nambr' musical

OR like Meroe in western sudan dwelop fendal	٠,٠-
mode of production due to iron technology.	
Environmental fadors. Suitable environmental	
conditions helped societies to moder their	
lewisonment and develop. Good director with	
conductive rainfalls and fertile soils helped	
conductive rainfalls and fertile soils helped Societies in evolving to fewdalism. This is because it increased production which inturn increased population and led to surplus which was used in trade and exchange. Societies	
because it increased production which inturn	·
increased population and led to surplus which	
was used in trade and exchange. Societies	
that lived in areas with good climatic conditions	
that lived in areas with good climatic conditions developed feudalism. Example; societies like Bugarda	
dueloped feudalism due to environmental factors.	
Feudalism as a mode of production, lasted on Africa until the 19th century. Societies	
In Africa until the 19th century. societies	
that failed to develop feudalism had backward science and technology leved nomadic life, harsh	
science and technology, laved nomadic life, harsh	
Christic Conditions, lack of Contact with other	
societies and poor leadership. Fendalism 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.

-		\neg
2.	form of production in human history in which	\dashv
	form of production in human history in which	\dashv
	land was the major means of production	\dashv
	1	4
	means of production which includes and.	_
	TOCION REPORT FOR THE SOLL FREE COLOR	_
	al African societies evolved into feudal mode	\exists
	of production?	
	Tow population. Many pre colonial African	
	sociéties has low population which did not	
	Support the adoption of fendal mode of	
	production, for example some societies in	
	De-colonial Afran societies lived in about	
	about a dozen familier. Hence did not invoke	
	la lali (m.	\Box
	Low level of productive forces. Mainly	
	post of the pre-colonial African Societies -	
	involved the use of crude tools in producti	
	on activities. For example the use of hand	
	too in agriculture that it could not -	
	enhance massive production in agricultural	
	Droduction especially food and each coops.	
	Low level of science and Technology: For Levelopment of feudal rode of production on to some societies, there were development in	
	for Levelopment of feudal rode of producti	
	on to some societies there were development in	
	the level of sairce and technology something	
	which did not true place in all so we tress	
	As a result some societies did not develop	
	found at made of production, For example	
	There were no salt making technology also	
	they had no bark cloth making techno	
	logy for development.	

Q.	Also low division of labour. In some of
	the societies in pre-colonial African societies had
	developed low kivision of labour whereby feed
	al role of production needed hight division
	a road of production freed in freed in
	of labour so as to increase production of
	agricultural outputs
	Nature of political system some Africa
	pocieties before colonialism lacked contral an
	thority which would have controlled the socie
	ty despite they had decentralized states
	in which they were not able to develop
	C 11 C 2 2 Cutto
	fendal mode of production.
	Also dominance of communal mode of
	production. Many pre-colonial African Exception
	lived under communal way of life in which
	each and everything were thorred communally.
	there are it does not grow noom for fewday
	mode of production to come into existence.
	Trenerally, Even though some societies Sid
	1 Could Color of the confection and
	not Levelop foundal mode of production bud
	they didn't practice fully communication due
	to unequally distribution of output from
	agricultural activities.
3000	

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.

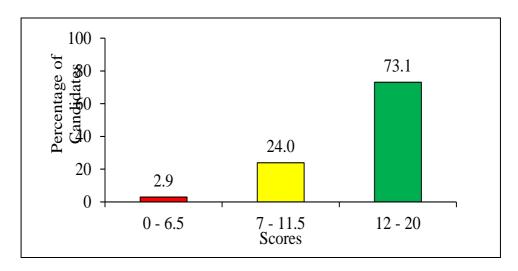


Figure 3: Performance of Candidates in Question 3

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 wortern Europe can be regard to as the increase in economic difference between Africa and Europe. Before the 15th Century Africa and Europe were almost the same in terms of trade, technology and politics but after the	
and sumpe. Before the 15th Century Africa and surpe were almost the same in terms of trade, technology and politics but after the	
and Europe. Before the 15th Century Africa and Europe were almost the same in terms of trade, technology and politics but after the	
the same in terms of trade, technology and politics but after the	
15th century the gap between there economics grew bigger due to	
the Morantalism period, slave trade across the Atlantic Ocean,	
Agrarian revolution in Europe, Industrial revolution of 18th century,	
colonialism of the 19th century after the Bodin Conference of 1884 to	
1885, the Neo-colonialism since the 20th century and globalization.	
The Following are some of the effects of the widening gap	
between Africa and Western Europe vince the 15th century;	

	The retardation of Africa's local industries; During the colonial	
	period, Europeans sold numerous monutactured goods to African	
	market cohids decouraged Local industries unce many Africans	
٥٠	preferred the waitern goods to their local goods hence for the their	
	industrical goods lost market and collapsed. Also the Europeans	
	during the alonal period decouraged handcraft industries by	
	cutting of the hands of blacksmiths, potters extre whom were relied	
	on to develope the local industries. Further more Europeans weaken 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 15th to 20th Century For example during the	
	May trado period African Mayer were bought at low prices and	
	exchange with goods of less value Like gins, beads, dother, mirrors	
	e.t.c. Also valuable materials played out of Africa during the	
	extablishment of legitimate trade like apper, gold, silver, whin ivery	
	B.t.c. which were exchanged by epices, shoes, glace extre. Further	
	more the trade companies established during the adonal perial	
-	For example; GEACO, IBEACO, etc. exploited minerals, agriculture and labour.	
	Increased dependency of Africans on Western Europe; His	
	was done through the import-export earnowy where by Africans	
	were to remain exporters of primary goods that is agricultural	
	products for example coffee, tea, clouds, pyrethrum p.tc. and minerals	
	Like gold, silver, dramond, Tanzanite e.fic. And the manufactured	
	goods would be add to us so that there was no need to establish	
	industries. This created dependency to the extent that if the wartern	
	European countries worp to withhold their aids and loans, African	
	countries would suffer severe poverty.	
	Africa became a dumping place for European goods; out	
	duted products like guns, cars, clother etic were sent to African	
	countries from different parts of the world particularly from western	
	Europe. The influx of weapons hed to the outbreak of civil wars	
	in the Aprian continent, military course and terrorist attackers	
	in the African continent, military coups and terrorist attacks to which destroyed peace and stability of some countries for example	
	DRC, Sudan, Nigerro extre. The increase of we European goods	
	The state of the s	

