

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINERS' REPORT ON THE PERFORMANCE
OF CANDIDATES CSEE, 2012**

**012 HISTORY
(School Candidates)**

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Published by
The National Examinations Council of Tanzania,
P.o Box 2624,
Dar es salaam, Tanzania.

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FOREWORD

The History Examiner's Report on the Certificates of Secondary Education Examinations (CSEE) 2012 was written in order to provide feedback on the candidates' performance to students, teachers, parents, policy makers and other educational stakeholders. This subject is among the poorly performed subjects. The report has therefore, tried to reveal a number of factors which attributed to candidates poor performance.

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

The analysis presented in this report is intended to contribute towards understanding of some of the reasons behind poor performance of candidates. The report highlights some of the factors that made candidates fail to score high marks in the questions. Such factors include failure to identify the task of the question, poor drawing skills, inability to express themselves in English Language and lack of the knowledge of the concepts related to the subject. The feedback provided will enable the educational administrators, school managers, teachers, parents, students and other stakeholders to identify measures to be taken in order to improve candidates' performance in future Examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, policy makers, parents, students and the public at large on how to improve the future Examiners' Reports on the Performance of the Candidates.

Finally, the Council would like to thank all the Examination Officers, Subject Teachers and all others who participated in preparation of this report. We would also like to express our sincere appreciation to all the staff of the Department of Information and Communication Technology who participated in analysing data used in this report.



Dr. Charles E. Msonde

Ag.EXECUTIVE SECRETARY

1.0. INTRODUCTION

This report analyses the candidates' performance in History examination for school candidates who sat for Certificate of Secondary Education Examination in October, 2012. The paper covered the History syllabus as stipulated in the History examination format which was revised in 2008.

The paper was comprised of 10 questions which were distributed in three (3) Sections A, B and C. Sections A and B had four (4) compulsory questions and each carried ten (10) marks. Section C consisted of six (6) essay questions whereas, the candidates were required to answer only three (3) questions and each question carried 20 marks.

The pass rate in the History subject decreased by 2.12 percent compared to the 28.32 percent pass rate in the 2011 examination.

2.0. ANALYSIS OF THE CANDIDATES PERFORMANCE PER QUESTION

2.1 Question 1: Multiple Choice Items

This question was consisted of ten (10) multiple choice items constructed from various topics of the syllabus. The candidates were required to choose the correct answer among the given alternatives and write its letter beside the item number. It was attempted by 96.1 percent of all the candidates, whereby 2.6 percent scored zero, 88.6 percent scored between 1 – 5 marks and 8.8 percent scored above 5 marks.

Items (i), (ii), (iii), (v), (vi), (vii) (viii) and (x) were correctly answered by some candidates. However, most candidates failed to give correct responses in item (iv) and (ix).

Item (iv) required the candidates to identify the European nation which resisted against Asante Forest State. The correct alternative was E – “British”. Some of the candidates opted for A – “French”, while others opted for D – “Dutch”. These candidates opted for wrong answers because they had more knowledge on Western Sudanic States (Mali, Ghana and Songhai) than the Forest States (Asante, Oyo and Benin).

Item (ix) required the candidates to identify one of the major problems that hindered the attainment of unity in Uganda immediately after Independence. The correct response was E – “Tribalism”. However, some candidates selected the alternative B – “dictatorship of Idd Amin”, while others selected alternative C - “Civil wars”. These candidates opted for wrong answers because they were aware of dictatorship of Idd Amin during the 1970s in

Uganda but they failed to understand that his dictatorship was not an immediate problem after independence because his regime was established twelve years after independence. Others opted for “Civil wars” because it is one of the major problems that hinder the attainment of unity in some African countries.

2.2 Question 2: Matching Items

The question required the candidates to match ten (10) items in List A with corresponding historical statements in List B. Each correct item carried one (1) mark. The question was set from different topics of the syllabus. It was attempted by 96.1 percent of all the candidates whereby 37.2 percent scored zero, 61.8 percent scored between 1-5 marks and 1 percent scored above 5 marks.

Items that were correctly answered by most candidates were (ii), (iii), (iv), (v), (vi), (vii), (ix) and (x). However, most candidates showed poor performance in items (i) and (viii). In item (i) the candidates were given the famous long distance traders in Southern and Central Africa to match with the alternatives given. The right answer was F - “The Venda”, however, some of the candidates matched it with Q - “The Nyamwezi”. This confusion might have been caused probably by the fact that candidates were aware of the societies which were involved in the long distance trade in East – Africa such as the Nyamwezi but they were ignorant of those societies which participated in the long distance trade in Southern and Central Africa.

