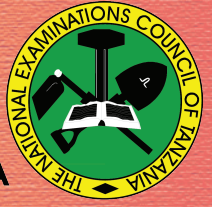




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE ADVANCED CERTIFICATE OF
SECONDARY EDUCATION EXAMINATION
(ACSEE) 2025**

HISTORY



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FOR THE ADVANCED CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION
(ACSEE) 2025**

112 HISTORY

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FOREWORD

The National Examinations Council of Tanzania (NECTA) presents the Candidates' Item Response Analysis (CIRA) report for the 2025 Advanced Certificate of Secondary Education Examination (ACSEE) in the History subject. This summative evaluation report offers feedback to all educational stakeholders by highlighting the factors that influenced candidates' performance.

The report indicates that, overall, performance was good. Only 223 candidates (0.33%) failed, while the vast majority (67,653) of candidates (99.67%) passed. Furthermore, performance across all 13 examined topics was rated as good, with success rates ranging from 60.47 per cent to 96.52 per cent.

This report analyses candidates' performance on each examination question. Candidates who performed well provided appropriate responses that demonstrated a clear understanding of the question requirements, strong subject knowledge, and a good mastery of the English language.

On the other hand, some candidates underperformed due to various challenges. These included inadequate knowledge of certain historical concepts, difficulty in interpreting question requirements, and limited proficiency in English.

NECTA hopes that educational stakeholders will utilise the insights and recommendations provided in this report to enhance teaching and learning processes, thereby improving future candidates' performance in History.

Finally, the Council extends its appreciation to all stakeholders who contributed to the preparation of this report.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 2025 History examination was based on the 2009 syllabus and the 2019 History Examination Format. It consisted of two papers: 112/1 History 1 and 112/2 History 2, each containing seven questions. In each paper, candidates were required to answer Question 1 and any other four questions, with each question carrying 20 marks.

A total of 68,073 candidates sat for the examination, achieving a pass rate of 99.67 per cent and a failure rate of 0.33 per cent. This reflects a slight decline of 0.28 percentage points in performance compared to the 2024 results, which recorded a pass rate of 99.95 per cent.

This report analyses candidates' responses and provides feedback to educational stakeholders. The analysis is organised by question, outlining the requirements and expected responses, and includes sample extracts of both strong and weak answers. It also presents statistical data, evaluates performance by topic, and offers a conclusion along with recommendations.

Candidates' performance is grouped into three categories: Good (65 - 100%), Average (30 - 64%), and Weak (0 - 29%), indicated by green, yellow, and red colours respectively. The report includes two appendices to support the analysis: Appendix A summarises performance by topic based on the percentage of candidates who scored 35 per cent or above. Appendix B presents a comparison of the 2024 and 2025 results, showing trends and changes over the two years.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 112/1 HISTORY

2.1.1 Question 1: Political and Economic Development in Tanzania since Independence

The question was derived from the topic “Political and Economic Development in Tanzania since Independence” and was compulsory for all candidates. It required candidates to justify how Tanzania's post-colonial economic challenges resulted from colonial economic policies. As a post-colonial state, Tanzania has faced various economic difficulties across multiple sectors, many of which can be directly linked to the economic structures and policies introduced during colonial rule. Candidates were therefore expected to connect these post-independence challenges to colonial economic policies.

Overall, performance on this question was strong, with 67 per cent of candidates achieving a passing mark. Of these, 24.9 per cent scored from 12 to 19 marks, while 42.1 per cent achieved scores from 7 to 11.5 marks. Meanwhile, 33 per cent of candidates scored from 0 to 6.5 marks. Figure 1 presents the distribution of candidates' performance.

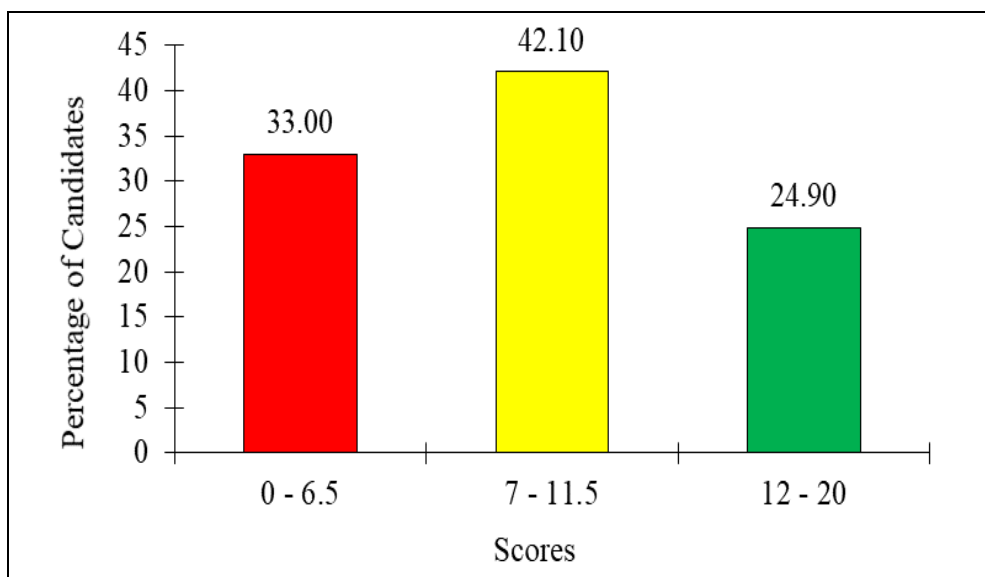


Figure 1: *Performance of Candidates in Question 1*

Candidates who scored from 12 to 19 marks demonstrated a clear understanding of the topic “Political and Economic Development in Tanzania since Independence”. They effectively justified the connection between Tanzania’s post-colonial economic challenges and the economic policies introduced during colonial rule. Their responses were relevant, well-explained, and supported with appropriate examples. For instance, they identified industrial underdevelopment, where Tanzania still relies on small-scale and light industries due to colonial policies that discouraged industrialization in favor of raw material extraction. They also noted the poor development of the agricultural sector, which continues to depend on rainfall and lacks mechanization - an outcome of colonial neglect of agricultural modernization. Many candidates explained the dominance of an agrarian economy, with a large segment of the population depending on cash crop production such as coffee, cotton, tobacco, and cashew nuts - a pattern established to serve colonial export needs.

Other well-presented points included the lack of forward and backward linkages between agriculture and industry, reflecting the colonial separation of production and processing activities; an unfavorable balance of trade rooted in the export of raw materials and import of finished goods; and continued technological and economic dependence on capitalist nations due to limited local investment during the colonial period. Additionally, candidates discussed poor infrastructural development, as colonial infrastructure focused on resource extraction rather than national integration; regional disparities caused by uneven colonial development priorities; and a shortage of skilled and semi-skilled labor resulting from a colonial education system that offered only basic training suited for colonial administrative needs. Although all candidates in this category demonstrated topic competence, their performance varied - some provided in-depth explanations with strong historical examples, while others presented relevant points but lacked clarity or analytical depth. Extract 1.1 illustrates a well-developed response from a candidate who answered this question effectively.

1	<p>Post colonial challenges refer to problems or obstacles faced in Tanzania after independence. Colonial economic policies refer to policies which were established in the colonial economy to ensure smooth occupation and exploitation of African resources. Tangania gained independence in 1961 and 1964, Tanzania was formed after Union of Zanzibar and Tanganyika. But ever since, the economy has inherited various problems which pose a challenge to Tanzania's economy and development.</p> <p>The following are the post-colonial economic challenges to Tanzania's development that resulted from colonial economic policies:</p> <p>Firstly, presence of export-import oriented system. The colonialists established export-import oriented systems to discourage development in the colonies as they only were producers of raw materials and consumers of European manufactured goods. Example, even recently, Tanzania has been a producer of raw materials like sisal, cotton, tea, coffee which are dominant crops in the world market but import cars, machines, clothes from abroad. This is a challenge as the country produces what it doesn't consume, and consume what it doesn't produce.</p> <p>Secondly, presence of agriculture as the backbone of the country. During the colonial era, agriculture was the dominant sector of the colonial economy, which was not linked with other sectors like industries and infrastructures. Agriculture was lowly developed due to the use of simple tools such as hand hoes instead of tractors. After independence, agriculture still became the backbone of Tanzania and simple tools such as hand hoes are still used for production and the sector is largely affected by drought causing little output and resulting to low prices in the world market hence economic problems.</p>
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imperialist nations and their approvals.

fourthly, poor industrial base policy. The colonialists in the colonial era emphasized on the policy of weak industrial base so as to avoid competition in markets, and ensuring massive exploitation of resources. The industries largely produced consumer goods like sugar, soap and food stuffs in the import substitution industries. This policy has also been inherited as Tanzania still remains producing consumer goods like sugar, soap, tea and food stuffs and lacks heavy industries to produce products like cars, machines despite having adequate resources. This has made Tanzania to remain backwards.

fifthly, poor transport and communication systems. During the colonial era the colonialists did not improve the transport system in the colonies, Example constructed railways in productive areas such as Morogoro, Tanga and Kilimanjaro and the roads for feeder roads, the ports were locally constructed. This has also been a problem to the economy of the country as Tanzania has only renovated the roads, railways and ports at a low extent, they still face some difficulties during rainy seasons. Hence a large sum of the state funds are used in renovating the old systems. Example, the renovation of the Old Central

1	<p>railway line. This causes the country not to reach a desirable goals.</p> <p>Lasting the policy of regional imbalance. During the colonial period only reproductive areas were equipped with social services like health, water and housing, education and unproductive areas were ignored, which caused a variation of balance between productive and unproductive areas. This has been a serious issue in the country as there are regions which are more developed than others like Dar es Salaam, Dodoma, Tanga, Morogoro, Arusha, Kilimanjaro, while regions like Simbaungu, Singu and others are lowly developed. This causes the government to come up with projects to develop such areas which require time and massive funds hence delaying overall development of the country.</p> <p>In conclusion, the post colonial economic challenges to development are not only caused by colonial economic policies but also national policies such as low economic diversification despite declining of agriculture, poor economic policies and plans in the government, as each government comes up with new reforms which put up resulting to no development, bad governance and corruption, increase in debts borrowing and dependence. If changes want to occur the country should change itself for them to be accurate.</p>
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Extract 1:1: A sample of a Good Response for Question 1

Extract 1.1 highlights sections of a candidate's response that effectively link Tanzania's post-colonial economic struggles to the economic policies implemented during the colonial period.

Candidates who scored from 7 to 11.5 marks demonstrated a moderate understanding of the demands of the question. While some were able to identify a few correct points, their responses often lacked clarity, depth, or accurate contextualization. For example, some candidates correctly mentioned Tanzania's dependency on cash crop production but supported their answers with irrelevant examples - such as food crops like maize and beans - which do not align with the historical cash crops emphasised during colonial rule. Others identified key points but failed to adequately explain the colonial roots of these challenges. For instance, some mentioned

industrial underdevelopment but did not link it to colonial-era industrial policies - specifically, the de-industrialisation policy that deliberately discouraged industrial growth in African colonies to protect European markets for their manufactured goods. Instead, the candidates focused solely on contemporary factors like technological backwardness, thereby overlooking the historical connection required by the question.

The inability of these candidates to score higher marks may be attributed to several factors, including partial understanding of the topic, limited historical knowledge to support their arguments, weak analytical skills, or difficulty in linking contemporary challenges to colonial economic structures. Additionally, some responses may have lacked coherence or were too general, failing to meet the level of depth and relevance expected at higher mark levels.

Several candidates scoring between 0 and 6.5 marks demonstrated a limited understanding of the question. Many strayed off-topic by discussing unrelated historical events such as the slave trade, globalisation, and the economic gap between Africa and Europe. While relevant to Africa's broader economic history, these issues did not address the question's focus on how Tanzania's post-colonial economic challenges stemmed from colonial economic policies, revealing a tendency to overgeneralize and a weak grasp of historical causation.

Other candidates concentrated on Tanzania's post-independence policy responses like socialism, nationalisation, infrastructure development, and educational reforms without connecting these to colonial economic legacies. Some also misinterpreted 'post-colonial economic challenges' as referring only to short-term events such as the oil crisis, the Kagera War, or the collapse of the East African Community. These misunderstandings likely resulted from limited comprehension, weak analytical skills, and insufficient historical insight into the colonial roots of Tanzania's economic difficulties.

A few candidates within the 0 to 6.5-mark range managed to earn some marks by providing partially relevant responses. These candidates showed a limited understanding of the topic, often identifying one or two economic challenges but failing to link them effectively to colonial economic policies. For instance, some mentioned industrial underdevelopment or agricultural dependence without explaining how these issues were rooted in colonial

economic structures. In some cases, candidates used appropriate terminology or repeated keywords from the question - such as "colonial policies" or "economic challenges" - without elaboration or historical context. These minimal scores likely reflect general familiarity with the topic, guesswork, or vague recall of class content rather than a strong grasp of the subject. While these responses showed some effort, they lacked the clarity, coherence, and depth needed to fully address the question. Extract 1.2 is an example of an incorrect response from one of the candidates for question 1.

01.	<p>Development: Refers to the situation whereby the individual or national change from the complex or lower stage to upper or simple stage. Economic Challenges are the obstacles or barriers of development in which hindering the changes. Economic challenges may be socio-economic and political problems or challenges which occurring in the community. Economic challenges to development in Tanzania resulted from colonial economic policies through various factors as follows;</p> <p>The middle East oil crisis; one of the Economic Challenge in Tanzania after Independence was the middle east oil crisis in which occurred in the nations which producing oil in the world like Iraq, Iran and Libya. This problem caused by cold war between USSR bloc and USA as capitalist in which fueled war on that areas in order to set oil so, Tanzanian government forced to use large budget to import oil in order to drive economic activities hence other sectors like social services were worsed and were shortage.</p> <p>The Kagera War of 1978 to 1979; this war included Tanzania and Uganda which were fought among them in order to control the Kagera region. Tanzania invested much on importing weapons from developed countries in order to win the war. Resulted a large budget of economy to be used on war and to leave other sectors like transportation, social services like education, health and other sectors like industrial manufacturing were lived with lower investment hence, shortage of basic goods and increased prices of foods hence, hunger.</p>	01
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01.	<p>Declined of East African Community; Also the decline of East African Community which was used to promote development of Tanzania through free trade migration of traders also provided security and defensive for Tanzanian traders and all people in which resulted to decline of trade cooperation, border closed and other services were closed in which affected much Tanzanian economy.</p> <p>Border Conflicts; Also border conflict among East African countries acted as a economic challenge of development of Tanzania. Because border conflicts discouraged cooperation among community in different economic activities hence, underdevelopment.</p> <p>Hunger and floods; Also another economic challenge after independence was the hunger and floods which associated with poor production of foods and low technology especially in agriculture. Colonial legacy on agricultural production affected much economy of Tanzania because people still depend on monoculture in which discouraged surplus production hence hunger, also floods occurrence affected economy due to provide reliefs to the victims and later economic depression.</p> <p>Oil crisis of 1973; another oil crisis occurred after the independence affected economic of Tanzania because sectors like transportation were more affected by the crisis due to shortage of oil. resulted the government to spent much money to import oil hence, challenged the economy.</p> <p>Generally; All these economic challenges are facilitated by colonial policies in which colonial masters were leaved poor organizations of economics also aimed to strengthen dependence over the Europe.</p>
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Extract 1:2: A sample of an Incorrect Response to Question 1

Extract 1:2 illustrates a candidate's response that focused on the underlying factors contributing to Tanzania's economic crisis shortly after independence, rather than analysing the economic challenges arising from the implementation of post-colonial economic policies.

2.1.2 Question 2: Precolonial African Societies

The question was drawn from the topic “Pre-colonial African Societies” and required candidates to explain how the *Jihad* movements transformed the socio-political and economic situations of West African societies in the 19th Century. The *Jihad* movements were religious campaigns aimed at spreading Islam by converting non-Muslims to the faith. The question was attempted by 57 per cent of the candidates, with the overall performance considered good. Notably, 66.6 per cent of the candidates attained scores ranging from 12 to 19.5 marks, indicating a strong grasp of the subject matter. Additionally, 27.9 per cent scored from 7 to 11.5 marks, reflecting a moderate level of understanding. Conversely, only 5.5 per cent of the candidates scored from 0 to 6.5 marks, suggesting limited comprehension of the topic. The distribution of candidate performance is illustrated in Figure 2.

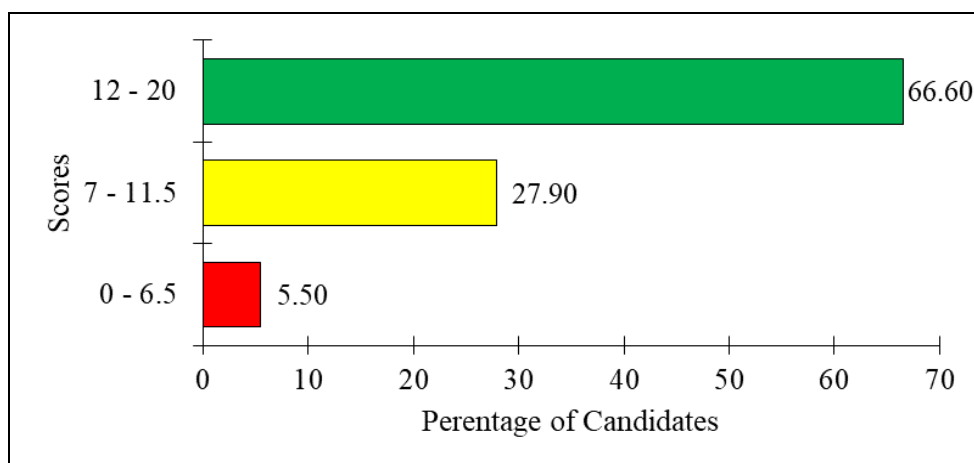


Figure 2: Statistical Distribution of Candidate Performance in Question 2

Candidates who scored from 12 to 19.5 marks demonstrated a strong understanding of the *Jihad* movements and their impact on the socio-political and economic situations of the 19th century in West African societies. These candidates successfully explained how the *Jihads* led to significant transformations in governance, religion, education, social organisation, and economic activities. One of the key points highlighted was the formation of strong centralized Islamic states that replaced previously fragmented kingdoms. A prominent example frequently cited was the establishment of the Sokoto Caliphate by Usman dan Fodio, along with

other Islamic states such as the Massina Empire and the Caliphate of Adamawa.

In terms of social and religious transformation, candidates explained the widespread conversion of non-Muslim communities to Islam, particularly in regions like Northern Nigeria, Fouta Toro, and Adamawa. They also noted the introduction and expansion of Islamic education through the construction of *madrasas* and learning centers where subjects such as Qur'anic studies, Islamic law (*Sharia*), and philosophy were taught. Politically, the enforcement of *Sharia* law contributed to the maintenance of peace and order, reducing practices such as slavery, inter-ethnic raids, and the oppression of the poor.

On the economic front, candidates highlighted the emergence of urban centres such as Sokoto, Hamdallahi, Kano, and Segou as key commercial hubs. These towns became vital nodes in regional trade networks, facilitating the exchange of goods, including gold, salt, and textiles, across West Africa. Their strategic locations supported economic growth by attracting merchants, artisans, and traders. While these centres also played administrative, cultural, and religious roles, the candidates effectively emphasised their economic functions and supported their responses with relevant examples and clear historical links.

The variation in scores within this group reflects differences in the depth and breadth of candidates' responses. While all candidates demonstrated a sound level of competence, those scoring closer to 19.5 marks tended to provide more comprehensive answers, supported by a wider range of examples and stronger historical analysis. In contrast, candidates scoring nearer to 12 marks generally presented correct points but lacked detailed explanations, clear causal linkages, or full coverage of all aspects of the question. Extract 2.1 illustrates a response from a candidate who addressed the question effectively.

02.	<p>Jihad movement; refer to the holy war fought between Islamic and non-believers in which Islamics were used to convert non-believers into Islamic faith. Jihad war started and formed by Fulani and Dyula traders in Hausaland in which they were need to control all trade over the Hausaland and the Bilma salt mining centre. Jihad played a great role on transforming West African societies socially, politically and economically as follows;</p>
	<p>Jihad movement facilitated the expansion of trade and exchange; Jihad movement in West African societies facilitated the expansion of trade and exchange in the state like Sokoto caliphate, Tokolor and other societies due to the presence of peace and security allowed the movement of Merchants and trader freely without any disturbance so it expanded and developed trade.</p>
	<p>Jihad movement strengthened military armies; in West Africa state like Tokolor under the leader of Haji Al- Umah developed due to presence of strong and Capable armies in which used to conquer weaker states and to convert into their territory. Also strong armies used for defense against rivals and ensured peace and security.</p>
	<p>Jihad movement reformed judiciary; Islamic scholars like Uthman Dan Fodio, Al Haji Umah and others were used Islamic laws to overthrow the old oppressive judiciary in which used to undermine and exploiting the lower classes in Hausaland Islamic scholars encouraged the changes by using the unifying factor which was Islamic faith and laws hence, reformed of judiciary in West Africa.</p>

02.	Jihad movement changed administration systems; another impacts of jihad movement in West African societies, the administration systems were changed by the influence of Islamic scholars who used Islamic rules and laws to reform the administration system from the old one to the new in which new offices were established to control the states.
	Jihad movements encouraged peace and security; also jihad movements were encouraged peace and security in western Africa because of the reformation of political systems of government and to consolidate the new ones under the Islamic laws people lived peace and conducted trade and other economic activities peacefully and encouraged developments.
	Jihad movement ended up Corruptions; the old regimes in many West African societies including Guinea and Sokoto leaders and upper classes were corrupts and they were enjoyed the ruling position through exposing high taxes to the lower classes and then to use those taxes to their own stomachs. This annoyed jihad and Islamic scholar like Fodio and Al hajj umah and they lead movements to reform the corrupt regimes and later the corruption was ended.
	Generally, Jihad movement started in Fulani and Dyula traders who were needed to control the trade over the Hausaland and the movement facilitated by several factors like heavy taxations, conflict between scholars and sinful life over the western Africa in which encouraged movement to be occurred and it was more influenced by Dan Fodio and Al Hajj - umah who were played a great roles on the jihad movements.