	I make the land of the land
3.	has continued to discourage growth of local industries upnie
	maintainance of dependence syndrome
	Cultural detoriation; Aprican culture has detoriated rapidly, the
	pre-colonial societies valued discipline and good belavior among the
	youths and adults and especially among the youths towards the adults.
	But at during and after the widening gap there there A prican
	customs and traditions have dedined, instead many Apricans are
	Loyal to the wartern culture; for example the value of agriculture
	and manual work how declined many youther propper white collar Jobs
	as secretaries, clerks, burnalate but not as former. Also the Burgaga
	utyles of drossing, dancing, speaking, eating have been adopted
	Loss of souprergnity among African nations; Soupreignity refors
	to the supreme power that a nation has to make its own
3.	decisions without being influenced by other nations. Toph Frican countries
	have lost their sovereignity. For example, JAP'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 state. Like Tanzania to
	become multiparty just so that they can altain Logns from the world
	Bank, also the introduction of privateation and trade liberation extra
	In conduction; the widening gap's effects have extended up in
	to this 21st century as many African states are utill under 190-
	colonardism and globalization. There have been efforts to
	minimize those effects for example through the North South Committing
	Courts Courts Dialorus Board Report 8 to but once of there
	South South Dialogue, Brandt Report etc but none of there
	have comp up with effective and implimented 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. (Tap refers to the relationship between socially politically and oconomically in the ount	
socially polifically and economically he the ment	
Tipe: also the mas period during 18th confund	
in europe and africa due to their relation - also was occurred to western Europe from the 15th anturn to 1960, the tollowing are	
also was occured to western Europe from.	
the 15th century to 1960, the tollowing are	
toffeded by the development gap between her - and the western Europe from the 1sth anting	80
and the western Europe from the 15th century	
to 10,60c	
Both had devoloped marine technology; also	
to 1000, Both had devoloped marine technology; also during this gap africa was been increase -	
during this gap of ing was been increased - the high a scientifical knowledge due to - torm, had technology also was making their own development through by marriachy	
form, not technology also was making	
Their own development through by manufactu	
red their goods by making their own Products like ships and other technology h developed	
like ships and other technology h developed	
Countries	
Koth had developed merchantalism, throu	
countries and developed menhantalism, through by decided to Increase their technology. were affected through by Good the first stage - a the development of supertalism through In	
were affected through by God the first stage -	
their states and those ways which was	
their states and those way which was -	
Used h merhantalized was flundering Praga-	
used h merchantalized was Plundering Proag- plating and their ways was bullionalism Protections	
Both had industries also due to the	
Both had industries also due to the	
aeverorment of this gap between affice and	
europo both were developed some industries, due	
to manufactured their goods and their product	
to manufactured their goods and their product sone of making their own skulls and technology in order to development africa and europe during 18th antung.	
Leannology in class to development africa and	
leurope during 1810 antung.	

The role Played by Juder monarrhy, Also	
In a frican societies were had their roles that	
was making through under the tuder moranha	
The role Played by Tudor monarrhy, Also In african societies were had their roles that were making through under the tudor monarrhy through to their governood state under their developed	
there is I under the pervision of their souscement box	
through under the provision of their government bet ween Africa and western europe (Europe) during the colonial existence to their organization super	
the said and western surpre surpression and	
The colonial existence is from organization surely	-
to their nature explortation from their accreticer	
and government administration.	
(Tusades (Both had developed alusades, augo	
lunder the colonial contakts come curations and	
afriza were being descriminated due to the	
Increase of supervisions also this crisades were	
stread due to temation or killing some africans	
the to their development dibraigh to their ocentry	
also be had some developed between this	
afriza were being descriminated due to the Increase of supervisions also this crisades were stread due to their development others to their aunty also by had some development to though to their aunty states under organization through to their -	
- CC 10 0\0.5 ·	
during this gap some ourollans and asrice	
was had through their schooling manus to	
aboteminan on day sement through to the =	
Country is order to consuming this are between	
Alors and Succession to their moteries	
during this gap some europeans and africa was had through Floir schentifical measure to elatermined and development through in the - Country in order to recovering this gap between lating and Europeans during to their societies under the colonial existion Eubrisian under the Branton to 1960 century. Light had science and location to a africa measure the location and africal existion subvision under the Branton to 1960 century.	
the love to love the towns of the	
the patential to the county.	
ualliany Till in all these were the	
Istication of flow that sacregorites is able after	
their gap between africa and western ourspe trom the 17th contury to 1010g. under the superner	
trom the 17th confuny to 1969, under the supervier	
on a colonization among to the societies	
U	

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.

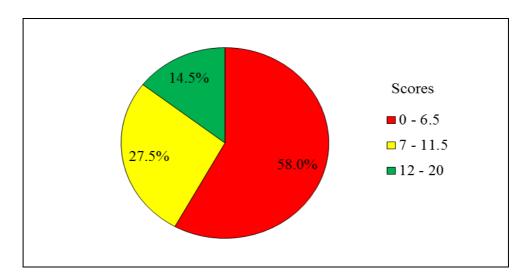


Figure 4: Performance of Candidates in Question 4

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.

64	Colonial craithis was the period where
,	by the imperialist some in Africa for administration
	by the Imperialist some in Africa for administration for Smooth exploitation, ash crops was the type of Crops which Introduced by the Colonial their stua
	Crops Which introduced by the Colonial this stua
	tion of parmit African to produce Cashcrops teff ared as pensant agriculture, this was the
05	ared as peasant agriculture, this was the
	Suction of administration where African are midwed
	in Cultivating Cash Crops, the following are the
04	in Cultivating Cash Crops, the following are the reason Why Eupa Capitalist permit prevant
	agniture in Af Africa.
	High Population, the area which
	had high population difficult to acquire mo
	he land for softe and plantation, and difficult
	he land for settle and plantation, and difficult in land alianation so they established.

