



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



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2021**

HISTORY



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FOREWORD

The Form Two National Assessment (FTNA) is a formative assessment that was done in November 2021. Its purpose was to enable the teachers, parents, students, policy makers and the public at large to evaluate the extent to which the instructional objectives stipulated in form one and two syllabi have been met. Principally, the National Examinations Council of Tanzania (NECTA) has prepared the 2021 Students' Item Response Analysis report of History Subject for the Form Two National Assessment (FTNA) so as to provide the feedback on the students' progress in terms of their knowledge and skills on the assessed subject matter to all education stakeholders.

Therefore, this report identifies the main issues that influenced the students to attempt the questions either correctly or incorrectly. The analysis shows that, most of the students who scored high marks had the following attributes: they had enough knowledge on the assessed subject matter, they were able to identify the task of each question, and they had proficiency in the English language. On the contrary, the low achievers lacked such attributes or qualities. In this report, the reasons for good and poor responses have been analysed, and their extracts attached so as to exhibit each case accordingly.

The Council believes that this report will stimulate various stakeholders to take the required measures to enable excellent teaching and learning processes to take place so that the students can get and master the required skills and knowledge.

The Council congratulates, and appreciates the efforts provided, and time utilized by all who, by one way or another, contributed to the preparation of this report.

Dr. Charles E. Msonde

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the students' performance in History who sat for FTNA in 2021. History paper assessed the students' competence according to form one and two History syllabi.

The paper consisted of ten (10) questions which were distributed into three sections namely; A, B and C. All questions in sections A and B were compulsory. Section A consisted of four questions whereby each question carried ten marks, making a total of 40 marks. Section B comprised three questions. Each question in this section carried 10 marks, making a total of 30 marks. Meanwhile, section C consisted of three questions of which the students were supposed to attempt any two questions. Each question carried 15 marks, making a total of 30 marks.

A total of 602,295 students sat for the FTNA in 2021 in the History subject, out of which 299,339 (49.77%) students passed. In 2020, the number of students who sat for FTNA 2020 was 600,303, of which 304,107 (50.70%) students passed. This shows that, the rate of the students' performance in this year has decreased by 0.93 percent when compared to 2020 assessment results.

In this report, the tasks of each question, and the students' responses strengths and weaknesses have been analysed. Also, the percentages of scores in each question have been presented in graphs, tables or charts, and the samples of good and poor responses have been extracted from the students' scripts, and presented to enlighten the cases in question. Lastly, the report provides the conclusion, recommendations and an appendix which shows the percentages of the students' performance for each question.

Basically, the students' performance results in this assessment is categorized according to the grade, marks interval, and remarks as follows: A (75-100) Excellent, B (65-74) Very good, C (45-64) Good, D (30-44) Satisfactory, and F (0-29) Fail. However, in this report, the analysis of the students' performance is categorized into three major types namely: "weak", "average" and "good".

Three colours (red, yellow, and green) are used in order to enhance the meaning, and make it easy to distinguish between one performance level and another. In other words, the students' performance is categorized as "weak", "average", or "good" if the percentages of the students' performance range from 0 to 29 percent (red), 30 to 64 percent (yellow) and 65 to 100 percent (green), respectively.

The National Examinations Council of Tanzania expects that, this report will enable teachers to determine the effectiveness of their teaching techniques and learning materials. Moreover, it will help to motivate students to learn more as they discover their progress, or lack of progress in the given tasks.

Also, through this report, all education stakeholders will get reliable and adequate information about teachers' effectiveness, as well as the problems that hinder or prevent the achievement of the set goals. Overall, this report will enable all education stakeholders to predict the general trend in the development of the teaching-learning process.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION

2.1 QUESTION 1: Multiple Choice Items

This question consisted of 10 multiple choice items. The following were the topics covered by these items; *Industrial Capitalism, Evolution of Man, Technology and Environment, Development of Social and Political System in Pre-colonial Africa, Development of Economic Activities and their Impact, and Interactions among the People of Africa.*

The students were required to choose the correct option from among the four given alternatives, and write its letter in the box provided. The question was attempted by 602,289 students which is equal to 100 percent. The scores of the students were as follows in terms of percentages: the students who scored from 7 to 10 marks were 58,694 (9.75%), the students who scored from 3 to 6 marks were 418,578 (69.49%), and a total of 125,017 students equal to 20.76 percent scored from 0 to 2 marks.

Generally, according to the statistics, this was the second highly performed question in which 79.24 percent of the students scored from 3 to 10 marks. Figure 1 below shows the percentages of the students' performance for question 1.

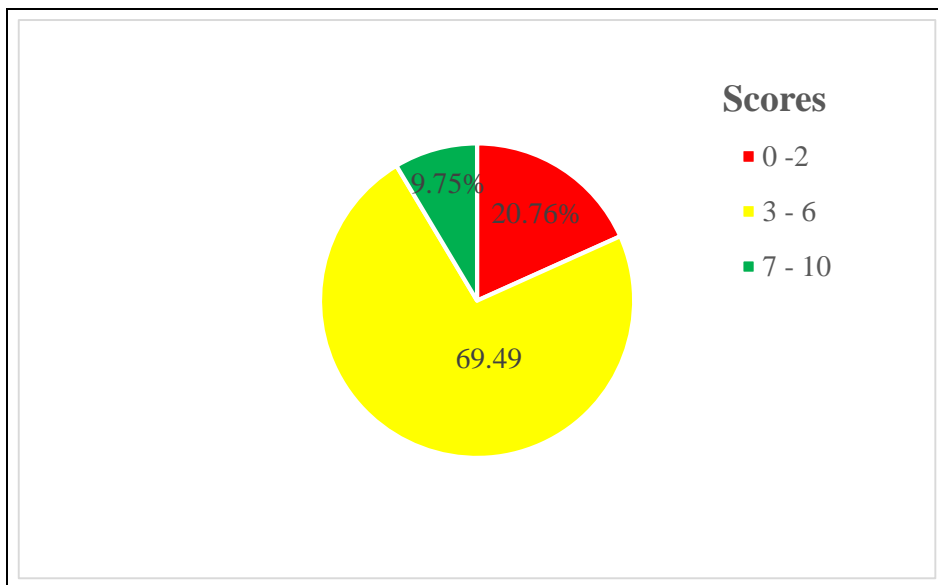


Figure 1: The percentages of the students' performance for Question 1

In item (i), the students were required to identify the symbol represented by the golden stool which was possessed by the Asante Empire in West Africa. Among the given alternatives, option A, *Unity of the state* was the correct answer for this item.

The students who provided the correct response had adequate knowledge about the factors for the rise and growth of the Asante Empire. Those students were aware that the golden stool was sacred, and it was possessed by Asantehene (the King) who was regarded as the link between the living and the ancestors. The golden stool, thus acted as a symbol of unity among the Asante people.

The students who opted for the incorrect options B, *Myths of the state*; C, *Decline of the state*; and D, *Wealth of the state* were not aware of the means, or mechanisms through which unity was consolidated among the Asante people.

Item (ii) tested the ability of the students in identifying the name of the country which dominated the industrial production in the world before 19th century. Among the given alternatives, option C, *Britain* was the correct answer. It was chosen by the students who were conversant with the stages for the development of capitalism, and the country that pioneered the industrialization process.

Having adequate knowledge enabled those students to identify Britain as the country which championed the industrialization process in the world. Other countries like France, Germany, Italy, Netherlands, and Belgium followed later. In fact, those students were aware how agrarian revolution, many advancements in science and technology, political stability, trade, banking and insurances, and the presence of coal and iron among others facilitated industrialization in Britain.

The students who opted for responses A, *Netherlands*; B, *China*; and D, *Germany* had limited knowledge about the stages, and main actors for the industrialization process. For example, option B, *China* was incorrect because Chinese industrialization did not take place before the 19th century, but it took place in the 20th century especially between the 1960s and 1990s. Probably, the choice of those distractors might have been brought about by the roles those countries are currently playing at the global level economically, politically, and technologically.

Item (iii) required the students to identify the names of two important salt making centres in pre-colonial Africa. Among the given alternatives, option A, *Taghaza and Uvinza* was the correct response. The students who opted for the correct response had adequate knowledge on the subject matter pertaining to the development of the economic activities, and their impact during pre-colonial Africa.

Distractors B, *Axum and Meroe*; C, *Engaruka and Uvinza*, and D, *Nok and Taghaza* were chosen by the students who were not aware that *Axum, Meroe, Engaruka*, and *Nok* were typical iron-making centres, and not salt making centres. What can be deduced from such responses is that the students failed to differentiate between iron smelting centres, and salt making centres during pre-colonial Africa.

Item (iv) required the students to identify the names of the earliest inhabitants of South Africa. Option C, *San and KhoiKhoi* was the correct answer. It was opted by the students who were conversant with the pre-colonial South African History. The distractors A, *Ndebele and Zulu*; B, *Ngoni and Bantu*; and D, *Cushites and San* were chosen by the students who failed to differentiate between the earliest inhabitants of South Africa, and the new comers.

The *Ndebele, Zulu, Ngoni and Bantu* were the new comers in South Africa. In a nutshell, the choice of such distractors reveal that the students were unaware of the interactions, migrations and destinations of the African migrants during pre-colonial Africa.

In item (v), the students were required to identify the name of man's ancestor who was the systematic tool maker during the evolution of man. The correct response was C, *Homo Sapiens*. This response was chosen by the students who had enough knowledge on the stages, characteristics, and durations of each evolutionary stage. Surprisingly, some students opted for distractors A, *Homo Habilis*; B, *Zinjanthropus*; and D, *Homo Erectus*.

The choice of such incorrect options depicts that some students were unaware of the chronological sequence, and the characteristics of each evolutionary stage. As a matter of fact, such students were supposed to understand that *Homo Sapiens* means *intelligent man* or *thinking man*, and it was at this stage

when the ability of man was superior, compared to other stages in terms of designing, making and using tools.

Item (vi) assessed the students' ability to identify the names of the African societies that developed Ntemiship system in East Africa by the 15th century. The correct answer was D, *Nyamwezi and Sukuma*. It was opted for by the students who had adequate knowledge on the social and political systems that existed in pre-colonial East Africa.

Those students were aware of the communities, locations and types of social and political systems that existed at a particular East African area. On the contrary, some students who opted for distractors A, *Nyamwezi and Dorobo*; B, *Nyamwezi and Sandawe*; and C, *Nyamwezi and Chagga* were not aware that ntemiship system did not develop among the Dorobo, Sandawe and Chagga. This indicates that the students in this category had limited knowledge on the East African societies, and their inherent social-political systems which they embraced.

Item (vii) tested the students' ability in identifying the characteristic which was not associated with *Homo erectus*. Alternative C, *Only existed in East Africa* was the correct response. This was the only odd characteristic since it was not true that *Homo Erectus* only existed in East Africa. This is because the remains of *Homo erectus* have been found in other continents such as Europe and Asia.

However, some students opted for distractors A, *Had large brain than Homo Habilis*; B, *walked upright*; and D, *Had developed some of speech*. Thus, it can be deduced from such distractors that the students in this category failed to differentiate the real characteristics of *Homo Erectus* from the non-characteristics.

