

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEMS RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2018**

012 HISTORY

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FOREWORD

The Form Two National Assessment (FTNA) in 012 History subject was carried out in November 2018 so as to provide feedback to education stakeholders on the students' academic progress. The Form Two National Assessment (FTNA) marks the end of two years of secondary education. It is a formative evaluation, which among other things, measures the values of the education system and the extent to which instructional objectives stipulated in the Form One and Two curricula have been met.

This report shows how the students responded to various questions and presents issues which influenced the students' performance in each individual question. Furthermore, it shows the strengths and weaknesses of the students in attempting the questions. Moreover, the report provides statistical analysis of the performance.

The National Examinations Council of Tanzania believes that this feedback will enable various education stakeholders to take serious measures so as to ensure that students attain the intended skills and knowledge in secondary schools.

Lastly, the Council would like to express its appreciation to all who played a key role in preparing this report.



Dr. Charles E. Msonde

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the 2018 performance of the students who sat for FTNA in History subject. The history papers assessed the students' competences in the topics stipulated in the form 1 and form 2 history Syllabus.

The paper consisted of ten (10) questions, in three (3) sections namely, A, B and C. Unlike questions in section C, questions in the other sections were compulsory. Section A consisted of four (4) questions, while, Section B comprised of three (3) questions. Each question in section A and B carried 10 marks, making a total of 70 marks. Section C consisted of three (3) optional questions, and the students were supposed to answer any two (2) of the questions. Each question in this section carried 15 marks.

A total of **504,640** students sat for the FTNA in 2018 in History subject, whereby, **307,070 (61.08%)** students passed. This shows an increase of **12.11** percent compared to the 2017 results; in which only **236,848** students (**48.97 %**) passed.

The report depicts the requirements of each question and shows the strengths and weaknesses in the candidates' responses. Furthermore, it presents the percentages of scores in each group and provides samples of the students' responses. For the sake of analysis, green, yellow, and red colours are used to show good performance (65-100 %), satisfactory (30 - 64 %) and weak (0 – 29 %), respectively.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Question 1: Multiple Choice Items

This question consisted of 10 multiple choice items set from the topics of: Sources and Importance of History, African and the External World, Development of Social and Political Systems, Interaction among the People of Africa, Industrial Capitalism, Evolution of Man Technology and Environment and Development of Economic Activities and their Impact. It

required the students to choose a correct option from four given alternatives and write its letter against the item number.

The question was compulsory, which means that all the students (504,640) attempted it. The general performance in the question was good; since 80.5 percent of the students scored from 30 percent and above (from 3 to 10 marks). Likewise, even the percentages of the students who scored weak marks (from 0 to 2 marks) was only 19.5, while the majority (61.1%) scored from 3 to 6 marks and 19.4 percent scored from 7 to 10 marks. Figure 1 indicates the performance of the students in question 1.

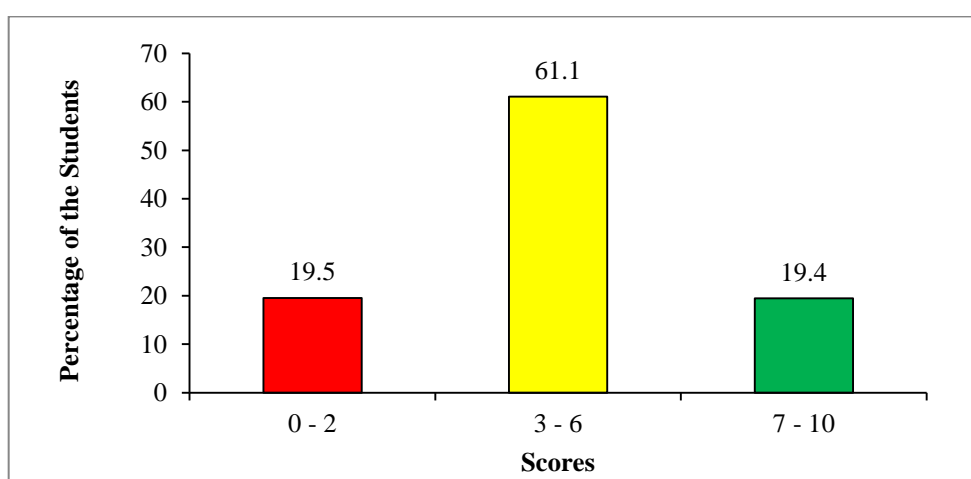


Figure 1: The performance of the students in question 1

Analysis of the Items

Item number (i) tested the students' ability to identify a place which represents the Early Stone Age among the given alternatives. The correct response was C (Olduvai George). This was opted for by the students who had enough knowledge of the Stone Ages sites. However, students who provided the distractors A (Bagamoyo) and D (Kilwa) had limited knowledge of the topic "Sources and Importance of History". That is, they failed to distinguish historical sites in the early Stone Age from other famous sites in the later ages. For example, Bagamoyo and Kilwa are the historical sites which emerged as the major town centers during the East African slave trade. On the other hand, students who opted for B (Isimila), failed to understand that despite Isimila being an archaeological site, it does not provide historical facts of the Early Stone Age.

Item (ii) required the students to identify trade items which were imported to East Africa from Arabia and Persian Gulf during the early trade contacts between East Africa and the Middle East and Far East. The correct response was C (Axes, swords and spear). This was chosen by the students who had enough knowledge of the trade items which were brought by foreigners to East Africa. The students who opted for the distractors A (Glass, pottery and porcelain), B (Beads, clothe and copper) and D (Ivory, gold and palm oil) failed to differentiate between the imported and the exported trade items. In a real sense, pottery, beads, copper, ivory, gold and palm oil were some of the items which were exported from Africa.

Item (iii) required the students to identify one of the factors for the rise of states in the pre-colonial East Africa. The correct response was D (Warfare). The students who chose this correct response had basic knowledge of factors for the rise of states in pre-colonial Africa. They knew that warfare was one of the factors for the rise and consolidation of states. For example, Buganda rose to be a strong kingdom because of capturing weaker states such as Bunyoro. However, some of the students opted for the distractor A (Diplomacy) due to the fact that, diplomacy is an element which strengthens political relations, hence they easily associated it with state formations. Those who opted for B (Agreement) had an idea that agreement can lead to unity; which is one of the criteria for state formation. However, such distractors were so indirect to qualify as correct answers before warfare. Furthermore, the students who opted for C (Moresby Treaty) had knowledge that ruling states/countries is normally associated with making treaties. However, such students faced a challenge of differentiating between pre-colonial African states and colonial African states, in which, signing of the treaties was one of the strategies for imposing colonialism.