Extract 2:1: A sample of a Good Response to Question 2

Extract 2:1 shows the candidate who explained correctly how *Jihad* movement transformed the socio-political and economic situations of West African societies in the 19th century.

On the other hand, there was a group of candidates who scored from 7 to 11.5 marks. These candidates demonstrated a moderate understanding of the question. While many presented generally correct points, their responses lacked depth, sufficient elaboration, or appropriate historical examples. For instance, several candidates mistakenly cited towns such as Timbuktu,

Kumbi Saleh, and Gao, centers that rose to prominence due to the growth of the Trans-Saharan trade and the earlier empires of Ghana and Mali rather than as a result of the 19th-century *Jihad* movements.

Additionally, a number of candidates demonstrated only partial coverage of the relevant social, political, and economic impacts of the *Jihads*, which limited their ability to score beyond average marks. While some candidates accurately mentioned key socio-political changes such as the spread of Islam, the introduction of *Sharia* law, and the formation of centralized states, these points were often presented without sufficient explanation or historical context. Similarly, many responses lacked depth in addressing the economic impacts of the *Jihads*.

Important economic transformations were frequently omitted or underdeveloped. For example, few candidates discussed the promotion of internal trade resulting from improved security and law enforcement under *Jihad* leadership, which allowed for safer movement of traders across regions. Likewise, the growth of urban centers such as Sokoto, Hamdallahi, and Segou which emerged as commercial, religious, and administrative hubs was largely overlooked. Other significant economic elements, such as the standardization of Islamic taxation systems (e.g., *zakat*) that boosted state revenue, and the integration of newly converted areas into wider Islamic trade networks, were also missing from most responses. This limited and uneven treatment of the topic prevented candidates from demonstrating the comprehensive understanding required for higher scores.

Among these low-scoring candidates, a subset scored no more than 6.5 marks. Their responses were typically brief, vague, or largely off-topic. Some answers consisted of generalized statements lacking specific reference to the *Jihads*, while others listed unrelated points without logical progression or explanation. A common form of divergence was the tendency to define Jihad solely in its religious or spiritual sense, ignoring its historical application in West African societies. For instance, some candidates described Jihad as “the struggle of a Muslim to remain faithful and obedient to Allah,” focusing on individual acts such as prayer, fasting, and resisting temptation to live a righteous life. While this reflects a legitimate spiritual understanding, it overlooks the historical significance of the *Jihads* in 18th- and 19th-century West Africa, which were organized Islamic reform movements aimed at purifying religious practices and establishing theocratic

states. A stronger response would have highlighted how leaders like Usman dan Fodio in the Sokoto Caliphate or Seku Amadu in the Massina Empire led military campaigns that were both religious and political in nature. This gap in understanding suggests an over-reliance on textbook definitions and a failure to apply historical knowledge to specific case studies.

Another common divergence involved candidates discussing the general spread of Islam in West Africa rather than the transformative impact of Islamic *Jihads*. This confusion points to weak differentiation between related but distinct historical processes, which suggests inadequate thematic understanding within the curriculum. A number of candidates also wrote about European colonization or the trans-Saharan trade, topics outside the scope of the question. This type of divergence reflects topic discrimination, which is often the result of rote learning and insufficient practice with poor analytical question formats.

In some cases, candidates wrote mainly descriptive narratives about African societies instead of analysing the impact of the *Jihad*. These answers demonstrate a lack of critical thinking and weak essay-writing skills, as candidates only recalled facts without deeper explanation. Additionally, a few candidates misunderstood the question completely and wrote about modern religious extremism or conflicts in the Middle East. This shows confusion between current events and the historical meaning of “*Jihad*.” These problems are linked to specific weaknesses: limited knowledge of the content, poor understanding of the question, lack of historical context, and little practice with exam-style questions. Extract 2.2 is an example of incorrect response from one of the candidates for question 2.

Q2.	<p>Jihad movement, means a holy war of defense of faith. Jihad movement is caused by different factors in West Africa and jihad movement lead to the state formation like unification of weak state, state building and strengthen these unity. Rise of a strong leader Uthman in Fudja but it lead impact like loss of people and destruction of properties like road, Railway, and other. The</p>
Q2.	<p>are following is social, political, economic situation of Jihad movement.</p> <p>Need for purification and strengthened of Islam. It is a factor which lead the situation of jihad movement because if some people need to strengthen Islam and other people go against it lead to the jihad movement because the people who go against the strengthened Islam and strengthened Islam it lead outbreak a war. It show situation of jihad movement in West Africa.</p> <p>Moral decay, It is another</p>

02.	factor which lead to outbreak of jihad movement because the moral decay took place in some kind of muslim need to strengthened islam and another does not strengthened islam and practice behaviour which lead moral decay. It show the situation of jihad movement in western Africa.
	Unfair taxation, It is another factor which lead the jihad movement in western Africa because some people in western Africa paid the taxation it lead to influence growth jihad movement or war against muslim because some of the people not want paid taxation. It is low factor which influence situation of jihad movement in western Africa due to fair taxaton.

Extract 2:2: A Sample of an Inaccurate Response to Question 2.

Extract 2:2 presents a sample of a candidate's response that explained the factors influencing the rise of the *Jihad* movements in West Africa, rather than explaining how they transformed the socio-political and economic situations of West African societies.

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

The question was derived from the topic "Africa and Europe in the 15th Century and required candidates to analyse the social and political impacts of the Triangular Slave Trade in West Africa. The Triangular Slave Trade, which began in the 15th century, involved the exchange of goods and enslaved people between Africa, Europe, and the Americas. While Europe gained significantly from this trade, Africa experienced profound negative consequences, particularly in its social and political structures.

Overall, the performance of candidates on this question was good, with 78.3 per cent of candidates attempting it. Among these, 32.41 per cent attained scores within the range of 12 to 20 marks, indicative of a strong comprehension of the subject matter. Additionally, 50.10 per cent achieved

moderate scores from 7 to 11.5 marks, reflecting a partial yet relevant understanding of the topic. Conversely, a minority of candidates, comprising 17.49 per cent, obtained low scores ranging from 0 to 6.5 marks. The distribution of candidate performance is depicted in Figure 3.

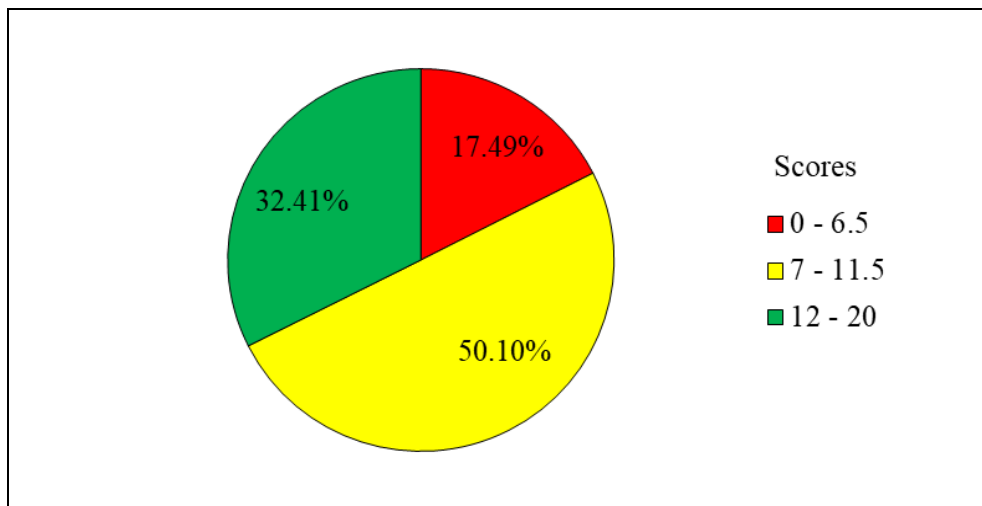


Figure 3: *Performance of Candidates in Question 3*

In the first instance, there was a group of candidates who demonstrated a high level of understanding and mastery of the subject matter, which earned them scores ranging from 12 to 20 marks. These candidates successfully analysed both the social and political impacts of the Triangular Slave Trade in West Africa, aligning closely with the demands of the question. Their responses were well-structured, analytically rich, and contextually grounded, showing competence in both historical content and written expression.

On the social aspect, these candidates explained the mass depopulation caused by death, capture, and forced transportation of enslaved people, highlighting the long-term implications for population growth and societal development. They focused on the disintegration of family, resulting from frequent slave raids that broke apart family units and destabilized community structures. Another well-explained point was dehumanization and psychological trauma, where enslaved individuals were viewed and treated as commodities, eroding social identity and dignity.

In terms of political impact, candidates examined the undermining of traditional leadership, where political power shifted from legitimate rulers to slave merchants and warlords empowered by European traders. They further

highlighted the destabilization of African states, as internal conflicts and wars escalated due to the demand for captives. Additionally, the retardation of technological and economic development was noted, with many skilled individuals, such as artisans and farmers, being taken into slavery, weakening the productive capacity of affected societies. Candidates also addressed the disruption of gender roles and demographic imbalance, explaining that the trade disproportionately targeted young, able-bodied men, which led to a shift in gender dynamics and reduced male labor availability. These high-performing candidates were commended for their ability to clearly identify, explain, and contextualize each impact. Their responses showed analytical depth, appropriate historical vocabulary, and logical organization, demonstrating a sound grasp of both the content and the structure of historical argumentation.

Scores progressively declined within the 12 - 20 range depending on the level of explanation, accuracy of examples, and how consistently candidates addressed both social and political aspects. Those with detailed analysis and clear illustrations scored higher, while limited elaboration, uneven coverage, and minor errors led to lower marks. Extract 3.1 presents a portion of the response from one of the candidates who answered Question 3 relatively accurately, reflecting the qualities described above.

3.	Famine and hunger. The	use only
	<p>Trans-Atlantic Slave Trade led to the emergence of famine and hunger in West Africa because the Europeans took many of the energetic youths who were capable of performing Agriculture and create chances of food in their societies and the Europeans left the weak and old people who could not have the enough energy to cultivate food crops hence the occurrence of famine and hunger in West Africa. This is a social impact of Triangular Slave Trade in West Africa.</p>	
	<p>Separation of families. The Triangular Slave Trade also directly led to the separation of people and families in the West Africa as it was the area in which most of the Africans were taken forcefully and transported to the American plantations and mineral sites to provide cheap labour and others died in the process of being transported to the Americas due to hunger and suffocation as they were transported as goods but not people, hence many people were separated from each other in West Africa.</p>	
	<p>Growth of powerful states such as Mali empire, Ghana empire. The occurrence of the Triangular Slave Trade led to the growth of the powerful states which participated effectively in the trade in which these powerful states used to take African slaves and sell them to the Europeans in exchange of fire arms and other lower quality goods hence they became powerful due to having an army which is strong because they used fire arms in the course of raiding weak societies and their neighbours to take slaves and sell them to the Europeans who transported them to the Americas to provide cheap labour.</p>	

Extract 3:1: A Sample of a Good Response to Question 3

Extract 3.1 presents a sample response from a candidate who correctly addressed the social and political impacts of the triangular slave trade in West Africa.

Meanwhile, there was a group of candidates who scored from 7 to 11.5 marks, reflecting an average understanding of the demands of the question. These candidates generally demonstrated basic knowledge of the triangular slave trade and its impacts on West African societies but lacked depth of analysis, contextual clarity, or consistent coherence in their responses.

Some candidates managed to present several correct points, such as the rise of powerful states like Dahomey, Oyo, Ashanti, and Benin. However, they failed to adequately link these developments to the triangular slave trade. While it is true that these states expanded due to increased wealth and access to firearms through slave trading, many candidates did not explain how these resources enabled the formation of standing armies, territorial expansion, and greater political centralization. The lack of clear causal link between the trade and state formation limited the analytical strength of their responses.

Other candidates offered partial explanations for relevant impacts, identifying valid points but failing to elaborate on their historical significance. For example, some attempted to discuss cultural and religious disruption but struggled to connect this with the slave trade. Instead of focusing on how Christianity and Western cultural influences were introduced through European contact, which contributed to the erosion of indigenous belief systems and traditional practices, many diverted into unrelated topics such as urbanization and labor changes without tying them to the slave trade context.

Additionally, some candidates' responses lacked relevant historical examples to support their points, which weakened the overall quality of the analysis. Others included superficial descriptions or general statements without critical examination, such as noting population loss without specifying how it impacted social organization or political systems.

Lastly, there were two distinct groups of candidates whose performance fell below average, scoring from 0 to 6.5 marks. The first group comprised candidates who scored from 0.5 to 6 marks. These candidates showed minimal understanding of the subject matter, though some managed to demonstrate isolated strengths. A few correctly identified relevant points such as depopulation or political instability caused by the triangular slave trade, but their responses were often underdeveloped, lacked historical

examples, or were paired with irrelevant elaborations. In some cases, candidates presented mixed responses, correct points - alongside incorrect ones -making it difficult to discern a clear argument. Others wrote general statements without proper linkage to the historical context of the triangular slave trade. The primary weaknesses in this group included inadequate content knowledge, poor analytical skills, and an inability to clearly distinguish between related concepts. Their limited marks were a result of insufficient elaboration, factual imprecision, and failure to fully address the demands of the question.

The second group consisted of candidates who completely diverged from the requirements of the question, often scoring from 0 to 0.5 marks. These candidates failed to interpret the question correctly and provided irrelevant or off-topic responses. A common error involved explaining the causes of the Triangular Slave Trade, such as the demand for cheap labour in American plantations or advancements in marine technology. While these points are historically valid, they fall outside the scope of the question, which required analysis of the trade's social and political impacts on West Africa. Others confused the Trans-Atlantic Slave Trade with the Trans-Saharan Trade, leading to responses that discussed the spread of Islam, the rise of Sudanic states, and the growth of Saharan trade towns, concepts unrelated to the Atlantic trade. Another frequent divergence involved discussing the reasons for the abolition of the slave trade, including humanitarian activism, religious influence, and the French Revolution. These answers, although historically accurate in their own right, demonstrated a misreading of the question's theme and scope.

Professionally, these types of divergences can be attributed to several academic shortcomings: poor question interpretation skills, confusion between similar historical concepts, and an overdependence on memorized content without proper application. In many cases, candidates lacked the analytical training to distinguish between the causes, effects, and timelines of different trade systems. Moreover, some candidates appeared unfamiliar with key instructional terms like "analyse," which further limited their ability to frame relevant arguments. As a result, their responses were disconnected from the core demands of the question, leading to very low scores. Extract 3.2 illustrates one of the poor responses in this question.

Economic stagnation, through this trade led unequal exchange in trade so they are exploited African people through that the come with invaluable materials and exchanged with valuable materials from African peoples. For example the Europeans comes with guns, wines and home domestic and clothes, then changes with minerals, animal skins and slaves from African peoples.

Technology stagnation, our technology also does not developed according to this Triangular Slave trade in West Africa because it makes high loses of manpower in the states and nation. For example they took skills people to American plantation to work as slaves and left unskilled people like elders and child and also sometime they killed or chopped their hands.

Destruction of trading system, in West Africa there trade system which facilitated in the society and the triangular slave trade destruct it through their new system of trade in West Africa for example destruction of Trans Saharan Trade and after establishment of maritime (marine) technology in Europe.

Conclusion, the Triangular Slave trade hindered development not only in West African but also in some others.

Extract 3:2: A Sample of Incorrect Response for Question 3

Extract 3.2 presents a portion of a candidate's response that is incorrect, as it focuses on the economic effects of the triangular slave trade in West Africa rather than addressing its social and political impacts, as required by the question.

2.1.4 Question 4: People of African Origin in the New World

The question was derived from the topic "The People of African Origin in the New World". Candidates were required to examine the social and economic injustices encountered by the people of African descent in the Americas. Following the transatlantic slave trade, a significant population of Africans found themselves permanently settled in the Americas. However, even after the abolition of slavery and the slave trade, these communities continued to face persistent forms of social and economic discrimination. The overall performance on this question was good. A significant majority of candidates (91%) attempted the question. Of these, 61.33 per cent obtained scores from 12 to 20 marks, indicating a strong understanding of the subject matter. Furthermore, 35.19 per cent scored from 7 to 11.5 marks, reflecting a partial but relevant grasp of the topic. In contrast, only 3.48 per cent of candidates scored from 0 to 6.5 marks, suggesting limited comprehension. The performance distribution of candidates is presented in Figure 4.

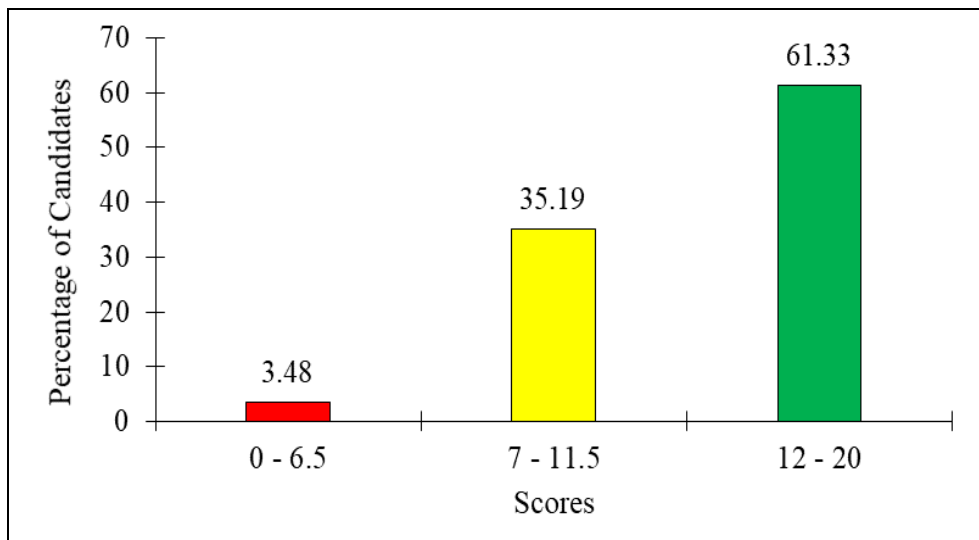


Figure 4: *Performance of Candidates in Question 4*

In this question, there was a group of candidates who scored from 12 to 20 marks, reflecting a strong understanding of the demands of the question. These candidates demonstrated sufficient and well-structured knowledge on the social and economic injustices experienced by the people of African origin in the New World. Their responses were characterised by the presentation of accurate, relevant points, supported by detailed explanations and appropriate historical examples.

One of the key themes presented was racial discrimination in essential sectors such as education, housing, transportation, and healthcare. Candidates clearly showed how African Americans were systematically denied equal access to services that white Americans received, highlighting the deeply rooted nature of institutional racism.

In terms of economic oppression, many candidates accurately discussed employment discrimination, explaining how African Americans were often restricted to low-paying, unskilled jobs with little or no opportunity for advancement. They also pointed out how these employment barriers reinforced a cycle of poverty and inequality. Another significant issue raised was the denial of property ownership, especially land, which greatly limited African Americans' ability to build and transfer wealth across generations. This systemic exclusion contributed to persistent intergenerational poverty.

Additionally, candidates addressed cultural oppression, identifying how African-descended populations in the Americas were deliberately prevented from preserving their traditional cultural practices. Many were forced to convert to Christianity and were discouraged, or outright prohibited from using their indigenous languages or expressing their cultural identities. This systematic erasure of cultural autonomy contributed to deep feelings of alienation, disempowerment, and long-term marginalisation - all central aspects of the social injustices they endured.

Candidates also discussed financial exclusion, highlighting how African Americans were often denied access to loans, credit facilities, banking services, and investment opportunities. These limitations made it extremely difficult for them to establish businesses, acquire property, or improve their economic standing.

While all candidates in this high-performing group presented relevant and well-structured answers, variations in their scores were due to differences in the depth of analysis, the clarity of explanations, and the range of issues covered. Those who scored higher typically provided more detailed arguments, supported their points with specific historical references, and demonstrated a better grasp of the broader implications of these injustices. Extract 4.1 presents an example of a candidate who gave a strong and well-developed response to Question 4.