Item (viii) required the students to identify the main reason for the rise of Mfecane war in South Africa. The correct response was C, *The struggle to control land*. The students who opted for the correct response had enough

knowledge about the causes, duration and effects of Mfecane. Those students were aware that a big increase in population in the Zululand area created greater competition or struggle for the land. Consequently, this led to the emergence of Mfecane.

Other distractors were not plausible, or unsuited to qualify as correct responses. In a nutshell, it was neither B, *The invasion of the Boers*, A, *The struggle to control gold mines* nor D, *The pressure of apartheid policy* which played any role towards the occurrence of Mfecane. Generally, the choice of such distractors depicts that the students had limited knowledge on the topics of *Interactions among the People of Africa*, and *Africa and the External World*.

In item (ix), the students were required to identify the statement that did not constitute the characteristics associated with the Middle Stone Age. The students with adequate knowledge about the Stone Ages, types of tools made and used, as well as the characteristics of each Stone Age period were able to choose the correct response D, *Pebble tools for cutting were introduced*. Those students were aware that of the given alternatives, only *pebble tools for cutting were introduced* was not correct.

Those tool are associated with the Early Stone Age, and not during the Middle Stone Age. On the contrary, some students who failed to identify the demands of the question, and who also had limited knowledge on the subject matter opted for one of the following distractors; A, *Sharper, smaller and portable tools developed*; B, *Stone picks and stone needles were introduced*; and C, *fire was discovered at this period*.

Item (x) tested the students' ability to identify from the given alternatives the method which was used to obtain salt during the pre-colonial era. The students who were conversant with the *Development of Economic Activities and their Impact* topic, opted for the correct response A, *Evaporating water*

from the sea. Those students were aware that the other given alternatives were inapplicable and non-existent.

Moreover, those students were aware that through the evaporation method, salty ocean, or sea water was trapped in pans and left to dry under the heat of the Sun. After drying, salt crystals remained in the pans ready for collection and use. Distractors B, *Mining and evaporation reeds*; C, *Mining salt from iron bearing rocks*; and D, *Boiling and evaporating bowls* were chosen by the students who lacked the knowledge on the proper sources, and methods through which pre-colonial Africans got salt.

2.2 Question 2: Matching Items

This question was derived from the following topics: *African and the External World*; *Development of Economic Activities and their Impact*; *Interactions among the People of Africa*; and *Industrial Capitalism*.

The question consisted of 10 items in which the students were required to match the historical explanations pertaining to individuals in List A, with the proper name of that individual in List B by writing the letter of the correct response below the corresponding item number in the table provided.

The question was attempted by 602,284 (100%) students. A total of 294,150 (48.84%) students scored from 0 to 2 marks, out of whom 68,385 (11.35%) students scored zero. The number of the students who scored from 3 to 6 marks were 249,212 (41.38%), while 58,922 (9.78%) scored from 7 to 10 marks. The performance for this question was average since 308,134 (51.16%) of the students scored from 3 to 10 marks. Figure 2 shows the students' performance for question 2.

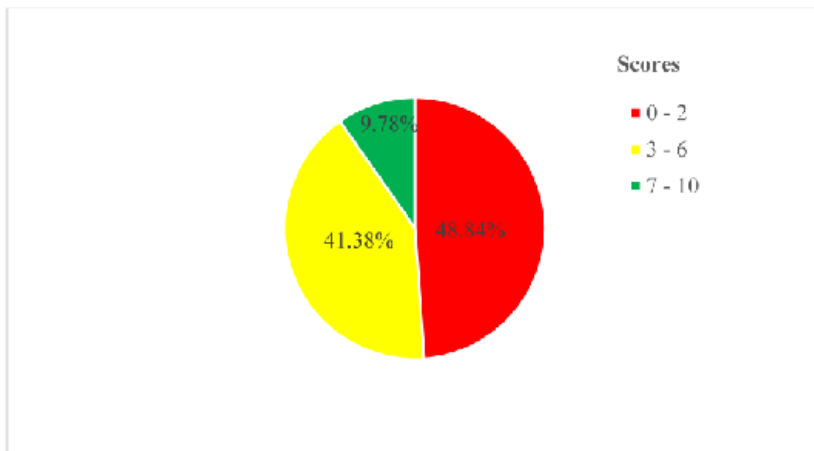


Figure 2: The performance of the students for question 2

Table 1: Presents question 2 that the students were supposed to answer.

List A	List B
(i) A person who led the Dutch to begin settlement at the South African cape in 1652.	A Bartholomew Diaz
(ii) A Portuguese sailor who successfully reached India in 1498.	B Gwangwara
(iii) A Turkish troop-leader who assisted the feudal lords in resisting the Portuguese rule in East Africa.	C Johann Krapf
(iv) A trader who used the wealth which he accumulated from the caravan trade to establish a kingdom in Southern Eastern Zaire.	D Tuta
(v) A German missionary pioneer in East Africa.	E Mirambo
(vi) The Ngoni group which settled in the present day Songea district.	F Mzilikazi
(vii) A person who believed that slave trade and slavery were inhuman acts.	G Ali Mazrui
(viii) A Portuguese who sailed around the Southern tip of Africa in 1487.	H Jan Van Riebeeck
(ix) The ritual leader among the Maasai society.	I Ali Bey
(x) A leader who expanded his territory in central Tanganyika through slave trade.	J Laibons
	K Vasco da Gama
	L Van der Stel
	M Msiri
	N William Wilberforce

In Item (i), the students were required to identify the name of the Dutch person who led the Dutch to settle at the South African Cape in 1652. The correct response was H, *Jan van Riebeeck*. This response was chosen by the students who had enough knowledge about *Africa and the External World* topic.

Those students were aware of the reasons, duration and the key Dutch actor for the establishment of the permanent Dutch settlement at the Cape of South Africa. Surprisingly, in this item, the most incorrect option given by the students was K, *Vasco da Gama*. The choice of such an incorrect option demonstrates that the students were not aware of the key Portuguese and Dutch individuals who played key roles for the historical events that took place during the 15th and 17th centuries, respectively.

Item (ii) tested the students' ability in identifying the name of the Portuguese sailor who successfully reached India in 1498. The correct response K, *Vasco da Gama* was opted for by the students who were conversant with the topic of *Africa and the External World*. Those students were aware of the key role Vasco da Gama played towards searching for a sea route to Asia.

However, others students opted mostly for an incorrect option A, *Bartholomew Diaz*. Their choice on such an incorrect response might have been attributed by the fact that both sailors (Vasco da Gama and Bartholomew Diaz) were Portuguese nationals. They embarked on the same mission envisioned by Prince Henry (the navigator) though in different years.

Overall, those students were supposed to understand that the highest achievement that Bartholomew Diaz could be credited with, was to round the Cape (in 1480s) upon which he returned back to Portugal, having prepared the way for Vasco da Gama's historic voyage to India in 1498.

Item (iii) required the students to identify the name of the Turkish troop-leader who assisted the feudal lords in resisting the Portuguese in East Africa. The correct response K, *Ali Bey*, was chosen by the students who were conversant with the events that characterized the contacts between Africa, Asia and Europe before the colonial period.

In general, those students had adequate knowledge on how the Portuguese rule was uprooted in East Africa. They were aware that it was Ali Bey who cooperated with the East Africans in uprooting the Portuguese rule.

In item (iv), the students were required to identify the name of the trader who used the wealth he accumulated from the caravan trade to establish a kingdom in southern eastern Zaire. The correct response was M, *Msiri*. This response was opted for by the students who were conversant with the impact associated with the development of Economic activities among the African societies during the pre-colonial period.

The majority of students who provided wrong responses in this item opted for E, *Mirambo*. Mirambo was opted for because it was in his Kingdom (Nyamwezi) that one of the trade routes branched to Ujiji, and went as far as Katanga in the Congo Basin.

Thus, those students wrongly associated, and regarded chief Mirambo as the one who accumulated wealth from the caravan trade, and decided to establish another Kingdom in Zaire. As a matter of fact, what can be deduced from such a response is that those students were not aware of the places, and key kingdom founders in Africa during pre-colonial Africa.

In Item (v), the students were required to identify the name of the German missionary pioneer in East Africa. The correct response was C, *Johann Krapf*. It was chosen by the students who had adequate knowledge on the *Industrial Capitalism* topic. Those students were aware of the requirements

(demands), agents, durations and European powers which were the key players during the industrial capitalism era.

Other students who deviated from the correct response opted for N, *William Wilberforce*- a person who was the prominent figure in the abolition of slave trade and slavery. The big number of the students who opted for such an incorrect option reveals that some students could not differentiate between the agents of colonialism, and the key individuals who campaigned for the abolition of slave trade and slavery.

Item (vi) tasked the students to identify the name of the Ngoni group which settled in the present day Songea District. The correct response B, *Gwangwara* was chosen by the students who had adequate knowledge on the interactions among the African people during the pre-colonial period. Those students were aware of the main causes, duration, societies involved, effects, leaders, destinations, and the routes taken by the migrating communities.

In short, those students were conversant that the Ngoni group (*Gwangwara*) came, and settled in the present day Songea district due to Mfecane wars. Such wars were mainly caused by the rapid population growth among the Nguni-speaking communities which ultimately led to the shortage of farming and grazing land. An option F, *Mzilikazi* was among the incorrect responses that attracted some other students.

An option F, *Mzilikazi* was an incorrect choice he was one of the Ngoni leaders who fled with his group from Shaka's rule to Zimbabwe where he settled. Thus, he didn't lead the *Gwangwara* from South Africa to Songea district in Tanzania. In short, those students failed to identify relevant destinations where various Nguni-speaking communities with their specific leaders who fled to from Shaka's harsh rule (tyranny).

In item (vii), the students were required to identify the name of the person who believed that slave trade, and slavery were inhuman acts. The students who had enough knowledge on the subject matter were able to choose the correct response N, *William Wilberforce*. It was chosen by the students who were aware of the factors, processes, stages and key actors in the abolition of slave trade and slavery in the world, and Africa in particular. Those students were also aware that, William Wilberforce and his colleague Thomas Clarkson, and many others believed that slave trade and slavery were evil and inhuman. Other students chose options whose individuals' names had no any relationship at all with the abolition of slave trade.

Item (viii) required the students to identify the name of the Portuguese who sailed around the Southern tip of Africa in 1480s. The correct response was A, *Barthlomew Diaz*. It was opted for by the students who were conversant with the aims, durations, and the Portuguese sailors who struggled hard in searching for a sea route to India. Moreover, those students were aware that the searching for a sea route to India was Prince Henry's dream. As a matter of fact, it was Prince Henry who established the navigation school and funded the project.

Generally, such students can be referred to as the ones whose knowledge on the *Africa and the External World* topic was adequate. However, some students chose an incorrect response K, *Vasco da Gama*. Such response portrays that the students failed to distinguish between Barthlomew Diaz and Vasco da Gama, and the roles they played in the search for the sea route to India.

Item (ix) required the students to identify the title of the ritual leaders among the Maasai society. The correct response was J, *Laibons*. This was opted for by the students who were aware of the development of social and political systems among the African societies particularly in the age set system. A few

students who opted for other distractors were not aware of how one's age group determined his/ her position, and responsibilities in the Maasai community.