Item (iv) tested the students' ability to identify the most important factor for interaction among the people of Africa. The students who provided the correct response C (Trade) had enough knowledge and ability in identifying a genuine reason among the multiple factors given. Trade was the main factor which united people of Africa during pre-colonial time (as there was no society which could produce all its basic requirements). Therefore, they had to interact with other societies so as to meet their remaining needs.

Moreover, some of the students opted for A (Agriculture) because it is one of the economic activities which caused the mobility of people to different areas in search of fertile land (shifting cultivation). Others opted for B (Warfare) since war made people to escape from their original lands to other places to save their lives. Others opted for D (Pastoralism) because the pastoral societies lived a nomadic life of moving from one place to another in search of pasture. To some extent, all of these enabled them to interact with other societies. However, unlike trade, other forms of interactions mentioned, to greater extent were confirmed only in particular societies.

Item (v) tested the students' ability to identify the year in which Vasco Da Gama reached East Africa. The correct response B (1498) was selected by the students, who were conversant with the contact between Africans and Europeans, particularly, the coming of the Portuguese in Africa. Other students were attracted by the distractor A 1884 because this was the year in which Berlin Conference, which partitioned Africa, was conducted. Such students might have thought that Vasco Da Gamma came to colonise East Africa immediately after the conference. The students, who opted for the distractor C (1652), associated the coming of the Dutch to the Cape of South Africa with Vasco Da Gamma. However, the students who opted for the distractor D (1598) failed to recall the specific year in which Vasco Da Gama reached East Africa, seemingly, they relied on guessing.

Item (vi) tested the students' ability to identify the first treaty which was signed to abolish the slave trade in East Africa. The correct response was A (Moresby treaty), which was opted for by the students who had enough knowledge of the abolition of slave trade, various treaties and the time in which they were signed. The students who opted for B (Anglo-German Treaty) and D (Heligoland Treaty) were attracted by the word treaty which appears in the stem of the question. However, in a real sense, Anglo-German and Heligoland treaties were signed between the Germans and the British in East Africa during the colonial rule to settle boundary conflicts between them. On the other hand, the students who opted for C (Harmaton Treaty) had knowledge that the treaty was also concerned with the abolition of slave trade. Nonetheless, they were unaware that Harmerton was the second treaty signed in 1845.

Item (vii) required the students to identify one of the characteristics of man before the discovery of iron technology. The correct response was D (Dependence on environment for survival) which was opted for by the students who had enough knowledge and understanding of the evolution of man, technology and environment. Such students had knowledge that man had never either engaged in slave trade or industrial production before the discovery of iron tools, therefore the distractors A, B and C, which embodied the slave trade and industries were wrong.

In item (viii), the students were required to identify the factor for the emergence of the important urban centers such as Meroe in Western Sudan. The correct response was C (Metal working) which was chosen by the students who had enough knowledge of the subject matter, especially, the development of iron technology and its impact in Western Sudan. These students knew the fact that the growth and the importance of Meroe as the trading center among other urban centers in Sudan, was due to iron – smelting activities. On the other hand, the students who opted for the distractor A (Improved agriculture) and B (Salt making), had limited knowledge of the places in the pre-colonial Africa where agriculture and salt making had impact. For example, salt making contributed to the growth of Uvinza while agriculture contributed to the rise of Buganda Kingdom. However, the students who opted for D (Ship building technology) realized the contribution of ship building technology to the development of cities in Europe, whereas, Meroe was in Africa and Africa by then, had not acquired ship building technology.

Item (ix) required the students to identify a reason which made the Europeans to prefer Africa labourers during the Trans-Atlantic Slave Trade. Among the given alternatives, the response D (Strong and hardworking) was the appropriate answer to the item. The students who opted for this answer acknowledged the importance of Africans in the production of agricultural and mineral raw materials in the Americas. However, some of the students chose the distractor A (Weak but resistant to diseases), B (Sick but very strong) and C (Unable to do any job). Such students failed to understand the aim of the Europeans' in importing African slaves. These students failed to think critically that no one would have preferred weak, sick or labourers who were unable to do any job.

Item (x) required the students to identify the Western Sudanic States which engaged in Trans-Saharan Trade. The students who chose the correct option D (Ghana, Mali and Songhai), knew where these states were located and the activities which they did. On the other hand, the students who opted for A (Mali, Songhai and Bunyoro), B (Ghana, Asante and Buganda) and C (Oyo, Benin and Mwanamutapa) failed to know the actual location of such states. They failed to know that Bunyoro and Buganda were found in East Africa, Oyo and Benin were the Forest States and Mwanamutapa in Central Africa.

2.2 Question 2: Matching Items

The question consisted of 10 matching items and the students were required to match each item (i – x) in list A with the correct response in list B by writing a letter of the correct response below the item number. The question was compulsory, thus all students (504,640) attempted it. The statistical analysis depicts that the performance in the question was average, since only 38.5 percent of the students scored from 30 percent and above (from 3 to 10 marks). However, the majority of the students (61.5%) scored from 0 to 2 marks in this question, while 34.8 percent scored from 3 to 6 marks. Very few students, (3.7%) scored from 7 to 10 marks. Figure 2 shows the percentages of the performance in question 2.

