



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



**STUDENTS' ITEMS RESPONSE ANALYSIS  
REPORT ON THE FORM TWO NATIONAL  
ASSESSMENT (FTNA) 2023**

**HISTORY**



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## **012 HISTORY**

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## TABLE OF CONTENTS

FOREWORD.....	iv
1.0 INTRODUCTION.....	1
2.0 THE ANALYSIS OF THE STUDENTS' PERFORMANCE ON EACH QUESTION.....	2
2.1 SECTION A: OBJECTIVE QUESTIONS .....	2
2.1.1 Question 1: Multiple - Choice Items .....	2
2.1.2 Question 2: Matching Items .....	9
2.2 SECTION B: SHORT ANSWER QUESTIONS.....	13
2.2.1 Question 3: Social-Economic Development and Production in Pre-colonial Africa.....	13
2.2.2 Question 4: Evolution of Man, Technology and Environment .....	16
2.2.3 Question 5: Interactions Among the People of Africa .....	19
2.2.4 Question 6: Africa and the External World.....	24
2.2.5 Question 7: Social-Economic Development and Production in Pre-colonial Africa.....	28
2.2.6 Question 8: Sources and Importance of History .....	30
2.2.7 Question 9: Industrial Capitalism.....	33
2.3 SECTION C: ESSAY QUESTION .....	39
2.3.1 Question 10: Industrial Capitalism.....	39
3.0 THE ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC	45
4.0 CONCLUSION AND RECOMMENDATIONS.....	45
4.1 Conclusion .....	45
4.2 Recommendations.....	46

## FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Students' Item Response Analysis (SIRA) report on Form Two National Assessment (FTNA) in History subject. The assessment was conducted in November 2023. This report aims to provide feedback to all educational stakeholders on the factors that contributed to either good, average or poor performance in the History subject.

The Form Two National Assessment is a formative assessment whose intention is to measure the extent to which the instructional objectives stipulated in the curriculum are met. Moreover, it intends to enable students to recognize their knowledge gaps, areas to improve, learning strategies they might change or adapt in order to improve their performance before sitting for the Certificate of Secondary Education Examination (CSEE). For teachers, the feedback will help them in figuring out the best ways to teach, strategies to use during the teaching and learning processes so as to improve the students' performance.

The analysis done in this report, gives justifications for either students' good, average or poor performance in assessment questions. Thus, it is evident that the students who attained high scores were able to identify the demand of the question, had adequate knowledge of the subject matter as well as good command of English language. Besides, the students who scored low marks lacked those attributes due to their inadequate knowledge of the tested subject matter, failure to identify the demand of the question or lacking proficiency in English language.

The National Examinations Council of Tanzania expects that the feedback provided in this report will shed light on the identified challenges which in turn require the education stakeholders to take proper teaching and learning interventions to improve teaching and learning processes and ultimately enhance the students' performance in the assessments and examinations.



Dr. Said Ally Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report presents the analysis of students' performance in FTNA 2023 in History subject. The assessment was set in accordance with the 2021 assessment format and the 2010 History Syllabus.

The assessment had one theory paper of 2:30 hours duration with ten (10) questions. The questions were organized in three (3) sections; A, B and C. Students were required to answer all questions. Section A had two objective questions. Question one (1) was composed of 10 Multiple Choice items and question two (2) had five Matching Items. Question one (1) carried 10 marks whereas question two (2) carried five (5) marks. Section B comprised seven short answer questions each carrying 10 marks. Section C had one essay type question carrying a total of 15 marks. The paper weighed 100 marks.

The statistics indicated that 694,937 students sat for FTNA 2023 in History subject out of which 351,992 (50.71%) passed. This indicates that the performance was average. In 2022, the number of students who sat for FTNA 2022 was 634,699 of which 340,612 (53.80%) passed. In comparison with year 2022, the assessment results of the students in 2023 has decreased by 3.09 percent. The performance of the students by grades in 2023 FTNA is shown in Table 1.

**Table 1: FTNA 2023 Students' Performance by Grades**

Grades	A	B	C	D	F	Withheld	Total
Male	12,158	13,805	53,237	111,417	127,125	422	318,164
Female	7,576	8,902	37,867	107,030	214,951	447	376,773
Total	19,734	22,707	91,104	218,447	342,076	869	694,937

**Source:** NECTA Statistics Book, pg 3, FTNA (2023)

As shown in Table 1, the students' results in this assessment were categorized into five grades namely A, B, C, D and F. Each grade had a respective score interval and remarks as follows: Grade A had a score interval of 75 - 100 (Excellent); Grade B had a score interval of 65 - 74 (Very good); Grade C had a score interval of 45 - 64 (Good); Grade D had a score interval of 30 - 44 (Satisfactory) and Grade F had a score interval of 0 - 29 (Fail).

The report analyses the requirements of each question and explains the nature of the responses given by the students with high, average and low

marks. Moreover, the strengths and weaknesses of the students' responses have been demonstrated in this report. Thus, both good and poor samples of students' responses have presented to verify the cases. Moreover, the report provides the conclusion, recommendations and an appendix which shows the general trend and percentages of the students' performance topic-wise.

The following sections present the analysis of the students' performance in each question and topic. The report also includes conclusion and recommendations that provide an overview of the analysis and suggestions to improve students' performance in future assessments and examinations.

## **2.0 THE ANALYSIS OF THE STUDENTS' PERFORMANCE ON EACH QUESTION**

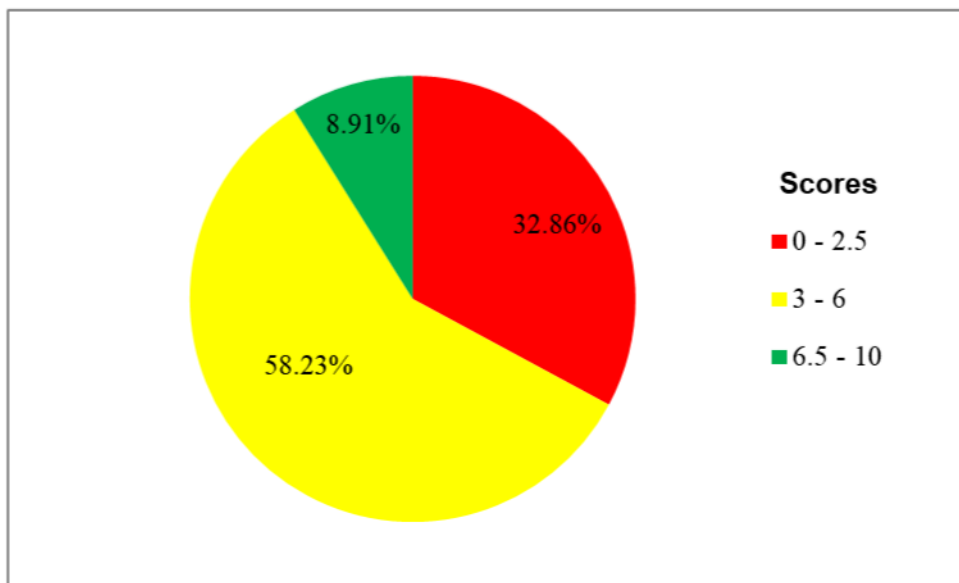
This section presents the analysis of the students' performance in each question whereby the topics assessed are also presented. For the purpose of clarity, the analysis describes the demands of each question, the overall students' performance for each question, their responses and possible contributing factors for their performance. Samples of students' responses and graphs are presented for demonstration. The analysis of the students' performance has been grouped into three categories: good (65-100), average (30-64) and weak (0-29) which are indicated by using colours: green, yellow and red respectively.

### **2.1 SECTION A: OBJECTIVE QUESTIONS**

#### **2.1.1 Question 1: Multiple - Choice Items**

This question consisted of ten (10) multiple choice items. The items were derived from the following topics: *Sources and Importance of History, Evolution of Man, Technology and Environment, Development of Economic Activities and their Impact, Interactions among the People of Africa, Social-Economic Development and Production in Pre-colonial Africa, Africa and the External World and Industrial Capitalism*. Each item carried one (1) mark making a total of 10 marks. The students were required to choose a correct answer from the four given alternatives and write its letter in the box provided.

The question was attempted by 694,937 (100%) students whereby 228,380 (32.86%) scored from 0.0 to 2.0 marks; 404,665 (58.23%) scored from 3.0 to 6.0 marks and 61,892 (8.91%) scored from 7.0 to 10 marks. Figure 1 indicates the performance of the students in question 1.



**Figure 1:** *Distribution of the students' scores on question 1*

The data in Figure 1 show that the students' performance in the question was good as the majority of students (67.14%) passed.

In item (i), the students were required to choose the best definition of History from the given alternatives. This question was derived from the topic *Sources and Importance of History*. The correct response was A, *The study of the past human, social, economic and political events*. It was opted for by the students who were conversant with the meaning, importance and sources of historical information.

However, some students opted for distracter B, *The study of all past human events that have common impact*. Such students were not aware that history comprises all historical events regardless of the similarities or differences of their impact.

Others opted for distracters C, *The study of the present social, economic and political events* and D, *The study of all present human social, economic and political events*. Such students were inspired by the common definition of



the concept of History, which is centred around the study of events and processes which happened in the past and which still influence the present. The word “present” as used in the two definitions given attracted the students who had limited knowledge on the meaning and scope of History in terms of the time frame of the historical events.

Item (ii) required the students to choose the term which best describes the complex process of the origin of human being. This question was derived from the topic *Evolution of Man, Technology and Environment*. The correct response was D, *Evolution theory*. The students who chose option D were able to identify the theories that describe the origin of human beings. Hence, they correctly opted for *Evolution theory* which was propounded by Charles Darwin. The theory in question explains how human being gradually transformed from a four-limb creature to an upright and intelligent human being.

The students who opted for distracter A, *Carbon 14* failed to differentiate between the methods of determining dates and the theories of the origin of man. Those students were supposed to understand that *Carbon 14 dating* is used in finding dates for the remains of animals and plants which died over 5,000 years ago but not more than 150,000 years ago. In general, those students had limited knowledge of the topics of the *Sources and Importance of History* and *Evolution of Man, Technology and Environment*.

However, some students opted for distracters B, *Archeological findings*. This was an incorrect response because the term refers to non-portable elements of an archaeological site produced by human activity. Likewise, option C, *Historical sites* was opted for by the students because of their popularity among the students for they are special places whereby past human remains can be found and shown to the public. Thus, it was easier for the students who opted for *Historical sites* to associate it with the evolution of man. In general, it can be asserted that some students were not aware of the concepts, importance, limitations related to the sources of history and the theories that explain about the origin of human beings.