04 pearant agriculture for example some party	
of Janoanyika experience high population establi	
They peasant and younds also had high Popu	
lation are likely to allow to Cuffirate-so this	
S 15 mo among of reason for that stuation.	
Strong Political Organizations -	
due to that Stration the capitalist fear	
resistance and strikes so they they allowed	
and established peasant for example in	
Uganda had Strong Political organization	
Uganda had strong Political organization of Kabaka daud in Buganda and-	
such stuation led to European Capitalists	
to allowed and established peasant agric	
ulture & this was among of reasons for	
that stuation during Corbinial time.	
Wylnghess of African to Produce	
04 Cash Crops: there were no need to supervised	
People who had willing to growth Cath Crops	
due to such stuation lad to introduce Pra	
sant agniculture, for example there are some peo	
ple in Tanganyika have had willing to growthand	
thus led to Peasant and those are many	
Peacant in Uganda due to willingness of people so	
this was another reason for present agriculture. Influence of Colonial governors	
Influence of Colonial governors	
also that is termed as factor for Pagrant agri-	
Culture forexample the introduction of peacent	
in Tanganyika was due to influence of Colonial	
givernors of Dr. Richard Tunbol to due to	
Such reason the governor of & Uganda also	
are Morested to Prevent agriculture, so this	
was among of the factor for prasant.	

		,
14		
	Cash Gops Which need high Care and brought	
	That time, and those as had some Crops that	
	nood high care and brough long time during	
	that time Capitalist have had different activity	
	as in different Colonies, so the area which	
	produce Short term Crops like Straf, Cotton and	
	Sugar are were Established preasont for that	
	trason Tanganyika established pagants some	
	trason Tanganyika established progrants some Party, so this was among at the reason	
	For capitalist allowed to Cutivated cash Gops	
	Climatic factors this also determi	
	ned for establishment of peasant the trappical	
04	Which are were experience trapical directe like	
	Maralia tuberclosis and dishreta the Colonies	
	ust did not interested to introduced settle, so	
	due to that point Tanganyika was tropical	
	and had outbreak of dispare Some Party	
	of Tanganyika established pearants also	
	Uganda was not Climate which attracted	
	the Colonialist to Introduced soffle for that	
	Leaven allowed African to produce Cash Gops.	
	Generally this Introduction of	
	the Colonialist to Introduced settle for that leaven allowed African to produce Cash Geps. Generally this Introduction of Cash Cops production Intensfeed Exploitation	
	of Resource and talming because feeple invo	
	Ived More on Cultivated of Cash Crops only	
	and took Gops were water salated, so due to fuch	
	It Station Many People Suffered from hunger	
	and farmine, at also led to introduction at	
	New good, also Employment opportunities.	

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	Colonication is a situation in which the fowerful	-
	notional control the ways national interns of surrange	
	Jours and political afters Capitalet The an the turoptan	
	inferialism who are mainly inhaled in exploitation	
	of the week nation. The cost cops this an he coops	
	which are cultivated for the transferon interest to	
	ward extern prior of time in the economy. The following	
	an the novon to why capitalist sermit African to produce	
	Coul cont during tilonial fines	
	Mono cultural oconomy! This is the Ynows of	
	cultivation of a single cross within the colony. Hon'	
	Stance Production of neithcooks like without and sixed within the	
	ngion at her stripe grogneshical Phonomony. There terre	
	this lead to shortege of foods also hunger and firming within the adonies at a period of time.	
	firming within the adonies at a phied of time.	
	Consolidate dependence; This is a sopretion in	
	Consider defendence: The is a struction in which individual become defendent to the colonial former within the regional, transfer defendence in acquiring food and	
	within the regional, transphe detendence in acquiring food and	
	fayment to sustaine their ownliving in the colonies. Hence influences to decline of two nomic conditions of the	
	influence to decline of twoomic conditions of the	
	Individuals in the columns of the Phris 2 of first.	_
	Import and export orieted; this is when by	
	influenced to production of raw material and Locome	
	charge 2 into the new product for the individual uses in the	
-	colonies. Example expertation of such and improviding of	_
	The clothers 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 Moitic	
	frood of fime.	_

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.

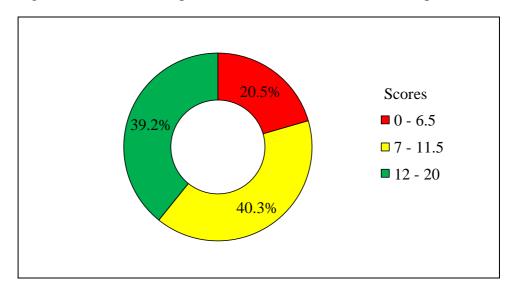


Figure 5: Performance of Candidates in Question 5

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.

٤.	Colonial physical intrastructural
	systems were the transport and communication
	systems constructed by colonialists so as to
	inacció colonial production wary rapidly.
	Forexample there were introduction and expansion
	of rai ways, racks, ports and harbours, marine
	transport was also expanded earth increase in
	fry services expansion ap telecommunication
	notworks as well as introduction of air ports
	in the colonces. All up those injustinctures
	entre introduced so as to speed up eglonia
	production through explortation of colonies for
	the bone fits of Europeans. The totlowing were
	the significance up colonial physical intrastructural
	systems in the cotonial economy.
	Transported raw materials from
	production areas, to the harbours, colonial
	physical infrastructures played a great note
	in colenia economy as thoutransported raw
	nationals from production areas to the harbours
	whereby the materials were ready to be shipped
	te Motupolitan industries whereby to goods
	produced cueve in ported in Africa, forexample
	colonialists constructed wards running parallel
	to softer farms and other colonial farms so as
	to make easy transportation up raw medonals
	to the harbours ready for export.
	Transported colonial African
	labour, also physical intrastructures he ked to
	trans port colonial African abouters especially
	migrant abourprs so as to provide their abour
	power in various colonial economy's section . =>

• *****				(5)5	+15
<u>S</u> .	Thosp for, wads and	railways a	elle construc	ted so	
	as to make easy	/	9 1		
	from one product		- 16	1.1	
	area. Porexample	abour 165	fruez were		
	introduced as of a	Λ.	A .		
	roads and railways	1 1 1 11 1		/	
	as to ensure consta	1 1			
	economic schomes	1 1 1	1116		
		ported man	1 1	1	
	after being imported	1 11	1		
	physical Intrastruc		1	1	
	and railways help			1	
	from + manufactu	1 1			
	rapidly imported ,				
	these goods were		1 11	1	
	in missionary at	eas, in col	mail labou	r	
	resorues, and also	In importan	+ areas lile	Q	22.5
	urbans and towns a	shore white	population	i Cuqs	
	rapidly growing.		(V		
	Prans	sorted colon	ual office	0	
	and administrator				
	infrastructures play	red a grea	at about te	Angen B	
	colonial affices à.	d admini	straton to s	supervito	
	colonial pudaction	in the a	oniel. Fores	rample	
	there wand wand an	d railway	s linking to	u to	
	area whose these	administre	the lived	and	
	They were transport	ed to ove	nee the gor	va	
<u></u>		i, in the	· laul		

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.