In item (viii) the traditional legislature was to be matched with alternative S – “Lukiko”. However, some candidates matched it with I – “Kabaka”. Other candidates matched it with M – “Buganda”. These candidates opted for such wrong answers since they were aware that Kabaka was the leader of Buganda kingdom but they failed to understand that Lukiko was a traditional Legislature in Buganda kingdom under Kabaka who was a supreme leader, commander-in-chief and religious leader.

2.3 Question 3: Historical Sketch Map

This question was divided into two parts, (a) and (b). In part (a), the candidates were required to draw a sketch map of Africa to show colonial possessions in 1914 and in part (b) they were required to outline five (5) significances of Berlin conference.

It was attempted by 96.1 percent of all the candidates out of which 47.6 percent scored zero, 47.5 percent scored between 1-5 marks and 4.9 percent scored above 5 marks. Candidates who scored zero could neither

draw the sketch map of Africa and show the required colonies nor outline the significances of the Berlin Conference, for example some located Morocco in the place of Congo (Central Africa). Morocco is found in North – West Africa and was not part of the question. Others drew the sketch map of East Africa and located some pre-colonial trading centres of West Africa such as Taghaza and Fez which also were not part of the demands of the question. Other extremes included the candidate who drew unknown figure and incorrectly indicated that Kenya is in the western side of Uganda and Malawi is in the eastern side of Tanzania as shown in Extract 3.1 below.

Extract 3.1

3 The sketch of the map of Africa to colonial possessions in 1914 and use letters A, B, C, D and E to locate.

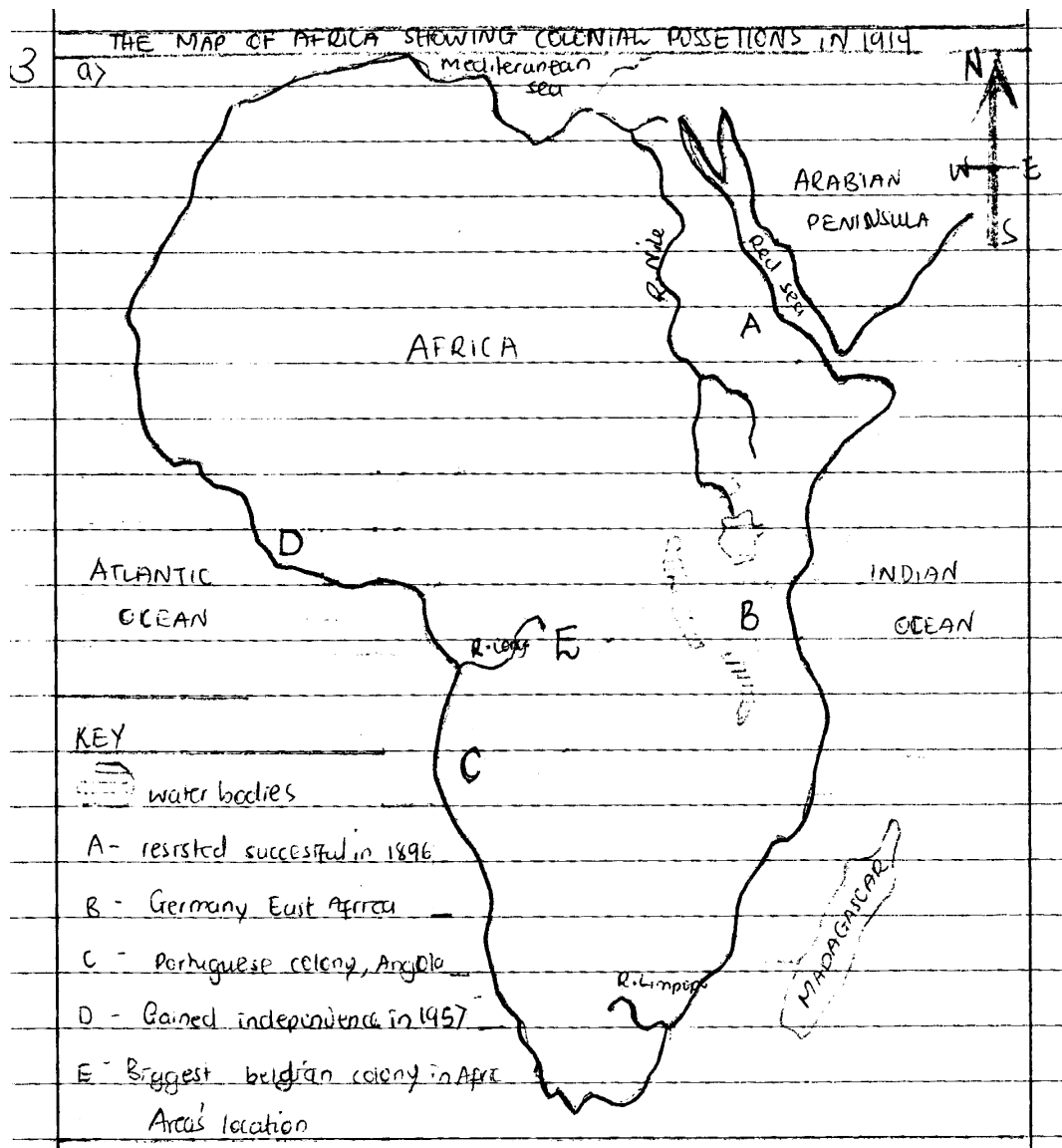
3B – population growth
 – increase of the people how living standard
 – security
 – arder velopment of the people which used