Item (iii), required the students to choose an option that comprised the tools which were made during the Late Stone Age. This question was derived from the topic *Evolution of Man, Technology and Environment*. The correct

response was D, *Spears, barbed arrows and blades*. It was chosen by the students who were able to categorize the Stone Age periods, physical features of man, types of tools made and used in each Stone Age period.

Other students who opted for the distracters A, *Flakes, choppers and picks*, B, *Picks, choppers and hand axes* and C, *Hand axes, cleavers and picks* failed to distinguish the tools used in each Stone Age period. Largely, those students were supposed to understand that *Flakes, choppers, picks, cleavers and hand axes* were made and used by man during the Early Stone Age and not during the Late Stone Age as the question demanded.

Item (iv) required the students to choose, from the given alternatives, the local method that was mostly used by the East African people to conserve soil during the pre-colonial period. This question was derived from the topic *Development of Economic Activities and its Impact*. The correct response was B, *Shifting cultivation*. It was opted for by the students who had adequate knowledge of the types of agriculture which were practiced by the African societies during the pre-colonial period. Those students were conversant with the characteristics and advantages of each type of agriculture as well as the societies which practiced them.

Other students opted for distracters A, *Intercropping* and D, *Crop rotation*. Those options were incorrect and were chosen by the students who were not aware that although intercropping and crop rotation were some of the methods used in conserving the soil during the pre-colonial period, but they were not as prominent as shifting cultivation. The choice of those incorrect options indicate that some students had limited knowledge of the concepts, types of agriculture, effects of agriculture as well as the methods used by farmers in order to enhance productivity of the land during the pre-colonial period.

Some students opted for the distracter C, *Permanent agriculture*. This is an incorrect response because it was not so common in East Africa when compared with shifting cultivation. Students were supposed to understand that unlike shifting cultivation, *Permanent agriculture* was adopted in few regions with dense population such as Buganda and Karagwe where the communities in those areas developed intensive farming techniques as there was no extra land to move to.

Item (v) required the students to identify the name that fits to earliest system which permitted people to live together and practice collective ownership of the major means of production. This question was derived from the topic *Social-Economic Development and Production in Pre-colonial Africa*. The correct response was B, *Communalism*. It was opted for by the students who had enough knowledge of the concept, features, origin and transformations of pre-colonial modes of production in Africa.

Students who opted for alternatives A, *Capitalism* and D, *Socialism* were not aware that capitalism and socialism did not exist in Africa as modes of production during the pre-colonial period. Besides, capitalism refers to a socio-economic system of production which is based on private ownership of the major means of production and socialism refers to a political and economic system which advocates that the means of production, distribution and exchange should be owned or regulated by the public as a whole. Hence, neither *Capitalism* nor *Socialism* qualifies as the earliest system which permitted people to live together by owning the major means of production collectively.

Similarly, other students opted for C, *Feudalism*. This also was an incorrect option because feudalism did not involve the collective ownership of the major means of production, but it was an exploitative mode of production in which there was private ownership of the major means of production such as land and cattle. The choice of such incorrect response was attributed by the failure of the students to differentiate the concepts and features related to the modes of production.

Item (vi) required the students to choose the factor that best explains the decline of the Zulu Kingdom in South Africa. This question was derived from the topic *Development of Social and Political Systems in Africa*. The correct response was C, *The Boers invasion in the 1830s*. The students who had adequate knowledge of the factors for the rise and fall of states in Africa were aware that the Zulu kingdom disintegrated due to the invasion of the Boers during the 1830s.

Other students opted for the distracter A, *The outbreak of Mfecane in the 1830s*. this option was incorrect because the *outbreak of Mfecane in the 1830s* led to the rise of the Zulu Kingdom rather than its collapse.

Similarly, distracter B, *The arrival of the Portuguese at the Cape in 1830s*, was opted by the candidates who were not aware of the durations, effects, participants in the historical events that took place in South Africa between the 15<sup>th</sup> and 19<sup>th</sup> centuries. Those students were supposed to understand that the Portuguese arrived at the Cape in 1488 and not in 1830s as the option indicated.

Moreover, other students chose an incorrect option D, *The Anglo-Boers war of 1890s*. This was an incorrect option because the Zulu Kingdom collapsed during the 1830s – almost sixty years before the outbreak of the *Anglo-Boers war*. The choice of such an incorrect response reveals that some students had limited knowledge pertaining to the topics of *Africa and the External World* and *Development of Social and Political Systems in Africa*.

Item (vii) required the students to choose the reason why the Oman Arabs frequently attacked the Portuguese in East Africa during the 17<sup>th</sup> century. This question was derived from the topic *Africa and the External World*. The correct response was D, *They wanted to rule the East African coast*. The response was provided by the students who had knowledge of factors which led to the collapse of the Portuguese rule in the East African coast. In brief, those students were aware that the Portuguese rule was uprooted from East African coast due to the role played by Swahili, Arabs and Turks.

Nevertheless, other students opted for distracter A, *They wanted to stop Portuguese slave trade activities*. This was not the aim of the Oman Arabs since they propagated slave trade activities in the East African coast.

Distracter B, *They wanted to sign the treaties for abolishing slave trade* was an incorrect response. In essence, students who opted for this distracter did not understand that the Portuguese were attacked and defeated by the Oman Arab during the 17<sup>th</sup> century while the campaign for abolition of slave trade started in the 19<sup>th</sup> century.

Other students who opted for distracter C, *They disliked the Portuguese who were the agents of colonialism* were not aware of the factors that led to the expulsion of the Portuguese from the East African coast as well as the duration during which the agents of colonialism came in Africa. This is historically incorrect because there is no way the Oman Arabs would have

disliked the Portuguese agents of colonialism almost 200 years later after they were uprooted.

In item (viii), the students were required to identify an important factor for social interaction among African societies in Central and East Africa during the pre-colonial period. This question was derived from the topic *Interactions among the People of Africa*. The correct response was D, *Ngoni migration*. The students who chose the correct response were conversant with the way the Ngoni migration interacted various people in the region.

Distracters A, *Trans-Saharan trade* and C, *Agriculture* were opted for by the students who failed to distinguish between social and economic factors for interactions. The distracter B, *Arrival of the agents of colonialism* was opted for by the students who failed to measure the magnitude and context of the interaction because although agents of colonialism caused interaction in the region, it was not as popular as the one that took place in Africa before their arrival.

Item (ix) required the students to choose one economic impact brought by Portuguese rule in East Africa. This question was derived from the topic *Africa and the External World*. The correct response was A, *Underdevelopment of Africa*. It was provided by the students who were conversant with how the Portuguese rule weakened the economy of East Africa through unequal exchange and slave trade. This led to the underdevelopment of Africa.

Other students who opted for distracters B, *Growth of Swahili language*; C, *Occurrence of wars*; and D, *Destruction of culture* failed to differentiate between the social and the economic impact.

Item (x) required the students to choose the correct statement about the tactics used to abolish the slave trade in the world. This question was derived from the topic *Industrial Capitalism*. The correct response was C, *Campaigns and meetings were held by abolitionists*. Majority of the students gave a correct response because of the popularity of the topic among the students.

However, other students opted for distracters A, *Anti-slave trade patrol ships were used in the 15<sup>th</sup> century* and B, *Treaties to stop slave trade were signed in the 17<sup>th</sup> century*. Although the two were among the tactics used to abolish slave trade, the students who opted for these distracters did not consider the time frame indicated to each option. Students were supposed to bear in mind that during the 15<sup>th</sup> and 17<sup>th</sup> centuries there were neither tactics nor treaties that were advanced to stop slave trade. The campaign for the abolition of slave trade started in the late 18<sup>th</sup> century and gained momentum in the 19<sup>th</sup> century.

Similarly, distracter D, *Magazines were used by slave traders to condemn slavery and slave trade* was incorrect because there was no any slave trade condemnation that ever came from the slave traders themselves.

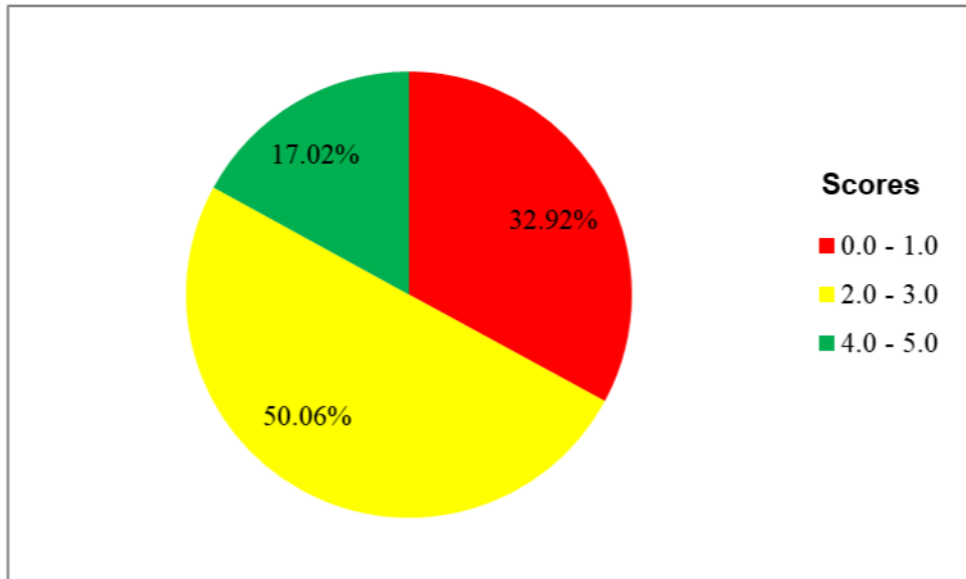
### 2.1.2 Question 2: Matching Items

The question consisted of five items from the topic of *Sources and Importance of History*. Each item carried one (1) mark making a total of five (5) marks. The students were required to match the items in List A with their corresponding responses in List B by writing a letter of a correct response from List B below the corresponding item number in List A. The objective of this question was to test students' understanding of different strategies used in ordering the historical events. Table 2 presents question 2 that the students were supposed to answer.

Table 2: Question 2.

List A	List B
(i) A drawing along which the dates and events are shown in the order that they followed in history.	A Time chart B Timeline
(ii) Audio-visual sources which capture information using sound and pictures.	C Family tree D Time graph
(iii) A drawing which shows the relationship between blood related members over a period of time.	E Anthropology F Linguistics
(iv) A table which shows the historical dates and events in the order they followed in history.	G Archeology H Films
(v) A drawing that shows how dates and events are related.	

The question was attempted by 694,937 (100%) students of whom 228,751 (32.92%) scored from 0.0 to 1.0 mark, 347,866 (50.06%) from 2.0 to 3.0 marks and 118,320 (17.02%) from 4.0 to 5.0 marks. Thus, the performance in this question was good since 67.08 percent of the students scored from 2.0 to 5.0 marks. Figure 2 represents the students' scores on question 2.