4. People of African origin in the new world, those are the people from Africa land that were taken by the Europeans during the Triangular slave trade to work as slaves in their plantations that was established in America by the m. Through the people of African origin in the new world was shipped in the 15th Century after the discovery of the New world by Christopher Columbus in 1492. While were there in the world, they offered their labour power on different economic works like Plantations, Mines and Industries of the Europeans and they experienced much injustices from Whites. Therefore, the following are the social and economic injustices - which were experienced by the people of African origin in the New world from the Whites;

They had no the right to own properties, For example companies, financial institutions like Banks, Industries and other trade centres as the people of African origin were not allowed and had no such rights while the White Americans owned the properties as the government permitted them. Since the Black people were subjected to be slaves and hence everything was controlled by their masters except their labour power. Hence, they encountered by social and economic injustices.

They had no right to own the major means of production, For example, land. Through the people of African origin in the New world were denied the right to own the major means of productive forces since, the Europeans feared to loose the man power who could work on their mines, plantations and to get profit from the Black people, to the since were producing for the Europeans. Hence, they encountered by social and economic injustices.

They faced racial segregation in all places. For example in Bus stations, At Cinema halls, In employment opportunities since the Black race was nothing to the Whites that regarded themselves they were superior than the others hence Black pe

4.

4.	<p>people faced torture when they interact with the Whites as they were beaten and suppressed away to the Whites place hence, they encountered social and economic injustices.</p> <p>They were paid very low wages and lived under poor working conditions. For example, the areas lived with the Black people, houses had no electricity, no water system and the houses were poor as no floor inside, hence, that encountered the people of African origin as low wages which could not match with their labour power they agreed to the Europeans. Hence, they encountered social and economic injustices.</p> <p>They were not allowed to practice their culture, for example, African customs and norms, speaking language of natives or their mother tongue, they were not allowed to practice any African culture. Instead the Europeans forced the Black people in the New world to practice their Western culture such as speaking English language, cleaning style, sitting and walking style. Hence they faced and encountered by social and economic injustices.</p> <p>They had no right to intermarry and interaction with White's women. For instance, the Black men to marry the White women or the Black women as they were not allowed since, the Europeans feared to lose their labourers as the Black man would think for his family every time hence, to discourage that they prohibit the Black people to intermarry and interact with White women. Hence, encountered by social and economic injustices.</p> <p>Generally, the people of African origin in the New world were exploited and faced racial segregation and discrimination since were illiterate as they were not aware of their rights/fundamental rights hence this caused the Europeans to exploit more the Black people in the New world that came from Africa as their origin land.</p>
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Extract 4.1: A sample of a Correct Response for Question 4

Extract 4.1 features a candidate response that demonstrates a clear and accurate understanding of the social and economic injustices experienced by people of African origin in the New World. Although the response contains some grammatical errors, these do not undermine the relevance or accuracy.

Apart from the high-performing group, there was another category of candidates who scored from 6.5 to 11.5 marks. These candidates demonstrated a moderate understanding of the social and economic injustices experienced by people of African origin in the New World. However, the response lacked sufficient elaboration and historical context. Social injustices, such as segregation, were described in broad terms, but the

candidates did not explain how legal frameworks like the Jim Crow laws institutionalised racial separation and maintained unequal access to key public services. This limited the analytical strength of their arguments and failed to demonstrate the full impact of social exclusion.

The economic injustices were addressed even more briefly. While the candidates mentioned low-paying jobs and poverty, they did not explore the structural barriers that caused these conditions, such as employment discrimination, limited access to skilled labour markets, and wage disparities. Additionally, crucial issues such as the denial of property ownership, exclusion from financial services, and forced displacement through urban renewal or gentrification were either not mentioned or treated superficially. The absence of specific historical examples, such as redlining practices or the role of the Great Migration in shaping labour dynamics weakened the response further.

Another shortcoming was the lack of discussion on how social and economic injustices were interconnected. A stronger essay would have explained, for example, how social exclusion from quality education limited economic mobility, or how cultural suppression was tied to the denial of economic self-determination through blocked access to land and credit. Without these connections, the candidate's arguments appeared fragmented and lacked analytical depth.

In conclusion, although the candidates in this category identified relevant points and showed a reasonable grasp of the topic, the response remained general, lacked supporting historical evidence, and did not demonstrate the analytical depth needed to score in the higher bands. Improvement would require deeper explanations, the use of specific examples, clearer links between points, and a more balanced approach to both social and economic dimensions of the question.

There was a group of candidates who scored from 0.5 to 6.5 marks, reflecting a poor understanding of the demands of the question. These candidates demonstrated inadequate knowledge of the topic, with responses that were often underdeveloped, partially correct, or entirely irrelevant. Some managed to present a few correct points, such as racial discrimination or segregation, but failed to explain these issues in detail or provide appropriate historical examples to support their arguments. In many cases,

the explanations were vague or generalized, lacking the necessary depth and clarity to earn higher marks. This group showed limited strength, mainly in basic topic recognition, but these were overshadowed by more serious weaknesses in analysis, explanation, and relevance.

A notable number of candidates in this category completely diverged from the question. One major divergence involved discussing the objectives of the Back to Africa Movement, such as the promotion of unity and solidarity, restoration of dignity, cultural identity, and improvement of living standards. While these objectives are historically related to African diasporic experiences, they do not constitute the injustices experienced by African-descended people within the New World, thus indicating a misinterpretation of the question.

Other candidates focused on the challenges faced by the Back to Africa Movement, mentioning issues like financial constraints, opposition from white authorities, the reluctance of Black Americans to repatriate, and the imprisonment of leaders like Marcus Garvey. These responses, while factually accurate within a different context, reflect a thematic confusion mistaking the challenges of Pan-Africanist movements for the lived injustices of African-descended populations in America.

Additionally, some candidates wrote about the challenges of the Black Civil Rights Movement, highlighting issues such as imprisonment or assassination of leaders like Martin Luther King Jr. and Malcolm X, opposition from white supremacist groups such as the Ku Klux Klan (KKK), and a lack of political representation. Although these issues are related to the broader fight against injustice, the candidates failed to identify and analyse the specific social and economic injustices themselves such as segregation, job discrimination, and exclusion from services which were the core focus of the question. This suggests that some candidates may have interpreted the term “injustice” as referring to activist struggles rather than systemic conditions of inequality. Extract 4.2 presents a sample of one such divergent and incorrect response.

4.	New world was introduced by Christopher
	Columbus in 1492 because of marine technology.
	In the new world the African people was like
	slave because they have no right like right
	in education, right on decision making, right
	to be a leader, right of marriage and other.
	In the new world the African people was a
	source of slave trade. The following are the
	origin of African people in the new world,
	Merchantism; this was the stage of
	capitalism which based on accumulation of
	precious metal on over sea. Through the
	merchantism the African people are origin in
	the new world because merchant were using
	big ship which are used for transfer people
	of Africa like slave. So when merchant using
	merchantism it led to the occurrence of people
	of Africa in the new world. Hence the origin of
	African people in the new world.
	Industrial revolution; this is the revolution
	where by established the industry in the new
	world. Through the industrialization in the
	new world it led to the absence of labour
	so they are using slave trade in order to get
	labour which were using in the industry
	for production of goods. So through the
	industrial revolution it led to the occurrence
	of people of Africa like Marcus Garvey and
	other people. So through the industrial
	revolution in the new world it led to the
	occurrence of people of Africa in the
	new world.

4.	<p>Discovery of marine technology: this is the one among the cause of African in the new world. The marine technology is the technology which involve the introduction of big ship and compass direction. Through the marine technology it led to the occurrence of merchantilism which involve transfer from Europe to the other continent in order to fight raw material like labour, precious metals and other. So through the discovery marine technology it can cause the slave trade which can cause occurrence of people of Africa in the new world.</p> <p>Slave trade: this is the trade which involves buying and selling human being like a commodities. There are so many slave trade like Trans saharan trade. Through merchant were using slave trade in Africa in order to get labour which were using in the plantation, and industrial sector. So through the slave trade it led to the occurrence of people of Africa in the new world as slave which can used in the plantation and industrial product.</p> <p>Discovery of the new world; through the discovery of the new world by Christopher Columbus in 1492 it led to the occurrence of Agriculture revolution and industrial revolution which led to the occurrence of ^{absence} labour which led to the introduction of slave trade in order to get labour in the production like plantation and industrial production. Hence the occurrence</p>
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Extract 4:1: A sample of an Incorrect Response for Question 4

Extract 4.1 illustrates a candidate's response that diverged from the question by discussing the origins of Black people in the New World and included an irrelevant point about the Industrial Revolution, rather than examining the social and economic injustices encountered by people of African origin, as required by the task.

2.1.5 Question 5: Colonial Economy and Social Services After the Second World War

The question was drawn from the topic “Colonial Economy and Social Services after the Second World War”. Candidates were required to examine the measures taken by European colonial powers to maintain a steady supply of labor in plantations and settler farms after 1945. Labor was a crucial component in sustaining colonial economic activities, particularly in agricultural sectors dominated by European settlers. The availability of cheap and abundant labor had long been one of the central economic objectives behind the colonization of the African continent.

The question was attempted by a reasonable number of candidates (40.5 %). Of these, 55.49 per cent obtained scores from 12 to 20 marks, demonstrating a sound understanding of the topic and a coherent explanation of the colonial strategies employed to secure a steady labor supply. Additionally, 33.39 per cent scored from 7 to 11.5 marks, indicating partial yet relevant comprehension. Conversely, 11.12 per cent of candidates scored from 0 to 6.5 marks, reflecting limited knowledge or misinterpretation of the question. Figure 5 illustrates the distribution of candidate performance on this question.

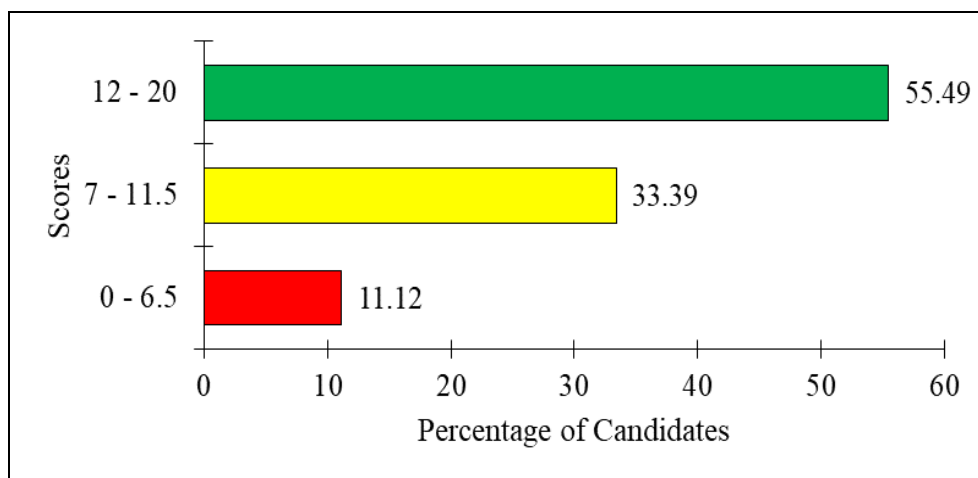


Figure 5: Performance of Candidates in Question 5

Candidates who scored from 12 to 20 marks, demonstrated a strong understanding of the demands of the question and were able to explain, with clarity and relevance, the various measures adopted by European colonial powers to ensure a constant supply of labor in plantations and settler farms after 1945. These candidates effectively highlighted the role played by colonial states in maintaining labor availability across key sectors such as agriculture, mining, and infrastructure.

Candidates who clearly understood the question effectively examined the measures taken by European colonial powers to maintain a constant supply of labor in plantations and settler farms after 1945. They pointed out that colonial administrations continued to rely on taxation measures such as the head tax, hut tax, and cattle tax which forced Africans to seek wage employment to meet their financial obligations. This strategy was used to push Africans into the colonial cash economy and sustain labour supply for European-owned farms.

Well-informed candidates also discussed the continued enforcement of colonial labour laws, such as the Master and Servant Ordinance in Kenya and the Native Regulations Act in Zimbabwe. These laws criminalised breaches of labour contracts, restricted worker mobility, and imposed harsh penalties for desertion, thereby ensuring that African workers remained bound to settler employers.

Another key point raised was the persistence of land alienation policies in settler colonies. Candidates explained how Africans were denied access to fertile lands, which were reserved for European settlers. This displacement made many Africans economically dependent and forced them to work on plantations and settler farms as a means of survival.

In addition, high-performing candidates accurately described the role of labour recruitment agencies, such as the Sisal Labour Bureau (SILABU) in East Africa and the Witwatersrand Native Labour Association (WNLA) in Southern Africa. These institutions organised the recruitment and transportation of African labourers, often under coercive or highly controlled conditions, to meet the demands of plantations, estates, and mines.

Candidates also elaborated on labour migration policies, where colonial governments facilitated the movement of African workers across borders from labour-rich regions like Nyasaland (Malawi) and Mozambique to labour-deficient areas such as South Africa to ensure a steady labour supply.

Furthermore, they noted that colonial education systems were structured to produce Africans with only the basic skills required for low-level jobs in agriculture and manual labour. This limited educational training funnelled Africans into the colonial labour force rather than opening broader opportunities.

Lastly, some responses mentioned how colonial governments introduced limited incentive schemes, such as food rations, medical care, or housing, as a way of attracting workers to plantations, especially in the face of growing resistance to exploitative labour practices.

These candidates demonstrated strong content mastery, used relevant historical examples, and clearly explained how each measure functioned within the broader context of post-1945 colonial labour needs. Their responses reflected both analytical depth and a strong understanding of the colonial labour system. Extract 5.1 presents a candidate who responded accurately and analytically to the demands of Question 5.

Introduction of labour recruit bureau; These were bureau which ensured that labour are available for supply in different projects. **Example**: Establishment of Silabu in Tanganyika 1941 gave to provide labour force to European plantation and settler agriculture. Through establishment of recruit bureau European power ensured constant supply of labour in colonial farms.

Improvement of transport and housing for labour transportation and settlement; Through improvement of transport movement of labour from labour reserve zone toward plantation or productive areas maintained. **Example** construction of railway include Kigoma - Dar-es-salaam support supply of labour. Also housing provide settlement of labour near plantation and settler farms. **Example**. House in Morogoro around colonial sisal plantation. Therefore construction of house maintain constant supply of labour in plantation and settler farms.

Establishment of law and enforcement to obtain labour. European power enacting laws and regulation to obtain labour. **Example** in settler farm include Kenya they introduce Kipande system while in plantation they formulate enforcement act of 1923. Through this they force African to sell their power so as they can pass proving that they saves a labour to European plantation and settler farms

05	<p>The use of reward; African labours were given reward as they provide labour to European plantation and settler farms. Example introduction of sport and game as reward, alcohol, and other material that attract Africa to save as labour for them. Therefore the use of reward saves European power to obtain constant supply of labour in their plantation and farms.</p> <p>Provision of low wages and importation of European manufactured goods. Low wages given to labour do not fulfill their demand as they required to pay tax and other life demand also through importation of manufactured goods which provided with high value of interest.</p> <p>Example: European manufactured goods include alcohol, clothes, mirror which attract Africans to sell their labour power at under low wages so they can afford European manufactured goods hence constant supply of labour.</p> <p>Therefore, labour migration caused separation of families, depopulation and stagnation of economy since labour force taken to European plantation and European settler farms saves as man power in their original place. Stagnation of economy resulted to regional imbalances hence underdevelopment.</p>
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Extract 5.1: A sample of a Correct Response for Question 5

Extract 5.1 presents a segment from a candidate's response which, despite some grammatical errors and inaccurate examples, effectively identifies the strategies employed by European settlers to ensure a steady supply of labour for plantations and settler farms in the post-Second World War period.

Nevertheless, there was a group of candidates who scored from 7 to 11.5 marks, reflecting an average understanding of the demands of the question. These candidates generally managed to identify several relevant measures taken by colonial governments to ensure a constant supply of labour after 1945. However, their responses often lacked depth, precision, and accuracy, which limited their ability to score higher marks.

Candidates who earned average scores generally demonstrated a basic understanding of the topic but fell short in depth, clarity, and analytical strength. While most were able to identify some relevant measures used by colonial powers to maintain labour supplies after 1945, their responses often lacked the detail and coherence required for higher marks.

A common feature of average responses was partial or generalised explanations. Many candidates mentioned the continued use of colonial taxation, such as the head tax or hut tax, as a means to compel Africans into wage labour. However, few elaborated on how these taxes specifically functioned after 1945 to force integration into the cash economy or how they sustained labour for plantations and settler farms. Similarly, while land alienation was frequently cited, the connection between land loss and dependence on plantation work was not always clearly explained.

In several cases, candidates displayed limited knowledge of key colonial labour policies and institutions. For instance, references to labour recruitment agencies like SILABU or WNLA were rare, and when mentioned, were often described without sufficient context or explanation of their post-1945 roles. Furthermore, the concept of labour migration policies was often overlooked or misrepresented, with candidates failing to highlight the colonial facilitation of cross-border labor movements from regions like Nyasaland and Mozambique into labor-deficient areas such as South Africa.

Another notable weakness was the limited use of historical examples. Many candidates made general statements about colonial labour systems without referencing specific laws, regions, or timeframes. This lack of concrete illustration weakened the analytical quality of their essays. For example, a few mentioned labour laws such as the Master and Servant Ordinance or Native Regulations Act, or explained how these laws remained in force to control African laborers after 1945.

Additionally, some candidates struggled to maintain a balanced discussion. Their responses often concentrated on one aspect, such as taxation or land loss, while neglecting other equally significant measures like colonial education systems or the use of labour incentives. This imbalance suggested an incomplete understanding of the range of strategies employed by colonial governments to secure labor.

Lastly, the essays tended to be descriptive rather than analytical. Candidates would list several policies or practices but rarely examine the logic or impact behind them. For example, while they might mention that Africans were pushed into labour due to economic pressures, they did not explore the colonial rationale or the broader structural goals of such policies in sustaining plantation economies.

In conclusion, average-scoring candidates showed a reasonable grasp of the topic, with some relevant and accurate content. However, their responses were held back by limited elaboration, lack of specific examples, weak contextualization, and a generally descriptive approach. As a result, they were unable to meet the higher-level demands of analysis and evaluation required for top marks.

Candidates who scored from 0.5 to 6.5 marks displayed a generally poor understanding of the question, with most struggling to grasp its core demands. While a few managed to mention relevant points such as taxation or land alienation, their explanations were vague, lacked historical support, and failed to demonstrate how these measures related to post-1945 colonial labour strategies. These responses reflected a superficial grasp of the topic, often based on rote memorisation rather than conceptual understanding.

A large portion of low-scoring candidates diverged from the question entirely. One common misinterpretation stemmed from the mention of “1945,” which led many to write about general post-war economic reforms, African nationalism, settler agriculture, or the exploitation of African resources, topics that, while related to colonialism, did not address the specific issue of labor supply measures.

Other candidates focused on employer preferences for migrant labor rather than the actions taken by colonial governments. This confusion between state policy and employer strategy indicated weak question analysis and a poor distinction between different aspects of colonial labor systems.

Additionally, some responses discussed the environmental and demographic factors that favored settler agriculture, such as fertile land or population density, revealing a misunderstanding of the question’s scope. These candidates confused background context with the actual subject of inquiry.

Overall, most candidates in this group exhibited significant conceptual confusion, irrelevant content, or structural weaknesses. Only a small fraction demonstrated minimal understanding of colonial labor systems, which explains their placement in the lowest scoring band. Extract 5.2 presents an example of one such divergent and inaccurate response to Question 5.

Q5: Changes in industrial sector: Also soon after the year 1945 there was the introduction of the change in the industrial sector as there was the establishment of the import substitution industries, the ISI where these were established with the aim of reducing expenditure, increased consumption, to reduce dependence on well as to destroy African local technology, so due to that a lot of changes were made in the industrial sector which led to the need of getting labour in one way or another so one of the measures taken by European powers to maintain constant supply of labour in the plantations and settler farms after 1945 is the changes in the industrial sector where it needed a lot of labour to work in those plantations and settlers in order to increase the raw materials which were needed in the industries so as they can be manufactured in one way or another.

Changes in trade and commerce: There were a lot of changes that were made in the field of trade and commerce as there were the existence of marketing boards, establishment of cooperative unions as well as the infrastructure development so these changes which were made in trade and commerce are the ones which necessitated the need for constant labour in the plantations and settlers since they have to increase in order to increase the number of the raw materials needed in the trade as it refers to the buying and selling of goods or commodities with the aim of generating profit so this also can be one of the measures as the changes made in trade and commerce.