The candidate in Extract 3.1 could neither draw the map of Africa nor locate the colonial possessions. Also, the candidate was unable to identify the significance of the Berlin conference. This candidate exhibited lack of knowledge in map drawing and geographical location.

Some of the candidates who scored between 1-5 marks failed to draw the sketch map of Africa though they outlined few correct responses while others were able to draw the sketch map of Africa but dislocated some of the colonies or outlined the resolutions instead of the significances of the Berlin Conference. This misconception might have been probably brought about by the fact that these candidates were aware of this conference convened in Germany in 1884 to 1885 but they failed to differentiate between the resolutions and the significances.

The candidates, who scored above 5 marks, were able to draw the sketch map of Africa and correctly showed the colonial possessions in 1914 as well as outlining the five significances of Berlin Conference.

Extract 3.2



Extract 3.2 is a sample of candidate's work that relatively drew the sketch map of Africa, and showed colonial possessions and outlined clearly the five significances of Berlin Conference.

2.4 Question 4: Arranging Statements in Chronological Order and Identifying Incorrect Sentences

The question had two parts that is (a) and (b). In part (a) the candidates were given five (5) statements and required to arrange them in chronological order. In part (b) the candidates were required to identify the missing historical statement. It was attempted by 96.1 percent of the candidates whereas 11.4 percent scored zero, 78.3 percent scored between 1-5 marks and 10.3 percent scored above 5 marks.

The candidates who scored zero failed to arrange the statements chronologically as well as identifying the missing statements.

Those who scored between 1-5 marks got few correct answers probably due to the appealing plausibility of the alternatives which inhibited the candidates' ability to identify the most correct answer from among the alternatives.

The candidates, who scored above 5 marks, were able to arrange and identify the statements probably because they had exposure on the topic of Nationalism in Africa. In addition to that most candidates got the question right since the topic (Nationalism and Decolonization) is taught in form four (IV) so it was easier for them to recall.

2.5 Question 5: Development of Social and Political Systems

The question required the candidates to explain the pre-requisites for the state formation in pre-colonial Africa. It was opted by 74.4 percent of the candidates out of which 34 percent scored zero, 46 percent scored between 1-9 marks and 20 percent scored above 10 marks.

The candidates who scored zero produced irrelevant factors. Such candidates had limited knowledge on this topic of Development of Social and Political systems. A substantial number of candidates, showed lack of essay writing skills, most candidates produced fragmented sentences rendering part of their answers meaningless as it can be seen in the extract that follows.

Extract 5.1

5. Pre-colonial of Africa is the political system in which to promote national economy of Africa. The state domination in pre-colonial in Africa as are follow:

Colonial availability conference in East Africa. This because it enable enable to low colonial this because to make historical in the country.

Colonial availability of agriculture. This because colonial to stimulate and pation in East Africa it enable to expand of colony that way availability of conflict among the Africa.

Colonial availability of transahara trade. This because many people promoting transahara trade among the colonial in East Africa that way low transahara trade.

Colonial availability of capital. This because people to promote

Extract 5.1 is a sample of a candidate's work who explained irrelevant and meaningless factors. His/her essay is out of the question's demand.