	Rue of town and cities forexample kikuyu, tempala
5	Day as salgam It developed and also rise due to
	constitution inscatructure like hospitals, schools and
	Roads, Railways and also Airports H developed and
	rise countries.
	Goat employment; most of people get opportunities
	due to contructing intrastructural system like constructing
	Roads and Pailway enable to get employment inorder
	to got basic nocds who road whelter and clothes Through
	having apportunities to people.
	Generally due to significance also their
	great of colorial physical Inprainachural yuten
	in the colonial economy which are Intervive
	exploitatio 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.

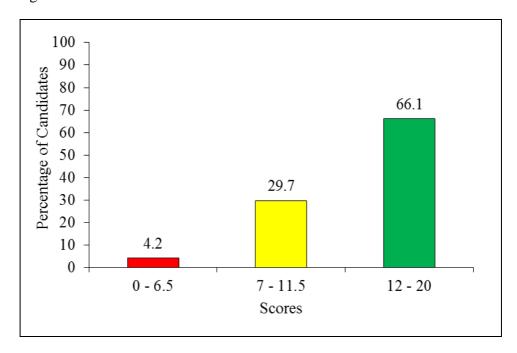


Figure 6: Performance of Candidates in Question 6

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	al .
transmission of whill and knowledge which	
Introduced by Coloniculat in Africa during colonial	
economy Example Makeret University 10	
Ugundo was constructed or buildize 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	
sorbonation, creation of mental confusion	
and devolupment of Underdevelopment and	
it was nothing, colonialist introducing this	
Izind of education to as to cause the colonial	
Interest from after the end of second world war	
1945 the following are the negative impacts of	
Colonial education -	
It created classes in Africa societis;	
Example; there was a class of educated and	
non-odurated people, because this kind of	
education fluorized some African families like	
Chief family where the you of chief were rated	2
to acquire this kind of education. Damples	
Muslimu Julius Kambarage Nyerer was the	
Son of chief kambarass who taken to get colonial	
education, Example; in 1959 in Younda	
son of Africans para 38 pound at vetool,	
183 pound so it created classes.	
183 pound so it created days.	
It intensified exploitation in Africas	
Example; Walter Rodney admitted that "Colonial	
education was nothing but a tool for suborm	
tion, mental confusion and exploitation	

06.	It exploited much Africans vince Africans reere tought
	on desictimo and word to mo brain drawned hence
	they became more confised as a result natural
	resources such as land, minorals and forestry were
	confiscated due to colonial education.
	It based on European circultum; trample;
	Dr Kopi of Busia said "Over the year I went
	through colleges and University Increasingly
	I felt that the education I receive taugh me
	more and more about European author but
	Les and less about my native culture" Colonial
	education since based on European circultum it
	did not tough African native culture but it
	taught European culture which geem to ke
	wello useless in African culture hence it's true
	that was education for suborpation, and mental
	Confusion,
	t Created regional imbalance's area
	where the re ivas productive fores, this educa
	tion established but where there is no
	any kind of potentiality, it was not established
	Example, Those who hive so Tanancurive region
	in Madagascar received better education
	than those who live to Interiour part but
	also in Dar-es-salciam get or received better
	education than those who live to the interior
	part, thus education of this kind was not for
	cleveloping Apricans but it was for suborration
	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 indentify 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 colonalist	
	The coming of alonguit on Arizo 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 benefits. This can be proved thro	
	ugh the following points;	
	It reduced illiteracy rate to some African	
	some of the African people who receive colonies education who	
	were benefited by having the ability of reading and writting,	
	Although the along education provided to few Afrance	\dashv
-	or it was provided in trangular shape that Surpeans received	-
	good education, Assens receive Aundard education and	
	Africans receive poor or law education but still they ware	
	remained below benefited from the education system,	
	It widen knowledge of Africans; those	
	Afrizans who received solonial education generated new ideas	
	and having different views when compared to those African	
	who dot not receive the colonial education. Although the	
	along education were provided to few people whom were	
	the son of chiefs but those son of driefs having more	
	ideas and become abled to understand and identify various	
	problems and knows how to agreeme those problems.	
	It led to the me of African leadership;	
	some of the African who receive adonal education benefit	
	ted by rang as the leadership of their countries. Sxample	
	of those teader who receive along and later became the	
	leader of their combines D J. K. Nyerere of Tanzaria. Through	
	about education removed the superiority thinking of Africans	
	to Surspeans and left them safely.	
	10. Surpediti dio 10 to 6 to 10 to 1	

6.	It led to the morease of African	
	experties; the adonal education led to the increasing of some	*
	African experter who were helpful in the development of some	
	places of Africa. Example of those expertis, were teachers	
	and farmery was received colonial education and bouing different	
	knowledges or ideas of performing various activities in their	
	own roady, like those teacher who taught other Arizans	
	and having potential for African development.	
	It led to independence strugglisthe	
	alonial education also course for African people started tout	
	uggle for their independence and rationalism the nationalistic	
-	makement started to gain momentum after the period of	
	adonal advation, which means that the African started to	
-		
	become awage of various mother and their right as well	
-	as their countries If led to the rise of ansdowners and	
	awareness of Africans; consciouness means that the adonal	
<u> </u>	advation provide more confidence to the Africans which itwas	
	amothing that were not existed to fore. Also the awarener	
-	corres because of colonial education that people starting to will	
	entand the evel which were done by the colonality and	
-	their rapid of having their own independence.	
	tenerally, colonial education alsoprai	
	de some of the important to Africans although it have	
	weathers. But the African & benefited from the Education	
	and arotal various ways which availe them to have unity	
	and oversome alonation through attained their own freeting	

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.