Item (x) demanded the students to identify the name of the leader who expanded his territory in Central Tanganyika through slave trade. Alternative E, *Mirambo* was the correct response. It was opted for by the students who were aware of the impact brought by the development of economic activities among the East African societies. However, other options chosen bore the names of individuals like Johann Krapf, Mzilikazi and Msiri, all of which were incorrect.

2.3 QUESTION 3: True and False Items

This question consisted of 10 historical statements derived from the following topics: *Africa and the External World; Sources and Importance of History; Industrial Capitalism; Evolution of Man, Technology and Environment; and Development of Social and Political Systems in Pre-colonial Africa.*

The question required the students to write **True** for a correct historical statement, and **False** for an incorrect statement in the space provided. It was attempted by 602,293 (100%) students. This was one of the most highly performed question since 562,903 (93.46%) students scored from 3 to 10 marks. A few students 39,390 (6.54%) students scored from 0 to 2 marks. Therefore, the students' performance for this question is good since the majority of students (93.46%) scored 3 marks and above. Figure 3.1 shows the performance of the students for question 3.

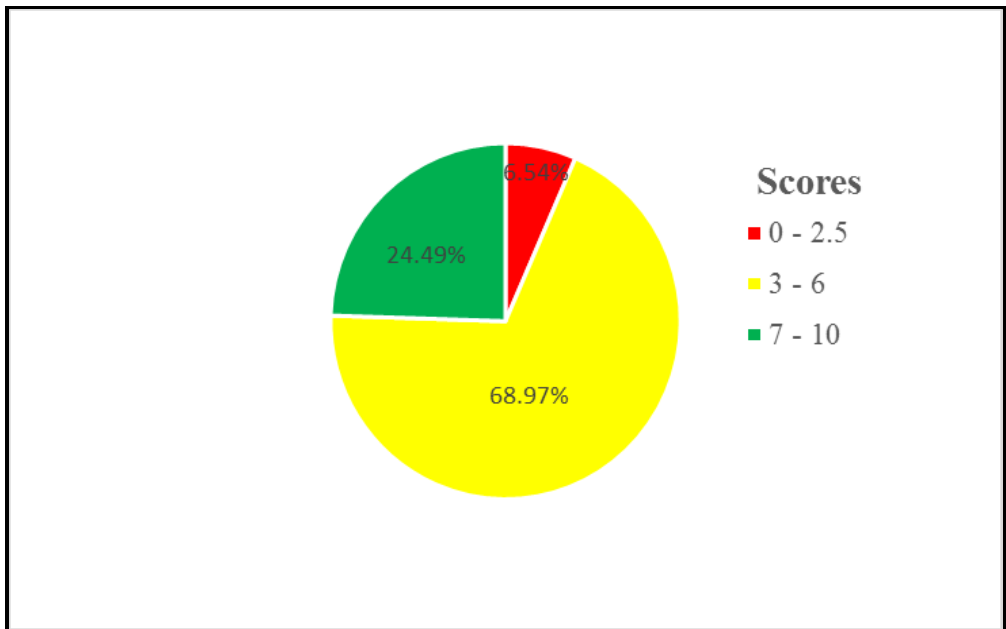


Figure 3: Students' performance for question 3

In this question, good marks were scored by the students who demonstrated adequate knowledge on the subject matter, as well as their ability in identifying the demands of the question. Extract 3.1 shows one of the correct responses extracted from the script of one of the students who performed well in this question.

3. Write **TRUE** if the statement is correct or **FALSE** if the statement is not correct in the space provided.
- (i) Accumulation of precious metals like silver and gold was called expansionism. **FALSE**
 - (ii) One among the advantages of oral traditions is that they are easy to keep and remember. **FALSE**
 - (iii) The Zanzibar slave market was closed by the Hamerton Treaty of 1945. **FALSE**
 - (iv) The advanced tools which Homo erectus produced included the "hand axe". **TRUE**
 - (v) Some of the patrilineal communities in Tanzania include Yao, Sukuma, Mwera and Pare. **FALSE**
 - (vi) The Laibons were senior elders with special respects among the Nyamwezi. **FALSE**
 - (vii) Bi-pedalism refers to the evolutionary change from Zinjanthropus to primates. **FALSE**
 - (viii) Jaja of Opobo was an ex-slave who rose to build a wealthy Kingdom in West Africa. **TRUE**
 - (ix) Slaves from West Africa were transported across the Pacific Ocean to the New World (America). **FALSE**
 - (x) Niamey was the capital of Mali Empire. **TRUE**

Extract 3.1: A sample of a correct response for question 3

Item (i) required the students to write True or False if the *accumulation of precious metals like silver and gold was called expansionism*. The correct response was False. It was provided by the students who were aware of the initial development of capitalism. The collection and accumulation of precious metals (bullion) such as silver and gold was carried out during the mercantile era.

However, some students provided a wrong response (True). The provision of such an incorrect response probably was attributed by the fact that they likened, or equated the exploration voyages carried out by the European nations with expansionism. Those students were supposed to understand that the term expansionism, at one hand, refers to the belief that a country should

grow larger. On the other hand, it means a policy of increasing a country's size by expanding its territory through empire-building or colonialism. Thus, the term expansionism was of less relevancy, and it was chosen by the students who lacked knowledge on the historical events spanning from mercantilism to monopoly capitalism.

Item (ii) required the students to write True or False if one of the advantages of oral traditions is that they are easy to keep and remember. The students with adequate knowledge on the subject matter pertaining to the limitations of oral traditions as the source of historical information wrote False, which is the correct answer. Those students were aware that oral traditions can capture events from only a few generations, since they have a partial information about the remote past due to loss of memory.

However, some students wrote True as the correct response. The choice of such an incorrect response demonstrates that those students had inadequate knowledge on the sources of historical information, their advantages and limitations. Those students were supposed to understand that the information in oral traditions is difficult to keep, or remember. This is due to the fact that sometimes the informants omit important information due to loss of memory because of age or distance in time.

In item (iii), the students were required to write True or False if the Zanzibar slave market was closed by the Hamerton Treaty of 1945. The correct response, False, was written by the students who were conversant with the durations, stages, treaties and their signatories pertaining to the abolition of slave trade.

However, some students provided an incorrect response True. Those students were unaware of the names, durations, stages and processes through which slave trade, and slavery were abolished in East Africa. Such an incorrect

response depicts that the students lacked knowledge on the subject matter. In order to identify and write the correct answer, those students were supposed to be aware of the stages, treaties, durations, participants, as well as the main issues or aspects in those treaties.

For example, those students were supposed to bear in mind that, the greatest slave market in East Africa (Zanzibar) was closed in 1873 after the signing of the Frere treaty, and not in the year 1945 by the Hamerton treaty. In general, such an incorrect response demonstrates that the students in this category were unaware of the historical events spanning from 1840s to 1940s in East Africa.

Item (iv) required the students to write True or False if the advanced tools which Homo erectus produced included hand axe. The appropriate answer was True. It was chosen by the students who demonstrated higher understanding about the stages of evolution, and the technological development, and the achievement of man in every evolutionary stage. In general, those students were conversant with the duration, and the types of the tools made by Homo Erectus during the Early Stone Age period.

However, some students wrote an incorrect response, False. Those students lacked knowledge on the various stages through which man evolved, and the types of tools he made and used at each evolutionary stage.

Item (v) required the students to write True or False if patrilineal communities in Tanzania include the Yao, Sukuma, Mwera and Pare. The correct response was False. The response was chosen by the students who had adequate knowledge on the composition of the patrilineal community. In essence, those students were able to write the correct response because they had enough knowledge to disqualify the Mwera community from among the patrilineal communities.

On the contrary, the students with limited knowledge on the development of social and political systems in Africa, chose an incorrect response, True. Those students were unaware that in the Mwera community, the children belong to their mother's clan hence it is a matrilineal and not patrilineal. What can be deduced from such students' incorrect responses is that those students were unaware of the characteristics and relevant tribes belonging to either matrilineal or patrilineal form of clans or kinship organizations.

Item (vi) required the students to write True or False if the Laibons were senior elders with special respects as political and religious leaders among the Nyamwezi. The correct response was False. Such a correct response was provided by the students who were conversant with the titles of various social and political leaders in different communities during pre-colonial Africa. In fact, those students were aware that Laibons were the title given to the senior elders among the Maasai, and not among the Nyamwezi.

However, a few students opted for an incorrect response, True. Their choice on such an incorrect response is attributed to their limited knowledge on the development of social and political organizations in Africa during the pre-colonial period. Students in such category were supposed to understand that Laibons were for the Maasai society, while mtemi was for the Nyamwezi society.

Item (vii) required the students to write True or False if Bi-pedalism refers to the evolutionary change from Zinjanthropus to primates. The correct response was False. It was written by the students who were conversant with the proper stages of evolution. Such students were aware that bi-pedalism was not an evolutionary change from Zinjanthropus to primate, but it was the ability of the ancestors of man to walk upright using two hind limbs.

However, some students wrote a wrong response True. It is because they had limited knowledge on the meaning, stages and the changes that accompanied the process of the evolution of man. Those students were completely unaware of the trend of evolution, for they wrongly assumed it moves backwards.

In item (viii), the students were required to write True or False if Jaja of Opobo was an ex-slave who rose to build a wealthy kingdom in West Africa. The students with adequate knowledge on how the economic activities played a key role in the rise and growth of kingdoms wrote the correct response True. Those students were aware that Jaja of Opobo was a former slave boy, who later became the king after gaining wealth from the profits of slave trade.

The students who lacked knowledge on how the development of economic activities facilitated the development, and growth of kingdoms in various parts of Africa, wrote an incorrect response False. In summary, those students were unaware of how slave trade played a key role to the rise and expansion of kingdoms among various African communities.

Item (ix) required the students to write True or False if slaves from West Africa were transported across the Pacific Ocean to the New World (America). The correct response was False. It was written by the students who were conversant with the continents which were involved, durations, movement of slaves, raw materials, and manufactures goods.

Additionally, such students were aware that Africa was the source of slaves, who were taken by the European merchants to America through the Atlantic, and not the Pacific Ocean. Unfortunately, those students with inadequate knowledge about how Trans-Atlantic slave trade was operated, wrote an incorrect response, True.

In item (x), the students were required to write True or False if Niami was the capital of Mali Empire. The correct response True was written by the students who were aware of the rise and growth of pre-colonial African Kingdoms. Those students were aware of how Sundiata took control of all the Soninke people, and ultimately built up a large empire of Mali with its capital located at Niami.

Other students who had limited knowledge on the factors for the rise and fall of pre-colonial kingdoms, names and titles of their leaders, as well as their respective capitals wrote an incorrect response, False. Such an incorrect response demonstrates that some students were unaware of the development of social and political systems in pre-colonial Africa.

2.4 Question 4, Supply Items

This question was derived from the following topics: *Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Social and Political Systems; and Africa and the External World*. The question consisted of five historical terms of which the students were required to provide brief explanations. The given terms were: *Archives, Homo sapiens, Moran, Fort Jesus and Jihad*.