Some candidates who scored between 1-9 marks lacked factual explanations in their responses while others failed to exhaust relevant points required by the question. Some candidates in this category mixed correct and incorrect factors. While others showed lack of essay writing skills that is, (no introduction, no main body and conclusion), inadequate explanations and examples, mentioning of points as well as language problems.

Candidates who scored above ten (10) marks were able to explain the factors for the state formation in pre-colonial Africa, such as good climatic condition, geographical location, strong army, good leadership, iron technology, trade, migration, and religious factor. Such candidates managed to meet the demands of the question; they had good essay writing skills, and constructed meaningful sentences with enough supportive examples.

Extract 5.2

5.

A state is a political organization whose leadership exists in full political control. In the pre-colonial era, there were several states that were formed which were categorized into two; centralized states where the authority was centered to a group of people that led the society and non-centralized state whereby there was no centralization of the authority. For the formation of a state, there were requirements that ought to be reached in the pre-colonial African societies. These were such as:-

Presence of strong Leadership. A strong leadership was an essential requirement because it could be able to make wise decisions that could help the advancement of the state. Weak leadership could not assist the formation of a state because it could be easy for other people to conquer it. For example the Mirambo empire which was led by chief Mirambo who was a strong leader.

Presence of strong standing army. The army was required so as to promote the defence and security of the state. Also, a strong standing army was needed to assist in the conquering of other states so as to expand the boundaries of the state therefore a strong standing army was required for the establishment of a state during pre-colonial era in Africa.

Presence of good geographical location that could assist agricultural activities which could supply food for the growing population of the state. Also, food was required to feed the soldiers and cattles in the state. Without a good geographical location, then it became

5. very hard for a state to be formed. For example the Ghana empire that was located at a good geographical location near Niger delta and River Volta. It engaged in agriculture and food was plenty for its population that's why it dominated for a long period from 6th to 13th century.

Also, the presence of a large population was required to form a state. The population provided people who could be recruited to join the army. Also, it acted like a market for trading activities whereby items were bought and sold by them hence acquisition of wealth that could be used to expand and strengthen the state. A small population could not support the formation of a state.

Moreover, the presence of a good administration was also essential for the formation of a state whereby the authority powers were clearly defined and substituted among members. The presence of a good administration assisted the formation of laws and regulations that could govern the state and ensure its growth. For example the Buganda Kingdom that consisted of the Kabaka with the highest position, whose powers were substituted to other leaders like ~~tukiko~~ Lukiko who was the adviser of Kabaka, Omulamuzi, Omwanika.

Lastly but not least, is the presence of trade. Trading activities assisted the accumulation of wealth which could be used to form and maintain a state. Trading involved barter trade that consisted of exchange of goods to goods that was conducted during the pre-colonial era.

Extract 5.2 is an example of the candidate's work that relatively provided relevant responses in this question.

2.6 Question 6: Colonial Economy

The question required the candidates to identify six factors which determined the variation of agricultural systems during the colonial period. This was the least attempted question since only 32.7 percent of all the candidates attempted it. Moreover, the overall performance for this question was poor, with 44.2 percent scoring zero and 53.4 percent scoring between 1–9 marks, while only 2.4 percent scored above 10 marks.

The candidates who scored zero identified irrelevant factors. Some of the candidates gave historical facts which were not related to the demands of the question, for instance they provided responses like Land alienation, forced labour, raw-materials, low science and technology, markets, and taxation, instead of relying on the factors which determined the variation of agricultural systems during colonial economy like the nature of African societies, population density, climate, landscape, management costs (Expenses), transport and communication, status of the colony and tropical diseases.

Extract 6.1

6	Six factor which don't determined the variation of agricultural systems during the colonial period. Agricultural system is the system which used to improve the farms. Six factors which determined the variation of agricultural systems during the colonial period are the follow :- Lack of efficient of farms. This situation n led to un able to continue the system of agriculture. Such as fertilizers etc. Low level of science and technology. Also this cause lead to crash crush down in economic in whole. Lack of tools, used to undertake the development of industry and led to fall down.
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Extract 6.1 is a sample of a candidate's work that identified irrelevant factors.

The candidates who scored between 1-9 marks failed to exhaust fully the demands of the question. Some were able to identify the correct points at the same time mentioning the incorrect ones. Some had the related points but failed to express themselves due to language problem.

Candidates who scored above ten (10) marks were able to provide relevant facts which determined the variation of agricultural systems during the colonial period; they understood clearly the concept of the question and had essay writing skills.

Extract 6.2

6. Agriculture; This was among the colonial economy sector where by the colonialists depended on it so that to obtain the agricultural raw material for their industries in Europe. This was very important. Colonial agriculture started in '1880's.