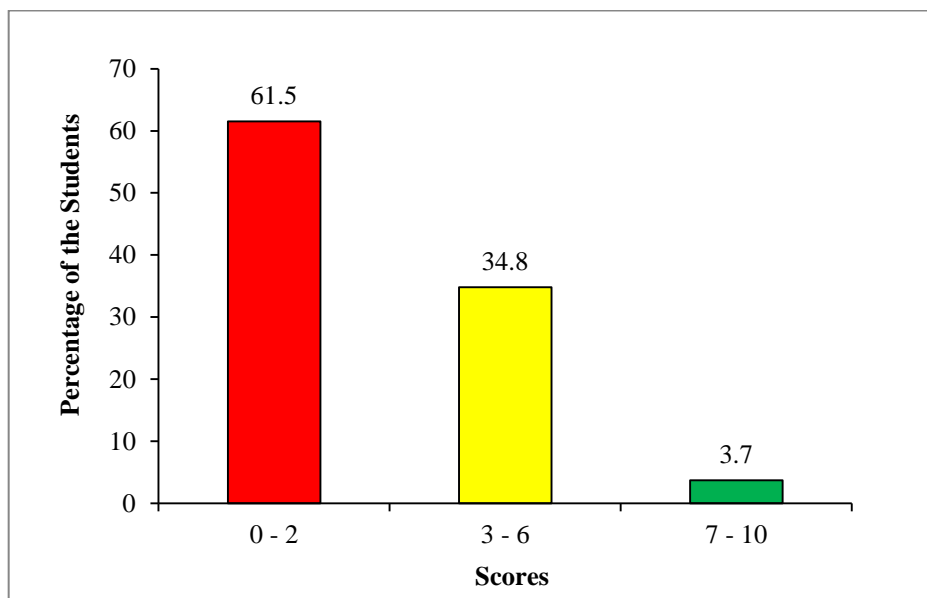


Figure 2: The performance of the students in question 2

Responses in List B were:

A. Mombasa, B. Isimila, C. Bagamoyo, D. Katanga, E. Taghaza, F. Kilwa, G. Meroe, H. Rusinga Island, I. Kondoia Irangi, J. Zanzibar, K. Gao ,L. Nsongezi, M. Kalenga, N. Uvinza and O. Ugweni.

Analysis of Items

Item (i) required the students to identify a coastal city state which was ruined by the Portuguese attacks. The correct answer F (Kilwa) was opted for by students who knew the process of the Portuguese attacks and the occupation of East Africa. However, some of the students were attracted by the plausible distractors A (Mombasa) and C (Bagamoyo) because these were among the coastal city states which were under the influence of the Portuguese rule, though they were not ruined by her attacks. Some of the students opted for J (Zanzibar) because it is in the East African Coast; but in a real sense, Zanzibar was under the sultan and it was never ruled by the Portuguese. However, other distractors were either outside East Africa or were not the coastal city states and thus could not be the correct responses.

Item (ii) required the students to identify a town in which the Portuguese built a headquarters in East Africa. The correct answer was A (Mombasa). This was selected by the students who knew that the Portuguese established themselves by building a fort popularly known as “Fort Jesus” in Mombasa. However, some of the students with limited knowledge opted for plausible distractors C (Bagamoyo), F (Kilwa), and J (Zanzibar); likely because the towns were also located along the coast of East Africa in which the Portuguese sphere of influence prevailed. It appears that these students were unaware of a specific town in which the Portuguese built their headquarters. Moreover, other options were irrelevant to the question.

Item (iii) tested the ability of the students to identify one of the local museums in Tanzania. The correct answer was M (Kalenga). This was opted for by the students who had adequate knowledge of the sources of historical information. However, some of the students opted for wrong alternatives B (Isimila), C (Bagamoyo) and H (Rusinga Island). Such students could not differentiate between museum and historical site. However, other options were either not museum or were not found in Tanzania.

Item (iv) required the students to identify a trade center which formed the core of a vast empire called Songhai. The correct response was K (GAO). This answer was chosen by the students who had adequate knowledge of the early states in the Western Sudanic Zone. This group of students knew that Gao controlled the trade routes to North Africa, Egypt as well as Atlantic Coast in the South. However, the students who opted for G (Meroe), E (Taghaza) and D (Katanga) had limited knowledge of pre-colonial African regional trade. These students were likely attracted by these distractors because such towns were the famous trade centers outside East Africa. Other options could not qualify as the correct answers because they were not in West Africa.

Item (v) required the students to identify a major slave market in East Africa. The correct response was J (Zanzibar) which was opted for by the students who had knowledge of the slave trade along the East African coast. However, some of the students chose alternatives A (Mombasa), F (Kilwa) and C (Bagamoyo) simply because they acted as the sea ports and major routes during slave trading activities. Other towns were either not found in East Africa or were not large slave markets.

Item (vi) tested the students' ability to identify one of the famous early iron sites in East Africa. The correct answer was O (Ugweni), which was opted for by the students who had enough knowledge of the discovery of iron technology in Africa. However, some of the students opted for G (Meroe) because it was the major iron center in Africa. This group of students likely read the question hurriedly and thus could not take into account the term 'East'. Other students chose alternatives I (Kondoa Irangi) and M (Kalenga) probably due to the fact that they are the historical sites with fossils of iron technology. Moreover, other towns chosen were not famous in iron production.

Item (vii) tested the students' ability to identify a site in Kenya which contained the remains of man's physical development and tools he made and used. The correct answer was H (Rusinga Island) which was opted for by the students who had knowledge of the historical sites in Kenya. Other students were attracted by the distractor A (Mombasa) due to the fact that it is also found in Kenya. Moreover, distractors B (Isimila), C (Bagamoyo), F (Kilwa), I (Kondoa Irangi) and L (Nsongezi) which are also the famous historical sites were chosen by the students who had limited knowledge of

the historical sites found in Kenya. Other towns were not the historical sites. The students who chose such sites had limited knowledge of the subject matter.

Item (viii) tested the students' ability to identify a famous place for salt making in East Africa. The correct answer was N (Uvinza) which was along river Malagarasi in Tanzania. It had underground spring water which could be boiled to get salt crystals. However, some of the students who opted for coastal cities A (Mombasa), C (Bagamoyo), F (Kilwa) and J (Zanzibar) were attracted by the fact that these places are along the coast and thus have sea water which can be trapped in pans and left to evaporate by solar power to get salt crystals. However, such towns were not as famous as Uvinza in salt production. Other towns in the options either did not engage themselves in salt making or were not found in East Africa.

In item (ix), the students were supposed to identify a place which was famous in the production of copper. The correct answer was D (Katanga). This was opted for by students who had adequate knowledge of the African economic activities, particularly, mining and industries. The students in this category knew that Katanga in Central Africa was the most important region for copper mining and processing in Africa. However, some of the students who opted for the distractor G (Meroe) and O (Ugwen) did not know that these were the famous sites for iron smelting. They likely confused iron smelting activities with copper mining and processing. Other distractors which attracted some the students in this item were E (Taghaza) and N (Uvinza). The students who opted for other alternatives had limited knowledge of Africans local industries.