The question was attempted by 602,277 (100%) students. It is one of the poorly performed questions since the majority 480,358 (79.76%) students scored from 0 to 2.5 marks out of which 215,336 (35.75%) students scored zero. A total of 121,919 (20.24%) students scored from 3 to 10 marks, of which only 1,881 (0.31%) students scored full marks. Figure 3.1 presents the students' performance for question 4.

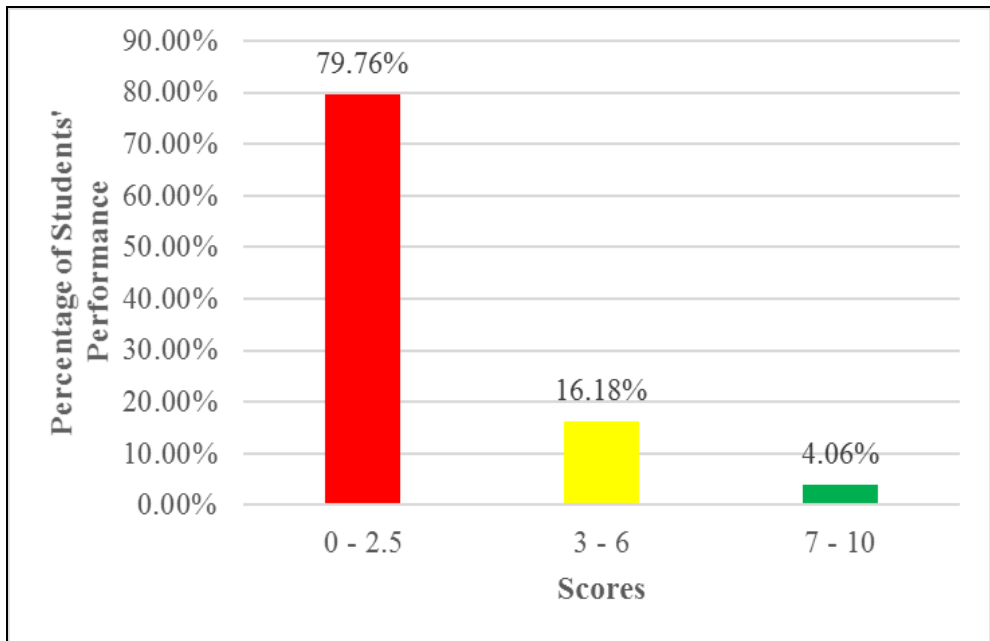


Figure 4: The performance of students for question 4

Figure 4 shows that the performance of the majority of the students (480,358 equal to 79.76 percent) in this question was weak, for they scored marks ranging from 0 to 2.5. This is further substantiated by the fact that more than one third (215,336 equal 35.75 percent) of the students in this category scored zero. The analysis done on their responses in their scripts pertaining to this question indicates that some lacked knowledge on the tested subject matter. Others failed to identify the demands of the question, and some were unable to explain the concepts well in English language.

To some extremes, some students in this category copied some statements from other questions, and presented them as answers to this question. Extract 4.1 shows one of such incorrect responses.

4. Briefly explain the following terms:

(i) Archives. Was the production of the movement from the development to the process to the which of the cultivation from Africa and America was the production of the feudalism was the shift in the cultivation from pastoralism of the types of agriculture eat crops and keeping animals.

(ii) Homo Sapiens. Was the evolution of man which of the millions 36,000 was the production to the people of Homo Sapiens Sapiens to the evolution of man to the feudalism of the production in the process.

of the evolution of man Homo Sapiens Sapiens the in which
of the production to the development among the people
from the process Homo Sapiens Sapiens

(iii) Moran was from Moran to the process which from the trade
of the cultivation from the people of feudalism to the which
from the evolution of man labor system from the cultivation
from the feudalism was the thought of the people
was into to contact of the upon one to another from the
which development from the cultivation from your from the
another:

(iv) Fort Jesus was the fort Jesus from the Elduvai group from
was the Luis Leakey in 1964 in the region of Fort Jesus
in Dodoma from the production from development
from your movement from one place to another
from pastoralism in development was the Elduvai group
in Luis Leakey in 1968 from the Dodoma was the
development from to another

(v) Jihad was the jihad or the process of the trade in colonial
of the Africa from Agriculture in Africa was
the process your for the pastoralism from the cultivation
notion to the migration of the movement from one
place to another was the production to the cultivation
of the development:

Extract 4.1 Portrays a sample of a poor response for question 4

However, a few students (1,881 equal to 0.31 percent) who managed to score full marks, were able to explain the given historical terms comprehensively. Such students exhibited possession of good and adequate knowledge, ability in identifying the demands of the question, and proficiency in English language as illustrated in Extract 4.2.

4. Briefly explain the following terms:

(i) Archives These are buildings constructed to preserve both public and private documents containing historical information. This is one way of obtaining the source of historical information, whereby it is advantageous because it is easy to refer and source of information stays for a fairly long time when preserved well.

(ii) Homo Sapiens: Also referred to a modern man, simply because he was more advanced in tool making, had a better brain than any other evolutionary creature and his body resembles completely of a

modern man. He started to exist during new stone age accompanied with advancement of iron technology, permanent settlement, establishment of social political organization and practising agriculture.

(iii) Moran These are maasai soldiers or warriors in maasai societies. Their age range is from late 20's to late 30's. They are characterized by being strong and brave. They benefit alot to the society like by raiding cattles from other societies, they are responsible to find pasture and water for cattles, they secure and defend their societies. They fight in case of emergence of invasion or during war. So morans are among important groups in maasai societies.

(iv) Fort Jesus This was the fort which Portuguese witnessed its fall in 1698. The fall of Fort Jesus marked the end rule of Portuguese, when Portuguese were defeated. Fort Jesus was found in Mombasa, Kenya in coast. This also marked that the Portuguese were chased by Arabs and after the fall of Fort Jesus, Rise of sheikdom emerged.

(v) Jihad This was the war fought between Muslims and other religions like Christians. This war started emerging during the times of Mohammad, with rise of Islamic religion. This war is one of the factors for social interaction, it was believed that one who dies in Jihad fighting for Islam would go to heaven.

Extract 4.2 Portrays a sample of a good response for question 4

2.5 Question 5: Rank Order Items

This question was extracted from the topic of *Africa and the External World* under the subtopic of the *Dutch Settlement at the Cape*. It required the students to rearrange the historical events in a chronological order by writing their respective roman numbers in the table that was provided in their booklets. The historical events given were:

- (i) *The history of South Africa has been marked with terrains of changes characterized by wars, chaos, and migration since the establishment of the Dutch settlement.*
- (ii) *In the 18th century when the Dutch fought with the Xhosa, Khoikhoi and the San who in greater number migrated to the desert near Drakensberg Mountain.*
- (iii) *From about the 1810s, the Mfecane transformed the political map of Southern Africa, causing massive migration such as the Ngoni migration to East Africa.*
- (iv) *The Boer trek further caused more wars and conflicts in the interior with the Ndebele, Zulu and Sotho that resulted into further migration of Ndebele to Zimbabwe.*
- (v) *No sooner, several thousand Boers' families and their servants trekked to southern Highveld away from the British Cape colony.*

The question was attempted by a total of 602,284 (100%) students. The analysis of the statistical data indicates that a total of 369,386 (61.33%) students scored from 0 to 2 marks, out of whom 174,323 (28.94%) students scored zero. The marks ranging from 3 to 6 were scored by a total of 213,248 (35.41%) students, while about 19,650 (3.26%) students scored marks ranging from 7 to 10. Therefore, such statistical data, indicates that only 232,898 (38.67%) students were able to score from 3 to 10 marks. Such

performance is termed as average. Graphically, the students' performance for question 5 is as shown in Figure 5 below.

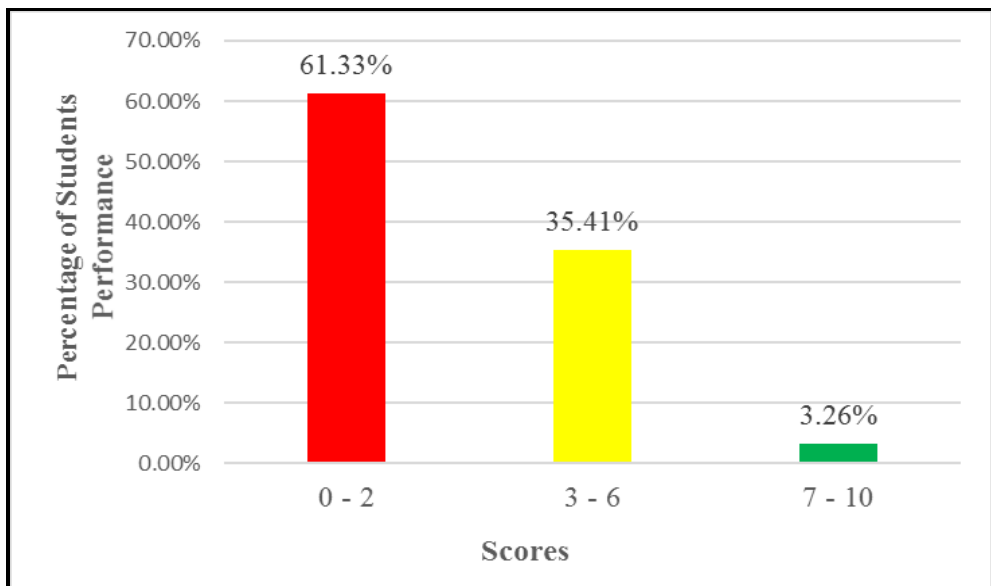


Figure 4: The students' performance for question 5

The statistical analysis indicated that the majority (369,386 equal to 61.33%) of the students who scored from 0 to 2 marks, out of whom 174,323 (28.94%) students scored zero. The students who scored zero lacked knowledge on the subject matter.

In essence, students in this category were unaware of the changes, effects brought on the African communities in South Africa. This was from the time the Dutch established their permanent settlement at the Cape, to the duration during which the British occupied the Cape, and made it their colony. In a nutshell, it can be concluded that, those students were not conversant with the historical events that took place in South Africa between the 17th and 19th centuries. Extract 5.1 shows a sample of an incorrect response for question 5.

5. Arrange the following sentences in a chronological order by writing their roman numbers in the table provided.

- (i) The history of South Africa has been marked with terrains of changes characterized by wars, chaos and migration since the establishment of the Dutch Settlement.
- (ii) In the 18th century when the Dutch fought with the Xhosa, Khoikhoi and the San who in greater number migrated to the desert near Drakensberg Mountain.
- (iii) From about the 1810s, the *Mfecane* transformed the political map of Southern Africa, causing massive migrations such as the Ngoni migration to East Africa.
- (iv) The Boer trek further caused more wars and conflicts in the interior with the Ndebele; Zulu and Sotho that resulted into further migration of Ndebele to Zimbabwe.
- (v) No sooner, several thousand Boers' families and their servants trekked to southern Highveld away from the British Cape colony.

Answers

1 st	2 nd	3 rd	4 th	5 th
ii	iii	i	iv	v

Extract 5.1 shows a sample of an incorrect response for question 5

However, a few students (18,290) equal to 3.04 percent, who scored full marks in this question, were aware of the demands of the question. Also, they had adequate knowledge about the historical phenomena that characterized the history of South Africa from the time the Dutch arrived and established their permanent settlement at the Cape in 1652 to the time of the Boer trek during the 19th century. Extract 5.2 shows a sample of a correct response from the script of one of the students for question 5.