Changes in transport and communication: Also soon after the year 1945 there was the change made in transport and communication and it includes the increase of feeder roads, railway roads, increase of ports, airports as well as an improvement of the roads so due to that a lot of labour were needed in those activities but also there will be the need of labour to work in settlers and plantations as they will be used to work in these agricultural systems so one of the measures taken by the Europeans is the change in transport and communication in which it led to uneven development as well as the exploitation of

05	<p>The African requires in one way or the other so this also can be one of the changes made in the colonial economy.</p> <p>Changes in social services: When it comes to the issue of social services the colonial social services which were established by the colonialists they were the colonial health, education, water, housing as well electricity so the social services were not provided freely to people as they had to pay some amount of money in order to get social services so due to that they allowed to provide their labour powers in different plantations and settlers so that they can get money to pay for these social services as well as they can get money to pay for the taxation so this also can be one of the measures taken after the 1945.</p> <p>To sum up, soon after the second world war meaning in the year 1945 the European was not really well financially since a lot of his money was used in the war so due to that he undergoes GED so as a way of recovery of economy it established different changes in economy and the social services.</p>
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Extract 5.2: A sample of an Incorrect Response to Question 5

Extract 5:2 presents a sample response from a candidate who diverged from the specific requirements of the question by addressing general post-Second World War economic reforms implemented by colonial powers, rather than examining the measures adopted by European powers to maintain a consistent supply of labour in the colonial agricultural sector.

2.1.6 Question 6: Colonial Economy and Social Services after the Second World War

The question was derived from the topic “Colonial Economy and Social Services after the Second World War”. Candidates were required to describe the reforms introduced in the agricultural sector after the Second World War, using examples from Tanganyika. The war had significantly affected the economies of capitalist nations, particularly in the agricultural sector. In response, colonial governments implemented various agricultural reforms aimed at reviving production and ensuring food security both in the colonies and for the benefit of the metropolises.

Majority of the candidates (73.7%) attempted the question and the overall performance was generally strong, among these, 59.27 per cent scored from

12 to 19.5 marks, demonstrating a clear understanding of post-war agricultural reforms and their objectives. A further 32.59 per cent achieved scores ranging from 7 to 11.5 marks, indicating a moderate grasp of the subject, although with some explanatory shortcomings. In contrast, 8.14 per cent of candidates scored from 0 to 6.5 marks, reflecting limited understanding or a failure to adequately address the question. The distribution of candidate performance is presented in Figure 6.

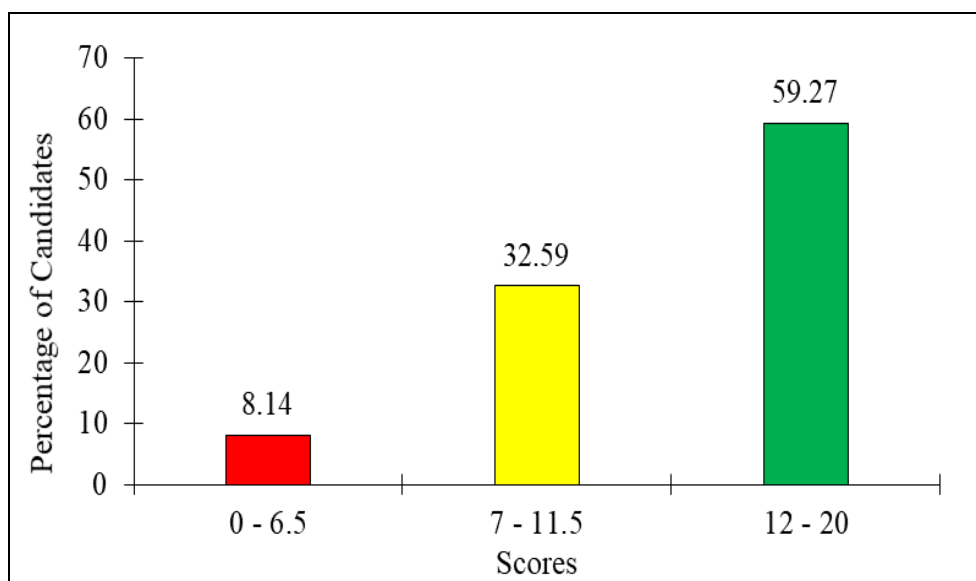


Figure 6: *Performance of Candidates in Question 6*

Candidates who scored from 12 to 19.5 marks demonstrated a strong mastery of the topic “Colonial Economy and Social Services after the Second World War.” Their responses reflected a clear understanding of the agricultural reforms introduced by colonial authorities in Tanganyika aimed at reviving production after the war. Most of these candidates addressed the question comprehensively and analytically.

Commonly mentioned reforms included the introduction of “progressive” (or “master” farmers, where selected individuals received agricultural inputs, modern tools, and extension services to promote modern farming techniques. They also explained the Groundnut Schemes in Kongwa, Nachingwea, and Urambo, which were launched to produce vegetable oils for export. Other correctly stated projects included cattle dipping and breeding programs in Iringa to improve livestock health.

In addition, candidates highlighted the expansion of settler agriculture in areas like Meru, Kilimanjaro, and Arusha, where colonial authorities encouraged European settlers to grow export crops. The establishment of state farms, producing crops such as cotton, groundnuts, and sisal, was also mentioned as a measure to increase colonial government control over agricultural production.

Many candidates identified the land rehabilitation and soil conservation programs in degraded areas such as the Uluguru, Usambara Hills, **and** Luengeza Valley, which included terracing, afforestation, and controlled grazing. The formation of peasant cooperative unions was another strong point, with examples like the Kilimanjaro Native Cooperative Union (KNCU), Bukoba Cooperative Union (BCU), and Matengo Coffee Growers Union (MCGU), which improved farmers' access to markets, stabilised prices, and facilitated the collective sale of crops.

Other reforms were well explained and covered several key areas. One was the introduction of agricultural education and training centres to help African farmers develop their skills. Another focused on building rural infrastructure, such as roads and storage facilities, to support agricultural activities. Additionally, the government provided support through subsidies and soft loans aimed at boosting productivity.

Although all candidates in this group understood the question, scores progressively declined from 19.5 to 12 marks depending on the number of reforms discussed, the depth of analysis, clarity of historical examples, and the strength of connections made to post-war recovery efforts. Extract 6.1 illustrates a candidate who met the question's requirements effectively by providing accurate and well-structured responses with appropriate historical evidence.

6

Agricultural reforms was to change which took in Tanganyika after the Second world war 1945. Tanganyika overruled many reforms specially after the high results of the Second World War, hence the Colonial Master had to change to ensure the revival of the lost dignity among the Tanganyika. Example In the peasant agriculture, settler agriculture and plantation agriculture was have a change. Therefore the following are the reforms took in Tanganyika after the Second world war:-

Introduction of agricultural schemes: Among the change which was took towards the agricultural schemes was to establish Kenyas schemes for the mutual benefits, hence the Visible Integration was took over the revival of the lost economy among the Tanganyika as a whole. Example Crop cultivation scheme established Kongwa and Mchinge was Specialized in groundnuts production, land rehabilitation and usage scheme, established in Ukusini maintain, dam construction and irrigation schemes, the destocking schemes among the Mbulu, Sikoma and Mbarali, the settlement among the Mwanza to Geita and other schemes.

Establishment of cooperatives and marketing boards many of the Cooperative Union and the marketing boards was established in Tanganyika was established to ensure the selling and buying of crops among the farmers, fixing prices and to fluctuation this was also established to eliminate the middlemen whose was termed as the exploiters to farmers. Example Africa farmer Cooperative Union was termed as (AFCU), Native Kilimanjaro Cooperative Union was established to ensure the selling and buying of crops to the farmers also to eliminate the middlemen.

6	<p>Establishment of progressive (master) farmers; Progressive farmers was the few among the African who started to operate the large scale agriculture in the colonies, hence the progressive farmers was the among the reforms made by the scientist in Tanganyika to ensure the effective exploitation of resources, but the progressive master farmers was established to cool the anti colonial pressure hence this cool the resistance from the European Invention. Example about 70 were selected in Mbaraka as the progressive farmers to ensure the expansion of agriculture.</p> <p>Expansion of peasant agriculture; Among the change which was took including the expansion of the peasant agriculture to ensure the highly production of the crops, where as the intermitted of the agriculture was had the viable and the highly demanding of the production, through such means had to operate within the Tanganyika specific in the area with highly population was take the deliberately change for the invention of the agriculture though the peasant faced challenges. Example 600 miles per had in Mbaraka was expected for the investing of the agricultural production.</p> <p>Improvement of infrastructure system; transport was too expanded and improved and sometime the new transport was constructed for the mutual benefit of the colonies. the transport was expanded for the highly and easily transportation of raw materials from one place to another, furthermore there is new railway and roads have made change and expanded. Example railway from Dar es Salaam to Morogoro and to Mwanza have made for easily transportation of raw materials from one place to another.</p>
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6	<p style="text-align: center;"><u>Expansion of settler and plantation agriculture;</u></p> <p>Among the strategies taken by the Taganika during and after Second World War was to expand the settler and plantation. When an enable the accessibility of raw materials and hence invented on the highly and the intended means, the settler was established in areas with low population for the acquiring of the large land for the productivity. After the plantation of the Taganika economy was specifically used on the nature evaluated the means as accelerated the production, hence the settlers and plantation was supported as, Exempt -exemption from taxes, the provision of labour and sacrifice was done to ensure the access of the development in production, hence the economy development.</p> <p>In a nutshell; the Taganika was backward agricultural development, hence the reforms was made towards the Taganika in agricultural sector by the sectors was still backwards, hence three reasons for the agricultural backward include the low capital was invested, the poor recognition in production, plenty of cheap labour in production and the low and poor sector linkage which caused the downfall of the economy among the Taganika in the establishment of the reforms and the reforms.</p>
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Extract 6.1: A sample of a Correct Response to Question 6

Extract 6.1 illustrates a sample response from a candidate who, despite some grammatical errors, responded relatively accurately by providing appropriate examples of reforms implemented in the agricultural sector after the Second World War.

Candidates who scored average marks (From 7 to 11.5 marks) generally demonstrated a fair understanding of the topic but fell short of providing comprehensive and well-detailed accounts.

Most candidates were able to identify key reforms such as the introduction of mechanized farming, expansion of cash crop production through colonial marketing boards, establishment of agricultural research stations, land improvement initiatives including irrigation and soil conservation, and encouragement of cooperative societies for farmers. These points showed

that candidates grasped the main changes in the agricultural sector during the post-war period.

However, the descriptions were often brief and lacked sufficient detail. For example, candidates mentioned mechanization but did not elaborate on which areas or crops were mechanized or how this reform was implemented. Similarly, marketing boards were named without explaining their roles in controlling crop prices or organizing production. Without these details, the descriptions remained superficial and failed to fully capture the scope of the reforms.

Another common shortcoming was occasional confusion about the timeline, with some candidates mixing post-war reforms with earlier colonial agricultural policies. This indicated a lack of precise knowledge about when certain reforms took place.

Furthermore, while the question focused on description, some candidates drifted into explanation or evaluation, which they struggled to develop effectively. This shift sometimes led to unclear or incomplete responses that neither fully described nor analysed the reforms.

Overall, candidates in this average band demonstrated a reasonable ability to describe the agricultural reforms introduced after the Second World War, but their responses often lacked depth, clarity, and supporting examples. This limited the effectiveness of their descriptions and resulted in moderate scores. To improve, candidates would need to provide more detailed and structured descriptions, clearly outline the specific reforms, and include relevant examples to illustrate their points more fully.

A group of candidates scored from 0.5 to 6 marks due to partial understanding and limited knowledge of the topic on Colonial Economy and Social Services after the Second World War. While some mentioned relevant reforms like cooperative unions or master farmers, their descriptions were superficial, lacked context, and often missed historical examples or correct linkages. Others confused concepts for instance, linking land rehabilitation to industrial development instead of soil conservation.

Conversely, candidates who scored 0 marks completely misinterpreted the question, writing about unrelated topics such as the features of settler agriculture, the impacts of WWII on Africa, or the general significance of

colonial agriculture. These divergences revealed confusion between colonial structures and post-war reforms, as well as weak question interpretation. Overall, poor performance in this group was linked to content gaps, chronological confusion, and insufficient exam preparedness. Extract 6.2 provides an example of one such divergent and incorrect response to Question 6.

Q6.	<p>Agriculture sector. It was an economic sector established by the colonialist in Africa that involved the cultivation of both food and cash crops in the colonies. There was much production of cash crops and raw materials like sisal, tea, tobacco, sugarcane and cotton for the colonial industries to produce industrial goods through these raw materials. These agricultural sectors involved settler, peasant and plantation agriculture. The agricultural sectors after the second world war provided reforms in numbers. These reforms were more benefited by the colonialist like accumulation of more capital. The following were such reforms.</p>
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66. done by the agricultural sectors after the second world war as follows:-

Provided employment opportunities; Agricultural sector provided employment opportunities to the people where by people worked to the plantation and settler farms to get money for their basic needs like food, shelter and clothes. There was development of money economy due to agricultural sectors.

Raised revenue in the colonial government. Also agricultural sector raised revenue in the colonial government because there was more production of raw materials for the colonial industries where by colonialist taken raw materials for the feed of their industries.

Production of raw materials.

There was increase of raw materials for the colonial industries to produce manufactured goods and to sell in Africa. Raw materials that was provided were cotton, sisal, sugar cane and tobacco for the production of manufactured goods like clothes, sugar and cigarette.

Boosted other colonial economy like trade, industries and others. Agricultural sector helped in the boost other economic sector like industries due to the more production of raw materials like cotton, sisal, sugarcane and many of them.

06.	capital investment - due to the	
	development of other economic sectors	
	like industries and trade there was	
	high investment of capital because of	
	more production of raw materials to	
	feed industries and the development	
	of trade there by industries were more	
	expanded and more capital investment.	
	Development of town and cities.	
	Also towns and cities were developed	
	due to the more production of industri	
	al goods and development of trade.	
	Trade make people to contact and high	
	expansion of market that led to the	
	growth of towns and cities.	
	Therefore Agricultural secto	
	r brought many changes and reforms	
	in the development of economic sectors	
	after the second world war in the	
	years of 1945	

Extract 6.2: A sample of an Incorrect Response for Question 6.

Extract 6.2 presents a sample response from a candidate who deviated from the task. Instead of outlining agricultural reforms implemented after the Second World War, the candidate discussed the significance of colonial agriculture during the colonial era. This divergence highlights a misunderstanding of the question's focus on post-war agricultural developments.

2.1.7 Question 7: Nationalism and Independence Struggles

The question was derived from the topic "External Forces on the Rise of Nationalism and the Struggle for Independence". Candidates were required to explain the role of Pan-Africanism in the decolonization of African countries. The liberation of the African continent was significantly accelerated by external forces such as Pan-Africanism, particularly after the end of the Second World War in 1945. The overall performance on this question was generally good.

The question was attempted by 58.4 per cent of the candidates. Among these, a majority (69.06%) scored from 12 to 19.5 marks, indicating a strong understanding of the subject matter and solid analytical skills. Additionally, 26.22 per cent of the candidates achieved scores in the range of 7 to 11.5 marks, reflecting an average performance with moderate comprehension of the question requirements. A smaller proportion, 4.72 percent, obtained low scores ranging from 0 to 6.5 marks, suggesting either inadequate understanding or a significant misinterpretation of the question. Figure 7 presents the overall distribution of candidate performance on this question.

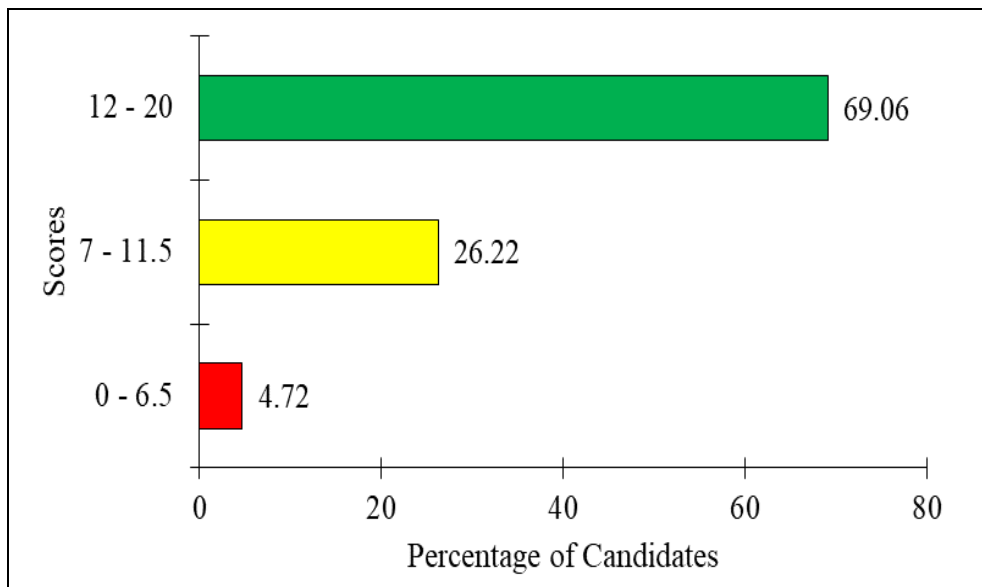


Figure 7: Performance of Candidates in Question 7

In this question, candidates who scored from 12 to 19.5 marks demonstrated a high level of understanding of the role of Pan-Africanism in the decolonization of African countries. These candidates correctly interpreted the demands of the question and provided well-structured responses, rich in historical detail and logical argumentation.

A majority of them identified that Pan-Africanism played a vital role in awakening political consciousness among Africans. The movement inspired a new sense of African identity, pride, and unity, which became the ideological foundation for nationalist movements. Candidates accurately explained that Pan-Africanism emphasized continental solidarity by uniting people across ethnic, linguistic, and religious divisions, ultimately strengthening the push for self-rule.

Another well-presented point was the foundation it laid for African unity, particularly through the formation of the Organization of African Unity (OAU) in 1963, which directly supported liberation movements in countries such as Mozambique, Zimbabwe, Angola, and Namibia. Strong responses detailed how the OAU provided diplomatic, financial, and logistical support to nationalist movements.

Moreover, candidates correctly discussed the platform Pan-Africanism created for political dialogue among African nationalists. They gave the example of the 5th Pan-African Congress in Manchester in 1945, which brought together key African figures like Kwame Nkrumah, Jomo Kenyatta, and Nnamdi Azikiwe. These leaders shared strategies, built networks, and developed action plans for achieving independence in their respective countries.

Some responses highlighted the support for armed struggle where peaceful negotiations had failed. Pan-Africanists openly supported liberation wars in Angola, Mozambique, Zimbabwe, and Namibia, and strongly condemned the apartheid regime in South Africa, mobilizing global opposition.

Equally well explained was the mobilization of the masses for grassroots activism. Candidates referenced the role of Pan-Africanism in encouraging the formation of political parties, such as UGCC and CPP in Ghana, with the latter, under Nkrumah, leading the country to independence in 1957. Others showed how Pan-Africanism inspired similar developments across the continent.

Finally, strong answers included the promotion of international solidarity, where African leaders used global forums like the United Nations to highlight the injustices of colonialism and apply diplomatic pressure on colonial powers. The movement helped build global alliances with sympathetic countries and organizations to further the cause of African independence.

Scores progressively decreased from 19.5 to 12 marks depending on the declining quality of responses, with higher-scoring candidates offering detailed, well-supported explanations, while lower-scoring ones gave limited elaboration, fewer examples, and weaker links between Pan-Africanism and decolonization. Extract 7.1 illustrates a candidate's relevant response.

7. Pan-Africanism refers to world-wide ideology of strengthening solidarity, unity and brotherhood amongst people of African origin all over the World. Pan-Africanism movement began in America after various social-economic injustices such as racial segregation, humiliation and oppression encountered by People of African origin in the New World. Pan-Africanism succeeded in holding conferences such as Lisbon (1923) Paris (1919) London (1921) as well as Manchester conference of 1945. Generally Pan-Africanism aimed to sweep away all forms of oppression, segregation as well as banners about unity and solidarity among Africans. The following were roles which Pan-Africanism played towards African decolonization.

Lead to rise of unity and solidarity among African. Since Pan-Africanism aimed at uniting People of African origin all over the World thus it succeeded to bring unity and solidarity through formation of Organization of African Unity (OAU) in 1945 in Addis Ababa - Ethiopia. Hence through rise of unity among African led to foster decolonization success in Africa.

Lead to formation of regional centres for liberation movements. Also through the rise of Pan-Africanism led to formation of regional centres for liberation movements such as PAFMECA (Pan-Africanism - Movement of East and Central Africa) in 1940s and PAFMESCA (Pan Africanism movement of East - South and Central Africa. Hence pan-Africanism played a great role towards African decolonization.

Raised awareness and consciousness among Africans. Also Pan-Africanism since led to rise of nationalist leaders like Kwame Nkrumah

7	<p>Nkrumah, J.K. Nyerere - So led to rise of consciousness and awareness among Africans. Because these national liberal admistrif. like Kwame Nkrumah enlightened their fellow African on the greed of voracity. Thus Pan-Africanism played vital role toward African decolonization.</p> <p>Lead to moral and material support; Pan Africanism activists particularly Kwame Nkrumah offered moral support and materials to different African countries - Such support include moral like scholarship education as well as material support in terms of funds for liberation movements. Hence Pan-Africanism led to rise of African nationalism and decolonization processes.</p> <p>Encourage use of non-violent means of struggle; Also Pan-Africanism conferences under activists like Kwame Nkrumah always emphasized and encouraged activists like J.K. Nyerere to use non-violent means of struggle on liberation movement. Such means of struggle were constitution means as well as liberation means. This through this also Pan-Africanism played a role toward African decolonization.</p> <p>Acted as a voice to African countries; Also Pan-Africanism through holding conferences such as Paris (1919), London (1921), Lisbon (1923) as well as Manchester conference (1945); Help African countries to express the feeling of ends of exploitation, oppression and humiliation. Thus Pan-Africanism acted as a voice and platform of African countries to express the grievances of ends of colonialists. Hence Pan-Africanism played a role toward African decolonization.</p> <p>In general; Not only Pan-Africanism played a role toward African decolonization but also there are other factors which include internal and external factors which lead to African decolonization. These factors include, USA, USSR, Decline of European Economy, Second World War (1945), Self-determination principle of Versailles Peace Treaty (1919)</p>
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Extract 7.1: A sample of a Correct Response to Question 7

Extract 7.1 presents a sample response from a candidate who, to a greater extent addressed the roles played by Pan-Africanism in the process of African decolonization.