Item (x) required the students to identify a historical site in East Africa with paintings and drawings in caves. The correct answer was I (Kondoa Irangi). This alternative was chosen by the students with knowledge of historical sites in East Africa, particularly, Tanzania. Some of the students chose distractors: C (Bagamoyo), D (Isimila), F (Kilwa), H (Rusinga Island) and L (Nsongezi) because they are also the historical sites. However, these sites had no paintings and drawings in caves. Other options were chosen by the students by trial and error; considering that they were not plausible answers to the question.

2.3 Question 3: True and False Items

This question consisted of 10 historical statements from the following topics: Sources and Importance of History, Evolution of Man Technology and Environment, Interactions among the People of Africa, African and External World, Industrial Capitalism and Development of Economic Activities and their Impact. The students were required to write **True** for a correct statement and **False** for an incorrect statement. The question was compulsory, which means that all the students (504,640) attempted it. The performance of the students in the question was good (since 94.1 percent of the students scored from 30 percent and above (from 3 to 10 marks). That is, only 5.9 percent failed the question by scoring from 0 to 2 marks. The majority (69.4%) scored from 3 to 6 marks, while 24.7 percent scored from 7 to 10 marks. Figure 3 portrays the students' performance in question 3.

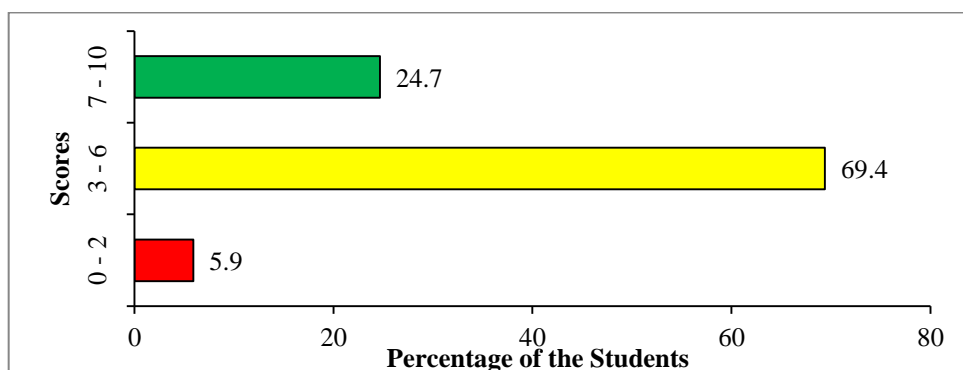


Figure 3: The performance of the students in question 3

Analysis of the Items

Item (i) required the students to verify whether Trans-Saharan trade engaged in exchanging goods between Northern and Eastern Africa or not. The correct response was **“False”**. This was chosen by the students who knew that Trans-Saharan trade involved the people of North Africa and West Africa, not East African people. The students who opted for the wrong response **“True”** failed to recognize the distractor “East Africa” in the stem of the question.

Item (ii) tested the students' ability to judge if the development of the Long Distance Trade in East Africa had direct link with the rise of the Triangular Trade. Students who chose the correct answer **“False”** had good knowledge

of both the Long Distance Trade and Triangular Trade. They were able to note that the Long Distance Trade was conducted between the interior and the coast of East Africa, while Triangular Trade was conducted between the people of West Africa, America and Europe therefore, the two trades did not depend on each other. However, the students who wrote “**True**” had limited knowledge of the African external contacts and African regional trade.

Item (iii) required the students to judge if Christian missionaries were against the abolition of slave trade or not. The students who were aware of Christian missionaries’ activities in the interior of Africa opted for “**False**”. This is because Christian missionaries campaigned for the abolition of slave trade in the world on the grounds of humanity and spiritual perspective. The students who opted for “**True**” had either limited knowledge of the Christian missionaries’ activities in Africa or failed to grasp the word “against” in the stem of the question.

Item (iv) required the students to point out if the industrial capitalism was characterized by open competition for markets and raw materials or not. The students with greater knowledge of salient features of the industrial capitalism opted for “**True**”, considering that market and raw materials were the crucial elements for the development of the industrial capitalism in Europe. However, the incorrect response “**False**” was chosen by the students who failed to understand the requirements of the industrial capitalism and the reasons for the scramble and partition of Africa and other parts of the world.

Item (v) tested the ability of the students to recall if East African coast was known to the Greeks and the Romans as Azania. The correct response, “**True**”, was selected by the students who were conversant with the trade contacts between the people of East African coast and the Greeks and Romans who named the East African coast as Azania; to mean a safe port. The students who opted for “**False**” lacked adequate understanding of the commercial contacts between East Africa, the Middle East and the Far East.

Item (vi) required the students to point out if the Mfecane War caused the depopulation of a large part of Southern Africa or not. The students who were aware of the history of South Africa, especially the effects of Ngoni War opted for “**True**”. The students who provided the wrong response “**False**” demonstrated limited historical understanding of South African history, particularly, in the period of turmoil and chaos in the Natal Region of South Africa.

Item (vii), required the students to agree or disagree whether man learnt to keep animals during the early Stone Age. The students with enough knowledge of evolution of man, technology and environment opted for “**False**”. These students knew very well that domestication of animals and plants were carried out by man during the Late Stone Age. However, some of the students opted for “**True**” because they failed to understand the period in which man started domesticating animals and plants.

Item (viii), tested the ability of the students to agree or disagree whether the coming of Ngoni to East Africa led to the shift from small scale Ntengi System to weaker states. The students with good understanding of the Ngoni historical phenomenon in relation to the development of East African political systems opted for “**False**”. They understood that some leaders like chief Mirambo of Nyamwezi learnt the Ngoni military tactics and used them to expand their territories. However, the students who opted for “**True**” failed to appreciate the influence of the Ngoni Migration on East African political systems.

Item (ix) required the students to verify whether the discovery of diamond turned South Africa from poor agricultural society to relatively rich industrial country or not. The correct response “**True**” was chosen by the students who had enough knowledge of the mineral revolution in South Africa and its effects; especially the extraction of diamond in Kimberley (1867) and gold in Witwatersrand in 1886. However, the students who opted for “**False**” failed to acknowledge the impact of mineral revolution in South Africa.

Item (x) required the students to agree or disagree whether written records refer to a study of our past as revealed by what has been handed down by a word of mouth from one generation to another. The correct response; “**False**”, was chosen by the students who understood that written records

are neither the study nor are handled down by words of mouth; but rather appears in form of newspapers, magazines, books and pamphlets. Such records are found in bookshops, libraries and schools. The students who opted for “**True**” were likely attracted by the fact that we can study the past from written records. They only failed to recall that written records are not handled down by a word of mouth.