5. Arrange the following sentences in a chronological order by writing their roman numbers in the table provided.

- (i) The history of South Africa has been marked with terrains of changes characterized by wars, chaos and migration since the establishment of the Dutch Settlement.
- (ii) In the 18th century when the Dutch fought with the Xhosa, Khoikhoi and the San who in greater number migrated to the desert near Drakensberg Mountain.
- (iii) From about the 1810s, the *Mfecane* transformed the political map of Southern Africa, causing massive migrations such as the Ngoni migration to East Africa.
- (iv) The Boer trek further caused more wars and conflicts in the interior with the Ndebele; Zulu and Sotho that resulted into further migration of Ndebele to Zimbabwe.
- (v) No sooner, several thousand Boers' families and their servants trekked to southern Highveld away from the British Cape colony.

Answers

1 st	2 nd	3 rd	4 th	5 th
i	ii	iii	v	iv

Extract 5.2 shows a sample of a correct response for question 5

2.6 Question 6: Fill in the Blank Items

This question was derived from the following topics: *Development of Economic Activities and their Impact; Development of Social and Political Systems; Social and Economic Development and Production in Pre-colonial Africa, Industrial Capitalism;* as well as *Africa and the External World*. It consisted of five items (i-v). The students were required to supply the correct answer for each item in the space provided.

The question was attempted by 602,280 (100%) students. The performance of the students for this question was weak since majority of the students (491,188 equal to 81.55 percent) scored from 0 to 2 marks, out of whom 372,182 (61.80%) students scored zero. The marks ranging from 3 to 6, were scored by 104,317 (17.33%) students, while only 6,775 (1.12%) students scored marks ranging from 7 to 10. Thus, the general performance for this question was weak since only 111,092 (18.45%) students were able to score

from 3 to 10 marks. Figure 6 demonstrates the performance of the students for question 6.

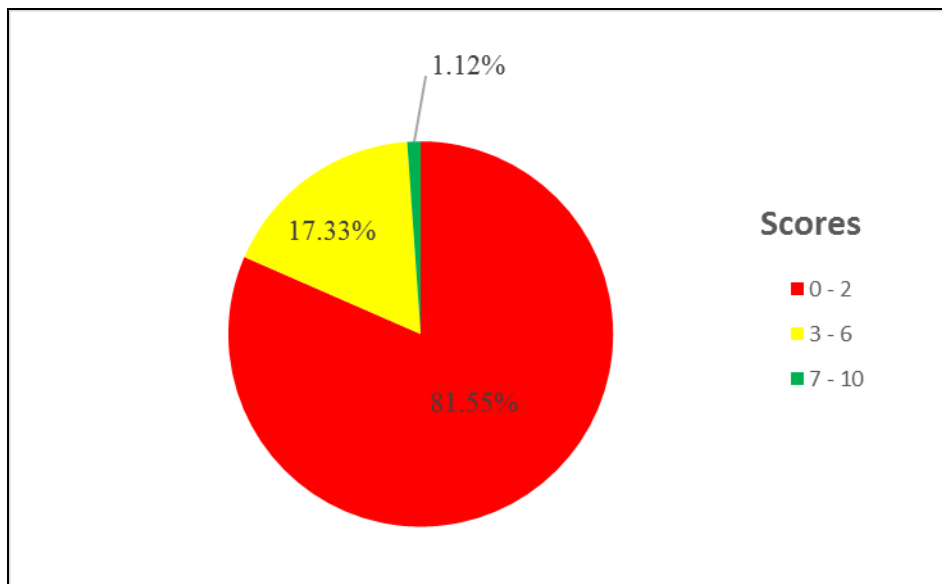


Figure 6: The students' performance for question 6

In item (i), the students were required to identify the method which was widely practiced in the river beds to obtain gold. The correct response was panning. It was provided by the students who were aware of the ways through which gold was obtained. Those students were conversant with the method (panning), in which people collected alluvial gold found along the streams, or river beds by using pans to separate gold from sand, or rocks.

On the contrary, the students who lacked adequate knowledge on the subject matter provided various incorrect responses such as slavery, barter trade, evaporation, shaft method, mining, digging, and water filtering methods among others. All such incorrect responses symbolize that such students were unaware of the specific methods through which various minerals were extracted.

Item (ii) required the students to identify the term that best explained the basic, and simplest unit of social organization in the early agricultural societies. The students who had adequate knowledge on the development of social and political systems in pre-colonial Africa were able to write the correct answer, Family. Those students were aware that a husband, wife or wives and children make up the smallest unit within the clan. The clan is made up of families which are related to one another.

However, some students who lacked knowledge on the development of pre-colonial social and political organizations provided irrelevant responses such as: *migration, clan organization, keeping animals, primitive, age, and slave trade* just to mention a few. Such students' incorrect responses portray that the students in this category lacked knowledge about the tested topic, and some misconceived the question.

In item (iii), the students were required to identify the name of the feudal relations that existed along the East African coast. The correct response was *Umwinyi*. It was provided by the students who were conversant with the social-economic development, and production in pre-colonial Africa. Those students were aware of the types of the modes of production, characteristics, and areas where those modes of productions were practiced in pre-colonial Africa.

Other students provided irrelevant responses which had no relationship with the question asked. Such irrelevant responses demonstrate that those students lacked knowledge on the tested subject matter.

Item (iv) required the students to identify the name of the treaty which confined slave trade within East Africa. The correct response *Moresby treaty* was provided by the students who had enough knowledge on the stages, and processes which were taken to end slave trade and slavery in East Africa.

However, some irrelevancies were also observed in the responses provided by the students who had limited knowledge on the subject matter. For example, some of the students' responses in this category were characterized by terms, words or statements like *British, Harmerton treaty, Zanzibar slave trade, Mosematri, Frere treaty* and *expansionism*.

Of all the given incorrect responses, *Frere treaty* had the highest frequency. This demonstrates that the students in this category were unaware of the roles, durations and distinctions between the treaty which confined slave trade within East Africa, and the treaty that illegalized slave trade and slavery in East Africa.

In essence, those students were supposed to understand that Frere treaty illegalized slave trade in East Africa. It also engineered the closure of the greatest slave market (Zanzibar) in East Africa.

Item (v) required the students to identify the year during which the Portuguese witnessed the fall of Fort Jesus. The correct response was 1698. It was provided by the students who were aware of the duration of the arrival, and eviction of the Portuguese from East Africa.

However, the responses from the students who lacked knowledge on the arrival and dismissal of the Portuguese from East Africa bore the years that had no relevance to the demands of the question. Such incorrect responses indicate that the students in this category were unaware of the duration of the most important event that signalled the collapse of the Portuguese rule in East Africa. Extract 6.1 shows a sample of one of the students' poor responses for question 6.

6. Complete each of the following statements with the correct historical facts.

(i) The way which was widely practiced in river beds to obtain gold is called
..... Slavery

(ii) The basic and simplest unit of social organization in the early agricultural societies was..... Fishing

(iii) The feudal relations that existed along the East African coast were known as..... Trans-Atlantic Slave Trade

(iv) The treaty which confined slave trade within East Africa is called..... Treaty

(v) In which year did the Portuguese witness the fall of Fort Jesus?..... 1845

Extract 6.1: A sample of an irrelevant response for question 6

The sample of the irrelevant response shown in Extract 6.1, comes from one of the scripts of one of the students who scored zero in this question. Such incorrect responses indicate that the student in question had little or no knowledge on the tested subject matter. For example, the student indicated in item (v) above that the Portuguese witnessed the fall of Fort Jesus in 1845. This was an incorrect response because the fall of Fort Jesus took place in 1698. Thus, the best conclusion that can be drawn from such incorrect responses is that the student was not conversant with the important historical events which took place from the 17th century to the 19th century.

However, some students who were able to score high marks in this question had enough knowledge on the subject matter, and better still, they were aware of the demands of the question as shown in Extract 6.2.

6. Complete each of the following statements with the correct historical facts.

(i) The way which was widely practiced in river beds to obtain gold is called Panning method.

(ii) The basic and simplest unit of social organization in the early agricultural societies was Family.

(iii) The feudal relations that existed along the East African coast were known as Umwinyi.

(iv) The treaty which confined slave trade within East Africa is called Moresby treaty.

(v) In which year did the Portuguese witness the fall of Fort Jesus? in 1698

Extract 6.2: A sample of a correct response for question 6

2.7 Question 7: Fill in the Blank Items

The question was derived from the *Development of Economic Activities and their Impact* topic. It consisted of five items (i-v). It required the students to study the drawing given, then answer the questions that followed.

It was attempted by 602,143 (99.97%) students. The students who scored from 0 to 2.5 marks were 434,930 (70.64%), out of whom 316,983 (52.64%) students scored zero. The students who scored from 3 to 6 marks were

123,510 (22.17%), while those who scored 7 to 10 marks were 43,290 (7.19%). Figure 7 shows the students' performance for question 7.

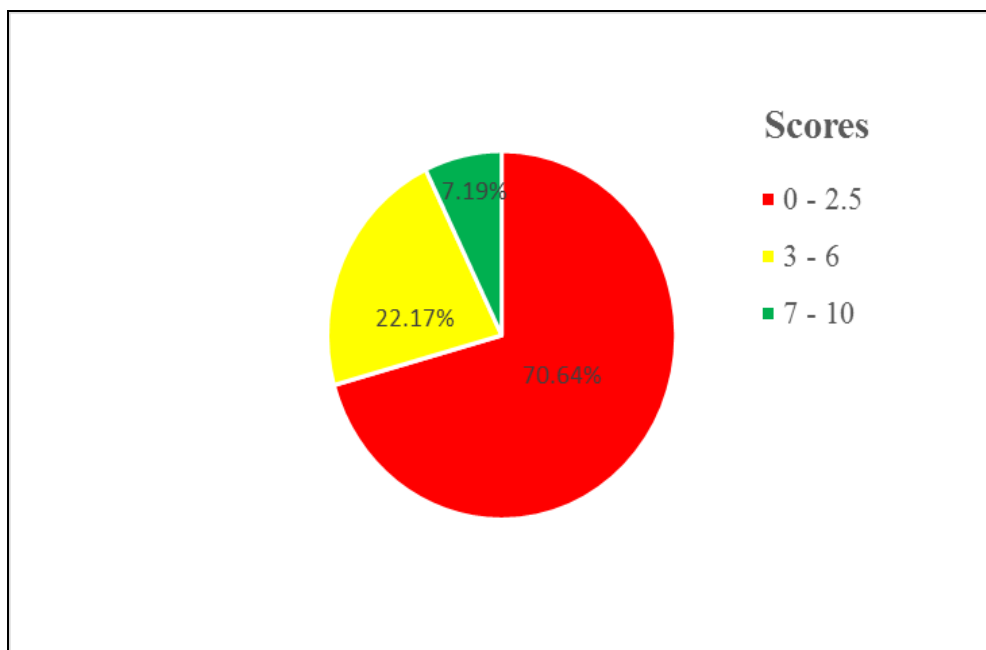
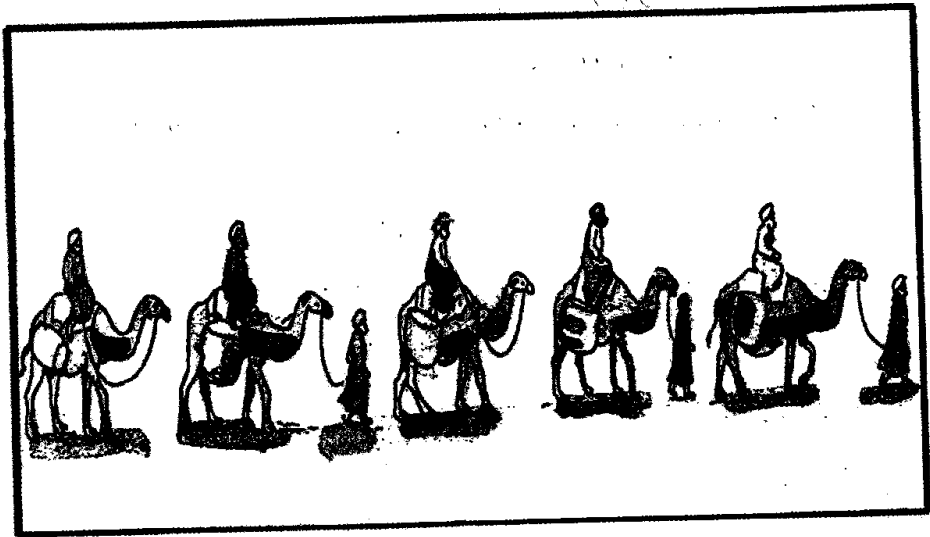