**Figure 2:** *Distribution of the students' scores on question 2*

Figure 2 shows that almost half of the students (50.06%) scored from 2.0 to 3.0 marks. This indicates that half of the students had moderate knowledge on the tested subject matter.

Analysis of students' responses showed that items (ii), (iii) and (iv) were attempted correctly by most of the students whereas items (i) and (v) were incorrectly attempted. The general analysis of students' responses in each item is as provided hereunder:

In item (i), the students were required to match a name of a drawing along which the dates and events are shown in the order that they followed in history. The correct response B, *Timeline* was opted for by few students who were conversant with importance of timelines in comprehending and communicating the historical narratives or events.

However, majority of the students opted for incorrect options A, *Time chart* and B, *Time graph*. Such wrong responses were due to failure of the students to differentiate *Timeline* from *Time chart* and *Time graph*.

Item (ii) required the students to identify the term which is used to describe the audio-visual sources that capture information using the sound and pictures. The students with adequate knowledge of the sources of historical information provided the correct response H, *Film*. Such students associated what they learnt in the classroom context with their daily experience of getting information through modern means such as film, television and video.

Other students, however, opted for distracters E, *Anthropology*; F, *Linguistics*; and G, *Archeology*. Such options were incorrect because they don't constitute the electronic sources of historical information.

Item (iii) required the students to match the name which shows the relationship between the blood related members over a period of time. The correct response was C, *Family tree*. The students who provided the correct response were conversant with the connection between individuals who share a common ancestry. Majority of the students just transferred knowledge from their families to identify the correct response.

Item (iv) required the students to match the term which shows the historical dates and events in the order they followed in history. The correct response was A, *Time chart*. The correct response was opted for by the students who had knowledge of the different methods of showing order of historical events and time that they occurred.

Other students opted for distracters B, *Timeline* and D, *Time graph*. The students who opted for those distracters failed to draw the distinctions among the given terms due to limited knowledge of the tested subject matter.

Item (v) required the students to match the term that shows how the dates and events are related. The correct response was D, *Time graph*. It was opted for by the students who were conversant with the ways or methods used to arrange historical events on a respective order. However, other



students selected distracters A, *Time chart* and B, *Timeline* because they failed to differentiate the methods and their usefulness.

Generally, the students who performed well in this question exhibited adequate knowledge of the topic *Sources and Importance of History*. Extract 2.1 indicates the sample of student's correct responses to question 2.

2. Match the historical explanations in **List A** with the correct historical terms in **List B** by writing the letter of the correct response below the corresponding item number in the table provided.

List A		List B	
(i)	A drawing along which the dates and events are shown in the order that they followed in history.	A	Time chart
(ii)	Audio-visual sources which capture information using sound and pictures.	B	Timeline
(iii)	A drawing which shows the relationship between blood related members over a period of time.	C	Family tree
(iv)	A table which shows the historical dates and events in the order they followed in history.	D	Time graph
(v)	A drawing that shows how dates and events are related.	E	Anthropology
		F	Linguistics
		G	Archaeology
		H	Films

**Answers**

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	B	H	C	A	D

Extract 2.1 A sample of correct responses to question 2

Also, there were some candidates who scored zero (0) in this question. They scored zero because they lacked knowledge on the tested subject matter. Extract 2.2 indicates the sample of a student's poor responses to question 2.

2. Match the historical explanations in **List A** with the correct historical terms in **List B** by writing the letter of the correct response below the corresponding item number in the table provided.

List A		List B	
(i)	A drawing along which the dates and events are shown in the order that they followed in history.	A	Time chart
(ii)	Audio-visual sources which capture information using sound and pictures.	B	Timeline
(iii)	A drawing which shows the relationship between blood related members over a period of time.	C	Family tree
(iv)	A table which shows the historical dates and events in the order they followed in history.	D	Time graph
(v)	A drawing that shows how dates and events are related.	E	Anthropology
		F	Linguistics
		G	Archaeology
		H	Films

**Answers**

<b>List A</b>	(i)	(ii)	(iii)	(iv)	(v)
<b>List B</b>	A	F	D	C	B

Extract 2.2: A sample of irrelevant responses in question 2

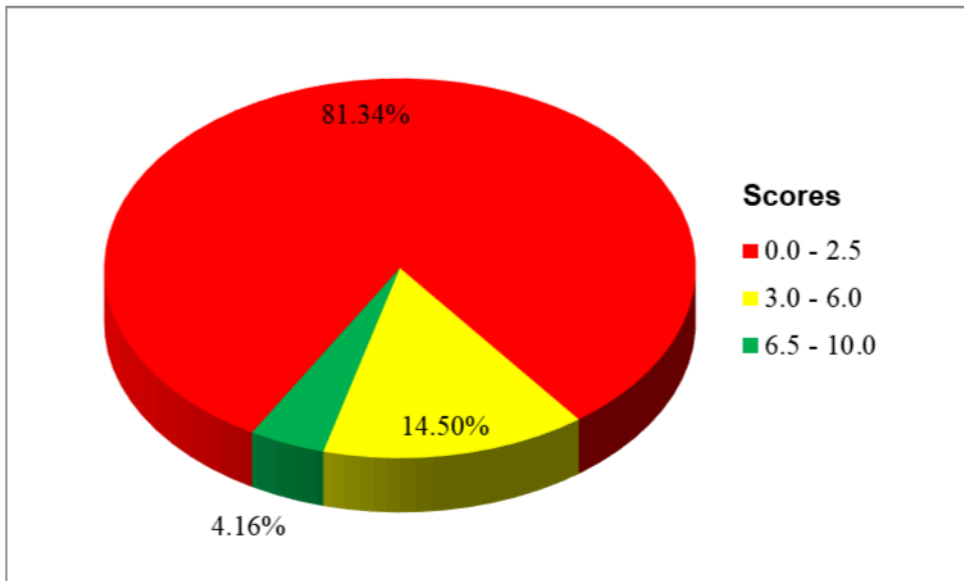
Extract 2.2 indicates that the student lacked knowledge of the ways through which historical events can be presented in order.

## 2.2 SECTION B: SHORT ANSWER QUESTIONS

### 2.2.1 Question 3: Social-Economic Development and Production in Pre-colonial Africa

The question consisted of five items. It was derived from the topic *Social-Economic Development and Production in Pre-colonial Africa*. The students were required to provide brief explanations on the given historical terms.

The question was attempted by 694,937 (100%) students out of whom 565,225 (81.34%) scored from 0.0 to 2.5 marks, 97,182 (14.50%) from 3.0 to 6.0 marks and 32,530 (4.16%) from 6.5 to 10 marks. Figure 3 portrays the students' scores in question 3.

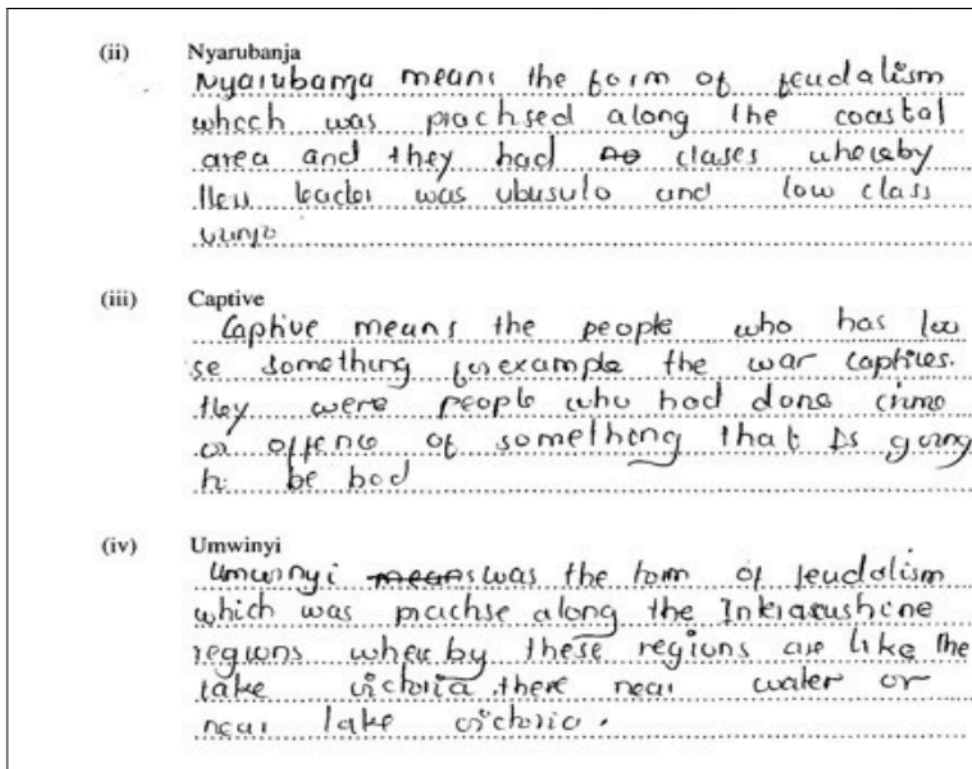


**Figure 3:** *Distribution of the students' scores on question 3*

Figure 3 denotes that majority of the students (81.34%) scored from 0.0 to 2.5 marks and very few students (18.66%) scored from 3.0 to 10.0 marks. Thus, the general performance of the students in this question was weak.

Further analysis of data indicates that 565,225 (81.34%) students scored from 0.0 to 2.5 marks, of which 434,022 (62.45%) scored zero (0). The students who scored zero lacked knowledge of the subject matter or failed to understand the demand of the question. Such weaknesses led them to provide incorrect responses, and some failed to write anything in the spaces provided. This is an indication that the students in this category were not aware of the concepts, origin, and features of the modes of production that existed in Africa during the pre-colonial period.

For example, some students regarded *Ubugabire* in item (i) as titles of some kings in East Africa, strategies of abolishing slave trade or ways through which slaves were obtained. Also, *Captive* in item (iii) was associated with the Ngoni weapons. To a great extent, majority of the students' responses in this category were characterized by incoherence and incomprehensible statements due to their poor English language proficiency as portrayed in a part of a sample exhibited in extract 3:1.



Extract 3.1: A sample of the student's poor responses to question 3

Extract 3.1 exemplifies a part of responses from the student who attempted incorrectly in this question. The general weakness indicated in this extract is that there is dislocation of places where a particular feudal relation took place. For example, *Nyarubanja* and *Umwinyi* occurred at the interacustrine region and along the coast of East Africa, respectively.