2.4 Question 4: Short Answers Questions

This question consisted of five short answers items derived from various topics. It required the students to provide a brief explanation of the following historical concepts: feudalism, Trans-Saharan Trade, umwinyi, historical sites and Carbon 14. The question tested the students’ capability in writing skills and describing historical terms. All the students (504,640) attempted this question and its general performance was average as; 35.3 percent of the students scored from 30 percent and above (from 3 to 10 marks). However, the statistical analysis indicates that the majority of students (64.7%) scored weak marks (from 0 to 2), while 29.3 percent scored from 3 to 6 marks and only the minority (6%), scored from 7 to 10 marks. Figure 4 portrays the students’ performance in question 4.

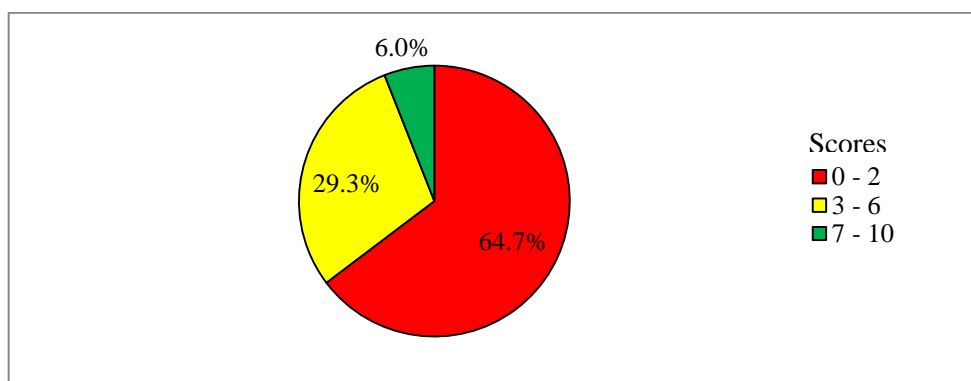


Figure 4: The performance of the students in question 4

As the figure above indicates, the question was poorly performed by the majority of students. Most of these students lacked knowledge of the given historical terminologies, going by their irrelevant answers. Some left blank spaces. A serious limitation noted in some of the students’ responses was language incompetence. That is, some of the students wrote sentences

which were difficult to read and comprehend. Extract 1.1 is a sample of poor responses in this question.

Briefly explain the following terms:

- (i) Feudalism was the econme system by which the pabri
sid by or soyabi to the poopo by which itben
ns of 'Slavo trade and to emagur Slavo marko
t in East Africa.
- (ii) Trans-Saharan Trade is the Trade which of the econ
OMIC Scetoy. Kito in Kenya which contains.
because which Trans-sahara trade in
which connected by south africa to the
atlantic ocean.
- (iii) Umwinyi was the first second to the another
Swangindaba by att other name to the unway
t the society in which individuals to the
Communism and Penderism to the
Slavery in which characteristics.
- (iv) Historical sites are the place which remains here
which show physical development his/her.
because Histonigal site have been to the
place to the another oral tradition.
- (v) Carbon-14 is the Scientific method Showing in
used dates because which carbon 14
to the method time in which times
to technologies to the the the

Extract 1.1 is from a student who had an idea of some concepts, but provided some irrelevant responses. For example, he or she associated feudalism with slave trade and Trans Saharan Trade with Atlantic Ocean.

On other hand, some of the students managed to explain some of the concepts relatively well while others provided clear explanations of all the given concepts. The variation of the students' scores in this question was due to the variation of the degree of clarity and relevance in their explanations. Extract 1.2 portrays a response from a student who responded to the question relatively well.

4. Briefly explain the following terms:
- (i) Feudalism ... This was the third mode of production but the second in exploitative. It involved wealth, land owners and landless commoners. It involved feudal rent. There were classes. It involved low productive force and the word feudalism came from feudum.
 - (ii) Trans-Saharan Trade ... this was the trade which was conducted between in Saharan desert which involves northern Africa and Western Africa. It started in 3000 BC to 2000 BC. It spread in 1st century and collapsed 8th - 16th Century.
 - (iii) Umwinyi ... This was the feudal system which was practised along the coast. It involved ownership of labour force. It was practised especially in Tanga, Bagamoyo and Zanzibar. The leader of the feudal system was Mwinyi mkuu in Zanzibar.
 - (iv) Historical sites ... Are special places where past human remains are found and are shown to the public. Examples of historical sites found Ismila-Iringa, Kondea, Irangi, Dodoma, Olduvai gorge in Arusha, Bagamoyo and Zanzibar slave market.
 - (v) Carbon-14 ... This is the ^{scientific} method that is used in dating events. It was an instrument which is used to date remains of plants and animals over 5000 yrs. It is also used by Dr. Louis Leakey to identify the fossils of *Zinjanthropus* at Olduvai gorge.

Extract 1.2 portrays a sample of responses from students who provided appropriate responses to question 4.

2.5 Question 5: Arrangement of Sentences in Chronological Order

This question consisted of five historical jumbled statements, which required the students to arrange in sequential order so as to make sensible historical facts. The historical events given were:

- (i) Development of industrial revolution in Europe created the need for raw materials, markets and areas for investment.
- (ii) Successful treaties which were made between European agents and African rulers in 1880s marked the beginning of African Colonization
- (iii) European governments sent different groups as agents of colonialism to explore African Continent
- (iv) Agents of colonialism reported African's economic potentialities and evils of slave trade
- (v) The British Government and humanitarian associations pioneered the abolition of slave trade

The question was attempted by all of the students (504,640). The performance was average; as 31.1 percent of the students scored from 30 percent and above, (from 3 to 10 marks). Moreover, the statistical analysis reveals that the majority of the students (68.9%) were challenged by the question; as they scored weak marks (from 0 to 2 marks), while, 26.4 percent scored from 3 to 6 marks. Very few students (4.7%) scored good marks (from 7 to 10). Figure 5 shows the percentages of the students' performance.