The following were the factors which determined the variation of agricultural system during the colonial period.

Climatic condition; This was among the factor which determined the agricultural system. Because in African continent the areas where there was good climatic condition which favour the Europeans, the colonialists introduce settler agriculture. While in the areas where there was bad climatic condition for

Fertile soil; This was another factor that determined agriculture system during the colonial period. In the areas where there was fertile soil in Africa Example Zimbabwe, South Africa and Kenya there the colonialists introduced settler agriculture. While in those areas where there was unfertile soil there they introduced peasant agriculture.

Centralised Kingdom; In the areas where there were centralised kingdom the good Example is Uganda the colonialist introduced peasant agriculture. While in African continent where there were weak kingdom like Kenya there the colonialists introduced settler agriculture because it was easy for whites to make land alienation.

'Tropical diseases; This was another factors which make the variation of agriculture in ~~pre~~ Africa during the colonial period. In the areas where there was many tropical diseases like Malaria in the areas like Uganda the colonialists introduced peasant agriculture because it was difficult for colonialists to settle there. While in the areas where there were less tropical diseases the colonialists introduced settler and plantation agriculture.

Extract 6.2 above is a sample of a candidate's work who managed to identify the question's task appropriately.

2.7 Question 7: Interactions Among the People of Africa

The candidates were required to elaborate six consequences of Ngoni migration into East Africa in the 19th Century. This was the highly attempted question but poorly performed. 56.6 percent of all candidates opted for the question, whereas 22.2 percent scored zero, 75.4 percent scored between 1–9 marks and 2.4 percent scored above ten (10) marks.

It was poorly performed probably because it required the candidates to have a broader knowledge of Ngoni Migration basing on historical facts and its impact in general and specifically into East Africa such as dislocation of trade routes, some specific political chiefdoms broke up, expansion of political Chiefdoms, dislocation of tribes and communities, some weak societies were protected from slave trade seekers, introduction of new

fighting techniques, raids and slave activities, introduction of new culture, and destruction of properties like farms and houses.

Candidates who scored zero, failed to elaborate the impact of the Ngoni Migration into East Africa in the 19th century. They provided irrelevant points and their responses were characterized by illogical sentences due to poor mastery of English Language.

Extract 7.1

Religion; this is led by Islamic which may led by British who want the ngoni to introduce the Islamic religion therefore other people of ngoni introduced this because of leader said.

Taxation; this led in wages and salary of ngoni to British who want tax in order to get good raw material. Therefore people of ngoni forced to pay the tax with British...

Finally; this is the consequences of Ngoni migration into East Africa in the 19th century people should be elaborate in society of country in order to and not follow the problems which used in colonial period we must used the revolution the this day.

Extract 7.1 is a sample of a candidate's work that lacked facts in his/her work and in some cases he/she gave irrelevant impacts of Ngoni Migration into East Africa in 19th century.

Candidates who scored between 1–9 marks outlined the points without giving explanations while others provided few correct points.

The few candidates who scored above 10 marks were able to produce specific responses to the question. They described the origin and root causes of Ngoni Migration within their introductory parts, their main bodies were interesting as they were able to give relevant historical facts with full explanations and relevant examples and their conclusions showed a lot of impressions as it can be seen in the extract below.

Extract 7.2

7. The Ngoni migration into East Africa in the 19th century can be explained in reasons such as population growth, expansion of the state by Zulu and others. These reasons made Ngoni to migrate in four groups which went to different places. The following are the consequences of Ngoni migration into East Africa in the 19th century:

Formation of some strong states during the movement. An example is Hehe under Munyigumba. The Ngoni migration into East Africa had led to the formation of very strong states. These states engaged in wars with the Ngoni and thus the indigenous people of some states had united with their leaders so as to combat the Ngoni.

Some leaders had learnt Ngoni military war and tactics. The Ngoni were very good in war skills and had a powerful army with good war strategies. This made different chiefs to learn their skills during the movement. Examples are Merere of Sangu and chief Mirambo.

Disruption of the East African long distance trade. During the Ngoni movement, the East African long distance trade was disrupted due to the frequent raids of the Ngoni towards the traders. For example the Ngoni had interfered with the central and southern routes.