However, 4.16 per cent of the students performed well in this question. Those students demonstrated an adequate knowledge about the subject matter, characteristics, societies involved and origins of the social organizations and productions that existed in Africa during the pre-colonial period. In general, such students were aware of the pre-colonial African social formations, types of feudal systems, their locations and characteristics as illustrated in Figure 3.2.

3. Briefly, explain the following terms:

(i) Ubugabire

Ubugabire refers to the feudal system that existed in East Africa among the Hutu and Tutsi in Rwanda and Burundi near Lake Tanganyika. Whereby the feudal Lords were called Sebuja who exploited the Bagabire through rents of cattle as the major means of production.

(ii) Nyarubanja

Nyarubanja refers to the feudal system that existed in East Africa among the people in Buhaya and Karagwe in the northern part of Tanganyika near Lake Victoria. Whereby the land Lords were called Baturazi who exploited the Baturazi through rents of land.

(iii) Captive

Captive refers to the person who is captured after a particular conflict such as a war by the group who wins the conflict. Whereby captives are obtained from the group who are defeated in the wars or conflicts which may in turn be assimilated to be soldier or sold as a slave.

(iv) Umwinyi

Umwinyi refers to the feudal system that existed in East Africa among the people in the coastal areas such as in Pemba and Unguja whereby Mwinyimkuu was the feudal Lord who exploited the serfs and tenants by appointing the Sheha and Niwani to rule on behalf and monitor tax collection.

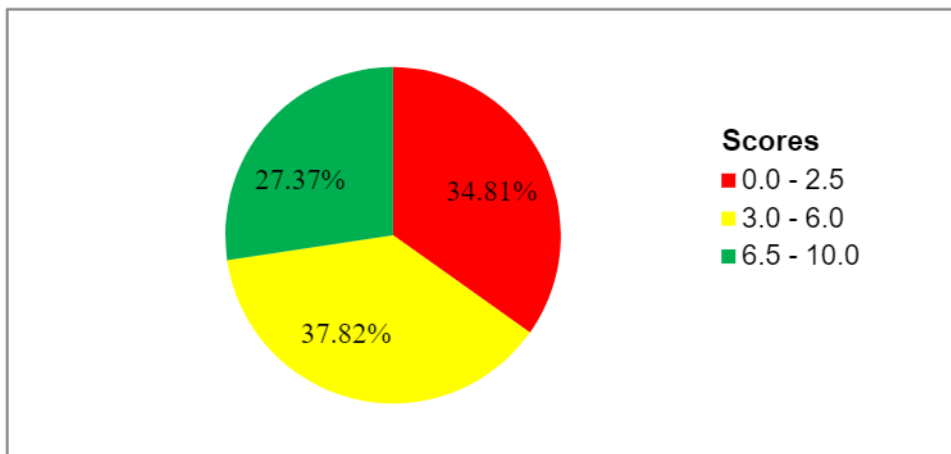
Extract 3.2: A sample of the student's correct responses to question 3

### 2.2.2 Question 4: Evolution of Man, Technology and Environment

This question was derived from the topic *Evolution of Man, Technology and Environment*. It consisted of five historical terms representing a certain time frame of which the students were required to arrange the historical sentences in chronological order by writing a roman number in the table provided. The historical statements to be re-arranged in chronological order were:

- (i) Homo-erectus was a more advanced stage in the evolution of man whereby man was full-fledged and as he moved upright, he discovered fire.
- (ii) With time, man transformed to Australopithecus stage. This was the stage where man’s first bipedal ancestor emerged.
- (iii) Iron was the technical innovation which revolutionized human life as man improved the ability to produce enough food.
- (iv) Man belongs to the family of primates which include gorilla, ape, monkey and chimpanzee which walked with four limbs more than million years ago.
- (v) At the stage of Homo Habilis, man was called skillful man because he was the systematic tool maker.

The question was attempted by 694,937 (100%) students. A total of 241,920 (34.81%) students scored from 0.0 to 2.5 marks among whom 111,306 (16.2%) scored zero (0). Marks ranging from 3.0 to 6.0 were scored by 262,802 (37.81%) and 190,216 (27.37%) scored from 6.5 to 10 marks. Thus, the performance of students in this question was average since 453,017 (65.19%) students scored from 3.0 to 10.0 marks. Figure 4 indicates the students’ scores on the question.



**Figure 4:** *The performance of the students on question 4*

The students with adequate knowledge of the theory of evolution and stages of evolution of man, were able to re-arrange the statements correctly. Such students demonstrated good understanding of gradual transformation of man as described by Charles Darwin. Extract 4.1 shows a sample of correct responses to question 4.

4. Arrange the following sentences in a chronological order by writing their roman numbers below the corresponding item position in the table provided.

- (i) Homo-erectus was a more advanced stage in the evolution of man whereby man was full-fledged and as he moved upright he discovered fire.
- (ii) With time, man transformed to Australopithecus stage. This was the stage where man's first bipedal ancestor emerged.
- (iii) Iron was the technical innovation which revolutionized human life as man improved the ability to produce enough food.
- (iv) Man belongs to the family of primates which include Gorilla, Ape, Monkey and Chimpanzee which walked with four limbs more than thirty million years ago.
- (v) At the stage of Homo habilis, man was called skilful man because he was the systematic tool maker.

**Answers**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
(iv)	(ii)	(v)	(i)	(iii)

Extract 4.1: A sample of a correct response to question 4

However, some students failed to re-arrange the jumbled historical sentences chronologically due to their limited knowledge of the theory of evolution. Extract 4.2 presents a sample of incorrect responses to question 4.

4. Arrange the following sentences in a chronological order by writing their roman numbers below the corresponding item position in the table provided.
- (i) Homo-erectus was a more advanced stage in the evolution of man whereby man was full-fledged and as he moved upright he discovered fire.
  - (ii) With time, man transformed to Australopithecus stage. This was the stage where man's first bipedal ancestor emerged.
  - (iii) Iron was the technical innovation which revolutionized human life as man improved the ability to produce enough food.
  - (iv) Man belongs to the family of primates which include Gorilla, Ape, Monkey and Chimpanzee which walked with four limbs more than thirty million years ago.
  - (v) At the stage of Homo habilis, man was called skilful man because he was the systematic tool maker.

**Answers**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
iii	iv	ii	v	i

Extract 4.2: A sample of incorrect responses to question 4

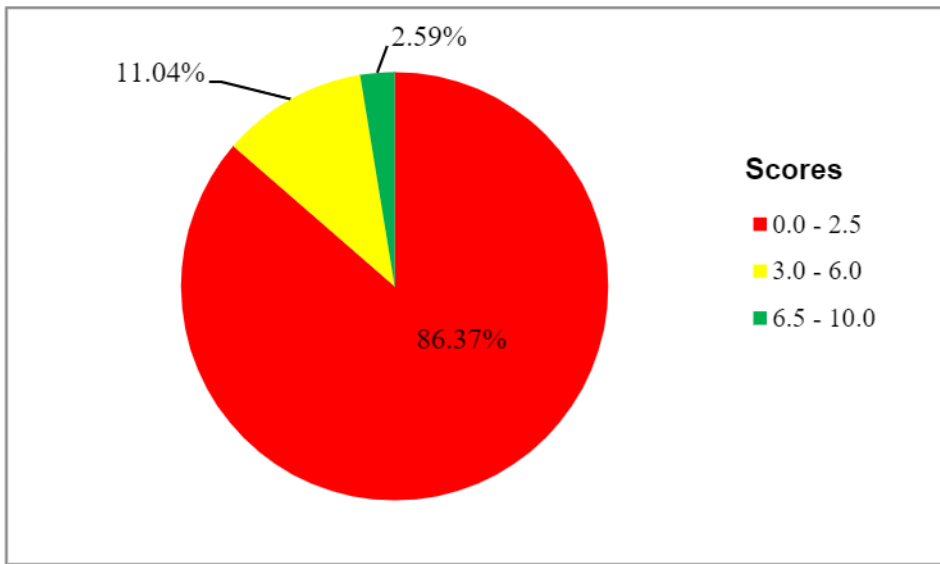
In Extract 4.2, the student failed to present the jumbled historical sentences chronologically. For example, it is impossible to explain issues pertaining to iron technology in item (iii) before focusing on the origin of man in item (iv).

### 2.2.3 Question 5: Interactions Among the People of Africa

The question had five (5) items. It was derived from the topic *Interactions Among the African Societies* and it required the students to provide brief explanations on the given terms. The question evaluated students' knowledge of the concepts, reasons for and effects of interactions that took place among the African societies during the pre-colonial period.

The question was attempted by 694,937 (100%) whereby 600,199 (86.37%) scored from 0.0 to 2.5 marks among whom 473,235 (68.10%) scored zero (0). Marks ranging from 3.0 to 6.0 marks were scored by 76,726 (11.04%) and 18,012 (2.59 %) scored from 6.5 to 10 marks. Figure 5 shows the students' scores on question 5.





**Figure 5:** *Distribution of the students' scores on question 5*

Referring to Figure 5, majority of students (86.37%) scored from 0.0 to 2.5 marks while few students (13.63%) scored from 3.0 to 10 marks. This indicates that the general performance of the students on this question was weak.

The analysis indicates that the students who scored zero (68.10%) either lacked knowledge of the tested subject matter or diverged from the demands of the question. For example, in item (i) which required the students to explain the reason that made the Ngoni to migrate from the Natal region of South Africa to the North and not to other directions, some students gave diverse incorrect responses. Some explained the effects of Ngoni migration, and some explained the causes of Ngoni migration. Extract 5.1 presents a sample response from a student who attempted poorly in this question.

- (ii) Why did the Ngoni migrate from the Natal region of South Africa to the North and not to the other directions?  
 Because of zulu want to expand their kingdom so they supposed to move towards direction for search of fertile land and settlement.
- (iii) Explain two factors which made people to become slaves in pre-colonial Africa.  
 - Prisoners! - This is when they fought the wars and then taking prisoners as a slave.  
 - Ambush! - This is when they attack the village and taking peoples as a slave.
- (iv) How did music and dance make pre-colonial African societies interact socially?  
 - By practices in the different social events in society example by practices in religion ceremony.
- (v) What was the role of the Golden Stool in the Asante State of West Africa during the pre-colonial period?  
 Golden stool is the law of collecting taxes from traders who passes across the Asante empire.

Extract 5.1: A sample of the student's incorrect responses to question 5

Extract 5.1 portrays responses from one of the students who provided incorrect responses. For example, in item (v) the student incorrectly asserts that the golden stool was the law of collecting taxes in the Asante Empire.