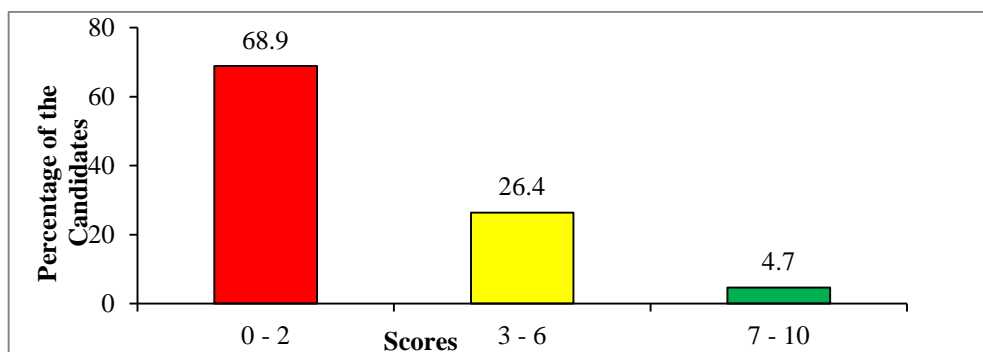


Figure 5: The performance of the students in question 5

The correct chronological order is shown in the table below.

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

Some of the students arranged these events chronologically. Such students were undoubtedly aware that the development of industrial capitalism necessitated the European governments to send agents of colonialism to explore African potentialities. Agents of colonialism reported the Africa's economic potentials and the evils of slave trade, the information, which necessitated the British Government and humanitarian associations to pioneer the abolition of slave trade to pave way for the colonization of Africa.

On the other hand, some of the students could not arrange the sentences chronologically to make a sensible historical phenomenon. Such students lacked knowledge of the process of colonization of Africa in which one event triggered off the next.

2.6 **Question 6: Filling in the blanks**

This question consisted of five items (i-v) derived from various topics. The students were required to complete the given statements with correct historical facts. The question was compulsory and it tested the students' ability to recall different historical phenomena. The performance in this question was weak, considering that only 13.9 percent of the students passed by scoring from 30 percent and above (from 3 to 10 marks). The majority of the students (86.1%) failed by scoring from 0 to 2 marks, while 13.1 percent scored from 3 to 6 marks. Only a few of the students (0.8%) scored from 7 to 10 marks. Figure 6 indicates the students' performance in this question.

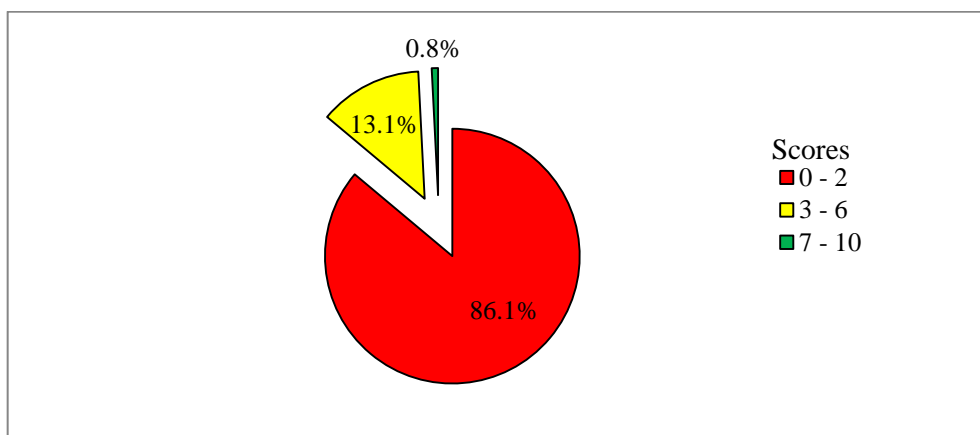


Figure 6: The performance of the students in question 6

Analysis of the items

Item (i) required the students to write down what caused the rapid expansion of white settlement to the southern African interior in the late 1830s. The students who knew the history of South Africa provided the correct answer, **Boer Trek**. Such students had knowledge of the Dutch settlement at the Cape and the British intervention of the Dutch's activities which forced the Dutch to move from the Cape Colony to Natal and the South Africa Highveld. However, some of the students provided plausible but irrelevant responses such as Ngoni Migration. These students had an idea that the Ngoni Migration was also one of the largest expansions in the history of South Africa. However, they failed to differentiate between the white and the black expansions. Furthermore, some of the students who had limited knowledge of the history of South Africa came up with irrelevant answers such as government, Nyamwezi, the coming of the Portuguese and other irrelevant historical phenomena.

Item (ii) required the students to mention a country in which Nsongezi historical site is found. Some of the students managed to provide the correct response, which is **Uganda**. Such students had enough knowledge of the sources and the importance of history, particularly, historical sites and countries in East Africa where they are found. However, some of the students mentioned historical sites in other East African countries for example Bagamoyo, Kondoia Irangi and Rusinga Island; instead of mentioning the country in which Nsongezi is found.

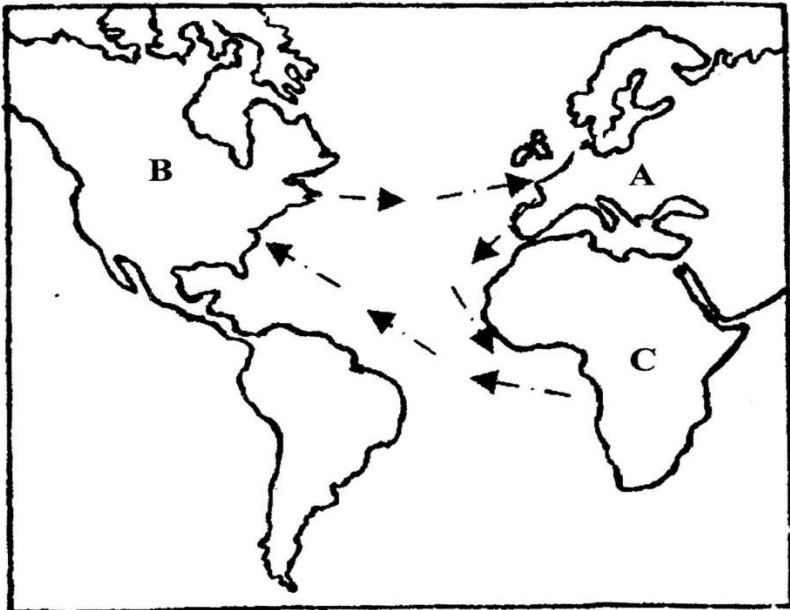
Item (iii) required the students to mention the first inhabitant group in South-western Cape to react against the early Dutch settlement. The correct response was **Khoikhoi**, which was opted for by the knowledgeable students. These students knew the history of Dutch settlement at Cape and the Africans' reaction. Furthermore, some of the students who had an idea of the earliest inhabitants of South Africa mentioned San or Xhosa. However, such groups reacted against the Dutch settlement at the Cape of South Africa after the **KhoiKhoi** had reacted against it.