Besides, there was a group of candidates who scored average marks ranging from 7 to 11.5. These candidates demonstrated a moderate understanding of the demands of the question, but their responses exhibited several notable weaknesses that limited their performance.

Despite the relevance of the points provided, the explanations offered were often brief and generalised. For example, some candidates stated that Pan-Africanism helped unite Africans but did not explain how that unity translated into concrete steps toward independence. While conferences such as the 1945 Manchester Pan-African Congress were occasionally mentioned, many failed to elaborate on how such events provided a platform for African leaders to strategise and build solidarity across colonial boundaries.

Furthermore, historical examples were used inconsistently. Candidates would mention names such as Nkrumah or Kenyatta without detailing their specific roles within the Pan-African movement or how they used Pan-African platforms to further the cause of independence in their respective countries. This weakened the link between Pan-African ideology and actual decolonisation outcomes.

Another common weakness was a lack of clarity in connecting Pan-Africanism directly to liberation movements. While most candidates acknowledged its importance, they struggled to show how it influenced political mobilisation, diplomatic pressure, or cross-border cooperation during the struggle for independence. Instead, responses often became repetitive, restating similar ideas in different words without introducing new insights or evidence.

In terms of structure, many essays were adequately organised, but the arguments lacked full development. Candidates tended to list correct roles without expanding on each one or showing how they fit within the broader context of African decolonisation after World War II.

In summary, average-scoring candidates demonstrated a fair understanding of the role of Pan-Africanism in African decolonization. Their responses were generally relevant but limited by a lack of elaboration, insufficient

historical detail, and weak linkage between ideas and outcomes. With stronger development of points and the inclusion of specific examples and events, these candidates could have significantly improved their performance.

A group of candidates scoring from 0.5 to 6 marks showed limited understanding of Pan-Africanism's role in African decolonization, often giving brief or unclear points without explaining how these contributed to independence or providing historical examples. Those scoring zero largely misunderstood the question, discussing unrelated topics like external influences (e.g., the UN or Cold War powers), general decolonization challenges, or internal Pan-African movement problems instead of its positive role. These errors were mainly due to poor interpretation of key terms, resulting in irrelevant answers and no marks. Extract 7.2 presents a response from one such candidate who diverged entirely from the demands of the question.

07.	<p>Pan Africanism was ideological and liberation movement started in USA in 1900s by blacks Americans. the movement aimed at liberating black Americans and later shifted to Africa. the following are roles of Pan Africanism assisted in decolonization in Africa.</p> <p>Ex-soldiers fought after returning from WWII they took weapons because they were taught to fight in the US such as Nelson Mandela.</p> <p>Function of UNIA which provided material support by providing money and other materials to the Africans like Ghana.</p> <p>The independence of Ethiopia made Africans confident as the role model. The Africans in Mozambique and Zimbabwe became confident to fight and succeeded to get independence.</p>
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Extract 7.2: A Sample of an Incorrect Response to Question 7.

Extract 7.2 presents a portion of an incorrect response from a candidate who deviated from the question by focusing on external factors influencing African liberation struggles, rather than addressing the specific roles played by Pan-Africanism in the decolonization process.

2.2 112/2 HISTORY

2.2.1 Question 1: Neo-colonialism and Underdevelopment.

The question was drawn from the topic “Neo-colonialism and the Underdevelopment of Third World Countries”, with a focus on Structural Adjustment Programs (SAPs). Candidates were required to assess the claim that “The Structural Adjustment Programs brought more challenges than solutions to the African economy.” As a compulsory question, it was attempted by all candidates. Of these, 20.88 per cent scored from 12 to 20 marks, reflecting a strong understanding of the topic. The majority, 60.23 per cent, scored from 7 to 11.5 marks, indicating a moderate level of comprehension. Only 6.17 per cent obtained low scores, ranging from 0 to 6.5, suggesting difficulties in effectively articulating or supporting their arguments. Figure 8 illustrates the distribution of candidate performance on this question.

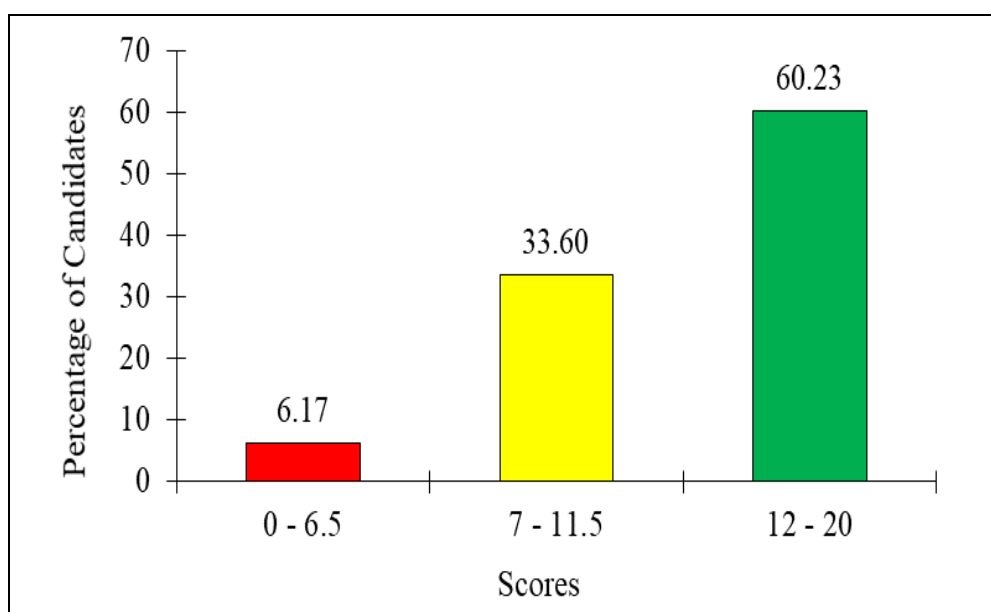


Figure 8: *Performance of Candidates in Question 1*

Candidates who scored from 12 to 20 marks demonstrated a clear understanding of the concept of Structural Adjustment Programs (SAPs) and their implications for African economies. They effectively analysed the conditionalities imposed by international financial institutions, including trade liberalization, currency devaluation, cost - sharing in social services, privatization of public enterprises, retrenchment of workers, and the removal

of agricultural subsidies. Furthermore, they illustrated how these measures constrained economic development rather than promoting it.

Their responses effectively illustrated how SAPs undermined African economies in several ways. For instance, trade liberalisation exposed fragile local industries to foreign competition, leading to industrial collapse. Currency devaluation, although intended to boost exports, instead increased the cost of imports and discouraged local production. The removal of agricultural subsidies resulted in a decline in food production and rural livelihoods, while cost-sharing in education and healthcare limited access to basic services, especially for the poor. Privatisation often led to the sale of key public enterprises to foreign investors, stripping African states of strategic economic control. These candidates also addressed the broader impacts of SAPs, including rising unemployment due to mass retrenchment, increased external debt burdens, and the intensification of poverty and inequality. Their strong performance stemmed from their ability to understand the demands of the question, apply critical reasoning, and use relevant examples and sources to support their arguments. Extract 8.1 provides a sample of a relatively well-structured response from this group of candidates.

Q1.	Structural adjustment Programmes (SAPs)
	refers to the set of economic, social and political policies formulated by the world bank (WB) and the international monetary fund (IMF), to be followed by the developing countries in order to be given loans and grants. The condition of SAPs include, multipitism, Economic liberalization, Currency devaluation and other related.
	In fact the structural Adjustment programme has more challenges than solutions in African economy due to the following reasons;
	<p>It has increased debt burden. most of African Countries, especially sub-saharan countries like Tanzania, Kenya, Somalia, Burundi, and others are indebted because they receives fund and other financial and other aid from those donor countries like USA, Britain, Russia, Japan and from the world Bank (WB) and the IMF.</p>
	<p>Exploitation of African resources. This has made possible due to fact that the Neo-colonizing power or donor countries comes and invests in Africa and they obtain different raw materials. Example, Gold such as Tanzanite from Tanzania, silver, Core and agricultural products.</p>
	SAPs leads to Corruption of economic. Example it has intergrated with the rulers of African countries, to the extent that

<p>01.</p>	<p>it has made many African rulers to be puppet leaders who misuse the public funds, This situation eventually is leading to economic backwardness in most of African countries. Example the principle of SAP states that there should be political liberalization which mostly leading to corruption in African countries.</p> <p>SAPs has led to economic dependence syndrome. Example, in most countries like Tanzania and other third world countries from African Continent there has created the syndrome of dependence ness due to fact that most of people have been depending on world bank (WB) and the international monetary funds (IMF) loans and grants rather than making their own ways to promote economy so this is also challenge which has brought by SAP.</p> <p>SAPs threats the Banking and Commercial system of Africa. This is because The donor countries and the world bank (WB) and International monetary funds (IMF) has placed some policies that involves the devaluation of African Currency and the sustenance of Banking system. They have introduced such system so as to make Africans be the dependant to European production and domination. Hence through this</p>
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Extract 8. 1: A Sample of a Correct Response for Question 1

Extract 8.1 presents part of a candidate's response that explains the challenges posed by Structural Adjustment Programs in to the African economy, highlighting their impact on economic sovereignty.

In contrast, a significant percentage of candidates who scored from 7 to 11.5 marks showed some familiarity with the topic, but their responses were largely descriptive rather than analytical. Many listed SAP measures without linking them clearly to the economic challenges faced by African countries. Others gave general statements without adequate examples or detailed explanations of how SAPs acted as a bottleneck to development. While there was some attempt to engage with the question, most responses lacked depth and coherence. For instance, although candidates frequently cited negative outcomes such as unemployment, retrenchment, and the collapse of local industries, they often failed to connect these directly to specific SAP conditions like public sector downsizing, subsidy removal, or trade liberalisation. Their explanations were generally brief, with little effort to demonstrate the causal relationship between SAP reforms and their effects. Moreover, a few responses included country-specific examples, which weakened the strength of their justifications.

Similarly, while the rising cost of living was noted, many candidates did not link it to the removal of subsidies on essential services or to cost-recovery policies demanded by SAPs. Overall, their moderate understanding of the topic and failure to critically engage with how SAP conditionalities operated in practice limited the quality of their analysis and ultimately kept their marks within the average range.

Generally, while average-scoring candidates demonstrated a basic awareness of the negative consequences of SAPs on African economies, their responses suffered from limited elaboration, weak historical examples, and minimal critical engagement. To score higher, they needed to explain more clearly how these challenges undermined Africa's economic development and provide stronger evidence to support their arguments.

A total of 20.88 per cent of candidates scored from 0 to 6.5 marks, reflecting major weaknesses in understanding the question on Structural Adjustment Programs (SAPs). Those scoring from 0.5 to 6 marks showed only a basic or partial grasp of the topic. While some attempted to address the challenges posed by SAPs, their answers were often superficial, poorly structured, and lacked critical analysis or relevant examples. Many failed to define SAPs clearly or explain how they negatively affected African economies.

Candidates who scored 0 marks provided entirely irrelevant or inaccurate responses. Some confused SAPs with unrelated economic reforms or post-independence plans. Others misunderstood the question by listing benefits of SAPs such as foreign aid or investment rather than focusing on challenges, as required. A few responses were limited to one or two sentences, showing no meaningful engagement with the topic, while others discussed unrelated subjects like colonial policies or modern trade blocs. These issues point to serious gaps in content knowledge, question interpretation, and sometimes language comprehension. Overall, this group either lacked the necessary knowledge or failed to apply it appropriately, resulting in very low scores. Extract 8.2 provides an example of a candidate who gave an incorrect response to this question.

<p>a.</p>	<p>Structural Adjustment Programme (SAP), refers to the list of condition that provided by International Monetary Fund (IMF) and World Bank (WB) before quality for loans. I argue against the statement by showing positive ^{impact} of SAP in third world countries as follows:</p> <p>Improve foreign investment, one of the condition of SAP was to allowing foreign investment in a country. This it contributed to une impact in a country such as improve infrastructure and social services in a country. So SAP accelerate to some increase of foreign investment in a country.</p> <p>If create employment opportunities, SAP through allowing foreign investment. It contributed to the decrease of unemployment in a country. Because done through foreign investment, people are being employed and bring development to a country. Also this is one of positive impact of SAP.</p> <p>It facilitated import and export oriented economy, one of the condition of SAP was Trade liberalization. Due to that contributed to import and export of goods inside a country. That's contributed to the country to arrest scarcity. Also this also the positive impact of SAP.</p> <p>It contributed to the improvement of social services; SAP also played a great party to the development of social services example education and health services in third world countries countries. Exam</p>
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02	<p>example in Tanzania due to the availability of private sectors like schools and hospital, contributed to the improvement of social services to the people of Tanzania.</p> <p>It contributed to the development of infrastructure, through loans, paid by SAP used in third world countries to bring national development in different areas: example in infrastructure example roads and railways. Example in Tanzania, through loans led to the development in infrastructure example construction of SGR Railway.</p> <p>It reduce poverty, through loans provided by (SAP) contributed to the decrease of poverty, because loans are used to bring development in African countries example by building school, hospital, roads and railway, that's resulted through (AP) loan, poverty decrease in African countries.</p> <p>All in all, not only SAP (Structural Adjustment Programme), bring development and positive impact. But also have negative impact such as decline of local industries, increase of debt and intensification to African resources.</p>
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Extract 8.2: A Sample of an Incorrect Response to Question 1

Extract 8.2 illustrates an incorrect response from a candidate who discussed the solutions of Structural Adjustment Programs in the African economy instead of addressing the challenges.

2.2.2 Question 2: The Rise of Capitalism in Europe

The question, derived from the topic “The Rise of Capitalism in Europe”, focused on the transition from feudalism to capitalism. It required candidates to justify how the demographic revolution contributed to the decline of feudalism in Europe by the 15th century. The demographic changes, such as urbanisation, transformation of the labour force, and advancements in science and technology undermined the feudal structure and paved the way for its collapse.

The question was attempted by 52.9 per cent of the candidates. Of these, 41.59 per cent scored from 12 to 19.5 marks, demonstrating a strong understanding of the topic. A further 37.53 per cent scored from 7 to 11.5 marks, reflecting an average level of comprehension. Meanwhile, 20.88 per cent obtained low scores ranging from 0 to 6.5 marks, indicating significant challenges in addressing the demands of the question. Figure 9 illustrates the overall performance of candidates on this question.

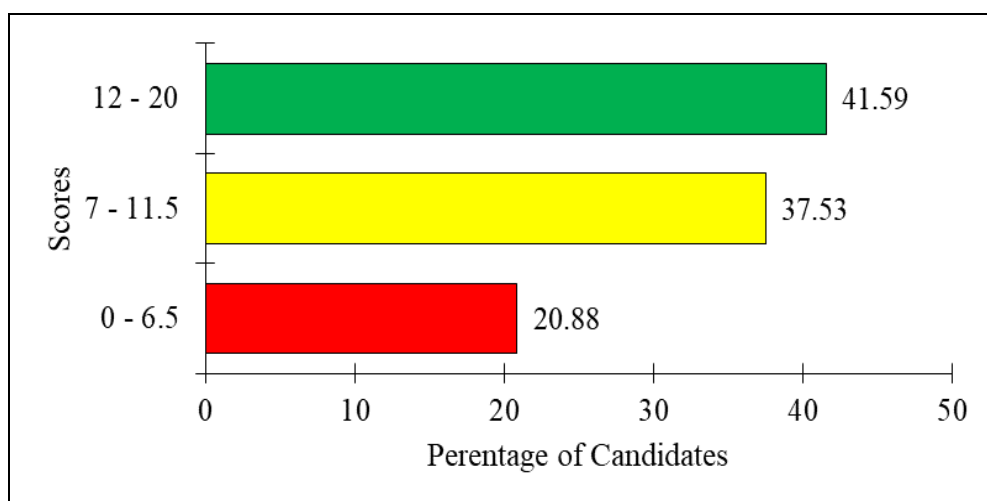


Figure 9: *Performance of Candidates in Question 2*

The candidates who scored higher marks, ranging from 12 to 19.5, demonstrated a clear understanding of the topic. They correctly interpreted the question and showed strong knowledge of the relationship between the demographic revolution and the decline of feudalism in Europe. These candidates explained how demographic changes led to the transformation of labour systems from unpaid serfdom to wage-earning proletariats, many of whom migrated to emerging industrial centres, leaving the feudal agricultural system without sufficient labor.

In addition, they effectively highlighted the growth of urban centres, which drew populations away from rural areas in search of employment opportunities. This rural-to-urban migration contributed to the collapse of manorial villages as key centres of feudal production and authority. Furthermore, candidates pointed out that the expansion of markets weakened the self-sufficient, subsistence-based feudal economy, replacing it with commercial agriculture and early forms of industrial production. This shift played a significant role in dismantling the foundations of feudalism.

Overall, these candidates showed that the demographic revolution was a key factor in undermining the feudal system and facilitating the rise of capitalism in Europe. Their responses were well-structured, historically grounded, and analytically sound. Extract 9.1 provides a sample of a good response to this question.

2.	<p>Demographic revolution; refers to the fundamental change of population in Europe during the period of 17th-18th c. which came with the increase in the number of people in Europe. For example, England in 1750 had 5 million people but in 1810 reached 10 million people. The demographic revolution acted as an obstacle to the existence of feudalism because of the following impacts brought by the demographic revolution:</p> <p>Led to availability of cheap labour; The demographic revolution stimulated the increase of many people who were acting as the labour force in different European economic sectors like farms, industries etc. For example, the British started the enclosure system because of the increase in the availability of cheap labour. This made the demise of feudalism in Europe and the rise of capitalism come into being.</p> <p>Led to expansion of markets; Due to the increase in the number of people, many merchants and others started to get the markets for the goods. The population acted as a market for the agricultural production. That made the traders to get profit from that trade. Made the traders to grow much. This made the existence of feudalism in Europe to be impossible to occur.</p> <p>Led to growth of towns and cities; The demographic revolution made many towns and cities to grow much because of the higher number of people who are in that area. The towns like Liverpool, Lancashire, Manchester in England grew much because of the increase in the number of people who act as a source of cheap labour and markets, and stimulate the development of infrastructures like railways, buildings, roads etc. This made it an obstacle for feudalism to exist in Europe.</p>
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Extract 9.1: A Sample of Good Response to Question 2

Extract 9.1 indicates the part of a candidate's response that, despite some grammatical errors, effectively justifies how the demographic revolution contributed to the decline of feudalism in Europe.

Candidates who scored average marks (7 – 11.5) demonstrated a basic understanding of how the demographic revolution contributed to the decline of feudalism in 15th century Europe, but their justifications were often weak or incomplete. They correctly identified that significant labor shortages caused by earlier population declines increased peasants' bargaining power, thereby eroding traditional feudal obligations. Many explained that as peasants migrated from rural manors to towns in search of better wages, landlords had to offer improved terms to retain laborers, which weakened manorial control and undermined feudal bonds. The shift from labor dues to wage payments was noted as evidence of this change, demonstrating how the economic basis of feudalism was dismantled.

Some candidates also mentioned the growth of towns and markets, arguing that this urban expansion created alternative economic opportunities that reduced peasants' dependence on feudal landlords. However, these justifications were often brief and lacked detailed explanation or concrete examples. Many failed to clearly connect demographic changes to the broader economic and social transformations that led to feudalism's decline. Although the candidates made relevant points, the depth of analysis and logical coherence necessary to fully justify the question's demands were lacking, limiting their scores to the average range.

Candidates scoring from 0 to 6.5 marks struggled to connect the demographic Revolution to the decline of feudalism, often offering superficial or inaccurate explanations. While some defined the term or mentioned population growth and urban migration, their answers lacked depth, coherence, and proper examples. Common errors included confusing cause and effect such as wrongly linking town growth to the rise of feudalism - or misattributing support from the Church. Many responses showed a surface-level understanding and relied heavily on memorized facts without critical analysis.

A notable number of candidates completely misunderstood the question, discussing unrelated topics like the French revolution, steam engine invention, or political revolutions, confusing "demographic revolution" with

“Political revolution.” Others focused on demographic causes rather than their impact on feudalism. These errors revealed gaps in content knowledge, weak grasp of historical terms, poor exam technique, and possible language challenges. Consequently, most answers in this group earned only minimal marks for basic facts or introductions. Extract 9.2 offers a representative example of an incorrect response, illustrating a candidate’s misunderstanding or misinterpretation of the question requirements.