This was an incorrect response because the golden stool was a sacred stool that symbolized the unity of the state and it was believed to have magic power. In addition, in item (ii) the student failed to expose the real reason for Ngoni migration, while in item (iii) the student presented ways used to obtain slaves contrary to the demands of the question.

Data analysis shows that 11.04 per cent of the students had average performance. Most of these students were able to provide correct responses to few items or at least they scored a mark in each item. This category comprises the students who had moderate knowledge of the tested subject matter.

Conversely, 2.59 per cent of the students performed well on the question. They managed to provide correct responses in both parts of the question. The students in this category correctly explained the required reasons according to the demands of each item. Good performance in this category indicates that the students had adequate knowledge of the subject matter as portrayed in Extract 5.2.

- (ii) Why did the Ngoni migrate from the Natal region of South Africa to the North and not to the other directions?

Ngoni migrated from the Natal region of South Africa to the North and not to the east because there was Indian Ocean to the west because there was Drakensberg mountain also not to the South because the Cape was occupied by the Boers who also trekked northward hence the only safe direction was northwards towards East, Central and West Africa.

- (iii) Explain two factors which made people to become slaves in pre-colonial Africa.

i) The factors which made people to become slaves are;  
i) Inheritance status and contract with slave masters;  
Some people became slaves due to inheriting slave status from their parents while others made contract with the slave masters themselves.  
ii) Failure to pay debts or conducting criminal offence;  
Some people became slaves when they committed crimes in the society like theft or fail to pay debts of other people.

- (iv) How did music and dance make pre-colonial African societies interact socially?

Music and dance made the pre-colonial African societies to interact socially through gathering together of people in the society to listen to the traditional music and respond by dancing thus people from different places met together and created links and contacts which some led to intermarriage such as Yoruba in West Africa used Oriki which influenced people to behave well in the society.

- (v) What was the role of the Golden Stool in the Asante State of West Africa during the pre-colonial period?

The role of the Golden Stool in the Asante State of West Africa during the pre-colonial period was used as the divine throne of the king to show the power and authority of the Asantehene in the Asante kingdom. Whereby other people respected the golden stool as it was the major symbol of authority of the king and the kingdom.

Extract 5.2: A part of the student's good responses to question 5

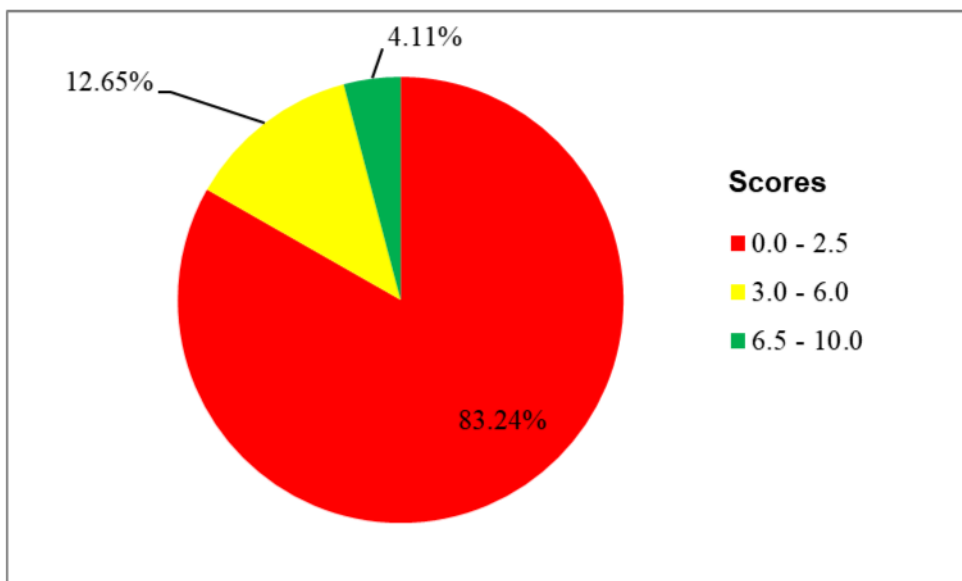
### 2.2.4 Question 6: Africa and the External World

The question was derived from the topic *Africa and the External World*. It had five items. The students were required to differentiate either the terms or individuals according to the roles they played in History. The given terms/individuals were as follows:

- (i) *King Henry the Navigator and Jan van Riebeck*
- (ii) *Fort Jesus and Boer Trek*
- (iii) *Kaffir wars and Mfecane wars*
- (iv) *The San and Khoikhoi*
- (v) *Moresby treaty and Frere treaty*

The question assessed students' knowledge and skills in differentiating the historical terms or individuals who played a key role during the contact between the Africans and the Europeans during the pre-colonial period.

The question was attempted by 694,937 (100%) students. Majority of the students 578,473 (83.24%) scored from 0.0 to 2.5 marks of whom 418,690 (60.25%) scored zero (0). Marks ranging from 3.0 to 6.0 marks were scored by 87,876 (12.65%) while marks ranging from 6.5 to 10 marks were scored by 28,588 (4.11%). The distribution of students' scores on this question is shown in Figure 6.



**Figure 6:** Distribution of the students' scores on question 6

Figure 6 indicates that, the majority of the students' (83.24%) scored from 0.0 to 2.5 marks, while 16.76 per cent scored from 3.0 to 10 marks. The general performance of the students on this question was weak.

Majority of the students who had weak performance failed to differentiate the individuals or historical terms given due to either lack of knowledge or failure to identify the demand of the question. Analysis of their responses showed that the students attempted most parts of the question incorrectly. For example, in item (i), they were to differentiate Prince Henry the Navigator and Jan van Riebeck. Majority of their responses regarded the given names as either individuals who participated in the abolition of slave trade, leaders of the Boer trek or the first Europeans to reach at the Cape of Good Hope.

In general, the responses provided were not related to the demands of the items. This indicates that some students were not familiar with the historical events that took place in Africa from the 15<sup>th</sup> to the 19<sup>th</sup> centuries. In essence, students' provision of such unrelated responses to the demand of the question signifies that they were not conversant with the concepts given in the question. Extract 6.1 shows response of a student who performed poorly on this question.

6. Differentiate the following:

(i) King Henry the Navigator and Jan Van Riebeck

King Henry the Navigator

(ii) Fort Jesus and Boer Trek

Fort Jesus is the stage which the come from Africa religious of  
christo in Africa.

while

Boer Trek, is the stage which the come from Africa religious  
of Quran in Africa.

(iii) Kaffir wars and Mfecane wars

Kaffir wars is the stage which the movement trans-sahar.  
and East Africa from get to ngeni migration.

while

Mfecane war, is the stage which the ngeni migration  
in Africa. example low to get new gold.

(iv) The San and the Khoikhoi

The Jan of the people which the come get Africa migration  
and religious Quran.

while

Khorther

Extract 6.1: A sample of the student's incorrect responses to question 6

Extract 6.1 shows responses from a student who performed poorly on all items. The student exhibited lack of knowledge on the tested subject matter. For example, in item (iii) misconceived the concept because *Kaffir* wars were neither a stage nor did it have any connection with Trans-Saharan trade.

The data denoted that 12.65 per cent of the students performed averagely. The main features of the students in this category is that they provided few correct responses. Some of them provided correct responses in items (i) and (ii) because they were popular among the students. In contrast, students responded incorrectly to items (iii), (iv) and (v) since they had limited knowledge in the given terms. This implies that some students did not master well the topic *Africa and the External World*.

Only 4.11 per cent of the students were able to provide correct responses in all the given items. Those students were aware of the reasons for the coming of the Portuguese and Dutch in Africa, the African societies that interacted with those Europeans and the effects which emanated from those interactions. In general, the students exhibited good mastery of the subject matter. Extract 6.2 denotes a part of correct responses from one of the students who performed well on this question.

6. Differentiate the following:

(i) King Henry the Navigator and Jan Van Riebeck  
 King Henry the Navigator refers to the King of Portugal during the 15<sup>th</sup> century who is the son of King John and he sponsored finding of the voyages and sea route to far East by Vasco Da gamma while Jan Van Riebeck refers to the founder of the Dutch East India Company or VOC formed in 1602 and established permanent settlement at the cape via the company in 1652 after staying in 1647 due to ship failure.

(ii) Fort Jesus and Boer Trek  
 Fort Jesus refers to the fort that was built by the Portuguese in Mombasa from 1592 to 1598 so as to be used as military barrack and protecting sailors and their commercial ships while Boer Trek refers to the movement of the Boers from the cape northwards to the interior of South Africa which led to discovery of minerals after the invasion of British at the cape in 19<sup>th</sup> century.

(iii) Kaffir wars and Mfecane wars  
 Kaffir wars refers to the series of wars fought between the Boers and the Xhosa after the land and cattle confiscation of the Xhosa by the Boers from 1779-1783 and 1789-1794 while Mfecane wars refers to the wars fought between the Ngoni speaking communities in Natal region, Delagoa bay, Tugela and Fongola rivers around the 1830's which led to Ngoni migration and depopulation.

(iv) The San and the Khoikhoi  
 The San refers to the local indigineous of South Africa who are the early inhabitants of South Africa who were very short, used click sound language and depended on hunting and gathering while Khoikhoi refers to the early inhabitants of South Africa who resembled the San but they were more tall and differed in skin colour.

Extract 6.2: A sample of the student's correct response to question 6

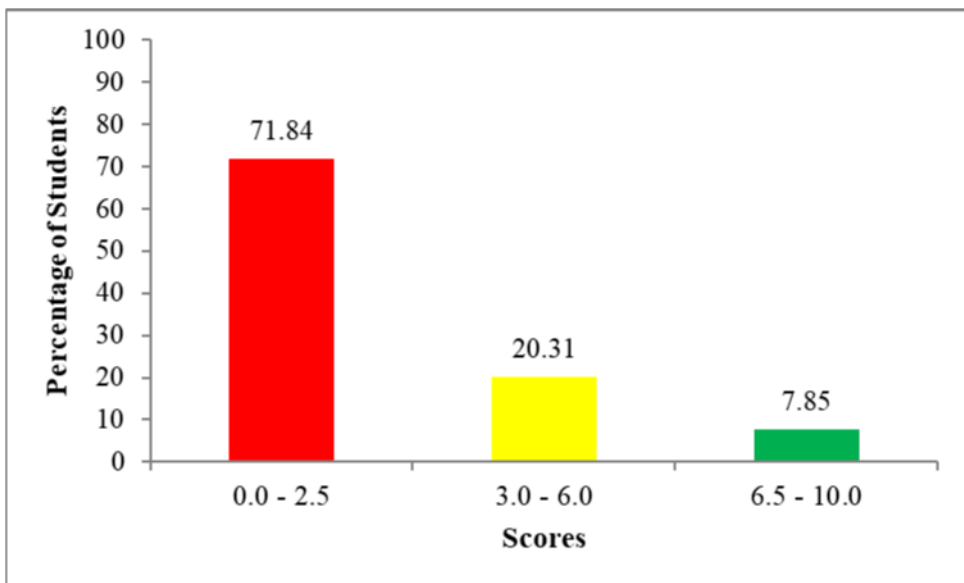
In Extract 6.2, the student correctly responded to the given items. Such correct responses demonstrated that the student was aware of the demand of the question and on top of that he/she had adequate knowledge pertaining to the time/period, participants, causes and effects associated with the interactions between the Africans and the Europeans.