Item (iv) required the students to provide a historical term which stands for learning about the past by digging up and studying objects found in the ground. The students who had enough knowledge of the sources of historical information and the process involved in collecting such information wrote the correct answer **Archaeology**. Other students came up with related but incorrect responses such as Archives and Anthropology. Such students had knowledge of the sources of historical information but failed to understand that archives are the collection of early records, whereas, anthropology is the study of the society's cultural systems, behavior, believes and ideologies. However, due to limited knowledge of the subject matter, other students came up with quite irrelevant responses.

Item (v) required the students to mention the Indian merchants who financed East African slave traders. The students who had enough knowledge of the Indian Ocean slave trade, particularly its expansion and organization, wrote the correct answer **Banyans**. Such students had knowledge of how this trade was conducted. However, some of the students gave wrong answers such as Sultan Seyyid Said and Tippu Tipp. Such students did not know that the two though engaged themselves in trade, were the Arab merchants. Sultan Seyyid Said pioneered the trade in the 18th century but did not finance traders, while, Tippu Tipp was the most notorious and famous organizer of slave caravans from the interior to the coast of East Africa. On the other hand, some of the students either provided completely irrelevant answers or did not write anything in the answer slots.

2.7 Questions 7: Identifying historical facts on a sketch map

This question consisted of five items (i-v) derived from the topic “Africa and External World”. The question required the students to study a sketch map which showed trade routes during the 15th century, and answer questions based on it. The following was the map and its attendant questions:



(i) In the sketch map shown, which letter represents the continent which was the source of labour?

(ii) Which letter represents the continent whose natives were known as Red Indians?

(iii) Through which Ocean was the Triangular Slave Trade conducted?

(iv) Which letter represents the continent which specialized in the production of raw materials such as cotton, sugar and tobacco?

(v) What is the name of the trade shown in the diagram?

Like in the previous questions, this question was compulsory. The General performance in the question was average; as 53.3 percent of the students scored from 30 percent and above (from 3 to 10 marks). The statistical analysis further shows that 46.7 percent of the students scored from 0 to 2 marks, 32.2 percent scored from 3 to 6 marks, while 21.1 percent scored from 7 to 10 marks. Figure 7 shows the performance in the question.

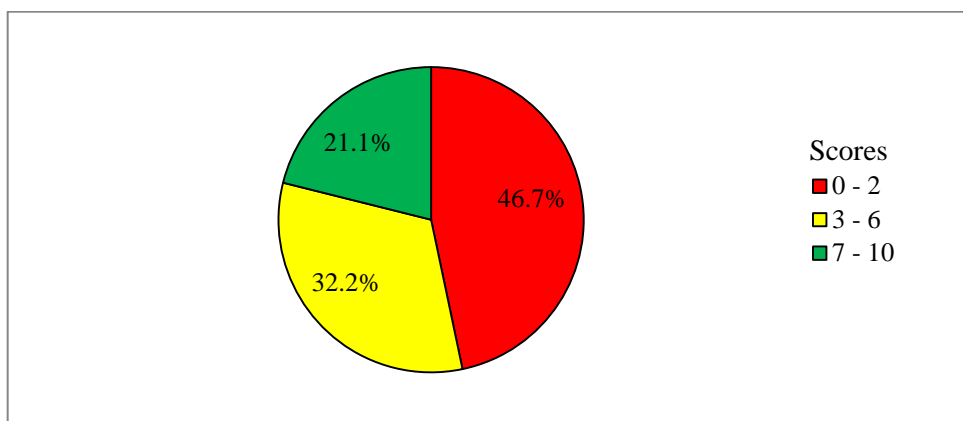


Figure 7: The performance of the students in question 7

The question covered historical facts of the Triangular Slave Trade and it required the students to think critically, transfer knowledge and come up with relevant answers. Some of the students recognized that letters A, B and C represented the three continents, that is, Europe, North America and Africa, respectively. Using these references, they managed to answer the following items.

Item (i) required a letter which represents a continent which was the source of labour. As far as the trade was concerned, Africa was the supplier of labourers. Thus letter **C** was selected by the students who knew this history.

Item (ii) instructed the students to write a letter of a continent among the given, whose natives were Red Indians, thus letter **B** (North America) was selected by knowledgeable students.

Item (iii) required the students to state a name of the ocean in which Triangular Slave Trade was conducted through. The students who were aware of the trade in question pointed out **Atlantic Ocean**.

Item (iv) instructed the students to write a letter which represents a continent which specialized in the production of raw materials such as cotton, sugar and tobacco. The students with knowledge of the trade in question chose letter **B** which represented North America.

Item (v) required the students to name the trade shown in the diagram. The students with good knowledge of the trade managed to name **Triangular Slave Trade** or **Trans-Atlantic Slave Trade**.

The analysis of above responses reveals that a few students gave irrelevant answers, due to the lack of knowledge of some aspects of the subject matter or because of inadequate knowledge of map reading and interpretation. Some of the students provided irrelevant answers simply because they did not understand the requirements of the question. For example, some of them wrote West Africa as the continent which was the source of labour, while others wrote A (Europe) as the continent which specialized in the production of raw materials. It is true that West Africa was the source of labour, but not a continent as the question required. Meanwhile, Europe did not specialize in the production of raw materials, but in the supply of the manufactured goods. On the other hand, some of the students provided irrelevant answers due to limited knowledge of the subject matter while others did not write anything, likely because they knew nothing.

2.8 Question 8: Essay

This question was derived from the topic, “Interaction among the People of Africa”. It aimed at testing the students’ ability to identify the effects of interactions in pre-colonial African communities.

The question was attempted by 62 percent of the students. Generally, the students’ performance in the question was average; since 40.5 percent of the students scored from 30 percent and above (4.5 to 15 marks). Moreover, the analysis of the performance reveals that the majority of the students (59.5%) scored from 0 to 4 marks, of which, 17.2 percent scored 0. Marks ranging from 4.5 to 9.5 were scored by 34.9 percent of the students, while only 5.6 percent scored from 10 to 15 marks. Figure 8 displays the performance of the students in this question.