Figure 7: The students' performance for question 7

More than half of the students (316,983 equal to 52.64 percent) scored zero. The students who scored zero were not aware of one of the economic activities which developed, and expanded in the 9th century in West Africa in which camels were used.

Again, pertaining to that trade, those students were not aware of the regions where it was operated, and the major cause of its decline. Generally, the students in this category demonstrated poor understanding of the topic of *Development of Economic Activities and their Impact*. Extract 7.1 shows a sample of a poor response in this category.

7. Study this drawing and answer the questions which follow.



- (i) Which trade in West Africa expanded in the 9th century due to the introduction of the means of transport shown in the drawing?
 homo sapiens
- (ii) Why the type of animals shown on the drawing was preferred by the traders as means of transport across the desert? homo Habilis
- (iii) Which trade led to the decline of the type of the trade that used the animals shown in the drawing?
 homo sapiens
- (iv) Name the earliest kingdom in the Western Sudanic zone which expanded due to the trade named in (i) above homo Electus
- (v) Through which desert was the long distance trade linking West Africa and North Africa using the animals shown on the drawing conducted?
 homo Habilis

Extract 7.1: A sample of a poor response for question 7

The student whose responses are shown in Extract 7.1, demonstrates lack of knowledge on two main issues. First, the student was not aware of the major economic activities, the ways through which those activities were conducted, the areas covered by those activities, effects of those activities and the root

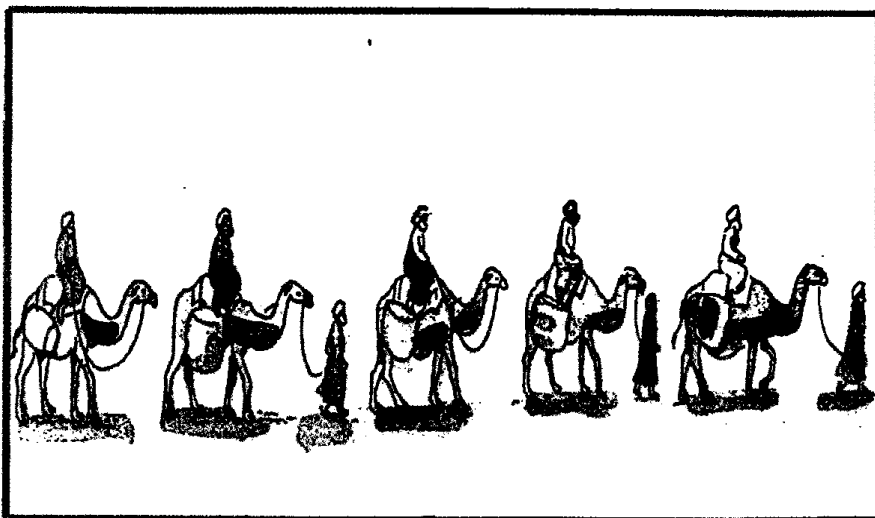
causes for the decline of those activities. Secondly, the student lacked knowledge on the concept and stages of evolution, man's physiological changes, together with technological development.

However, there were some students who performed well in this question. Such students had adequate knowledge on the topic of *Development of Economic Activities and their Impact*. Those students were aware of the factors for the growth, development and decline of Trans-Saharan trade.

In addition, those students were aware of how the introduction of camels promoted, and enhanced the development of this trade. Those students were able to explain how, with camels, the traders carried large amounts of goods at a time. Moreover, they explained, for example, the way camels travelled long distances in the desert without drinking water, or how camels walked fast in the desert sands without sinking.

Of relevance also, is the awareness of those students about the area, or climatic zones, or belts and the roles they played towards the growth and development of Trans-Saharan trade. Extract 7.2 shows a sample of a relevant response for this question.

7. Study this drawing and answer the questions which follow.



(i) Which trade in West Africa expanded in the 9th century due to the introduction of the means of transport shown in the drawing?

.....TRANS-SAHARAN TRADE.....

(ii) Why the type of animals shown on the drawing was preferred by the traders as means of transport across the desert? because the animal shown on the drawing can walk on the desert sand without sinking and this animal keep water for a long time.

(iii) Which trade led to the decline of the type of the trade that used the animals shown in the drawing?

.....TRANS-ATLANTIC SLAVE TRADE.....

(iv) Name the earliest kingdom in the Western Sudanic zone which expanded due to the trade named in (i) aboveGHANA.....

(v) Through which desert was the long distance trade linking West Africa and North Africa using the animals shown on the drawing conducted?

.....SAHARAN DESERT.....

Extract 7.2: A sample of correct responses for question 7

The students who had adequate knowledge on the subject matter provided relevant responses as exhibited in Extract 7.2. Those students were aware of the name of the trade that expanded in West Africa during the 9th century. They were also aware of the importance of camels in the trade, the major factor for the decline of

Trans-Saharan trade, the earliest kingdom in Western Sudanic zone that emerged due to Trans-Saharan trade, and the name of the desert through which Trans-Saharan trade operated.

2.8 Question 8: Essay

This was an essay question. It was extracted from the topic of *Development of Economic Activities and their Impact*. It required the students to explain the changes that were brought by iron working to the pre-colonial African societies.

The question was attempted by 259,404 (43.07%) students. A total of 155,395 (59.90%) students scored from 0 to 4 marks, out of whom 90,827 (35.01%) students scored zero. Marks ranging from 4.5 to 9.5 were scored by 72,232 (27.85%) students, while 31,777 (12.25%) students scored from 10 to 15 marks.

Therefore, the students' performance for this question was average, since only 104,009 (40.10%) students managed to score marks ranging from 4.5 to 15. Figure 8.1 shows the performance of the students for question 8.

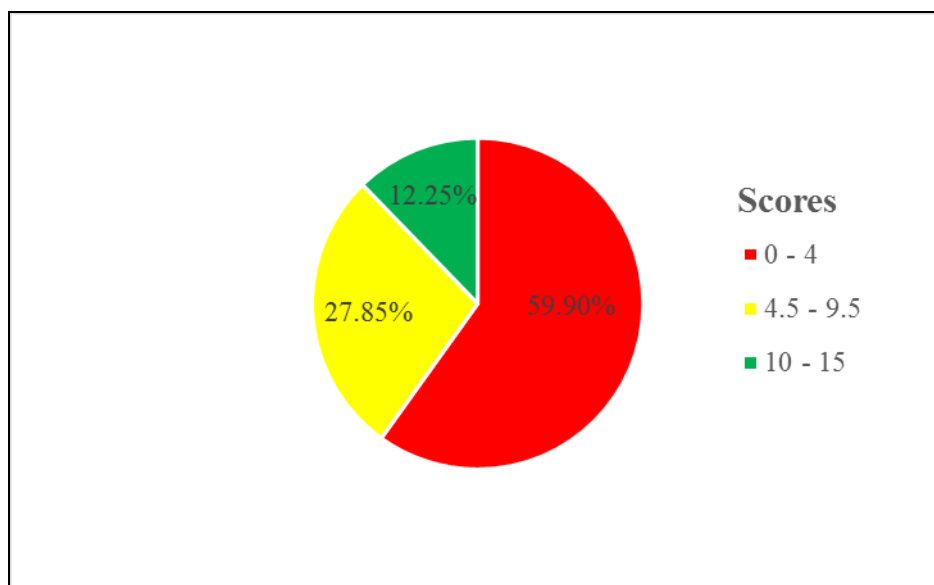


Figure 8: Performance of the students for question 8

Some students who scored zero, lacked knowledge on the tested subject matter, and some diverged from the demands of the question. Furthermore, failure to explain the concepts clearly in English language was the greatest weakness of the students in this category, as depicted in Extract 8.1.

What changes did iron working bring to the pre-colonial African societies?

Iron working refer to the period when by using the iron works to produce the Material example of Material iron tools and the Agriculture and other Material salt and iron age.

There are following the change iron working bring to the pre-colonial Africa Society there are iron working change the Africa gold and from the Asia and there because the change Africa gold and Asia and the people from Asia come to Africa is the take the iron working and give the small Material from the Asia example of iron working gold and salt copper and diamond Asia it take and give the Africa Mother and small iron.

change from Africa work from Asia Mine and shaft there for because the people from the Asia cause the Africa take the Material in the the Africa and give the Africa the small Material from the Africa example of Material from Asia it give the Africa Shaft and mine and examples Material from the Africa

Extract 8.1: A sample of a poor response for question 8

Moreover, some students whose marks ranged from 0.5 to 4, scored only from an introductory part, while others scored a few marks from one or two points they managed to provide correctly. Lack of English language proficiency, clarity and coherence were some of the challenges that inhibited most of the students in this category to score high marks.

The greatest trend of the responses of the students in this category was to enumerate, or list the points without giving any explanations. This rendered much of their sentences to remain hanging without coordination, or lacking the intended meaning.

Some students scored 4.5 to 9.5 marks. This range of marks comprised the students who scored averagely in this question. The students' responses in this category were characterized by some few strengths and weaknesses. For example, some were able to explain the concepts well in some points or aspects, but failed to exhaust the required number of points demanded by the question. Oftentimes, they provided irrelevant examples, or places where iron smelting tasks took place during the pre-colonial period.

Another notable weakness in this category is that some students provided the correct and incorrect responses interchangeably. This weakness probably may be attributed to the partial knowledge some students in this category possessed. In a nutshell, strengths, weaknesses, clarity and coherence of points among the students' responses facilitated the variations of marks among the students.