### 2.2.5 Question 7: Social-Economic Development and Production in Pre-colonial Africa

The question required the students to compare five features which existed under slavery and feudalism. It was derived from the topic *Social-Economic Development and Production in Pre-Colonial Africa*. The question tested the students' knowledge and skills in identifying the similarities between slavery and feudalism.

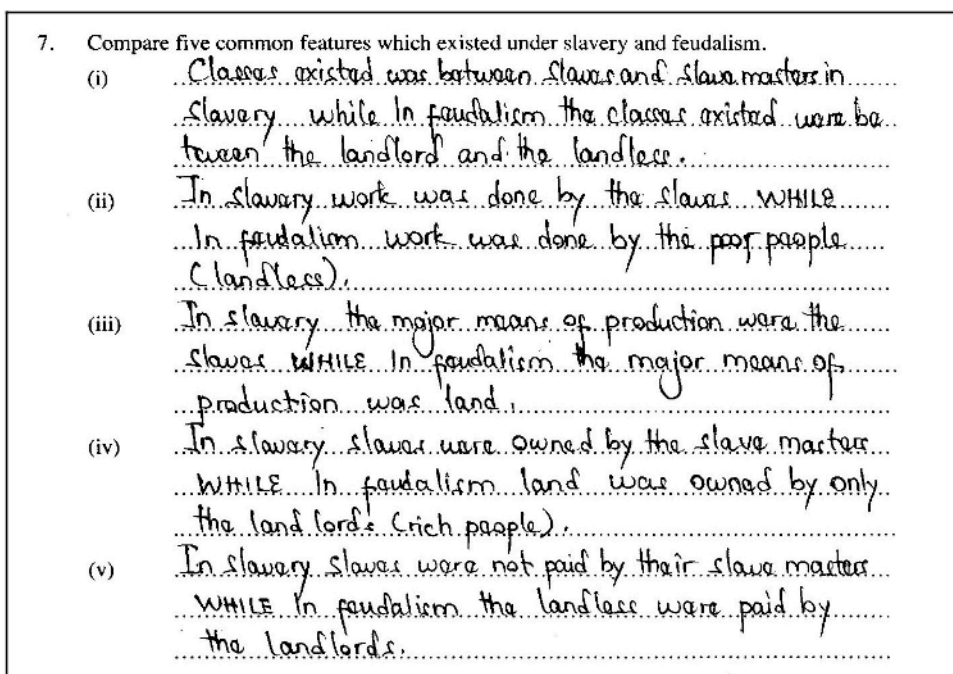
The question was attempted by 694,937 (100%) students. A total of 499,277 (71.84%) scored from 0.0 to 2.5 marks, out of whom 371,050 (53.39%) scored zero (0). Marks ranging from 3.0 to 6.0 were scored by 141,124 (20.31%) and 6.5 to 10 marks were scored by 54,536 (7.85%). Figure 7 portrays the students' scores on the question.



**Figure 7:** *Distribution of the students' scores on question 7*

Figure 7 shows that majority of the students (71.84%) scored weakly (0.0 to 2.5 marks) on this question while remaining 28.16 per cent scored from 3.0 to 10 marks. This denotes that the performance of the students in this question was average.

Of all the students who scored weakly on this question, more than half (53.39%) of the students scored zero (0) since some confused the features of either feudalism or slavery with the features of other modes of production notably primitive communalism. The noted confusion might be attributed to the fact that the students were not aware of the distinctions between one mode of production and another. Other students did not understand the term “compare”. So, instead of focusing on the similarities between the two concepts, they focused on the differences. For instance, explaining on the existence of slave master and land lords on slavery and feudalism, respectively. Extract 7.1 reveals a sample of a poor responses to question 7.



Extract 7.1: A sample of the student’s incorrect responses to question 7

Extract 7.1 denotes the incorrect responses of the students who provided the difference between slavery and feudalism contrary to the demands of the question.

Other students demonstrated moderate performance since they had limited knowledge about the types of social formations and their features. They gave relatively few features which are common to both modes of production and, in other circumstances, they gave features which are peculiar to each mode of production.

For example, some explained about the existence of rent system such as rent in labour, rent in kind and money rent which constitutes one of the features of feudalism.

Though the majority of the students (71.84%) performed weakly on this question, there were few students (7.85%) who had high scores. Those students had sufficient knowledge about the types of social formations and their characteristics. Therefore, they managed to explain the shared characteristics of slavery and feudalism with supportive evidence. Some of the characteristics given include the existence of exploitation of man by man, existence of surplus production, existence of classes, private ownership of major means of production and existence of states. Extract 7.2 indicates an example of a good response to question 7.

7. Compare five common features which existed under slavery and feudalism.

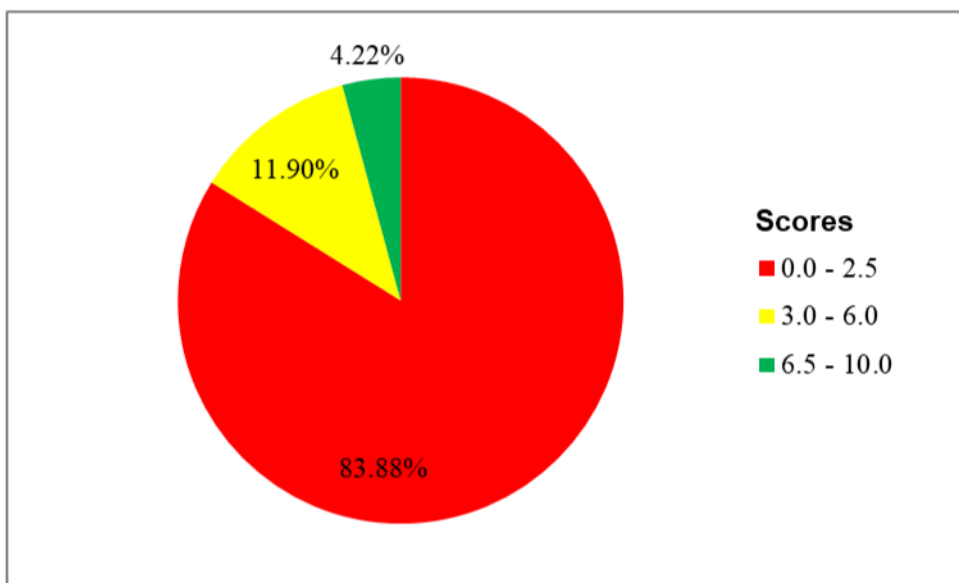
- (i) There was private ownership of major means of production in both; The major means of production which are land, cattle and man were owned by few people like slave masters and feudal lords.
- (ii) There was existence of the antagonistic classes in both; Both during slavery and feudalism there was the existence of classes such as Landlords and tenants or slaves and slave masters.
- (iii) There was exploitation of man by man in both; Both during slavery and feudalism there was exploitation of man by man through rents and working for the slave masters or feudal lords.
- (iv) There was development of social and political organization in both; Both during slavery and feudalism there was emergence of social and political organisations such as Buhaya and Buganda.
- (v) There was relatively more advanced productive forces than in primitive communalism; Both slavery and feudalism were featured by more advanced productive forces due to increase in technology.

Extract 7.2: A sample of the student's correct responses to question 7

### 2.2.6 Question 8: Sources and Importance of History

The question was derived from the topic of *Sources and Importance of History*. It required the students to describe five weaknesses of the archives in obtaining historical information.

The question was attempted by 694937 (100%) students whereby 582,906 (83.88%) scored from 0.0 to 2.5 marks; 82,718 (11.90%) from 3.0 to 6.0 marks and 29,313 (4.22%) from 6.5 to 10 marks. The general performance in this question was weak since 112,031 (16.12%) students scored from 3.0 to 10 marks. Figure 8 depicts the students' scores on the question.



**Figure 8:** *Distribution of the students' scores on question 8*

As shown in Figure 8, the analysis shows that 16.12 per cent of the students scored from 3.0 to 10 marks, whereas 83.88 per cent from 0.0 to 2.5 marks. The general performance of the students in the question was weak.

The students who scored zero (0) had several weaknesses. Some deviated from the demands of the question by providing the strengths of archives. Such strengths include preservation of past and recent documents, usage of documents from the archives as legal evidence and source of information for researchers.

Some students listed down other sources of historical information such as oral traditions, written records, museum, linguistics and archaeology. Such deviation was due to the fact that the archives constitute one of the sources of History. Thus, it can be concluded that by writing other sources of History, those students misconceived the demand of the question.

Less detailed information and limited knowledge of the subject matter was the major weakness which characterized the responses of students in this group. Extract 8.1 indicates a sample of the incorrect responses to question 8.

8. Describe five weaknesses of the archives in obtaining historical information.
(i) Oral tradition
(ii) unwritten record
(iii) Museum
(iv) Linguistics
(v) Archaeology

Extract 8.1: A sample of the student's incorrect responses to question 8

Some of the students had an average score. This was largely attributed to their partial knowledge of the tested subject matter. Moreover, some students confused archives with museums or archaeology, thus provided the descriptions of the weaknesses of museums or archaeology instead of archives. However, somehow museums or archaeology and archives have a shared weakness thus some students who focused on museums or archaeology scored few marks from few parts which focused on their being expensive, time consuming and demanding skills to manage them.

The students with higher scores demonstrated an ability to analyse all sources of historical information and apply the knowledge to describe five weaknesses of archives. Some of the weaknesses of archives are based on: *scarcity, expensiveness, time consuming, and being segregative as illiterate and people with visual problems are left out.* Extract 8.2 shows a relatively good response to question 8.

8. Describe five weaknesses of the archives in obtaining historical information.
- (i) They can be used by educated and literate people only; whereby uneducated and people who cannot read cannot access the information.
  - (ii) They are expensive; As they require to construct a place for keeping document and publish the documents to be used.
  - (iii) They can not be used by people with visual impairments; whereby the blind people cannot read the kept documents.
  - (iv) They are susceptible to damage and destruction; As the rodents may eat the documents and lose the information.
  - (v) Some archives are located in remote areas and may be destroyed by weather; as they are not reliable; Thus some documents are not accessible to the learners and others affected by heavy rainfall.