2.	<p>Demographic revolution this was the revolution that involved the increase in the number of people in Europe whereby before various improvements in terms of the living conditions of the people the population of the people had deteriorated but after some measures the demographic revolution had increased, so feudalism in Europe particularly through demographic revolution was a main obstacle to such existence, due to the following reasons;</p> <p style="text-align: center;">Agrarian: revolution; Due to the changes in the agricultural production system in Europe where proper methods of farming were introduced but also through agrarian revolution facilitated foreexample the proper division of the land in which the majority of the people had owned land and hence because of that facilitated to the non-existence of feudalism whereby there was equal distribution of the land so this shows how Demographic revolution was an obstacle in Europe.</p> <p style="text-align: center;">Improvement of social services; Whereby due to the improvement of the social services foreexample health, water and various services were given to the people of Europe in which particularly because of that this facilitated to the rise of the population in which feudalism did not exist in which the social services were highly improved for the betterment of the living conditions of the people and so because of that feudalism had no chance in the existence.</p>
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2.	<p>Good sanitation This is due to the</p>
	<p>fact that availability of clean water had facilitated to the demographic revolution forexample</p>
	<p>due to the presence of good sanitation this is facilitated the absence of feudalism because</p>
	<p>of the fact that the level of population had increased and so because of that</p>
	<p>this had facilitated the increase in the population of the European countries so because</p>
	<p>of that through good sanitation have led to absence of feudalism</p>
	<p>Absence of plague and diseases: Particularly such absence of diseases have facilitated to the rise of population such diseases</p>
	<p>forexample cholera had claimed the lives of many people so because of that this facilitated</p>
	<p>the decline in the population of the Europeans so particularly such absence of the diseases</p>
	<p>had facilitated to the rise of population and had led to the obstacle of the existance</p>
	<p>of feudalism in Europe this is one among of the points</p>
	<p>Improvement of medical facilities: This is also facilitated to the obstacle in the existence</p>
	<p>of feudalism in Europe in which the medical facilities were highly improved forexample</p>
	<p>the availability of health centres and medicines were highly improved and were made available</p>
	<p>and so because of that this facilitated to the rise of the number of people in Europe</p>
	<p>but all in all this facilitated the absence of feudalism in Europe</p>

2.	<p>Early marriage: Due to the early marriage age in which girls particularly were married at a very young age this contributed to the rise of demographic revolution. For example through early marriage this ensured a girl gave chance to girls married at a such young age to give birth to many children so because of this facilitated to the absence of the existence of the feudalism in the European countries.</p> <p>Therefore; through Demographic revolution contributed to the rise and development of capitalism in which facilitated the availability of markets, facilitated availability of labour, led to the development of towns and cities, accelerated infrastructure development and to mention a few.</p>
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Extract 9.2 A Sample of the Incorrect Response in Question

Extract 9.2 features a candidate who focused on assessing the factors contributing to the rise of the demographic revolution in Europe, rather than explaining how it undermined the existence of feudalism. This divergence from the question’s focus failed to address the required connection between demographic change and the decline of feudalism

2.2.3 Question 3: The Rise of Democracy in Europe

The question was derived from the topic “The Rise of Democracy in Europe”, with a focus on the 1789 French Revolution. As an optional question, it required candidates to show how social and economic circumstances contributed to the outbreak of the revolution in France. The vast majority of candidates, accounting for 91.3 per cent, chose to attempt the question. Overall performance was strong, with nearly half of the candidates (52.28 per cent) scoring from 12 to 19.5 marks. A further 36.29 per cent achieved scores from 7 to 11.5 marks, indicating an average level of understanding. Only 11.44 per cent scored from 0 to 6.5 marks, suggesting difficulties in addressing the demands of the question. Figure 10 illustrates the overall performance of candidates on this question.

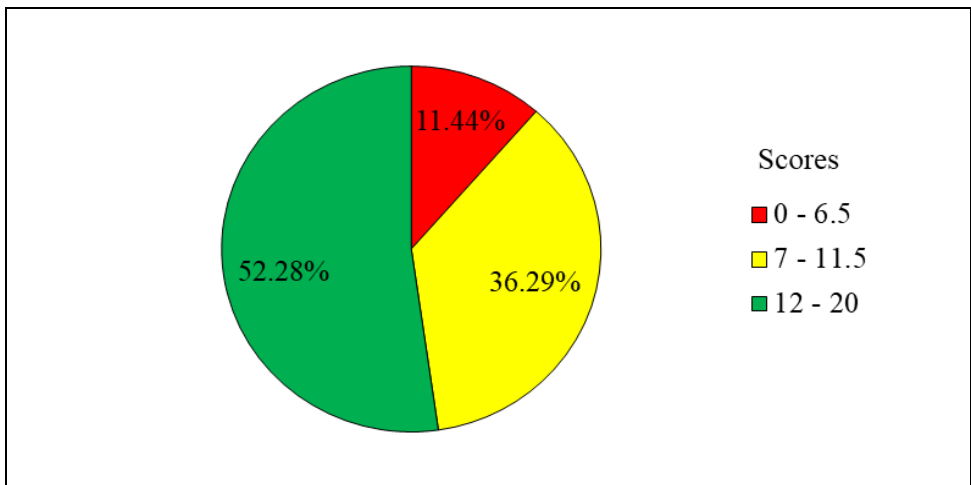


Figure 10: *Performance of the Candidates in Question 3.*

Candidates who scored from 12 to 19.5 marks demonstrated a strong grasp of the question, effectively explaining the social and economic factors that accelerated the 1789 French Revolution. They highlighted key social issues such as longstanding inequalities, unfair taxation, unemployment, and the rigid class structure divided into the First Estate (clergy), Second Estate (nobles), and Third Estate (commoners). These candidates linked these disparities to growing resentment and revolutionary fervour among the lower classes. They also explained the Church’s dual spiritual and economic power as a source of oppression and acknowledged the influence of Enlightenment thinkers such as Rousseau, Voltaire, and Montesquieu, whose ideas on liberty, equality, and popular sovereignty inspired calls for reform.

On the economic front, these candidates identified the extravagance of King Louis XVI and Marie Antoinette, whose lavish spending fueled public anger, alongside a financial crisis worsened by France’s support for the American War of Independence and an unfair taxation system that disproportionately burdened the poor. They also explained how rising food prices, famine, and stagnant wages led to widespread hunger, particularly in Paris -factors that triggered public protests and ultimately led to the storming of the Bastille, marking the beginning of the revolution. Their responses were well-structured and supported with relevant historical examples. Extract 10.1 presents a candidate’s response that demonstrates a thorough understanding of the topic.

3.	Corruption; This was done by the France monarchical government there were some leaders especially King Louis XVI he was a corrupt leader and he mis-used the public fund for his own interests with his family, FOR EXAMPLE he mis-use public fund for treated her his wife Marie Antoinette, he built big palace in France while his citizens experienced the hard life, so that was among of the social circumstance that led to 1789 France Revolution.
	Exploitative feudal system, Also in France there was exploitative feudal system in which the peasants have been exploited by the land lords who exploits them in terms of low wages, Long working hours, No pay at all, and this feudal system was under the King Louis XVI so that inhumaned the hostility of the peasants to their monarchical government hence to the occurrence of 1789 French Revolution.
	Economic hardship; In France there was badly economic hardship in that time whereby the government failed to treated citizens well for solving their problems, like Unemployment and Inflation especially the peasants and the middle class they ^{government} fail to have give them social services and the opportunities for them to encourage their production, so that influenced people especially peasants to demonstrate in the palace for their demands of economic grievances. so that hence to the 1789 French revolution.

Extract 10.1: A Sample of a Good response to Question 3

Extract 10.1 presents a part of the candidate's response that demonstrates the circumstances that accelerated the 1789 Revolution in France.

Candidates who scored from 7 to 11.5 marks demonstrated a partial understanding of how social and economic conditions contributed to the French Revolution. Many identified valid points such as the unequal tax system, rising food prices, peasant hardship, social inequality among the

estates, and the royal financial crisis. However, these responses were often underdeveloped, with limited explanation or historical context. A common issue was the inclusion of political factors like the autocratic rule of Louis XVI or influence of the American Revolution which, although historically accurate, fell outside the question's scope. As such, marks were awarded only for relevant social and economic content.

In several cases, candidates lacked depth in elaborating on the identified causes. For example, while they mentioned the three-estate system or economic hardship, few clearly linked these to public discontent or revolutionary action. Many responses were descriptive rather than analytical and lacked supporting examples such as the poor harvests of the 1780s or France's rising national debt. These weaknesses in explanation, combined with poor focus on the question's demands, limited their scores to the average range.

Candidates who scored from 0.5 to 6 marks had difficulty answering the question correctly. Many wrote about the effects of the French Revolution such as freedom, equality, and new governments instead of focusing on the social and economic problems that led to it. Others went off-topic by writing about different revolutions in Europe, like the English Revolution or the 1848 uprisings, which were not related to the question.

Even so, a few candidates gave some correct points, such as mentioning the suffering of the Third Estate or unfair taxes. However, these points were not well explained or supported with good examples. Most of the answers showed weak understanding, poor interpretation of the question, and a strong reliance on memorized facts. Because of this, most candidates in this group scored only low marks, though some earned partial credit for the few relevant ideas they included. Extract 10.2 provides a representative example of an incorrect response.

3.	<p>France Revolution; This was the revolution to overthrow the King Louis XVI as their autocratic regime and replaced Napoleonic Bonaparte in France. so This France before Revolution it was Under King Louis that the ruling is not fair because it do not separate Religion and state, social stratification and feudal system were used. so The following are the contribution of France such as;</p>
	<p>led to declaration of equality of all people; Before Revolution, Through the ruling of king Louis there is no equal in different sector. They favour nobles, clergy but other majority were exploited. so After Revolution, The Napoleonic Bonaparte wanted to see in France have equality of all people. so due to this The revolution takes place.</p>
	<p>Freedom of worship; Through Revolution take place in France, There is a freedom of worship but before Revolution, The King Louis XVI wanted all people to follow their own religion that is catholic but people in this period were not happy and freedom to believe god. so Through revolution the freedom of worship is available to practice and choose all religion.</p>
	<p>led to establishment of Republican government; Through Revolution takes place in France, They formed Republican government that follows democratic principle but before Revolution there is autocratic regime under King Louis XVI. so Revolution is a chance to establish Republican government in France.</p>
	<p>led to the rise of strong leader; Examples Napoleonic Bonaparte, This one among of leader that make Revolution in France to liberate all France people from the hand of King Louis but through Revolution, Napoleonic Bonaparte become so popular in the world so due to this revolution takes place.</p>
	<p>led to the freedom of formation of Association; Through Revolution takes place in France, They wanted all people to be free to form different Union to make change in France. but France people were formed Association for their own benefited them. so Through Revolution Freedom of Association is possible to be take place.</p>
	<p>led to protection of Human right; Before revolution takes place in France, Under King Louis VI, there were intensive exploitation, violation of Human right that against the king but after Revolution takes place in France, There is protection of human right that is right to live, & right to press and other.</p>
	<p>Generally, Those social economic contribution that held in France. Through revolution in France, those evils of King Louis is removed, but there is freedom of worship, equality, They decline feudal system in France.</p>

Extract 10.2: A Sample of an Incorrect Response to Question 3.

Extract 10.2 features a candidate who focused on the contributions of the French Revolution to the rise of democracy in Europe, rather than focusing on the social and economic circumstances that led to the revolution.

2.2.4 Question 4: Imperialism and Territorial Division of the World

This question was derived from the topic “Imperialism and the Territorial Division of the World”, focusing on the manifestations of imperialism in the 19th century. Candidates were required to analyse the circumstances that led to the formation of “Armed Camps” in Europe during that period. The question was attempted by 72.1 per cent of the candidates. Among those who attempted it, 48.64 per cent scored from 12 to 19.5 marks, demonstrating a strong understanding of the topic, while 37.09 per cent scored from 7 to 11.5 marks, reflecting a moderate level of comprehension. However, a relatively small proportion of candidates (14.27%) performed poorly, scoring from 0 to 6.5 marks. Figure 11 illustrates the overall performance of the candidates on this question.

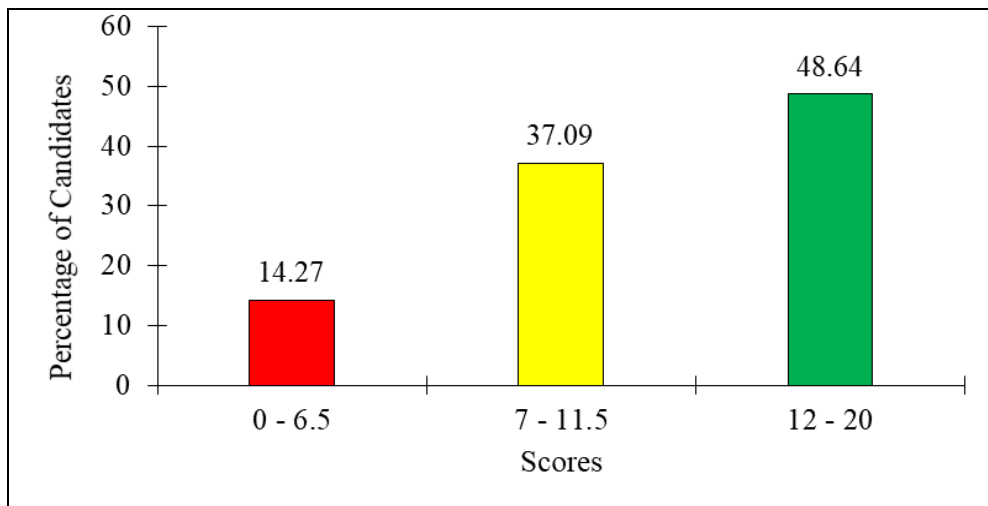


Figure 11: *Performance of Candidates in Question 4*

Candidates who scored from 12 to 19.5 marks demonstrated a solid understanding of the circumstances that led to the formation of Armed Camps in 19th-century Europe. They recognized that these alliances were not accidental but stemmed from complex political, economic, and ideological transformations. For example, many explained how Otto von Bismarck formed an alliance with Austria-Hungary to isolate France and prevent retaliation after the Franco-Prussian War of 1870–71. They also

analysed Bismarck's policies of isolation and power politics, showing how these strategies led to the formation of opposing blocs, such as the Dual Alliance and the Triple Alliance.

Furthermore, candidates explained how disturbances in the balance of power created continental superpowers like Britain, France, and Russia, which eventually formed the Triple Entente, while Germany, Italy, and Austria-Hungary formed the Triple Alliance. They linked the formation of Armed Camps to imperial rivalries and colonial competition, citing incidents such as the Fashoda Crisis of 1898 as examples of escalating tensions. Some candidates also noted France's desire for revenge against Germany for the loss of Alsace and Lorraine following the Franco-Prussian War.

Overall, these candidates earned higher marks by clearly establishing that the Armed Camps emerged to ensure mutual security, deter enemies, and maintain a balance of power among imperialist nations. Their responses were well-supported with relevant examples and demonstrated a comprehensive grasp of the topic.

In addition to the main causes, some candidates also highlighted other contributing factors mentioned by a few respondents. These included the intensification of the arms race and growing militarization, which pressured countries to formalize alliances for mutual defense. Nationalism and ethnic tensions within multi-ethnic empires contributed to insecurity, pushing powers to seek stronger alliances. Economic competition extended beyond colonial rivalry to industrial and naval supremacy, further straining international relations. Moreover, diplomatic mistrust and secret treaties intensified suspicions among nations. Although these detailed factors were less frequently discussed, they added significant depth to some candidates' explanations of the formation of Armed Camps in 19th century Europe. Extract 11.1 provides an example of a strong response to this question.

A	<p>Armed Camps, refers to the alliances that was formed by European powers in 1870s. Example, Dual alliance in 1878, The league of three emperors of 1873 and Tripple entete of 1907. The Countries involve d were like, Britain, Russia, Germany, Austria, Italy and France. The following were the causes or reasons for the formation of Armed Camps in Europe,</p>
	<p>The need of balancing power, exam ple, tripple entete of 1907 was formed so as to level in power with tripple alliance of 1882, of Germany, Italy and Austria. Due to that forced to form military alliances so as to level in arms race.</p>
	<p>The need of revenge motives, also armed camps were formed for the aim of making revenges with their enemies. Example France joined with Britain and Russia so as to make revenge with Germany that joined with Italy and Austria. This also accelerated to the formation of armed camps.</p>
	<p>The need for national prestige, also armed camps were formed so as to mainta in brands of superpowers. They wanted to form military camps so as to maintain respects and glory of the Countries as superpowers. Due to that led to the formation of military alliances. Example, Germany wanted to be a leading superpower in Europe thus wanted to form military alliances.</p>

0A	<p>The need of defensive purposes, also armed camps were formed so as to ensure the protectionism of the members. Example Germany joined with Austria and Italy so as to be safe from the attacks of France, Britain and Prussia. This helped them to insure security among the membership.</p>
	<p>The need of expansionism motives, also armed camps influenced by the desire of superpowers to show their strength in military fields by conquering of weak states and make them as their territories. Example they wanted to expand their border countries and searching for new colonies so as to fulfill their capitalistic ambitions.</p>
	<p>Growth of nationalistic ambitions, this also influenced the formation of armed camps since each nation wanted to be strong than another one. Due to that led to arms race to occur. Also they wanted to maintain security and peace in their countries is thus forced them to form military alliances.</p>
	<p>Generally, Armed camps influenced some effects in the world at large. Example, destruction of properties and loss of lives, contributed to the outbreak of first World War, emergence of France as the great enemy of Germany and dictated the world peace and security as well as increased tension.</p>

A sample of a Correct Response to Question 3.

Extract 11.1 features a candidate who explained the circumstances that propelled the formation of Armed Camps in 19th century Europe.

Candidates who scored from 7 to 11.5 marks demonstrated a moderate understanding of the circumstances that led to the formation of Armed Camps in 19th century Europe. While many identified relevant themes such as the balance of power, colonial rivalries, and militarism their explanations were often underdeveloped or lacked historical depth. This suggests that, although candidates had some familiarity with the topic, they encountered

challenges in effectively linking abstract political ideas to specific historical events.

In several cases, responses lacked coherence and failed to analyse how strategic defensive alliances, Bismarck's policy of isolation, and the shifting alliances among European powers contributed to the formation of opposing blocs. Furthermore, examples provided were often general, inaccurately applied, or omitted altogether, weakening the overall quality of the arguments. As a result, while these candidates demonstrated basic comprehension, their limited depth of analysis and weak use of supporting evidence affected their ability to score higher marks.

Candidates who scored from 0.5 to 6 marks demonstrated minimal understanding of the formation of Armed Camps in the 19th century, though a few showed some basic awareness by mentioning relevant concepts such as militarism or competition among European powers. However, most responses lacked clarity and failed to explain how these factors directly contributed to the establishment of alliances for mutual defence. Weaknesses included vague or incomplete explanations, poor organisation of ideas, and insufficient or inaccurate examples, which limited their ability to score higher.

Many candidates in this range diverged significantly from the question's requirements. A frequent mistake was confusing "Armed Camps" with "wars," leading them to focus on general causes of conflicts such as territorial expansion, arms races, or internal disputes, rather than the political and diplomatic circumstances prompting alliance formations. Others incorrectly emphasised the impacts of Armed Camps, such as increased militarisation, political instability, or environmental destruction, instead of analysing their origins.

Further divergences included confusing the 19th-century European context with the Cold War era, where candidates discussed nuclear arms races, ideological rivalry between the USA and USSR, and related factors. Some also conflated Armed Camps with circumstances leading to Camp David Peace Accord of 1979. These errors likely stem from limited historical knowledge, difficulty in distinguishing between closely related but distinct historical concepts, and misinterpretation of the question's focus. Additionally, overlapping terminologies in history lessons and textbooks

may have contributed to the confusion, affecting candidates' ability to provide relevant responses. Extract 11.2: A sample of an irrelevant response to Question 4.

04	<p>Armed Camps, this was the agreement between the Egypt Country and Israel Country which occurred in the Camp David under the prime ministry called Anwar-el-Sadat also the Jimmy Carter President of USA in 1978th Century, so these two countries had the conflict and at end they need to end their conflicts and cooperating together by various factors. so the following are the Circumstance propelled formation of Armed Camps.</p> <p>The Role of Anwar-el-Sadat: This is the president of Egypt who is fighting against Israel and some time he need to maintain peace and decided to give the Israel permission to make friendship for the purpose of ending the war and has success and led the end of their conflicts to occur.</p> <p>Role of Jimmy Carter: This was the president of USA and some time he need the Egypt to be a safe country because there are some profit get from Egypt for example minerals and market so convince the Israel to agree to make friendship and Egypt for the purpose of ending the conflicts between them.</p> <p>Economic hardship in Israel: This is the situation of decline in economy among Israel country. so they think that if will continue with war against Egypt lead the increase of decline of growth domestic production and decided to end the war and cooperating together with Egypt in order to save their economy.</p> <p>Costly war between Israel and Arab: also before the Israel and Egypt to later in the war the Israel also had war with Arab or Palestine which made them to use the enough money to fight against Arab - also fight with Egypt which lead to make agreement with Egypt in order to reduce the cost/pull of war and to face the Palestine effectively.</p> <p>Pressure of US to Israel: also USA Country they support Egypt at all need the Egypt country to be independent.</p>
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04	<p>without any challenge, which led the USA to force the Israel to agree the end of war between against Egypt if they will refuse the USA an inter in the war against them. which led the Israel to agree the end of war.</p> <p>loss of lives and properties, this is the process of people die and properties to destructing. also this issue occurred when the war continue between the Israel and Egypt some of people die or loss life and some properties destructed for example the infrastructure like roads, housing and dams and of water bodies.</p> <p>In generally, the Armed Camps this issue was so good because reduce the occurrence of some negative effects like death and also decline of economy among Egypt and Israel but also led the positive effects to the Egypt for example flow of aids, and also anwar-el-sadat got popularity in west by his popularity in Arab, and also end of 30 year war which fought between Israel and Palestine.</p>
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Extract 11.2. A Sample of Irrelevant Response to Question 4.