The students who scored from 10 to 15 marks had enough knowledge about the subject matter. The students explained clearly how iron working: *provided iron tools which in turn facilitated the expansions of agriculture, simplified the mining of iron and non-iron minerals, enabled communities to increase production of different items, stimulated the rise, growth and development of trade and kingdoms, consolidated sedentary life, and provided iron weapons which increased defence, security and made great changes in warfare.* Extract 8.2 is a sample of a relevant response for this question.

8 Iron working is the process of making iron tools or extracting iron to make iron tools from the iron ore. Different societies in Africa were doing this. At first the iron knowledge was known by few people only like Meroe one of the earliest iron centers in Africa. The knowledge of iron was known communal wise to some communities only. The following are changes which were brought by iron working in pre colonial African societies.

Facilitated Trade: Iron working made people different types of tools as the knowledge of iron working was known by few people in the society so the societies which based on iron working making different tools exchanged the iron tools with the society which had no knowledge the pastoralist societies the agriculturists. The exchange of cow for iron tools for meat and other items. The cultivators they needed iron tools for cultivating one their farms.

People had permanent settlements; As the iron knowledge increased and developed in African societies people started having permanent settlements were they could get iron ore and make the tools also the people who bought / exchanged iron tools some were the farmers so they should stay for an area for some time to cultivate the crops.

3. Growth of local industries: There were simple industries by the time. When iron was discovered it made the industries growth in African people engaged them selves in the hand craft industries which so of these industries based much on iron so if there was no iron tools the industries could not work. It even made the African local industries to be more advanced than previous.

Improvement in Agriculture: The sector of agriculture need iron tools so as it could work properly and effectively. The hoes, axes and bush knives used for weeding, cultivating all were made up by using the knowledge of iron working. The more iron tools were produced the more people engaged them selves in agriculture.

Surplus production: The agriculture activities increased so even the crops produced were in large quantities at first the production was for subsistence or food but because the agriculture activities increased so even the food produced became much people started selling some of the crops produced they also exchanged with the iron smelters during the trading process cause they were in need of iron tools and the iron smelters were in need of food produced by the people.

Improvement of defence and security: Due to the iron working man was able to defend him and his cattle more from the wild animals and other expection. It made him more confident to defend him self through all wierd events. He could even walk during the night and in dangerous cause he had confidence that he had a weapon to

to fight against the danger ahead.
The knowledge of iron working had a larger impact on the development of African societies. The people who based on iron working were called the Blacksmith. Iron led to the destruction of many things like the environment: people cut down the trees and burned up the bushes in order to establish an area where they could live and organize their agricultural activities.

Extract 8.2: A sample of a good response for question 8

2.9 Question 9: Essay

This question was extracted from the topic of *Sources and Importance of History*. It tasked the students to explain six limitations of using oral traditions as a source of historical information. It was attempted by 347,093 (57.63%) students of which more than half of them (188,383 equal to 54.27 percent) scored zero.

The marks ranging from 0.5 to 4 were scored by 128,031 (36.89%) students. Average score (4.5 to 9.5 marks) comprised 22,710 (6.54%) students, while 7,969 (2.30%) students scored marks ranging from 10 to 15. Figure 9.1 shows the performance of the students for question 9.

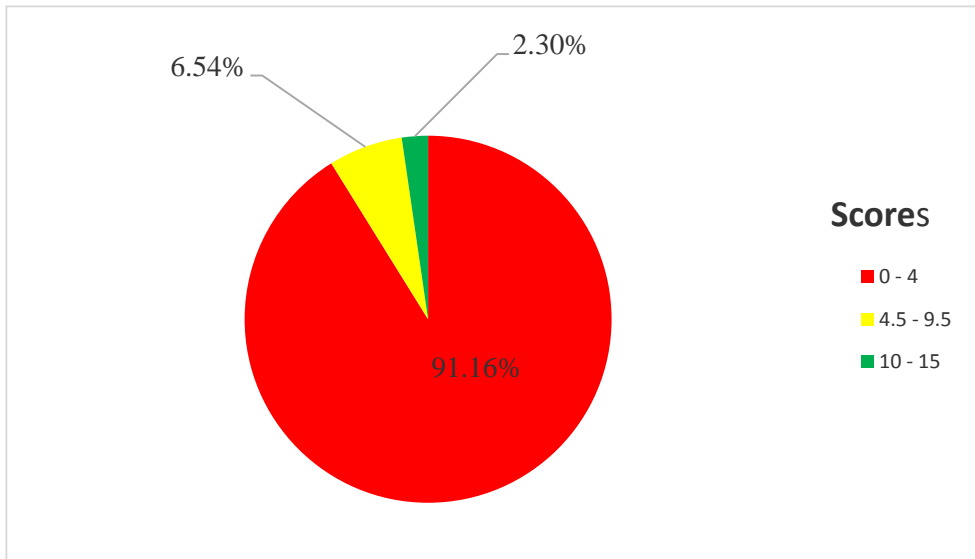


Figure 9: The performance of the students for questions 9

The students (188,383 equal to 54.27 percent) who scored zero lacked knowledge on the subject matter. They also failed to identify the demands of the question, and had little proficiency in the English Language.

Generally, the majority of students in this category were unaware of the types, importance, and limitations of the sources of historical information. Extract 9.1 illustrates a poor response for question 9.

9 Explain six limitation of oral traditions as a source of historical information.

Oral tradition is the historical information, it offer give by word of mouth.

The following are the limitation of oral tradition as a source of historical information which are

MUSIC and dance this was the first that she was a limitation people where move from one place to another for the historical information of the following this were the following that can be used to find document and then should historical information is offer give by word of mouth.

WAR this was the second that she was the limitation people were find war from one place to another. For example pe society and society or county and country this were can be supported to the society this were not included to the society this can be done by another person from one place to another.

Intermarriage this was the causes of limitation of the source of historical information.

Question no 9

Mation this because when the people find the marriage they should be find histo real information is after give by word of mouth intermarriage it is source of historical information two the people this can also when two people simplify the marriage we should be find histor cal information

Introduction of new swahili lang uage this can be cause that way way way when the peoples of the society should be interaction of the in the country there are some people there we here citizen by naturalization this can cause the father wave bit in the country and mothe naturalization

education this where the source of limitation of the oral tradition for example people where not suppor ted to the economic it activities the re are education there we should find to the activiti education is the li' mitation of oral tradition because it is increas of production

Introduction of new culture this can cause the limitation of oral tra dition oral tradition in east africa it is the source of swahili language this can cause increas of productio n to the people becausa thi' it provide in the communication to the people

The responses of the students who scored 0.5 to 4 marks had some weaknesses. For example, in some responses the students were able to list down the key points without giving any explanations. In other responses, some students were able to provide few correct points, while in some responses the students were able to provide few points (say one or two) only. Most of the responses in this category demonstrate that majority of the students had partial knowledge on the subject matter, as well as on essay and English writing skills.

Furthermore, moderate performance was attained by the students who scored marks ranging from 4.5 to 9.5. Some responses of the students in this category lacked relevant explanations or examples. Also, language barrier was another hindrance which prevented some students from scoring high marks. Generally, most students in this category could not exhaust all the points demanded by the question.

The students who scored from 10 to 15 marks, demonstrated mastery of the subject matter, with good English language proficiency. The students in this group explained the concept well with relevant examples. However, in this group the variations of marks were determined by the clarity, clear examples, and coherence of the explanations. Extract 9.2 is an example of a good response for question 9.

9. LIMITATIONS OF USING ORAL TRADITIONS AS A SOURCE OF HISTORICAL SOCIETIES INFORMATION.

Oral tradition is the passing of historical information from one person to another by the word of mouth. In this source of historical information, people meet and the narrator (source of information) narrate to the respective people, forms of oral tradition include songs, riddles, poems, proverbs and short stories. In spite of Oral tradition being a major source of historical information, it has its limitations due to some reasons but, the following are limitations of using oral traditions as a source of historical information:

Oral tradition rely on heavy memory.

Oral tradition needs a person with powerful and strong memory. But most of the people tend to forget some historical information this brings loss of historical information. Or sometimes a person might mix information leading him/her to give a false source of historical information. This makes historical information to be lost.

Oral tradition exaggerates most of the time. Some times narrators exaggerate information so as it could be more exciting and interesting and without thinking that it may affect the real information. So people tend to get false and unrelated informations. For example, a person with two wives can be said he had more than twenty wives.

It tends to be expensive. Oral tradition includes many accommodation expenses, like money to travel, accommodation services and also the skilled reliable personell. By being expensive it hinders other people not to acquire historical information because of lack of money needed.

It can favour certain ideas. One can narrate and add up only good information on something, even though it was bad and poor this limits true source of information to be heard. And this doesn't relieve and teach the society.

In some Oral traditions, they use vernacular language. Since people from different countries come to obtain source of historical information like oral tradition. They also face difficulties in understanding the language used. This limits the source of

information for people to get. For example foreigners cannot understand our language and especially when there is no skilled translator this hinders a lot oral tradition.

In some situations, narrators fail to answer question which they are asked. Since oral tradition is passed from one generation to another, some questions cannot be answered since the specific people have already died. And make oral tradition to be seem as lies.

Conclusively, if oral tradition cannot be reliable then some other source of information can be used such as historical sites, archives, written records, linguistics, archaeology can be reliable since they all show evidence of historical information. To do this so as to avoid getting false and unreal information.

Extract 9.2: A sample of a relevant response for question 9

2.10 Question 10: Essay

This question was derived from the topic of *Africa and the External World*. It required the students to explain six effects of the Portuguese rule on the East African society. It was attempted by 337,813 (56.09%) students. Majority of the students (229,819 equal to 68.03 percent) scored 0 to 4 marks out of whom 90,497 (26.79%) students scored zero.

Moreover, a total of 87,119 (25.79%) students scored marks ranging from 4.5 to 9.5, while 20,875 (6.18%) students scored from 10 to 15 marks. The students' performance for this question was average as 107,994 (31.97%)

students scored 4.5 to 15 marks. Figure 10 shows the performance of the students for question 10.

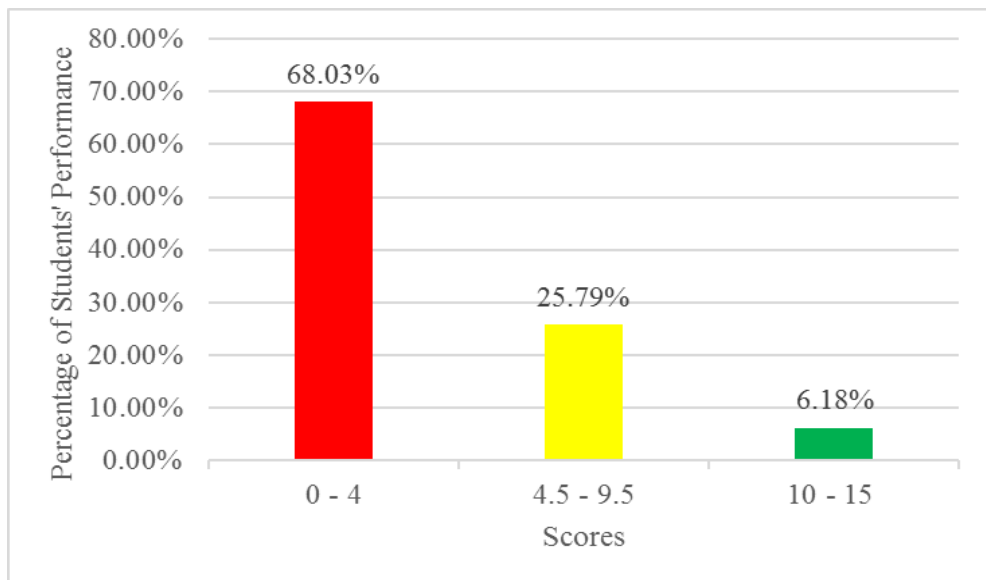


Figure 10: The performance of students for question 10

More than a quarter (90,497 equal to 26.79 percent) of the students scored zero. Those students demonstrated lack of knowledge on the impact of the Portuguese rule in East Africa, or inability to identify the demands of the question on the tested topic. Similarly, some of their responses were characterized with irrelevancies, lack of clarity, coherence, as well as limited essay writing and English language skills, as shown in Extract 10.1.