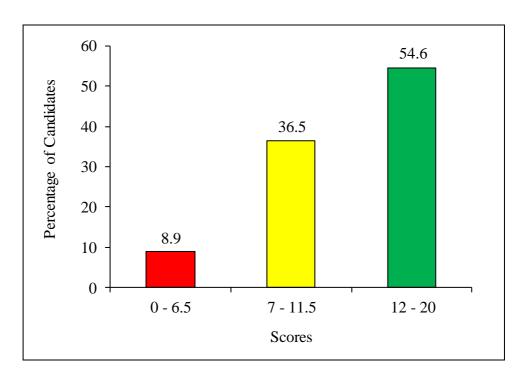


Figure 7: Performance of Candidates in Question 7

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	Columbian refors to the situation
	whereby a stong nation politically and econ-
	unically duminates a weaker nation and
	exploits it's resources for it's own benefit
	as it serves as a territory. Columbian
	in Africa began in 1890s where the Fung-
	eans Finally occupied Africa and columbus
	it. This is because Aprica had enough !
	potentialities such as ; Enough dreap labour,
	enough great of injestment, minerals
	such as ; Angola SouthAprica DRC-Curgo;
	market and absence or competition. Colunial
	powers included Britain France Portugal.
	Belgium Germany and Italy. Whomohim
	operated though ideological bodies, political
	and economic organis. The following is how
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	Arrica
	It promoted easy transpotation of
	arti-columnal activistices though columnal +
	in frastrictures. The column ingrastrictures
	that were developed by whomohists gre-
	atly aided the African arti-colonial leaders
	to easily mobilize people provide demostration
	urs and when to struggle For Aprican
	liberation. Forexample - TANU members such
	as Mwalny, Nyerere Rashd Kawawa,
	13.16) Titi Mohammed used columnal made,
	railways lines to mubline movements. And
	also lines such as Ncinbi - Thike line
	Montbasa - Nainhi line Lagos - Ikano Line
	vere used by preedum righters to easily-
	10

	$\overline{}$
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bout to the exploited African propulation	· .
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In AFRICA.	
It led to interine exploitation of Apric	2 •
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alism. Exploitation was through taxes long	
wolking hours low wages, cattle conspication	
land alienation and so un. Africans gran	
side and tired of these exploitative way	ــــــــــــــــــــــــــــــــــــــ
or colonalism. Forexample: An Enugu coal	
miner eared I shilling for depo mining and	1
parce for surface mining while a scottished	
Goman wolker enabled to acquire a six-	
day payment of Aprican miner in an hour.	
After 1945 taxes in British East African	1 1000
rolumes raised for 5 upees to 25 upees.	
In Limbabure 1969 new Land Tenure system	-
Served about 44, 920, 000 acres of Not	ive
land. This made people struggle for Heir	
independence in Africa.	
It Formulated suppressive and oppre	ea -
we laws and policies in Africa. During colon alism the colonalism established suppress	_
alian the colomation established suppress	ave
and orgressive laws that creatly office	-22
ed , huniliated, exploited and suppress	و
the Africans. This made Africans agita	tal
and pight for their nglitz. Forexample: Th	ρ l
Master and Servent Act of 1906 in knya	
that made natives offer 90 days work in	
softer some later come to agree work in	
settler Farms. Letter reformed in 1918 to 18	0
days" with 3 ripeos payment. And again	Tre -

Ŋ	introduction of Kipande system 1921, where	
	all notices had to well with an ID for	
	symbolizing their colonial work. Also laws	
	, enepted in South Africe, apartheted laws,	
	and also other laux in Targoniles agree	
	and also other laws in Targaryiles ageter 1945, whose every "Sulcume native / housely	
	old had to own a cotton form". The nettres	
	who did not obey were heavily punished	
	all a classics are true This artist of	
	through fluggings or fines. This activated	
	arti-columal struggles.	
	and socio-welfare associations. The wollows and feasants of columnal	
	The wollows and peasents of columnal	
	Times were allowed to form cooperatives	
	by the columnalists; There consperations were	
	ained at ensuring good wolking conditions	-
	for workers and good lines for peasonts.	
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	Water Cooperative union; And also socio-	
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	many others use formed by the wolunal	
	African Cabour-force. There agoorstons	
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	and liberation of Africa thus anti-coloni-	
	al struggles in Africa.	
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	to development of an "Aprican elite class"	
	that become awere of colunial evils and	

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	Museus at "Ediabus Marent" SCOTIAND
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	t pomotion and teglega-
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	ated and violently treated Africans - UDI
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	Aprilan Construction

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.

П	Colonatium le the vibration where by the powerfull contry are
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<u> </u>	process so they are actuate in aims to get the thing, that are no
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	Colonialism amagale in Amica by providing different roles to help the
	anh-colonialism movement in Amaca

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.

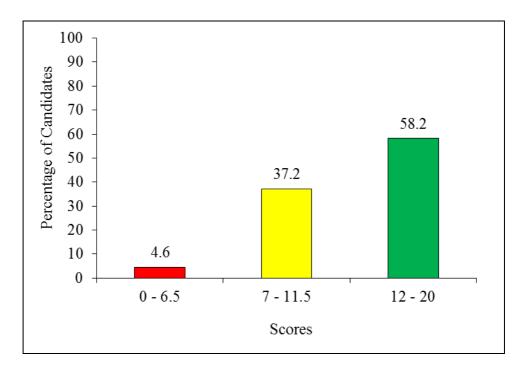


Figure 8: Performance of Candidates in Question 1

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.

. ——	The state of the s	= 1
Qr. 1	Neo-Colomalism; refers to the	-
	Estuation in Which a politically independe	_
	not company is dominated indirectly by	
	an other Country Socially, Politically, econo	
	unically and fulturally, especially the	
	third world is dominated by the first world	
	the third world include ASIA, AFRICA, PACIFIC	
	and LATIN AMERICA While the the first	
	world helndes WESTERN EUROPE.	
	Neo-Rolowalism is Still persisting	
	in the third world at though they achieved political	
	independence in vanous ways Such as.	
	Through Execution of Puppet regimes	
	Developed countries Especially western com-	
	times like USA, BRITAIN, FRANCE, GERMAN and	
	other are Still colonizing the third world the	
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9	third world Example the overthrow of Parties Lumumbo in DRC, and To Plant their puppet	
	Joseph Mobutu, the overthrow of Muamary	
	Gadaffi in Libya in 2011 and assassinate	
	him and plant Mahmud Gibril and the ever	
	throw of Kwame Nkrumah in Ghana in 1966	
	through Coup de tats, othe aim is to use them	
	to full fill their. Interest in the third world.	
	Through the control of the world	
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	been also controlling the third world and	
	exploit them by fixing the lower purce of	
	the Crops produced in the third world white	
	fixing high pire for their industrial manni-	
	factured goods, Most of the third world	