Extract 8.2: A sample of the student's correct responses to question 8

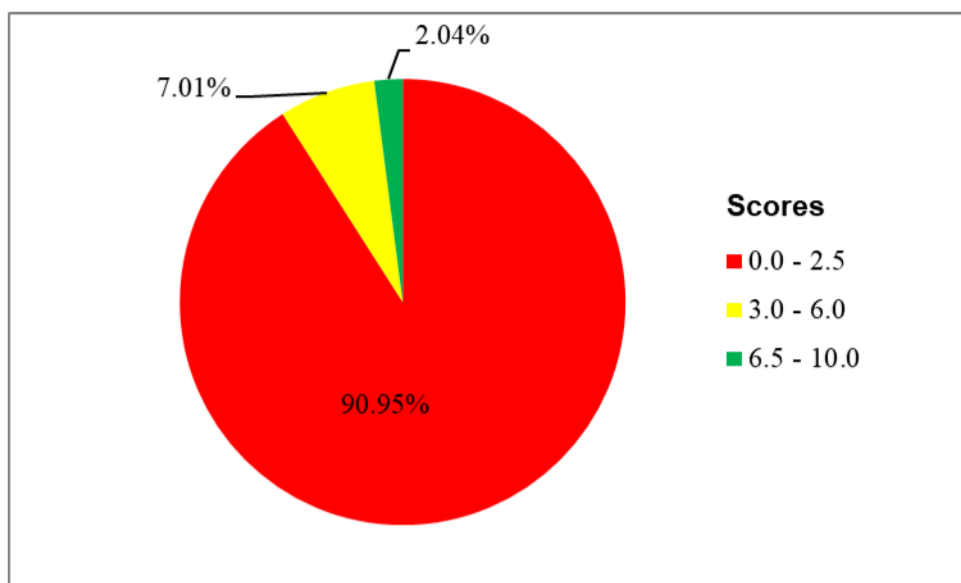
### 2.2.7 Question 9: Industrial Capitalism

The question was derived from the topic *Industrial Capitalism*. In this question, the students were given the map of Africa with three locations marked by letters A, B and C and were required to answer five (5) items (i-v) by referring to the given locations on the map. The questions given were as follows:

- (i) What is the name of the company which operated in a place marked by letter A during the pre-colonial period?
- (ii) In which European nation did the company in roman (i) come from?

- (iii) Which European company operated in an area marked by letter C before the colonial period?
- (iv) Who was the founder of the trading company in a place marked by letter B?
- (v) Which European nation financed her company to explore her areas of interest at letter B during the 1880s?

The question was attempted by 694,937 (100%) students of whom 632,031 (90.95%) scored from 0.0 to 2.5 marks; 48,718 (7.01%) from 3.0 to 6.0 marks and 14,188 (2.04%) from 6.5 to 10 marks. Thus, from the data it is evident that the performance of the students in this question was weak since only few students (9.05%) scored from 3.0 to 10 marks. Figure 9 indicates the students' scores on the question.



**Figure 9:** Distribution of the students' scores on question 9

From the data above majority of the students (90.95%) had weak performance, among whom 80.24 per cent scored zero (0). The students who scored zero failed to identify the names of chartered companies, countries of their origin, names of the founders of those companies and areas in which companies operated. The main weaknesses observed in the responses of the students was lack of knowledge of the tested subject matter and poor interpretation of the items which led them to write incorrect responses. For example, in item (i), some students wrote the name of the country marked by letter "A" instead of the name of the company.

In item (iv), some students provided the name of the country instead of the name of the founder of the trading company marked by letter “B”. Some of the students also named the “Dutch Company” as the company which operated in a place marked letter “A” (South Africa) during the pre-colonial period. Such students were influenced by the historical background of South Africa which was under the Dutch from Netherlands since 1652. The referred students also mentioned British East Africa Company as the company that operated in an area marked with letter “C” (Nigeria) instead of Royal Niger Company.

Furthermore, some students named William Mackinnon as the founder of the trading company in a place marked with letter “B” instead of Karl Peters. Some students also identified British as the country that financed the company marked with letter “B”. This deviation was caused by the students’ poor knowledge of history of Tanganyika, which was under two colonial masters at different periods. Tanganyika which was part of the German East Africa was under the German rule from 1880s to 1918 and later under the Britain from 1919 to 1961. Extract 9.1 is an example of incorrect responses from the student who performed poorly in this question.



9. Study the following sketch map and answer the questions that follow:



(i) What is the name of the company which operated in a place marked by letter A during the pre-colonial period? ... Dutch company .....

(ii) In which European nation did the company in (i) come from? ... Netherland .....

(iii) Which European company operated in an area marked letter C before the colonial period? ... British East Africa company (BEACO) .....

(iv) Who was the founder of the trading company in a place marked by letter B? ... William Macknon .....

(v) Which European nation financed her company to explore her areas of interest at letter B during the 1880s? ... British .....

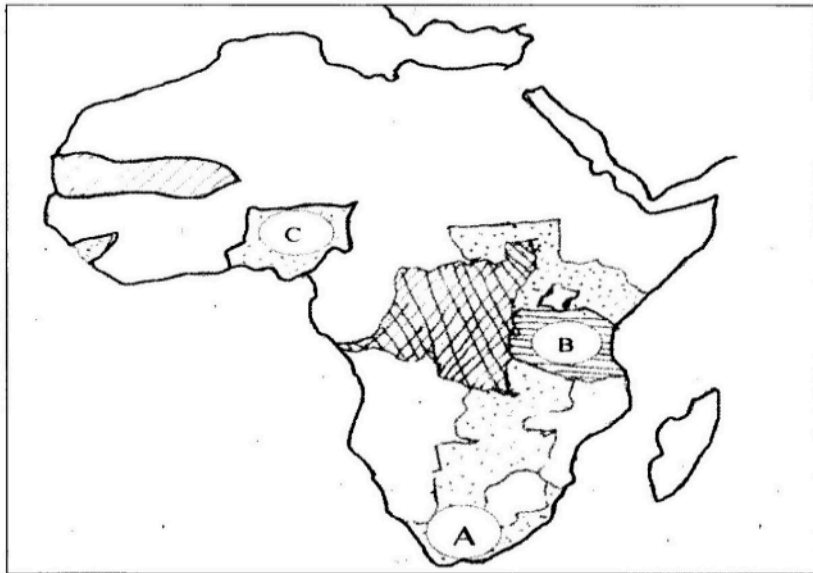
Extract 9.1: A sample of the student's incorrect responses to question 9

The students who scored average marks had some strengths and weaknesses in their responses. Generally, most of the students had moderate map reading skills. Most of such students made correct interpretation only in some few items.

Nevertheless, few students (2.04%) performed well in this question. Those students had good knowledge of the chartered companies and their countries of origin, areas in which the companies operated and founders of the companies. In this case, they identified *British South Africa Company* (BSACO) under Cecil Rhodes as the company that operated in the place marked by letter “A” (South Africa) and pointed out *Britain* as a country where the company originated.

Moreover, the students named *Royal Niger Company* as a company which operated in an area marked by letter C. Furthermore, such students identified *Karl Peters* as the founder of the company (German East Africa Company) that operated in place marked by letter “B” (Tanganyika). Given the fact that the students had adequate knowledge of history of Tanganyika, they easily named *Germany* as a European nation which financed the exploration of the areas of interest at later “B” (Tanganyika). Extract 9.2 presents the correct responses from one of the students.

9. Study the following sketch map and answer the questions that follow:



(i) What is the name of the company which operated in a place marked by letter A during the pre-colonial period? British South Africa Company (BSACO)

(ii) In which European nation did the company in (i) come from? British

(iii) Which European company operated in an area marked letter C before the colonial period? Royal Niger Company (RNC)

(iv) Who was the founder of the trading company in a place marked by letter B? Carl Peters

(v) Which European nation financed her company to explore her areas of interest at letter B during the 1880s? Germany

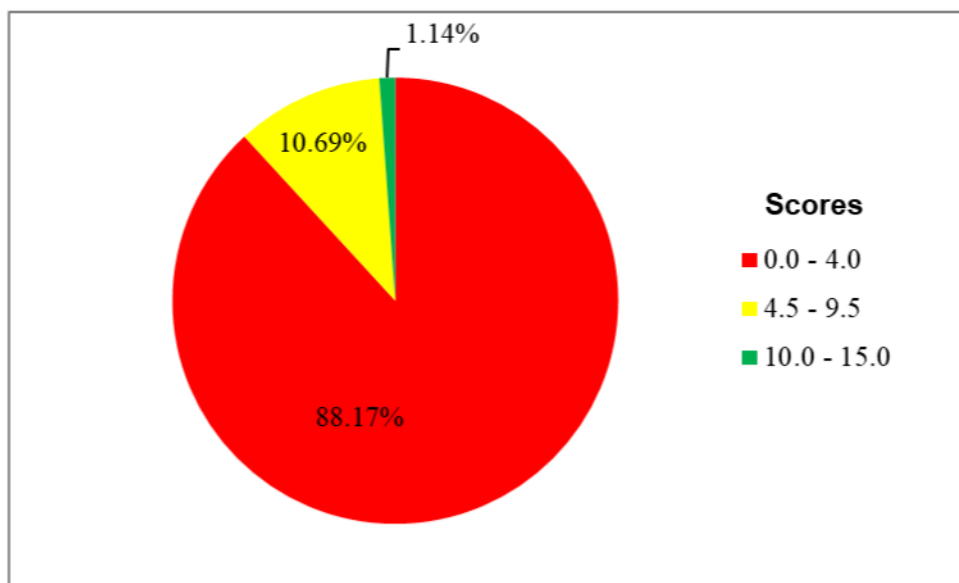
Extract 9.2: A sample of the student's correct responses to question 9

## 2.3 SECTION C: ESSAY QUESTION

### 2.3.1 Question 10: Industrial Capitalism

This question was derived from the topic *Industrial Capitalism*. The question asked: *Why are the economic factors regarded as the major reasons for the abolition of slave trade in Africa? Explain by giving five points.* In essence, the question tested the students' knowledge of the main factors for the abolition of slave trade.

The question was attempted by 694,937 (100%) students. A total of 612,708 (88.17%) students scored from 0.0 to 4.0 marks among whom 396,417 (57.04%) scored zero. Marks ranging from 4.5 to 9.5 marks were scored by 74,280 (10.69%) students. Also, marks ranging from 10 to 15 were scored by 7,949 (1.41%). Figure 10 shows the distribution of students' scores on this question.