Qn 10: Explain the effect of portuguese rule on the east Africa society.

EFFECT OF PORTUGUESE RULE ON THE EAST AFRICA

Effect of portuguese rule on the east africa society is the main of portuguese rule of the east africa in which means in east africa.

Slave trade; This was the process of buying and selling human being as a commodities in the market. The following is techniques to obtain slave trade in east africa. They are:

By ambush; This is technique due to obtain slave trade in east africa which means ~~that~~ slave trade in the societies.

Buying Criminal; This is technique due to obtain slave trade in east africa was the commodities in the market which means obtained slave trade in east africa.

Buying the villages; This technique to obtained slave trade in east africa in which means to techniques to used obtained slave trade in east africa in the societies.

Tricky; which is the techniques due used to obtained slave trade in the east africa.

People who study ~~from~~ previously; This was the techniques to used obtained slave trade in east africa in the societies.

Buyers; This was techniques to used obtained slave trade in east africa which means buying criminals.

Therefore, The effect of portuguese rule on the east Africa in the society is the small capital criminals and servants which means techniques to used obtain rule in the slave trade and slave trade in the east Africa in the society. Techniques to obtained rule of slave trade in east africa and the portuguese on the in the east africa to obtained slave trade in the east africa societies. Because slave trade is improper behaviour.

Extract 10.1: A sample of an irrelevant response for question 10

In extract 10.1, the student dwelt on an unasked question. The question was on the impact sustained by the East African societies resulting from the Portuguese rule. But, the student explained irrelevant issues pertaining to slave trade, and techniques through which the slaves were obtained.

The students who scored from 0.5 to 4 marks had the following weaknesses: some listed down the points without giving any explanations, some provided one or two correct responses, and some provided few points contrary to the demands of the question. Overall, the majority of students' responses in this category demonstrated their poor mastery of essay writing and English Language skills.

Students with average scores (4.5 to 9.5 marks) provided points that are characterized by lack of clarity, irrelevant examples, and insufficient explanations. Some students in this group did not exhaust all the points demanded by the question. Also, a few cases were noted pertaining to the inability of some students to explain the concepts clearly in English Language.

Furthermore, the students who scored from 10 to 15 marks explained concepts clearly, and to a great extent they provided the required number of points. Their explanations were clear, brief, self-explanatory, and relevant to the tested subject matter. Some of the points that characterized their responses include: *decline of the coastal city states, spread of Christianity, introduction of new crops, disruption of the Indian Ocean trade, initiation and facilitation of slave trade and the introduction of new architectural design*, just to mention a few. Extract 10.2 is an example of good responses for question 10.

10. Portuguese were the first Europeans to control the Indian Ocean trade of the Africans and the Arabs. Portuguese ruled the Africans from the 16th century until the end of the 17th century this is almost about 200 years. At the coast of Mombasa they built Fort Jesus in 1593 for about almost three years but it came to fall in 1698 which led also the fall of Portuguese rule in the East African coast. The following were the effects of Portuguese rule in East Africa:

They led to the decline of some of the coastal city states. Some of the coastal states such as Mogadishu, Bagamoyo, Kilwa, Mombasa declined because this people lived depended on the Indian Ocean trade so after they restricted it this societies declined because no were to exchange their goods or trade with the Arabs again which led to the decline of coastal states. Therefore Portuguese rule in East African societies led to the decline of coastal states.

It led to the decline of Indian Ocean trade. Since the Portuguese took over the control of the East African coast the Africans were not allowed again by the Portuguese to trade with the Arabs which led to the decline of Indian Ocean trade and if the traders want to come should pay high taxes this discouraged the traders which led to decline of Indian Ocean trade. Hence the Portuguese rule in Africa led to decline of Indian Ocean trade.

The Portuguese heavily taxed the Africans. Since the Portuguese were poor they used to tax the Africans with high taxes in order to get money and become rich and get tools and properties.

10. Such as the animal skin, ivory, rhinoceros horn, so this discouraged the Africans even to conduct the trade of Indian Ocean with the Portuguese because their properties were taken by the Portuguese for exchange. Therefore Portuguese rule led to ^{harming} the Africans.

They killed many Africans which led to depopulation of people in the coast of Africa. Due to the reason that the Portuguese were very cruel and ruthless they killed those Africans whom did not agree to be ruled by them and submit to them, so they were evil killing the people, raping women to death. This made to be called the Ariti by the Africans because of being evil that much. Therefore Portuguese rule in East Africa caused many of the kills of the Africans.

Exposed Africans to the external world, due to that the Portuguese were taking the African resources sending to Europe so as to increase their wealth. When other Europeans noticed saw those goods or resources such as silver they were attracted in African for trading with them so as to get those Portuguese goods from the African continent. Hence Portuguese rule led to exposed Africa to the external world.

They grabbed the land of the Africans. Portuguese took the land of the East African societies forcefully as they wanted to plant or grow crops in the coastal zone. They had the fertile soil. Example in Zanzibar is had fertile soil that Arabs planted cloves and coconut so the Portuguese took their lands. Therefore Portuguese rule in East African societies led to the loss of their land.

Generally, Portuguese rule in East African coast did not last forever but at the end of 17th century declined due to harsh climatic condition, frequent attacks that the Zimba segwa from Angola and Gally used to eat the Portuguese as meat of an animal, Portuguese were few in number to protect themselves, after the decline of Indian Ocean trade they were not able to continue it because they were poor, external forces, Europeans influence of the other nations, frequent rebellions from the Africans led by Zimba.

Extract 10.2: A sample of a good response for question 10

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The FTNA 2021 History assessment consisted 10 questions that were set from 8 topics namely; *Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Social and Political Systems, Development of Economic Activities and their Impacts; Interaction among the People of Africa; Social-Economic Development and Production in Pre-colonial Africa; African and the External world;* as well as *Industrial Capitalism*.

The analysis of the students' responses in this assessment indicates that all the eight (8) topics were assessed in FTNA 2021 in the History subject. The students' performance was good for questions 1 and 3 with 79.24 and 93.46 percentages respectively. Questions 1 and 3 were objective questions, and they were derived from different topics.

On the other side, the students performed averagely in question 2, 5, 8 and 10 with 51.16, 38.67, 40.10 and 31.97 percentages respectively. Question 2 was derived from different topics, whereas questions 5, 8 and 10 were derived from *Africa and the External World; Development of Economic Activities and their Impact;* and *Sources and Importance of History* topics, respectively.

Questions 4, 6, 7 and 9 had weak performances. The student's performance in those questions were 20.24, 18.45, 29.36 and 8.84 percentages, respectively. The most students' weakest performance was observed in question 9, as only 8.84 percent of the students scored from 4.5 to 15 marks (see appendix).

Question 4 and 6 were short answer questions derived from different topics, whereas, questions 7 was a short answer question derived from *Development of Economic Activities and their Impact* topic. Question 9 was

an essay question which was derived from the *Development of Economic Activities and their Impact* topic.

4.0 CONCLUSION

The students' performance in the History Assessment (FTNA) 2021 was average since 49.77 percent of the students passed. The students who passed were aware of the demands of the questions, and better still, they had adequate knowledge on the subject matters tested, particularly in question 1 and 3. Moreover, good proficiency in English Language was another attribute for good performance.

Average performance was observed in questions 2, 5, 8 and 10. The students demonstrated moderate ability in identifying the demands of the questions. Moreover, those students exhibited moderate knowledge on the subject matters. Similarly, their English language command was relatively good.

The students' weakest performance was observed in questions 4, 6, 7 and 9. Weakest performance for those questions is attributed to the students' limited knowledge in the tested subject matters, as well as their failure to identify the demands of the questions. Poor mastery of English language as well as lack of good essay writing skills were obstacles which prevented them from scoring higher marks in some questions.

5.0 RECOMMENDATIONS

Generally, the performance of the students in this assessment was good, although there were some students whose performance was not good particularly in questions 7 and 9. These questions were from the *Development of Economic Activities and their Impact* topic. In order to improve the performance in this topic, the following are recommended:

- (i) Students should be emphasized to use English language in their day to day communications within and outside the school compounds. Also, history debate clubs, as well as other subjects should be encouraged and closely monitored by the teachers so as to improve the students' vocabularies, grammar, writing skills and logical arguments.
- (ii) Teachers should guide the students in groups to read written sources, and present on the types of economic activities done by the pre-colonial Africans, locations, communities involved, importance of those activities and factors for their growth or decline.
- (iii) Teachers should provide tests at the end of each topic so as to evaluate the students' understanding of the current topic before moving to the next topic. In so doing, the teachers will be aware of the challenges facing the students in a particular topic, and that in turn, will help him/her in designing and devising the teaching methods so as to improve the students' understanding.
- (iv) Depending on the type of the topic, time and environment, teachers should employ various teaching and learning strategies such as project assignment, role play, guest speaker/specialist, study tours and debates in order to reinforce the students' understanding of the *Development of Economic Activities and their Impact* topic, as well as on other topics which present hardship to students' learning processes.

Appendix

ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

S/N	Topic	Question Number	% of students who scored an average of 30 marks and above	Remarks
1	Sources and Importance of History, Development of Social and Political Systems in Africa, Africa and the External World, Industrial Capitalism, Development of Economic Activities and their Impact and Evolution of Man, Technology and Environment.	3	93.46	Good
2	Evolution of Man Technology and Environment, Development of Economic Activities and their Impact, Development of Social and Political Systems in Africa, Industrial Capitalism and Interactions Among the People of Africa	1	79.24	Good
3	Africa and the External World, Development of Economic Activities and their Impact, Interactions Among the People of Africa and Industrial Capitalism.	2	51.16	Average
4	Development of Economic Activities and their Impact.	8	40.10	Average
5	Africa and the External World	5	38.67	Average
6	Sources and Importance of History	10	31.97	Average
7	Development of Economic Activities and their Impact.	7	29.36	Weak
8	Sources and Importance of History, Evolution of Man, Technology and Environment, Development of Social and Political Systems in Africa and Africa and the External World.	4	20.24	Weak
9	Development of Economic Activities and their Impact, Development of Social and Political Systems in Africa, Social-Economic Development and Production in Pre-colonial Africa, Industrial Capitalism and Africa and the External World.	6	18.45	Weak
10	Development of Economic Activities and their Impact.	9	8.84	Weak