	
an-1	are depending on Monoeulture economy
	Means depending on Single product economy
	example Ivory coast depending on Cocoa,
	Zambia-Copper, Brazil-Coffee, Mozambi-
	The - Cotton, Chito - Expres and Peru - Copper.
	Low therefore by confrolling the world market
	leveloped countries manage to control or
	Influence the third world countries.
	By engeneering political instabi-
	lities; The first world also heed to exacts
	polifical instabilities in the third world inorder
	to maintain their central, exploit and fulfill
	their Lemand in the third world, Example
	Secression and border conflicts this occurred
	in comfines like Democratio Republiz of longo
	(DRC), Somalia, Ethiopa, Sudam, Syria
	Guatemala, Nizaragua inorder to Make easy
	the exploitation of wealth in these countries
	also they have been sponsening terronst grow
	ps like Boko Haram, Al-Chabaah and PDF.
	Through forceign ands', Afro the
	first worth have being lowinating the third
	world through the implimentation of lugher Condition for acquiving and Using Financel
	organisations like IMF and the world Bank
	Example the former USA president Barack
	Hussein Obonna visited in different Afri-
	Com Countines Such as Kenya, Uganda, Tan-
	Zama, Simbalowe and Leone one Memory in
	Iganda by Convising the IMF and WB to Stop
	Financial ands to Uganda because their Pteritant Youreri Museruni winom Eigned a treating interessentity

	10 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
anil	Through Loceran Incestment, Also
	insestern Countries have been Confrolling and
	exploiting the third work through Massive
	foreign Investment, Example low Introdu-
	Cing Mult-Corporate Companies like Cocacola,
	and Shells which use to generate high out-
	Flow of Income from the third world to the
	western Contines and exploit their citizens
	through Low wages and long working hours!
	Entroduction of western entire
-	Also western courtines have been in theme-
	ing the third world by Entraducing their
	ing the shire come by amissing in
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	es and provide aids to Consolidate Colome
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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.

Neo-Colonialism, Refore to the direct Control or African Countrior by Colonial mastors it? all arise of life like in Social, political and economic farm. 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 reason of why Neo-Colonialism posset in the third world Countries which are Ine demand of raw materials, through the demand of raw materials like minerals included the Purp ean country to tome Africa to exploit their ratum resources which are used in their industries of a cour (of a naturalismal in their industries of through this influenced the Eutopean to ferm Neo Colonia Ism as the new way at exploiting African countries so as to rose their properties. The demand of Labours, this to be cause the trucpean country and the developed Country they to be used in their acond country like Tanzania to be used in their aconomic activities like ind testing to be used as a cource of power. And a so labours where taken with the developed Country Cus a source of markert: Course of markert: Course of markert: Course of markert: Course of markert: Country was permed so as to insure the civallab itily as markert to third world Countries. When cy the developed (country they produced goods	
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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.

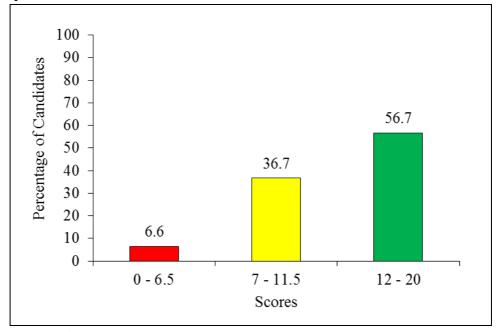


Figure 9: Performance of the Candidates in Question 2

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.

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9	Feedalism was the mode of production	
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	Certs, tendalism in Britain began after the fall of	
	The Roman empire in the title (5) the Century Foundali	
	em in Britain was governed by reatures such as	
	presence of restrictive laws, división of land	
	the church and state were inseparable and	
	production was for immediate consumption Fewal	
	ism in Britain broutisted Open field system	
	and at a large extent faced challenger like	
	low production, pour control of pest and diseases,	
-	low population, as a result various measures	
	Were underfaken so as to occorome each	
	obitailes during regréculture in Britain; which are	
	ae followe:	
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	to solve the problem of low capitals as the land was taken from the poor farmers and	
	to solve the problem of low capitals as the	
	land was taken from the poor farmers and	
	in agricultural production. Also The enclosure	
	in agricultural production. Also The enclossive	
	leucton ended the certalom system as the landord	

	who last their land to the rich paronere also lost	
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	this is the turning of productive land to become	
	Land reclamation was inmoduced; this is the turning of productive land to become no productive. This involved the draining of	
	I I DO FOR IN MINITELLY LOUNCE WINGS TOOL THE	
	Used For production as a result of water	
	accumulation. The result of Land reclamation	
	towards agricultural development in	
	towards agricultural development in Britain is that it is weared the area for	
	cultivation leading to the expansion of agricultural activities. Also ateas with dense vegetation were cleared so as to enable	
	agricultural activities. Also areas with dense	
	regetation were cleared so as to enable	
	the increase of agricultural hard for	
	Which replaced the poor took used in agricultural activities; Agriculture during the open field eyetom faced the challenge of poor took as	
	which replaced the poor took used in agricultural	
	activities: Agriculture during the open field	
	eystom faced the challenge of poor tool as	
	majority were poor peavants and Farmers who used handwood which only covered small area. Hence modern maultines like the Jethro plough	
	used handuper which only covered email areas	
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	the quick coverage of area during ploughing,	+
	ALCO HIO MY COMPUDED NOTURED WITH DIMINES	
	were introduced which increased effectioney	1
	in agricultural activities as they increase coverage in agricultural teading production leading to increase and expansion of agricultural	
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	autivities in Britain	
	Introduction of crientific breeding	
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	Laistoni, remover there was love as it Easter the	
	Challinge of poor nielde, the rate of production	
	very low converting which made production	
	Challinge of poor yields; the rate of production very low, something which made production to be for consumption. This led to the inmoduction	
	of sugnific loveding while different spelles	
	uere crocies which rould increase in production.	
	also species which rould increase in production.	
	The breeding was done among Plant species like oranges and lemone and caltle so at to generate	
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	Leopeias with both Fratzings which would outretand!	
	and weather condition and increase production.	
	and weather condition and increase production. This tacilitated agricultural development in	
	Britain as et les to increased production of of agricultural activities.	
	of agricultural autivities.	
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	Un Britain, poor willow were also a nessell of	
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	Solve the problem, those was the establishment	
	types of crops of different nature where grown on a piece of land, This fairlifated the constant increase in agricultural production different	
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	increase in agricultural production different	
-	crops were harvestoo at different times, it was	
	not easily for all crops to be affected by one type of disease and past making a	
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	esnetant increase in agricultural output as crops were grown of different species but in one piece of land.	
	in crass mere arown of different change put	
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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.