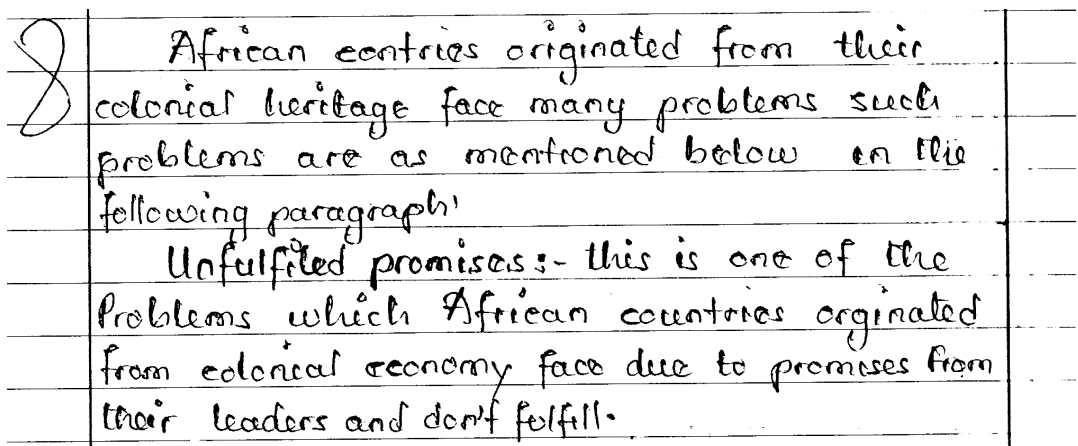
Extract 7.2 is a sample of a candidate's work who was able to elaborate the consequences of Ngoni Migration into East Africa in the 19th century.

2.8 Question 8: Changes in Political, Social and Economic Policies in Africa after Independence:

The question required the candidates to analyze the problems facing African countries that originated from their colonial heritage. It was attempted by 39.8 percent of all candidates out of which 24.2 percent scored zero, while 72.1 percent scored between 1–9 marks. Only 3.7 percent scored above 10 marks.

Some candidates who scored zero provided irrelevant responses such as *introduction of slavery and camels, introduction of new crops and depopulation* instead of explaining the problems associated with colonialism in Africa such as export-oriented economy, regional imbalances and monoculture economy. These candidates showed limited knowledge on the problems of the African countries associated with colonialism.

Extract 8.1



Extract 8.1 is a sample of a candidate's work who analyzed the problems facing Africa generally after independence instead of those which originated from within colonialism.

Candidates, who scored between 1–9 marks, fall short of explanations to support the points they produced, others produced partial responses while most of them focused on an introduction, others analyzed their points repeatedly, and some had language problems in which they produced fragmented and meaningless sentences.

Candidates who scored above 10 marks were able to analyze the problems facing African countries that originated from their colonial heritage such as

lack of heavy industrial base, regional imbalance, export-oriented economy, tribalism, lack of infrastructure, colonial education and creation of borders.

Extract 8.2

8 After independence African countries faced different problems. Problems were economic, political and cultural problems. Mostly of these problem originated from their colonial heritage. Some of problems facing African countries that originated from their colonial heritage are

Boundaries dispute. This problem has led to the occurrence of different war like the Kagera war 1970's between Tanzania and Uganda. Also the dispute between Tanzania and Malawi is due to the boundary disputes. Boundaries were set by the colonialists and especially during the Berlin Conference of 1884/1885 where boundaries were drawn. Up to date there are various dispute occurring due to the boundary disputes.

Tribalism has become another problem which is facing African countries. This is due to the effect of "divide and rule" method employed by the colonialist where some of the area were favoured than other tribes. This is seen in Uganda where there some element of Tribalism.

Regionalism has also become the problem facing African countries. Also it is the effect of the "divide and rule" method. The notable example is in Nigeria where there is still the

the problem of regionalism. There is the conflict between the Hausa of the northern Nigeria, Igbo and the Yoruba of south western and southern eastern respectively. This was initiated or is the effect of colonial heritage.

Religious differences has become the problem facing African countries. The colonialist introduced different religion which divided the Africans. African countries inherited the religions. The religions has lead to conflicts in different areas and countries, such as Nigeria and Sudan.

Poverty: This is another ~~plan~~ problem facing African countries that originated from their colonial heritage. The colonialist created so called dependency economy in which African countries are producer of raw materials. This has led to extremely poverty as the result of unequal exchange of the raw materials.

Authoritarianism: This is the state in which an individual has the power in decision making usually the leader of the country. Colonialist used force in ruling the Africans, this has been inherited by some of African leaders who some have become dictators such as Mobutu Sesekebo of Congo and Idi Amin of Uganda.