**Figure 10:** *Distribution of the students' scores on question 10*

Figure 10 indicates that the majority of the students (88.17%) scored from 0.0 to 4.0 marks and only few students (11.83%) scored from 4.5 to 15 marks. Thus, the general performance of the students on the question was weak.

Of the students (88.17%) who had weak performance, more than half (57.04%) scored zero. Zero scorers failed to identify and explain the reasons why are the economic factors regarded as the major reason for the abolition of slave trade. Some of the students in this category explained the effects of the abolition of slave trade such as: *spread of Christianity, development of commercial agriculture, fall of some African states, establishment of new states comprised of freed slaves (Liberia and Sierra Leone) and introduction of legitimate trade.*

Similarly, some explained the ways through which slaves were obtained like: selling criminals and prisoners of wars, and raiding and capturing people. Moreover, other students focused on the effects of slave trade such as *separation of family members, retardation of African technological skills, decline of production, great loss of man power and insecurity and fear among the African societies.* Furthermore, some explained the humanitarian and religious reasons contrary to the demands of the question.

Other incorrect responses provided revolved around the political, social, economic and psychological effects of slavery on its victims. There were some students also whose incorrect responses dwelt on the factors that stimulated the rise and expansion of slave trade or the techniques used to acquire slaves.

Moreover, apart from exhibiting poor understanding of the key factors for the abolition of slave trade most of the students demonstrated poor essay writing skills. They lacked skills, hence failed to organise the essays into introduction, main body and conclusion parts. The students also demonstrated poor proficiency of English language since they failed to explain their responses in detail as per the requirement of the question. Extract 10.1 indicates a sample of incorrect responses to question 10.

Through the use of African informers, Brit Britain took the slaves in Europe who were Africans and they were taught about the effects of slave trade then they were brought to Africa and they were told to spread the effects of slave trade so the people of African started to resist against slave trade and did not want it while Britain ~~was~~ was also stopping slave trade Africa start war against slave master and the slaves were let free so Africans were able to work on their own not for someone and established their own local industries.

Through the use of campaigns and meetings Britain collected Africans into group and started to give them knowledge about slave trade in the society. Then Africans learned how slave trade was a bad economic activities. Africans knew that their depopulating and their local industries are decline so they resisted against slave market and they fought wars to get peace. This made other European countries to stop engage in slave and Africans were established settlement for freed slave this increase European exploration and influx of European manufacture goods.

Through the use of signing treaties, Britain used treaties to stop slave trade example, moreby treaty which was signed in 1822 which aimed at stopping slave trade in East Africa but it was impossible and it did not work at all because the Sultan of Zanzibar went on selling slaves in different parts later Hamerton treaty was signed in 1845 also it aimed at abolition of slave trade in Indian ocean but it did not work at all until in 1873 where here treaty was signed war when Zanzibar slave market was closed and no more slaves.

Through the use of legal rights, Britain developed human legal rights so as to protect interest of Africans as the Britain used them as the best way to stop slave trade Africans were educated and and the knew them so they used them to protect

Extract 10.1: A sample of incorrect responses to question 10

Extract 10.1 exemplifies responses from a student who performed poorly in question 10. The student explained the strategies that were used to abolish slave trade instead of explaining why the major factors for the abolition of slave trade based on economy.

Furthermore, a few students attempted this question by listing the points rather than giving detailed information in forms of paragraphs. The noted students' incapability might be exacerbated by the students' limited knowledge about historical facts, hence they scored 0.5 to 4.0 marks.

According to the data, 10.69 per cent of the students performed averagely on the question. Most of them organized their essays correctly but provided partial correct responses concerning the influence of the economic factors towards the abolition of slave trade. Some students included the social and political factors in their explanations. For instance, political factors such as the French Revolution of 1789 and social factors such as the humanitarian reasons, evangelical reasons and role of philosophers and writers were incorrectly provided as responses bearing the major reasons for the abolition of slave trade in Africa. The students' greatest weakness for not scoring high scores was due to their moderate knowledge of the subject matter.

In contrast, the students who had good performance on the question constituted 1.14 per cent. Those students demonstrated clear understanding of the factors which played a key role in the abolition of slave trade. They provided points like: *the need for raw materials, cheap labour, market for European manufactured goods, free labour* and *British and French sugar competition*. Extract 10.2 indicates a sample of correct responses to question 10.

The abolition of slave trade was the process of ending the selling and buying of human beings as other commodities in the market. British became the first European nation to campaign the abolition of slave trade in 1807. It was followed by other nations such as Italy, French, Spain, Brazil and so on. Abolition of slave trade was campaigned by applying same techniques such as the use of African informers, the use of treaties and the use of anti-slave trade ships.

Major reasons of the abolition of slave trade were the economic factors. The following are the economic factors for the abolition of slave trade in Africa.

Industrial revolution in Europe. During the 19<sup>th</sup> century, there were great revolutions of industries occurred in Europe, due to the industrial capitalism. It highly demanded raw materials and markets for the manufactured European goods. It also led to the rampant use of machines on plantations, mines and factories, hence, replaced human labour. The machines since, were more effective than human labour. The owners of the machines decided to abolish slave trade so that the liberated slaves could provide labour on plantations to produce raw materials and also, the liberated labour could act as the source of market for the manufactured European goods. Hence, industrial revolution greatly influence the abolition of slave trade.

British and French competition under the sugar production. British produced sugar on the islands of Cuba and Jamaica while French produced sugar on the islands of Reunion and Mauritius. The British's sugar was very expensive compared to the French's sugar because the British used the machines to produce sugar while French used slaves labour to produce sugar. Therefore, the British finally decided to abolish



slave trade believing that French will be forced to raise their prices of sugar so as to acquire machines.

American independence of 1776. British colonized American for a long period of time she depended on her as reliable source of market for the manufactured Britain goods and as reliable supplier of raw materials for feeding the British factories. But when American got her independence in 1776, the British lost colony and could not have colony where can take slaves to work. Therefore, the British abolished slave trade pure for economic reason.

The need to meet the capitalists' needs. The capitalists need were lubricants, raw materials and market. The capitalists decided to abolish slave trade. firstly, in order to return slaves to their homes to produce raw materials for feeding the capitalists factory. secondly in order to return slaves to their home countries in order to act as the source of market for the manufactured European goods. Third, capitalists decided to abolish slave trade so as to obtain lubricants such as oil palm. This is because during the early industrial revolution, oil such as petroleum were not yet discovered. So, the factories were lubricated by oil palm which were found in West Africa in large amount where many slaves were taken. Hence, there was need to abolish slave trade in order to meet the capitalists' need which were raw materials, market and lubricants.

The price of slaves in West Africa had increased while its demand in America had decreased. Hence, this discouraged many slave traders to continue engaging in the slave trade due to the decline in the profitability of the trade. Therefore, the slave traders decided to abolish the slave trade in Africa for economic reason.

Extract 10.2: A sample of the student's correct responses to question 10

Extract 10.2 An example of student's correct response with well explained economic factors for the abolition of slave trade although, it was not the British who introduced sugar plantations in Cuba, as the student argued, but the Spanish.

### **3.0 THE ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC**

This section presents the analysis of students' performance in each topic assessed. The analysis of the students' responses in this assessment indicates that all eight (8) topics in the 2010 History syllabus were assessed this year. Questions in which the students' performance was good were 1, 2 and 4 with 67.14, 67.09 and 65.19 per cents respectively. Question 1 was derived from different topics, whereas question 4 was derived from the topic *Evolution of man, technology and Environment* and question 2 was set from the topic *Sources and Importance of History*.

Weak students' performance was observed in short answer questions: 3, 5, 6, 7, 8 and 9 whose performance was 18.88, 13.63, 16.76, 28.16, 16.12 and 9.05 per cents, respectively. Question 10 was an essay type question derived from the topic *Industrial Capitalism*. It had a weak performance of 11.83 per cent. The analysis is summarised in the Appendix.

### **4.0 CONCLUSION AND RECOMMENDATIONS**

This section contains an overview of the analysis and suggestions to improve students' performance in future assessments.

#### **4.1 Conclusion**

The analysis of students' responses indicated that the general students' performance in the 2023 assessment is average since 50.71 per cent of the students passed. A close look on few students who had good performance revealed that they had good understanding of the subject matter, good command of English language and good writing skills as well as ability to identify the demands of the question especially in questions 1, 2 and 4. Good proficiency in English language was another attribute for their good performance.

The remaining 7 questions had weak performance. Those questions are 3, 5, 6, 7, 8, 9 and 10. The weakest performance was in question 9. Weak performance in those questions is due to students' lack of knowledge in the tested subject matter, failure to identify the demands of the question, and poor command of the English language. With respect to question 9, students depicted very limited knowledge on map and mastery of historical realities.

## 4.2 Recommendations

Though the general students' performance in this Assessment was average, the analysis revealed that there were some students whose performance was weak. Thus, in order to improve the performance in those topics from which those questions were derived, the following are recommended:

- (a) Teaching and learning processes should be improved to enable students' mastery of subject matter. The use of different teaching and learning strategies should be encouraged and its choice should base on the demand of specific topic and competence targeted. For example, in topics like *Industrial Capitalism; Interactions Among the People of Africa; and Africa and the External World*, guest speakers with adequate knowledge on the needs of capitalism, roles of agents of colonialism, associations and chartered companies may be invited at the school so as to enable the students understand this topic well.
- (b) Teachers should be encouraged and enabled to use student-centered pedagogy approach to enable students engage actively in the learning process, enhance their motivation as well as to facilitate better retention of knowledge among the learners.
- (c) Good command of English language can be improved by emphasizing the students to immerse into the language through reading, listening, watching, writing and speaking. Reading widely exposes the students to a variety of written materials and that in turn enables the students to expand their vocabulary while helping to collate a set of relevant examples to cite in their essays. Speaking can be done through; participating in debates and morning talks. Listening to English programmes on the radio and TV and practicing speaking English throughout as the medium of communication within and outside the classes.

## Appendix

### The Summary of Students Performance per Topic in FTNA 2023

S/N	Topic	Question Number	% of the Students who scored 30% and above	Average performance in each topic	Remarks
1	Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Economic Activities and Their Impact; Social economic Development and Production in Pre-colonial Africa; Interactions Among the People of Africa; Africa and the external World; Industrial Capitalism.	1	67.14		Good
2	Evolution of Man, Technology and Environment	4	65.19		Good
3	Sources and Importance of History	2	67.09	41.61	Average
		8	16.12		
4	Social economic Development and Production in Pre-colonial Africa	3	18.88	23.52	Weak
		7	28.16		
5	Africa and the External World	6	16.76		Weak
6	Interactions Among the People of Africa	5	13.63		Weak
7	Industrial Capitalism	10	11.83	10.44	Weak
		9	9.05		