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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.

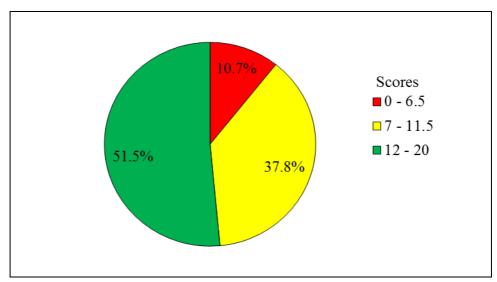


Figure 10: Performance of Candidates in Question 3

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.	1848 revolutions was the series of political socio-economic struggle for
	of political socio-economic struggle for
	the despotic and divine rule in Europe
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	leve de to Viena congress so the
	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 forces
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	mples liberialism, socialism, regionalismon
	-and republianism. so the abdiction of the king phillipe facilitated to the rice
	the King Phillipe tacilitated to the time
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	dosports and divine rule in Europe as.
	Establishment of religious tolerance 1848 revolution after refused the different dance by the despotic leaders
	to a ster return the differn
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	+ action done by the despose of franch
	forexample King louis XVI of franch and James wilson I lead to the 1848
	and James wilson is read to the later
	revolution crumbled the despetition divino
	E TELESCO TETTOT TOURS INCLUDE
	arrangement of Vienna settlement in
	1814 to 1815 and allowed the treadom
	1814 to 1815 and allowed the freedom of worship for the development religi
	on tounded in there Tolkemple
	catholic religion. so due to that 1848 revolu
	tion crimbled despotic and divine rule.

3. Establishment of democratic	
independent state, before the 1848 revolut	
ions many leaders ruled their majority	
without allowed the democratic principl	
es to take place forexample equality	
and freedom of expression. Therefore	
efter the 1848 revolutions lead to the	
established different democratic indemn	
dent state Forexample Scotlandilan	
body, Sicily and Bahomea, so due	
to that lead to the crumbled the despote	
and divine rule in Europe,	
not wenced nationalism in Europe.	
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to straggle for the politically, economical	
y and socially effeir for destructed	2000
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independent smallest state that demanded	
nationalism forexample Ireland, scotland	
and Wales. So due to that lead to	
the crumbled the despetic and divine	
rule to Europe and democracy principle	
dominated Europe more	
Overthour the Foundation popular	
system, before the 1248 revolutions man	
leaders forexample Richard mooren and	
Henry XV of England established the	
the production that at the end of	
the day lead to the Social Stratification	
-emong the People of Europe form	

3. upper class, middle class and lowclass
so due to 1848 revolutions crumbled the
despotic and divine rule in Europe,
Reforms of human rights principles
before the 1848 revolution different serg
rately states in Europe lived in 9 poor
life connection and many Characterized
by the Violation of human rights so
due to the forces of the 1848 resolution
5 forexemple nationalism liberalism,
republicanism and socialism and to
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the reformation of human rights principle
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Establishment of parliamentary
supremacy before the 1848 revolutions many
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revolution allowed the parliamentary syste
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and divine rule in turope,
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played avital role to the elevelopment
of democracy in trurese but unfortant
the revolutions failed
due to the economic hardship existing
of unreliable and unspecif regoler, militar
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 ravolution it was the kind of heady
	tron which armed at parnovery the entiting Leedership
	of Napoleon of France which was destator dictator
	in nature to mean 14 was not giving chance to
	people to do cry porsupation! 1824 revolution occu
	ed in trux in Twence 184x amod at projuting against
0000	the exploitation and lack of all rights that they
	were bear given. Among of the causes of 184 Kin
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	" Moeting," It was among of the ways
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	played a Greek role mithe revolution
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	1844 revolution pointed against the divine rule its Surge
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	people. Ribts: 14 is on how 1848 revolution armed
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	the state which lad to political instability crune
	people and inserve too to the people also used
	nots for the err of cong to find their revolution.
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	order to attern 1848 nevolution. To may people, somethed
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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 crumbed 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.

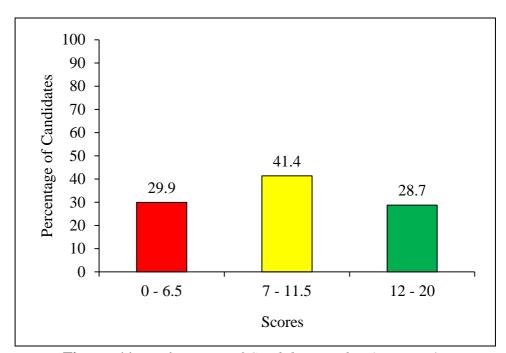


Figure: 11: Performance of Candidates in this Question 4

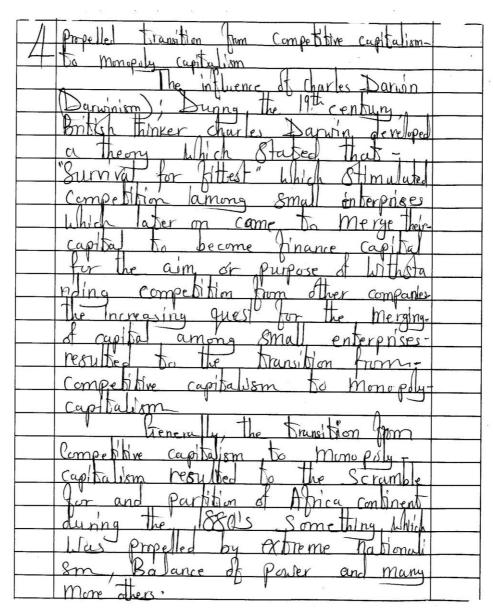
The candidates who scored marks ranging from 12 to 19.5, portrayed a great knowledge on the evolution of capitalism. They were able to expose the inevitability of transition by analysing the circumstance within competitive capitalism. Some of the points raised include; *Development of science and technology, 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.