Extract 11.2 shows a candidate who discussed the Camp David Peace Accord of 1979, rather than the formation of Armed Camps in 19th-century Europe.

2.2.5 Question 5: The Rise of Socialism in the World

The question required candidates to explain the reasons for the deterioration of Sino-American relations since 1949. It was drawn from the topic “The Rise of Socialism”, with a particular focus on the impact of the Chinese Revolution on international relations. The question was attempted by only 13.4 per cent of the candidates. In terms of performance, 37.14 per cent of those who attempted the question scored from 12 to 20 marks, demonstrating a strong understanding of the topic. 23.32 per cent scored from 7 to 11.5 marks, reflecting moderate comprehension. However, a substantial proportion of candidates (39.53%) scored low marks, ranging from 0 to 6.5. Figure 12 illustrates the overall performance of candidates on this question.

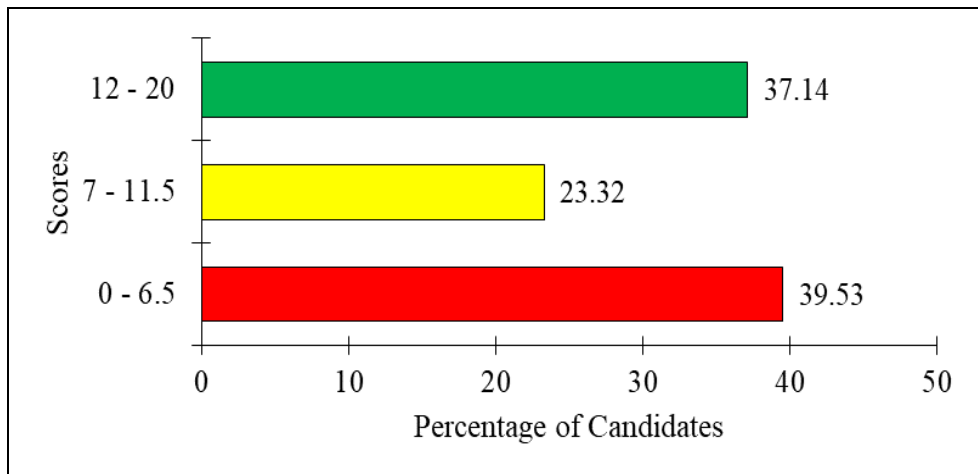


Figure 12: *Performance of Candidates in Question 5*

Candidates who scored from 12 to 20 marks demonstrated strong knowledge of the topic “The Rise of Socialism,” particularly regarding Sino-American relations. They clearly understood Sino-American relations as a complex diplomatic interaction shaped by political, military, ideological, and economic factors after 1949. Many began by highlighting the fundamental ideological differences between communist China and capitalist America, which formed the framework for the deteriorating relationship.

These candidates effectively explained key reasons for the deterioration of relations, such as the U.S. recognition of Taiwan under Chiang Kai-shek and refusal to acknowledge the People’s Republic of China after the Chinese Communist Revolution, which created lasting diplomatic hostility. They also analysed how the Korean War (1950–1953) intensified tensions, with the U.S. backing South Korea and China supporting North Korea, leading to direct military confrontation and worsening bilateral relations. Additionally, candidates pointed out that China’s development of nuclear weapons in 1965 heightened American fears and mutual distrust, as the U.S. sought to maintain nuclear superiority within its allied bloc.

Furthermore, many highlighted the Cold War rivalry in the developing world, noting China’s support for the pro-communist MPLA in Angola contrasted with the U.S. backing of the pro-Western UNITA, which further strained relations. They also discussed the U.S. policy of containment and China’s early alignment with the Soviet bloc as important contextual factors contributing to suspicion and hostility.

Finally, these candidates explained growing technological and economic competition by the late 20th century, as China began challenging U.S. dominance in technology and trade, especially in the developing world. This competition over strategic resources and markets added to ongoing tensions. Some candidates also briefly mentioned the period of rapprochement following President Nixon's visit to China in 1972, acknowledging that despite this diplomatic thaw, underlying tensions remained.

Overall, candidates in this category scored highly because they presented coherent, well-supported explanations linking political, military, ideological, and economic factors that caused the deterioration of Sino-American relations since 1949. Extract 12.1 provides an example of a strong response to this question

	Sino - American relations; paper
05	<p>to the way in which china and America related into different affairs, like social, political and Economic spheres. Relations of china and America started to deteriorate from 1945, but specifically was after 1949 where their relations started to decline. The following below are the factors led to the collapse of Sino - American relations soon after 1949.</p> <p>USA support over creation of Taiwan 1949; the bad relations between china and USA existed when USA supported the creation of Taiwan under Mao - the king out of china, so, USA provided Taiwan with a lot of support to fight against chinese Republic government. so, this situation hatred china (Republican government) to saw USA as an enemy. Hence led to the decline of Sino - American relation.</p> <p>The Indo - china border conflicts in 1958; India and china had on frequent conflict about borders where by each Nation wanted to occupied such border for her Economic interest and benefit.</p> <ul style="list-style-type: none"> • Example They fought over Manchuria a province rich in coal and iron. USA supported India with flooded of troops and weapons to defeat china so, such situation worsed their relations. • Hence led to conflict (misunderstanding) between them.

	<p>The Korea war in 1950-1953</p> <p>05; The relations of china and America was declared during the Korea war between North Korea and South Korea whereby both china and America fought on the opposite side. USA supported South Korea while china supported North Korea with a lot of troops, food and nuclear weapons. So, Korea war separated both into different sides which caused their mutual enmities. Hence led to the deterioration of US-china relations.</p> <p>Vietnam war in 1962-1975;</p> <p>During this war USA wanted to fight with Vietnam as a target to control the widely spreading of communism in Far East especially Asian countries including Vietnam. For another side Vietnam was supported by pro-communist state (China) against USA's invasion. So, fighting on opposite sides symbolized the deteriorated relations between America and China after 1949.</p> <p>USA accused China for human rights abuse; soon after the communist revolution under Mao-Tse-tung in China, USA realized that China did not consider the individual's right of living and freedom of association. So, the accusation of human rights abuse to China worsened the relations of USA and China. Hence led to misunderstanding.</p>
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05;	<p>USA did not recognize the Communist people's republic of china; in the international organization like UNO, USA through her veto power, did not see the need to recognize the Chinese people after the Communist Revolution in 1949. Such situation marked the hostility between Chinese governments against America. Hence led to the negative relation of America and China after the success of Communist Revolution in 1949.</p> <p>Generally; despite of negative relations between China and America but there were some factors done in order to restore the positive relations like USA recognized the Communist people's Republic of China. Diplomatic state visits where Henry Kissinger visited China in 1972 and later on Mao-Tse-Tung visited USA in 1979. Development of trade ties, and development of security related ties. Hence brought positive relations between USA and China.</p>
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Extract 12.1 A sample of a Good Response to Question 5.

Extract 12.1 presents a candidate's response that effectively explains the reasons behind the deterioration of Sino-American relations. However, the candidate made some errors in citing the dates of key events. The correct years are as follows: the U.S. supported Taiwan after 1949 and refused to recognise Communist China until 1979. Key flashpoints included the Korean War (1950–1953), the Sino-Indian Border Conflict (1962), and the Vietnam War (1955–1975), during which China and the U.S. supported opposing sides. While U.S. involvement in Vietnam began earlier through military advisors, full-scale military engagement started in 1965 following the Gulf of Tonkin Resolution.

Candidates who scored from 7 to 11.5 marks demonstrated a partial understanding of the reasons behind the deterioration of Sino-American relations, but showed notable gaps in depth, clarity, and historical accuracy. Many were able to mention some key factors, such as the U.S. support for Taiwan, the Korean War, and ideological differences between communism and capitalism. However, their explanations often lacked detail and critical analysis.

These candidates frequently failed to clearly link events to their impact on bilateral relations or to fully explain the significance of certain developments. For example, some mentioned the Korean War but did not clearly articulate how it directly worsened relations or failed to discuss the prolonged consequences of the conflict. Others noted China's nuclear weapons program or Cold War tensions, but provided superficial or inaccurate descriptions.

Additionally, some candidates showed difficulty in organising their responses coherently, leading to fragmented arguments and a limited connection between political, military, and economic factors. They also tended to omit important contextual elements, such as the U.S. policy of containment or the broader Cold War rivalry, which are crucial for understanding the dynamics at play.

Furthermore, examples were sometimes vague, outdated, or incorrectly applied. For instance, a few confused Sino-American relations with later events or conflated the roles of other international actors, which weakened the strength of their arguments.

Overall, candidates in this band demonstrated some awareness of the topic, but needed to develop greater depth of knowledge, more precise explanations, and an improved ability to connect historical events to the deterioration of Sino-American relations since 1949.

Candidates who scored from 0 to 6.5 marks demonstrated only a basic or fragmented understanding of Sino-American relations after 1949. While a few mentioned relevant points, such as the U.S. refusal to recognise the People's Republic of China, most responses were shallow, lacking coherent explanations, appropriate historical context, and relevant examples. Many simply repeated similar ideas or made vague statements without explaining how these factors contributed to the deterioration of relations.

A significant portion of candidates diverged entirely from the question's focus. Some confused Sino-American relations with U.S.-Japanese relations after World War II, discussing Japan's economic reconstruction and alliance with the U.S., which were unrelated to the question. Others focused on Sino-Soviet tensions, mentioning events like the Cuban Missile Crisis and border disputes, while a few listed general impacts of rivalry such as arms races and

proxy wars without analysing the causes of the diplomatic breakdown between China and the U.S.

These responses often reflected a surface-level understanding of Cold War developments. For example, some candidates discussed Cold War détente, attributing changes in relations to events like the death of Joseph Stalin, the balance of nuclear arms, or the establishment of the hotline communication, factors irrelevant to Sino-American relations post-1949.

Such divergences likely stemmed from limited content mastery, poor retention of chronological and thematic distinctions, and an overreliance on memorised facts without proper contextual analysis. Candidates appeared to struggle with differentiating between various international relationships involving the U.S., China, the USSR, and Japan, leading to frequent misapplication of concepts. Extract 12.2 presents a sample of an incorrect response to Question 5, illustrating a misunderstanding of the factors leading to the deterioration of Sino-American relations after 1949.

Q5.	<p>The thaw of Cold world; This was the peaceful agreement that was made between hostile powers (Western bloc and Eastern bloc) to stop their hostility and enmity. After the long term enmity between USA and USSR, the relation established after 1949 due to the different reasons, hence the following are the its reasons as follows:</p> <p>The death of Stalin; Joseph Stalin was a Soviet union leader who was much against the capitalist motives, as different in ideologies between capitalism and socialism it planted a deep root for enmity, thus make such two hostile powers to be involved within their enmity. Hence the death of Stalin strengthened the relation.</p> <p>Both hostile powers reached same level in arms race; USA and United socialist Soviet republic (USSR) both after the 1949 war picked or reached the same level in the arms race and the production of the nuclear weapons, hence such same level in arms race it strengthen of sino-America relations.</p>
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05. Establishment of hotline; Through the establishment of hotline the sino-American relations after the 1949 deteriorated in large. Hotline was the direct communication line established to link the communication between USA and the United Soviet Socialist Republic (USSR), hence this hotline help such two hostile power to come into relation after the second world war as connected by same system.

Public pressure; Also the increase in public pressure also pressurised for the thawing between the western bloc and the Eastern bloc. The fear of public pressure after 1949 influenced to the sino-American relations. The two hostile powers come into peaceful agreement and relations in peaceful making due to the fear of public pressure, hence this stopped the enmity to such hostile power.

To reduce the risk of nuclear weapons; Both hostile powers (USA and USSR) produced deadly weapons that were very harmful to the environment and living organism, hence in order to reduce such risk, hostile powers fall into relations, referring to the impacts of Japan by nuclear bomb in Nagasaki.

Creation of Israel state; The cold war that was under the hostile power was due to the strategic motives of the Gaza region, hence such hostile powers falls into cold war due to the such potentiality of the Gaza region that posed different conflicts, hence creation of Israel state strengthened sino-American relation.

Generally; the sino-American relation after 1949 was very fruitful to the hostile powers and world in generally due to its positive impacts that brought due to the such relation, such impact are like decolonization of Africa, strengthened the world peace and stability and reduced the risk of nuclear weapons within the world.

Extract 12.2 A Sample of Incorrect Response to Question

Extract 12.2 features a response from a candidate who explained the reasons for the thaw of the Cold War instead of addressing the deterioration of Sino-American relations.

2.2.6 Question 6: The Emergence of the USA

The question was derived from the topic “The Emergence of the U.S as a New Capitalist Superpower”, with a specific focus on the Economic Boom and the Great Economic Depression in the United States. Candidates were required to analyse three factors that contributed to the acceleration of the 1920s economic boom and to explain how this boom played a role in triggering the Great Depression.

A majority of candidates (85.6%) attempted the question, and the overall performance was strong. Specifically, 35.82 per cent of candidates scored from 12 to 19 marks, demonstrating a solid understanding, while 47.30 per cent scored from 7 to 11.5 marks, reflecting moderate comprehension. Only 16.88 per cent of candidates obtained low scores, ranging from 0 to 6.5 marks. Figure 13 illustrates the performance of candidates on this question.

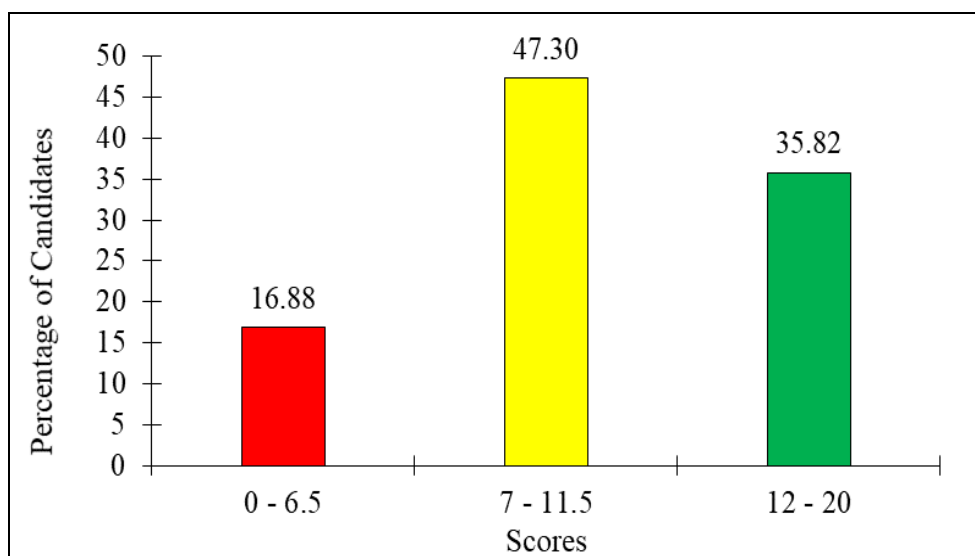


Figure 13: *Performance of Candidates in Question 6*

Candidates who scored from 12 to 19 marks demonstrated a strong understanding of the economic situation in the United States after the First World War. Their responses reflected clear knowledge of both the causes of the 1920s economic boom and how this boom contributed to the Great Depression of the 1930s.

Many accurately identified and explained key factors that accelerated the boom, such as the economic benefits the U.S. gained from the First World War (1914-1918), including the growth of capital, increased global trade, and rapid industrial expansion. They also emphasized the rise of mass production particularly in the automobile industry, highlighting companies like Ford, along with infrastructure improvements such as the expansion of highways, railroads, and ports. These developments not only modernized the U.S. economy but also created employment opportunities and supported broader economic growth.

In addition, these candidates effectively linked the boom to the subsequent economic crisis by explaining how overproduction and low consumer demand led to falling prices, business closures, and rising unemployment. They correctly identified underconsumption and low purchasing power as fundamental weaknesses in the economy. Many responses included detailed accounts of the 1929 Wall Street Crash, especially the collapse of the New York Stock Exchange on October 29, 1929 (Black Tuesday), as a key event that exposed the underlying fragility of the economic system.

Some also discussed the lack of regulation in the banking sector, noting how risky financial practices and inadequate oversight contributed to widespread bank failures and the loss of public savings. These well-organized explanations, supported by relevant historical examples, enabled candidates in this group to earn high marks. Extract 13.1 presents a well-developed response that effectively addresses the demands of the question.

6.	Economic boom refers to
	the increase in the economic activities in USA.
	The Great Economic Boom took part or the
	situation occurred in the 1920's. It was also
	known as the roaring 20's. The Great Boom
	led to the increase of economic activities
	in the various sectors such as mining,
	the industrial sector and the agricultural
	sector. After the Great Economic Boom,
	there followed the Great Economic Depression
	of 1930's which was the downfall of the
	economy. The following are the factors
	which accelerated the 1920's economic boom.
	Impact of WWI, and WWII;
	the first world war and second world war
	contributed to the Great Economic Boom in
	USA. USA did not actively participate in the
	first world war of 1914 to 1918 because she
	was busy building her economy. As other
	European nations were busy producing the
	military weapons for the wars, USA was
	developing her economic sectors such as
	agricultural and industrial sector. But also,
	USA joined the war quite late since she
	was the supplier of industrial goods and
	joined the winning sides. Example USA
	was the world creditor of the world wars.
	Introduction of new technology;
	there was the introduction of new technology
	and innovations in USA. The technological
	advancements contributed to expansion
	of the economic sectors such as the

	<p>6. agricultural sector. The innovations helped to simplify work which resulted to increase in the level of output and improved quality of the products. This expanded the source of market for the manufactured goods. There was also mechanization of agricultural sector.</p> <p>Example Oxen-driven plough and seed drill helped to improve the agricultural sector.</p>	
	<p>Advertisement; USA had developed advanced technology in the communication sector. Advertising had enabled the people to become aware of the various issues pertaining the country. There was the establishment of means of advertising such as newspapers, radios, television and magazines. There were the slogans which emphasized the people to purchase. "Buy now, pay later". Thus, this had contributed to the Great Economic Boom.</p> <p>Example Radio Broadcasting introduced in 1921.</p>	
	<p>The Great Economic Boom had accelerated the economic depression. The following points explain the above statement.</p> <p>It led overproduction and underconsumption in the economy; Great Economic Boom resulted to overproduction due to the fact that there is increase in the economic activities. This helped to boost production in the economy. Advanced technology also helped to speed up the rate of production. At the end of time, it resulted to the high production and the</p>	

6.	<p>producers produced in surplus compared to the consumption rate. Hence, overproduction and underconsumption constituted to the emergence of the Economic Depression in USA.</p> <p>Example Machine technology increased the level of output leading to overproduction. It resulted to acute inflation, due to the development of the banking and financial sectors, resulted to the decrease in the value of money and the persistence increase in the general prices level. This had affected the economy of the country since the prices of the commodities were steadily increasing and reduced purchasing power of the people. Thus Great Economic Boom contributed to the Economic depression.</p> <p>Example Steadily increase in prices of goods. It led to the fall in US stock market; the Great Economic Boom had accelerated the fall in US stock market. This is due to the fact that, there was the overproduction due to improvement of the technology. The producers failed to keep the stock because they were simply at maximum profit maximization. Thus, it resulted to fall in US stock market and the economy became at the minimum level.</p> <p>In conclusion, The impacts of Great Economic Boom are, the increased migrations to USA, improved the living standards of the people, expansion of towns and cities and transport development.</p>	
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Extract 13.1 A sample of correct response to question

Extract 13.1 illustrates the response of a candidate who explained the factors that accelerated the economic boom and the subsequent economic depression in the United States during the 1920s.

Candidates who scored from 7 to 11.5 marks showed a fair understanding of the question. They were able to mention some correct factors related to the 1920s economic boom and the Great Depression, but their answers often lacked clear explanation and strong connections between the two events.

Many candidates correctly mentioned points like the effects of the First World War, protectionist policies, the diverse U.S. population, and new technology. However, they often did not explain how these points helped cause the economic boom, or how the boom itself led to the Great Depression.

Some had good ideas, such as pointing out overproduction, but failed to explain what it meant or how it caused problems like low demand, falling prices, and unemployment. A few also mentioned the benefits the U.S. gained during the war, but they didn't clearly show how those benefits led to risky financial behaviour in the 1920s.