All in all the problems facing African countries are part and parcel of their colonial heritage. Africans should take initiative so as to alleviate all problems facing their countries. This will lead to the development of whole Africa.

Extract 8.2 is a sample of the candidate's work who provided a good response in question 8

2.9 Question 9: Nationalism and Decolonization

The question required the candidates to assess eight factors that determined the forms of decolonization in Africa with concrete examples from various parts of Africa. This was among the least attempted and poorly performed question. It was opted by 13 percent of all the candidates out of which 46.9 percent scored zero, while 51.4 percent scored between 1-9 marks and 1.1 percent scored above 10 marks.

Candidates who scored zero, failed to identify the question's task due to misinterpretation of the question, that led the candidates to diverge from the target of the question because they related the concept of nationalism with decolonization and went deep in assessing the factors for nationalism rather than identifying the factors that determined the forms of decolonization in Africa. Most of those candidates who scored zero, came up with the following responses; *land alienation, taxation, forced labour, the role of ex-soldiers and formation of independent church movements* instead of giving relevant factors like the existence of settlers in the colony which called for the use of armed struggle, the economic position of the colonial power as well as the nature of the African reactions against the introduction of colonial rule.

Extract 9.1

9. Decolonization is like nationalism the desire to rule ~~to~~ get freedom. forms of decolonization in Africa are as follows.

The desire of getting independence in Africa the first country to get independence was Ghana under Kwame Nkrumah, so it stimulated other countries to struggle for independence.

The formation of cooperative unions in the village ^(villages) which enabled Africans to unite and fight for independence.

The rise of educated elites such as Nkrumah Nkrumah of Ghana, J.K. Nyerere of Tanganyika, Jomo Kenyatta of Kenya. All these mobilized Africans to get independence.

Formation of independent churches. These were churches which broke away from missionaries churches. For example the Native Churches and Bishop Joseph Ajuor.

The returning of ex-soldiers who participated the First world war. These soldiers came with confidence and they realized that even whites can be defeated by their manufactured bullets.

In Extract 9.1 the candidate explained the factors for nationalism in Africa instead of explaining the factors which determined the forms of decolonization in Africa.

On the other hand, candidates who scored between 1–9 marks explained few points while other itemized the points without providing any explanations.

Candidates who scored above 10 marks were able to provide the relevant factors which determined the forms of decolonization in Africa with concrete examples. They provided factors such as presence of settlers in the colonies who regarded the colonies as their mother countries thus they were not willing to surrender their power hence armed struggle had to be used. These candidates cited examples of the colonies where there were many settlers like Kenya and Zimbabwe.

Extract 9.2

9. Decolonization, refers to the process of removing element of colonialism and colonialism in African countries. Decolonization process can be in various methods such as peaceful method or violent methods. The following are the factors that determine the form of decolonization in Africa

Number of settlers, this is the one of the factor that determine nature and form of decolonization in Africa. If there is high number of settler then violent method can be applied and few settlers peaceful methods can be applied example in Tanganyika there were few settlers.

Richness of the colonies, the richness of the colonies such as availability raw material, like minerals, fertile soil, water resources these areas experience strong decolonization process example in Kenya there were raw materials that is why colonialist did not grant independence.

Nature of colonialists, also nature of colonialist determine the decolonization in Africa. Example Portugal were so poor colonialists that is why they feared to grant independence to their colonies peacefully.

Nature of colony, some colonies were treated as provinces, therefore it was difficult for the colonialist to grant or to leave their colonies peacefully, therefore this was also the factor that determine the decolonization process in African countries.

Economic status of colonial government, example Portugal, the economic status of Portugal was so poor therefore in their colonies, African experience strong decolonization because they do not like to leave their colonies due to poverty in their government. Therefore in Portuguese colonies, African decided to use violent or army struggle in order to decolonize from Portugal.

Nature of reaction taking place, also nature of the reaction took place can determine the decolonization process in African countries. If there was poor reaction then poor decolonization process and if the reaction is very strong like in Uganda, Ghana, then decolonization is strong and colonialism ended faster.

Presence of cash crops, example in zanzibar and other places, cash crops attract colonialists to gain more profit and hence they can not decide to leave those colonies with cash crops, therefore African should use violent methods in decolonizing.

By conclusion, the mentioned above are the factors that used or can be considered on determining the type and nature of the decolonization process in Africa, in general were as follows, presence of peasant cash crop plantations, nature of reaction taking place and number of settlers in the colonies.