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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	Competitive capitalism, refer to the phase or dage of capitalism in which involved the competition of acquiring raw materials among themselver Europeans. Monopoly capitalism, also is the type of monopoli capitalism which was developed or is the final stage of capitalism. The following are political and economic changes that necessifated the transition from compeditive to monopoly capitalism in Europe in the 19th century.	•
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	competitive to monopoly capitalism in Europe,	
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-	Century. Pultical (stability, in Fumpe there were good atmosphere because there were no any political in stability which will make merchants to that and to fall the move from Europe to other corter of the world to accumulate raw materials for Europeans countiles, such vituation of the opitical (stabily result to change from amperitive to monopoly capitalism; novernment supported merchants and traders by passing the navigation act laws and supported them through smancial support and building things to conduct the overseas trade for much succumulation of wealth, as the moult of of government support led to change from competitive to monopoly capitalism in Europe's protection is no policy, the European Government such as of Entain, France and pontugal passed the policy which potect the merchants and royagers to move from distirent place such by providing solders and weapons to protect from criminals and solders and weapons to protect from criminals and other enemy.	
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L	ation chimn and one entity,	-

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usalth which was accumulated early during the merchants and during competitive capitalism made merchants and European trade to develop and expand their trade as the result or region of accumulation of weath in eal early period of merchantalism and competitive capitalism, thus
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Improvement of the infrattructure, The improvement and advanced intrattructure networks and other the building made early
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led to change from competitive to monopoly
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capitation in crease she number uere demographic revolution in increase the number of the people in Europe, It the old system or the old stage of competitive capitalism does not unor hed and does not fulfil the demands of of the population available, thus new stage of capitalism uere adopted to fulfill the demands of population available in the Europe. Thus demographic revolu- tion result to changes from competitive to the monopoly capitalism in Europe.
of the people in Europe, It the old rylytem or
the old stage of competitive capitalism doer not
morked and does not fulfil the demands of the
population available, thus new stage of capitalism
were adopted to fulfill the demand of population
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to exploitation of African Taul materialis.
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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.

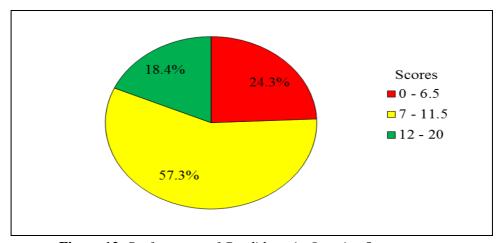
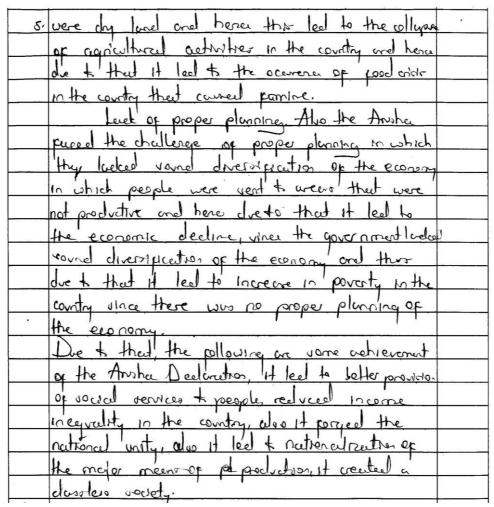


Figure 12: Performance of Candidates in Question 5

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	Comption and Embezzlement. After the intro	
	duction of Annha Declaration, in the carroy through	
	gocsalom, through the nationalization of the major	
	meurs of production, the government tend to minne	
	the finds that are kept for sidneying about the	
	day classifier in the country one this die to their	
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	utay, this lead to the occurrence as good artists	
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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.

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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.

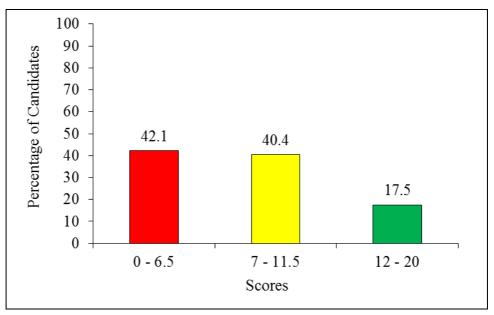


Figure 13: Performance of candidates in question 6

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.

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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 reuirement 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.

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* reasons for collapse throm his position.
It achieved to provide money support to those
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mi depression in order to rebuild their econo
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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.

and industries. These is a New Deal plan didnot

The New Deal Were Timed to reconstruct usa economy after great economic depression in

eve economic recovery in usa.

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.

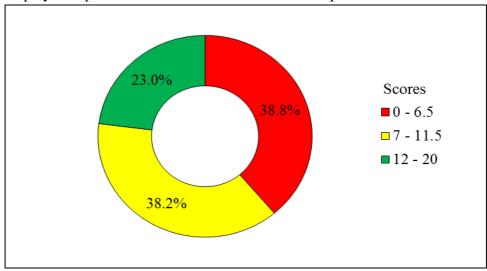


Figure 14: Performance of Candidates in Question 7

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.

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1		

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.

0.2						
7.	The Middle East Crisis negotiations. were those					
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	so as to revive their international economic problems which					
	faced them. The Countries which were occured in Middle East					
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	Those countries were from African contraints. The middle tast					
	Crise near to have take a number of large diment. The to laying					
	are those Impediments which face the Middle East crisis					
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	political instability; It is among of the -					
	Imprediments which face The Middle East crisis regoliations					
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	war that is civil war. Example Rounds, Burusdi, semalis					
	For different reason.					
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	the Impediments which face the Middle East Crisis negotiations that there is a presence of Matural Calamities which					
	that there is a presence of Matural Calamities which					
	faced them here to clida! access their economic development					
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	pandemic diseases; Also It is another Impediments which face the Middle Fast Crisis regotioners That mat of people in the middle Fast Countrie were					
	Impediment which face the Middle East Chair negothations					
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which face them to be suffered and to be underdweleped Country,	
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The Middle East Crisis negotiations countries In order to be	
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technology improve transport and communication system, to stop	
Compher.	

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 Fist 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 Fist 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 Fist 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 Fist 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.

 $\label{eq:Appendix} Appendix$ The Performance of Candidates in each Topic

S/N	Торіс	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