In some cases, candidates repeated the same ideas or listed similar points separately, like "protectionism" and "tariffs," without explaining the difference or their impact on trade. Others mentioned banking problems but didn't provide examples or explain how they caused the economic crisis.

Overall, these candidates understood some basic parts of the topic, but their answers were often unclear, repetitive, or not well connected. This is why they scored in the average range.

Candidates who scored from 0 to 6.5 marks showed limited understanding of the 1920s economic boom and the Great Depression. One major problem was that many misunderstood the question. Instead of explaining the causes of the boom and how it led to the Great Depression, many talked about the effects of the depression, such as job losses, farm problems, bank failures, and factories closing down. Although these points are true, they were not what the question asked for, which is why they scored low marks.

Some candidates also confused the causes with the results of the boom. For example, they wrote about economic growth and more jobs as causes, when these were actually outcomes of the boom. They did not explain what really caused the boom, like mass production, easy credit, and high consumer spending, or how these things later led to the crash and depression. This shows they had a basic understanding but lacked clear thinking and analysis.

A few candidates went completely off-topic and wrote about the New Deal programs, like the AAA, NIRA, and CCC, which were introduced during the depression to fix the problems. These points were not related to the causes of the boom or how it led to the depression. This mistake may have happened because some candidates only remembered what they learned about the New Deal and thought it applied to all U.S. economic history questions.

Others only listed the causes of the Great Depression, without linking them to what happened in the 1920s during the boom. Because of this, their answers did not fully answer the question.

Overall, while some candidates showed bits of knowledge, their answers were often off-topic, unclear, or focused on the wrong time period, which is why they received low scores. Extract 13.2 illustrates an example of an incorrect response to the question.

06	<p>Great boom this was the economic recovery which was conducted at that time when America faced economic depression in 1920's. Under president Roosevelt they decided to come up with how to reduce poverty.</p> <p>The following are the factors that accelerated the economic boom in the United States of America.</p> <p>Poverty, due to this America decided to establish ways to recover her people from poverty by providing relief and welfare to the people hence economic boom.</p> <p>Unemployment. A large number of American people were unemployed of American due to lack of places to work since many industries closed down. Hence economic boom in America.</p> <p>Economic depression. At this time America was under the economic depression which was due to the over production. Therefore the people of America were faced with economic problems.</p>
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Extract 13.2: A Sample of Incorrect Response to Question

In Extract 13.2, the candidate diverges by explaining the causes of the New Deal in the U.S, focusing on poverty, unemployment, and the economic depression. This explanation addresses the severe economic hardships that prompted government intervention instead of the causes of the Great Economic Boom.

2.2.7 Question 7: Threat to World Peace

This question was derived from the topic “The Threat to World Peace after the Second World War”, with a specific focus on the outcomes of the nuclear arms race during the Cold War. It was an optional question that required candidates to explain why it was necessary for the USSR to install missiles in Cuba in 1962. The question attracted a significant number of candidates (83.8%). Among those who attempted it, 56.17 per cent scored from 12 to 19.5 marks, demonstrating a strong understanding of the topic. Additionally, 32.30 per cent scored from 7 to 11.5 marks, reflecting a moderate level of comprehension. On the other hand, a smaller portion of candidates (11.53%) scored from 0 to 6.5 marks, indicating weak or limited understanding of the question. Figure 14 illustrates the distribution of candidate performance on this question.

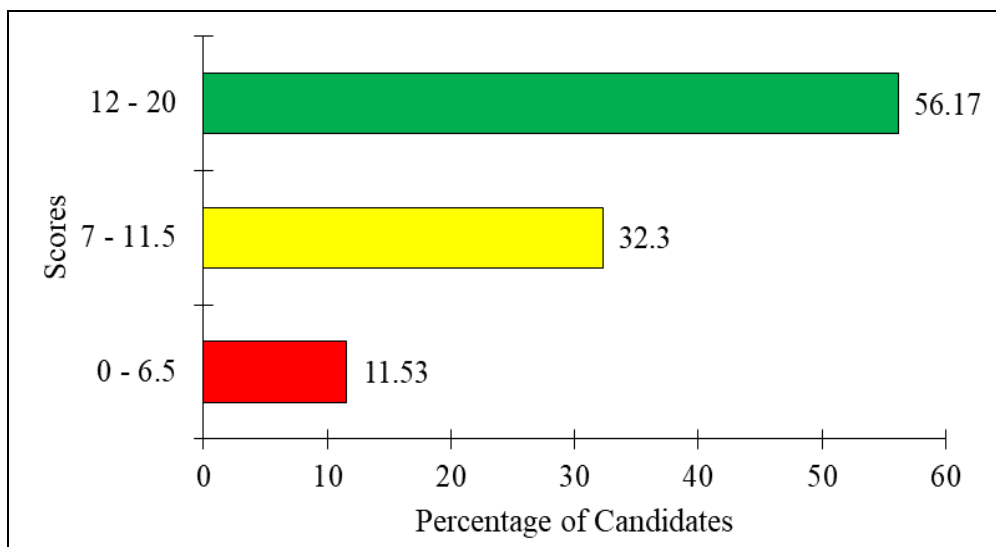


Figure 14: *Performance of Candidates in Question 7*

Candidates who scored high marks from 12 to 19.5 showed a good understanding of why the USSR decided to put missiles in Cuba in 1962. They explained clearly and gave good examples. They said that Soviet

leader Nikita Khrushchev wanted to balance power because the United States had more nuclear weapons and missiles. Putting missiles in Cuba, which is close to the U.S., helped the USSR protect its ally, Cuba, especially after the U.S. attempted to invade Cuba at the Bay of Pigs in 1961.

Many also explained that the USSR wanted the U.S. to remove its missiles from Turkey and Italy, which were close to the Soviet Union and a threat to their safety. The missiles in Cuba were meant to show that the USSR was strong and to stop the U.S. from bullying or trying to control other communist countries nearby.

Some candidates pointed out that by having missiles so close to the U.S., the Soviet Union could respond quickly if there was a war, helping to maintain a balance of power. This was important because the U.S. already had missiles near Soviet borders. Others argued that the USSR wanted to demonstrate to the world that it was a powerful nation serious about protecting her allies. This helped the Soviets gain respect and support from other countries, especially those that were not yet on either side of the Cold War.

Finally, some candidates mentioned that Khrushchev needed to prove he was a strong leader to his own government, so placing missiles in Cuba was also about preventing his position and demonstrating his willingness to challenge the U.S.

Overall, these candidates gave clear, well-explained answers that showed they understood the important political and military reasons for the USSR's decision. Extract 14.1 provides a sample of a relevant response to this question.

7. Cuban missile crisis was the confrontation bet
ween the western bloc (USA) and the eastern bloc
(USSR), the two powers were incompatible over the
launch of missiles in Cuba in 1962. The
president of USSR by then Nikita Khrushchev
and the president of Cuba Fidel Castro agreed to launch
missile in Cuba for
various reasons. The following are the reasons for
the install missile in Cuba 1962.

Greece and Turkey missile incidents, in
1960s the United States of America (USA) had al-
ready launch the missile in the Greece and tur-
key countries that are near to the Russian and
the Soviet border as a result the Russian wanted
to revenge to the United States of America by
launching the missile to Cuba in order to pressu-
rize the United States of America.

Economic embargo of USA to Cuba, after
1959 Cuban revolution under Fidel Castro, Cuba
declared itself as a free state and Communist
state, and nationalized all investment held
by the Americans. This encouraged Cuba to unite
Russia as a true Communist friend to threatening
the United States of America due to the econom-
ic embargo of USA to the Cuban country.

The power of Cold War and super
power tension, example after 1945 the United States of
America destroyed Hiroshima
and Nagasaki. The Cold War among the two
blocs increased as a result the Union of Soviet
Republic (USSR) decided to launch or to install
the missile in Cuba in order to threatening.

7.	<p>The United States of America in the course of the cold war created and the super power then soon as Russia emerged as super power after the second world war hence launched the missiles to Cuba for peace of cold war existed.</p>
	<p>Invasion bay of pigs incident in 1961, after overthrow of general Batista and his influential politicians who were exiled in USA were released in order to attack Cuba and overthrow the rule of Fidel Castro. The estimates reveals that about 14,500 soldiers were invaded Cuba but defeated by more than 20,000 soldiers of Castro. Such incidence enabled Cuba to prepare suitable technique to strengthen hence enabled the launch of USSR missile towards invasion.</p>
	<p>The need to spread Communism in Cuba, Atlantic and the whole America, after launch of the Cuban missile 1962 mostly of the American countries started to gain influence from the Cuba and the union of Soviet socialist republic and that was intended by the union of Soviet socialist republic in order to spread the Communism idea in the region and win more influence in cold war politics that existed.</p>
	<p>The need to trap and test United States of America, after rise of president John Kennedy to power the peace of cold war that existed were not enough to prove the strength of the United States of America as a result the president of Russia by then Nikita Khrushchev decided to launch missiles in Cuba in order to trap and test the United States of America.</p>
	<p>Generally, there are also the impacts of the launch of the Cuban missiles in 1962. These include gain popularity of president John Kennedy, removal and ending the Greece and Turkey missile incidences, enabled Russia to spread Communism in the region, Cuba declared as Communist state, Nikita Khrushchev lost popularity in Russia.</p>

Extract 14.1: A Sample of Correct Response to Question

Extract 14.1 explains the reasons why the USSR decided to place missiles in Cuba. However, the information provided about the 1961 Bay of Pigs invasion is not entirely accurate. According to credible sources, Cuban government forces suffered approximately 176 fatalities among regular army personnel, with around 400 to 500 more wounded. In addition, about 2,000 militia members were either killed or wounded during the fighting. When including other Cuban forces, such as armed civilians and militia, total casualties including killed, wounded, and missing are estimated to range between 500 and 4,000. The invading force, Brigade 2506, was decisively defeated, with more than 1,000 exiles captured and over 100 killed.

Candidates who scored from 7 to 11.5 marks showed a general understanding of the question but had some difficulties explaining their points clearly. Many of them repeated similar ideas, like arguing that, the USSR wanted to spread communism and also wanted to increase Cold War influence, without realizing that these two points are closely related. This repetition showed that they had only a partial understanding of the topic.

Some candidates mentioned relevant ideas, such as the rivalry between the USA and the USSR, or the development of nuclear weapons, but they did not explain how these points were directly connected to the decision to put missiles in Cuba in 1962. Their answers often lacked detail, and they didn't give strong examples or clear reasoning to support their points.

Others confused the general causes of the nuclear arms race with the specific reasons for the Cuban Missile Crisis. For example, they wrote about the general Cold War competition or new technology, but didn't explain how these issues made it necessary for the USSR to act in Cuba at that time.

Overall, these candidates showed basic knowledge of Cold War tensions but struggled to connect their ideas directly to the question. Because of limited explanations and some confusion about key points, they earned average marks.

Candidates who scored from 0 to 6.5 marks demonstrated a limited understanding of the Cuban Missile Crisis and struggled to address the question accurately. Many misunderstood key terms in the question, such as

“missiles” and “installation.” As a result, they focused on the effects of the missile deployment, such as increased tensions between the USA and the USSR rather than explaining the reasons behind the USSR’s decision to place missiles in Cuba.

A few candidates mentioned ideas that were somewhat relevant, but their responses were incomplete or included inaccurate examples. For instance, some confused the role of Turkey in the crisis or included unrelated content. Others mistakenly linked the Cuban Missile Crisis to different Cold War events, such as the collapse of the Soviet Union or Gorbachev’s reforms, which occurred decades later.

Several responses also showed confusion between the general nuclear arms race and the specific context of the 1962 crisis. Rather than discussing why the USSR acted in Cuba at that time, they wrote broadly about global nuclear developments or unrelated conflicts. This indicates that, although some candidates had general Cold War knowledge, they lacked a clear understanding of the specific event.

Overall, these responses lacked focus, accurate explanation, and relevant historical evidence. Because they failed to directly address the question, candidates in this group received low marks. Extract 14.2 provides an example of such an incorrect response.

7

USSR, Was the first socialist revolution occurred in 1917 due to the different problems like poverty, unemployment. The Union Soviet Socialist Republic (USSR) occurred into two revolutions when first revolution occurred in February under Vladimir Lenin to overthrow the provisional government under Alexander Kerensky also second revolution occurred in October to overthrow the Nicholas II. The following are the reasons because of the Union Soviet Republic to install in Russia:

The impact of first world war, This was the first imperialist war which occurred in 1914 to 1918 this war caused different problems in the world which led to the occurrence of this revolution. Example destruction of properties, caused unemployment, death of people through this problem the Soviet formed this revolution, in order to solve this problem in Russia.

The role of Vladimir Lenin, This was the leader of the Soviet revolution who played a vital role to the occurrence of this revolution in order to solve different problems which occurred in Russia due to the impact of the first world war through this the leader played a vital role in order to solve this problem.

Weakness of provisional government, Through the weakness of provisional government under Alexander Kerensky during this revolution failed to provide a good policy which help to solve the problem which faced in Russian people such as unemployment, poverty and other economic problems which faced people in Soviet state.

7	<p>The Role of Russian students, The students provide different role in order to solve the different issues which faced in Russian this students provide different skills and knowledges on how to form the revolution in the world. Therefore through this students help the revolution to occur in Russian.</p>	
	<p>Dispute rule of Tsarist regime, This regime failed to identify good policy which help them to solve different problem when this regime treated harsh the people in Russia. Through this rule of this regime helped the revolution to occur in order to remove the harsh treatment under this regime.</p>	
	<p>Blood Sunday massacre, This was the day in which different wars occurred through this Sunday which led to death of different people in Russian the revolution occurred in order to solve this problem and the revolution was inevitable to occur in the Russian.</p>	
	<p>Generally, Union Soviet Socialist revolution (USSR) this Revolution occurred due to different reasons in Russian and this revolution caused different effect in the world which are, it led to development of industry in Russian, It led to spread of socialism in the world also through this revolution help some countries to attain her independence.</p>	

Extract 14.2: A Sample of Incorrect Response to Question

Extract 14.2 demonstrates a candidate who incorrectly explained the causes of the Russian Revolution of 1917, instead of addressing the reasons behind the USSR's installation of missiles in Cuba in 1962.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

Out of 15 topics in the History subject, a total of 13 were examined: six (6) in Paper 1 and seven (7) in Paper 2. The topics examined in Paper 1 were: Pre-colonial African societies, Africa and Europe in the 15th century, People of African Origin in the New World, 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 112/2 History 2, the topics examined were: The Rise of Capitalism in Europe, Imperialism and Territorial Division of the World, The Rise of Democracy in Europe, The Rise of Socialism, Emergence of the United States of America as a New capitalist superpower, The Threat to World Peace, Neo-colonialism and Underdevelopment of the Third World Country. However, the topics: From Colonialism to First World War (1880s – 1914) (Paper 1) and The Rise of Dictatorships in Germany, Italy and Japan were not examined.

The analysis indicates that all 13 topics demonstrated good performance in 2025 (see Appendix A). This overall success reflects the ongoing commitment of educational stakeholders to enhancing the quality of teaching and learning. Notably, the Rise of Capitalism in Europe showed significant improvement after recording poor performance in the previous year. The remaining topics maintained their good performance, with only minor fluctuations-either slight increases or decreases-compared to 2024. Appendix A summarises candidate performance by topic for 2025, while Appendix B offers a comparative analysis of topic performance between 2024 and 2025.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

In conclusion, the 2025 History examination recorded a high pass rate, although with a slight decline compared to the previous year. With participation from over 67,000 candidates, the exam effectively assessed learners' knowledge and skills in alignment with the 2009 syllabus and the 2019 examination format.

This report's detailed analysis of candidates' responses highlights both areas of strength and notable weaknesses, offering important insights for teachers, curriculum developers, and other education stakeholders. By identifying performance patterns and providing targeted recommendations, the report aims to promote continuous improvement in the teaching and learning of History. Ultimately, these efforts are intended to enhance the performance of future candidates and support better outcomes in the subject.

4.2 Recommendations

Despite generally good pass rates across all topics, some candidates performed poorly in certain areas due to insufficient subject knowledge, limited English proficiency, or off-topic responses. To improve overall performance, the following strategies are recommended:

- (a) Promote extensive reading of relevant materials. To improve students' understanding and broaden their perspectives, teachers should encourage regular reading of prescribed textbooks, academic journals, and credible online resources. This practice strengthens content knowledge, analytical thinking, language proficiency, and creativity - factors that are essential for academic success and long-term learning.
- (b) Train students to read and interpret exam questions carefully. Misunderstanding questions often leads to off-topic or incorrect answers. Teachers should guide students in identifying key instructional terms such as "discuss," "compare," or "evaluate," and train them to focus on exactly what each question requires. This enhances clarity in responses, improves organisation, and promotes effective time management during exams.
- (c) Improve students' English language proficiency. Language limitations were a key factor in the poor performance of some candidates. Teachers are encouraged to support students in mastering subject-specific vocabulary, comprehension, and writing through structured reading activities and writing exercises. This helps students understand exam questions better and express their ideas more clearly and accurately.

- (d) Offer additional support to underperforming students. To ensure inclusive progress, schools should identify students who consistently struggle and provide them with targeted support. This may include remedial classes, mentoring, peer-assisted learning, or one-on-one tutoring aimed at building confidence, motivation, and independent learning skills.
- (e) Use learner-centred teaching approaches. To foster deeper engagement and understanding, teachers should incorporate active learning methods such as group discussions, debates, role-playing, and the use of multimedia or historical documents. These strategies make lessons more interactive and help develop critical thinking and analytical skills among learners.
- (f) Utilise CIRA reports to guide instructional improvement. Candidate Item Response Analysis (CIRA) reports provide insights into areas where students face the most difficulties. Teachers should use these reports to identify patterns of misunderstanding and adjust their lesson plans and teaching strategies accordingly to address specific learning gaps.

Appendix: A The Performance of Candidates in each Topic

S/N	Topic	Question Number	Percentage of candidates who scored an average of 35 per cent or more	Average Performance in each topic	Remarks
1.	People of African Origin in the New World	4 (P1)	96.52	96.52	Good
2.	The Influence of External Forces, the Rise of Nationalism and the Struggle for Independence	7 (P1)	95.28	95.28	Good
3.	Pre - Colonial African Societies.	2 (P1)	94.45	94.45	Good
4.	Neo – Colonialism and the Question of Underdevelopment in Third World Countries	1 (P2)	93.83	93.83	Good
5.	Colonial Economy and Social Services after the Second World War	5(P1)	88.88	90.37	Good
		6 (P1)	91.86		
6.	The Rise of Democracy in Europe	3 (P2)	88.56	88.56	Good
7.	Threats to World Peace After the Second World war	7 (P2)	88.47	88.47	Good
8.	Imperialism and the Territorial Division of the World	4 (P2)	85.73	85.47	Good
9.	Emergence of USA as a New Capitalist Superpower	6 (P2)	83.12	83.12	Good
10.	Africa and Europe	3 (P1)	82.51	82.51	Good

S/N	Topic	Question Number	Percentage of candidates who scored an average of 35 per cent or more	Average Performance in each topic	Remarks
	in The 15 th Century				
11.	The Rise of Capitalism in Europe	2 (P2)	79.12	79.12	Good
12.	Political and Economic Development in Tanzania Since Independence	1 (P1)	67.00	67.00	Good
13.	The Rise of Socialism	5 (P2)	60.47	60.47	Good

Appendix B: Comparison of the candidates' performance by topic in 2025 and 2024

S/N	Topic	2025			2024		
		Number of questions per topic	percentage of candidates who scored an average of 35 per cent or more	Remarks	Number of questions per topic	Percentage of scored an average of 35	Remarks
1.	People of African Origin in the New World	1	96.52	Good			
2.	From Colonialism to First World War (1880s – 1914)				1	90.15	Good
3.	The Influence of External Forces, the Rise of Nationalism and the Struggle for Independence	1	95.28	Good	1	90.96	Good
4.	Pre - Colonial African Societies.	1	94.45	Good	1	98.08	Good
5.	Neo – Colonialism and the Question of Underdevelopment in Third World Countries	1	93.83	Good	1	97.77	Good
6.	Colonial Economy and Social Services after the Second World War	2	90.37	Good	2	93	
7.	The Rise of Democracy in	1	88.56	Good			

S/N	Topic	2025			2024		
		Number of questions per topic	percentage of candidates who scored an average of 35 per cent or more	Remarks	Number of questions per topic	Percentage of scored an average of 35	Remarks
	Europe						
8.	The Rise of Dictatorships in Germany, Italy and Japan				1	89.56	Good
9.	Threats to World Peace After the Second World war	1	88.47	Good	1	95.46	
10.	Imperialism and the Territorial Division of the World	1	85.73	Good	1	80.42	
11.	Emergence of USA as a New Capitalist Superpower	1	83.12	Good	1	91.75	Good
12.	Africa and Europe in The 15 th Century	1	82.51	Good	1	98.58	Good
13.	The Rise of Capitalism in Europe	1	79.12	Good	1	23.41	Poor
14.	Political and Economic Development in Tanzania Since Independence	1	67.00	Good	1	99.28	Good
15.	The Rise of Socialism	1	60.47	Good		92.18	