Extract 9.2 shows the sample of the candidate's response which met the demand of the question.

2.10 Question 10: Crises in the Capitalist System

The question required the candidates to analyze four causes and four effects of the Second World War on Africa. This was among the highly attempted questions. It was attempted by 71.5 percent of all the candidates, out of which 15.3 percent scored zero, while 78.1 percent scored between 1–9 marks and 6.6 percent scored above ten (10) marks.

The candidates who scored zero, failed to identify the causes and the effects of the Second World War. They analyzed irrelevant factors like land alienation, taxation, forced labour as the causes of Second World War. This group of candidates showed limited knowledge on the topic as well as inability in the English language use something which led their responses to be meaningless.

Extract 10.1

10	<p>Second world war is the world war which began after first world war in Africa 1984-1988.</p> <p>The following are four and causes and for effects of the Second World War on Africa 1984-1988.</p> <p>The cause of the Second World War on Africa are:</p> <p>After that, Some Africans elites learnt from the World Wars to how to participate in struggles.</p> <p>So that, The imposition of capitalist relations of production in South Africa, unlike other parts of the continent, is underlined by racism. This made nationalist struggles in South Africa to be more complicated and long.</p> <p>So that, It raised sons of chiefs so as to reproduce a royal European leadership.</p>
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Extract 10.1 is the sample of the candidate's work who produced irrelevant answers characterized by guessing and copying some sentences from the question paper and presented them as answers to this question.

Like wise, candidates who scored between 1-9 marks produced mixed points for the causes and effects of the Second World War. Others responses were based on one part of the question either on the causes or on the effects only. Also, their introductory parts were weak because they failed to periodize exactly the year of the event.

The candidates who scored above ten 10 marks were able to analyze four causes and four effects of the Second World War in Africa. Moreover, they were able to arrange their responses with supporting historical facts and had essay writing skills.

Extract 10.2

10

Second world war is among the crises that faced the capitalist system. It took place in the years 1939 to 1945. It was between the Axis and Allied members. The Allied members were actually the winners of the first world war who were the British, French, Russia and America. The Axis members were the Germans, Austria, Italy and Japan. Actual war took place in the European soil and some countries of Africa which were Algeria, Egypt and Tunisia. The following are the causes which brought about the second world war.

Rise of dictatorship in Europe. When talking about dictatorship in Europe, we actually referring to the Nazism policies in Germany under Adolf Hitler and Fascism in Italy under Benito Mussolini. Adolf Hitler and Mussolini were both dictators and oppressed many by their policies. That is why second war of the world erupted to remove them.

Impact of the Versailles treaty of 1919. Versailles treaty that was signed in Paris humiliated the Germans and they were to pay for the war reparation. The Germans decided to revenge.

Armament and Militarization was another cause of the second world war. Germany was prohibited from making tanks, airships but in the twentyth century Adolf Hitler has assembled a big army and nuclear weapons. This caused eruption of the second world war.

The war ended in 1945 but it caused devastating effects to Europe, Japan and USA, let alone Africa which was also affected since the colonial economy fell. The following are the effects of second world war in Africa.

Deaths of people especially Africans who were taken to go and fight for their colonial masters. In African countries like Egypt, Tunisia and Algeria, where the war took place, people died and it brought hardships to the lives of Africans.

Intensive land alienation after the war by the colonialists. In areas like Kikuyu highlands in Kenya, the colonial government invited even more settlers to occupy African land and produce more crops so as to lift up the colonial economy.

Fall in prices of cash crops. Crops like cotton, sisal, coffee, their prices fell because of the economic disruption caused by the second world war whereby countries like USSR was not affected since it did not participate in war.

3.0. CONCLUSION

Generally the performance was poor. Most of the candidates responses were incorrect hence scored below average. Also some candidates failed to understand the demands of the questions, had poor proficiency in English language as well as inadequate knowledge on the topics, and poor drawing skills. The most poorly performed questions were 3, 6 and 9.

4.0. RECOMMENDATIONS

In order to improve the performance of the future candidates, it is recommended that candidates should:

- (a) Read various history books intensively and extensively so as to enhance understanding instead of memorizing class notes and pamphlets which render them to reproduce very similar model answers not really focusing on the question asked.
- (b) Acquire good essay writing skills so as to make their expressions logical and meaningful.
- (c) Read the questions carefully so as to understand the task of each question before answering it.
- (d) Improve their drawing skills so as to make their work neat and legible.
- (e) Participate in both interclass and interschool debating clubs so as to improve spoken and written English language.