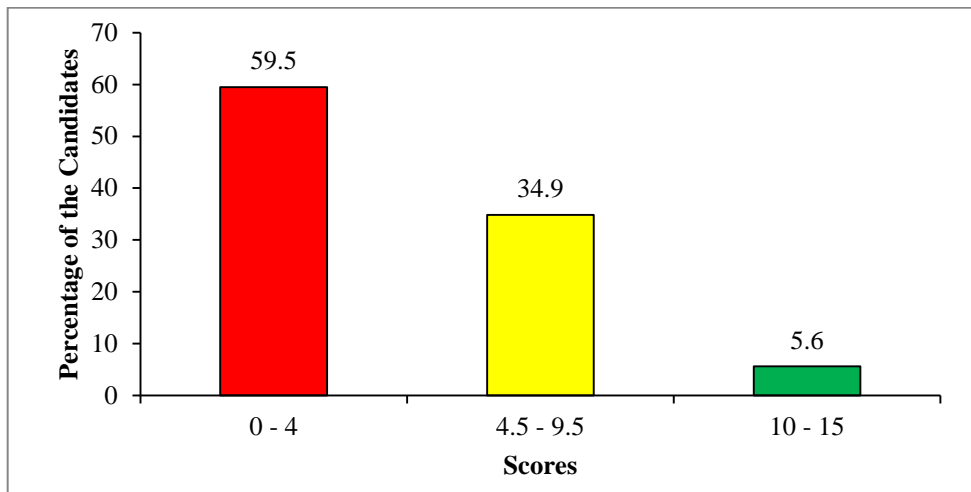


Figure 8: The performance of the students in question 8

Some of the students who performed poorly in this question provided responses which did not relate with the concepts in the question. For example, some explained concepts such as the effects of slave trade on Africa, the development of pre-colonial social organization such as age set, Ntemiship and State organizations, effects of socialism in pre-colonial time and the impact of interaction between Europe and Africa due to the development of capitalism. Such students likely misinterpreted the question because some terms in the stem of the question were distracting. Extract 2.1 represents one of the poor responses in this question.

Q8. The British ~~govt~~ of the development of trade in African during a precolonial the government of and humanitarian association pioneered the abolition of slave trade.

Agent of Colonialism reported African's economic potential and the evil of slave trade which were between the European agent and African roles in the beginning of Colonization.

The European government sent different groups as agent of Colonialism to explore African Continent. Slave trade of Continent which was the source of labour between European agent and African roles.

Development of industrial revolution in Europe. Revolution in Europe created the need for raw material market for and area for slave trade.

Slave trade are successful treaties which were made between European agent and African roles in the beginning of Africa in the traders.

Traders of government in east Africa of Colonialism in European agent for industrial revolution in Europe created the need for material market of

Extract 2.1 shows a poor response from a student who confused the interaction during pre-colonial era with colonial era.

On other hand, students who performed relatively well in the question provided responses which merited high marks. Their marks ranged from average to good due to variations in strength and weaknesses of such responses. For instance, the students who scored from 4.5 to 9.5 marks failed to deliver the expected number of points, lacked coherent flow of ideas to deserve high marks or mixed relevant and irrelevant responses. Furthermore, some of the students in this category mentioned points but did not explain some of them clearly. The students who scored relatively high marks (10 -15) presented the impact of social interaction among African communities during pre-colonial time; such as intensification of regional trade, increase of population, intermarriage, introduction of various technologies in various communities, expansion of productions, spread of

new culture and the development of some cities and states. Extract 2.2 is a sample from students with good response in the question.

8. EFFECTS OF SOCIAL INTERACTIONS IN PRE-COLONIAL AFRICA

Interaction refers to the socialization between two different people or groups both having different culture and ethnical background. In Africa these interactions were very common during the precolonial period. They began from the 2nd century anno domini. Below are the effects of social interactions in pre-colonial Africa.

Expansion of agricultural activities. This occurred due to introduction of new crops and new farming techniques from other societies. A good example is during these interactions in Tanganyika, the bantu who were among the societies that interacted with Tanganyika were agriculturists, thus their stay led to spreading of their agricultural knowledge.

Growth of trade. Various traders such as the long-distance trade between (15th and 19th) centuries, Trans-Saharan trade in the 8th century anno domini. When people interacted, they exchanged various commodities such as gold, ivory and kola nuts. Trade also grew due to the expansion of agriculture which was also an effect of these pre-colonial interactions in Africa.

Intermarriage. This occurred when people from two different areas got married. People from different societies were married during those interactions. As a result, there were many hybrid people such as the mulattoes who emerged due to social interactions in pre-colonial African societies.

Growth of towns and cities. Cities and towns developed during pre-colonial interactions as a result of trade and other economic activities. A good example is Kilwa which was the first coastal city state to have its own currency. Other towns such as Mombasa and Lamu developed too.

Slavery and slave trade emerged. As time went on, trade and agriculture developed, labourers were highly demanded by that time, the activities of owning man by man started to emerge, slaves were also considered as other commodities in the trading activities.

Spreading and growth of languages such as the Swahili language. Language as the means of communication spread from one society to another in these interactions, the Swahili language which is among the languages that grew during interactions obtained new vocabularies like 'shukran' from Arabic languages.

To crown it all, Interactions during pre-colonial period in the African communities rose due to migration from homelands to new areas such as the Ngoni migration in the 19th century. Exploration was another cause and the need of land for economic activities such as agriculture.

Extract 2.2 shows an extract from a student who stipulated some of the impact of interaction among African societies during pre-colonial time.

2.9 Question 9: Essay

This question was derived from the topic, “Interaction among the People of Africa”. It aimed at testing the students’ ability to explain the effects of Ngoni Migration in East Africa. It was attempted by the majority of the students (75.5%) due to the fact that the Ngoni Migration is a historical phenomenon widely known by many historians and whose consequences are still vivid in Africa in general and Tanzania in particular. The general performance in the question was average; since only 32.3 percent of the students scored from 30 percent and above (from 4.5 to 15 marks). The analysis further indicates that a reasonable number of students (67.7%) had weak marks; very few students (5.3%) had good performance; while 27 percent of the students had average performance. Figure 9 displays the performance of the students in this question.

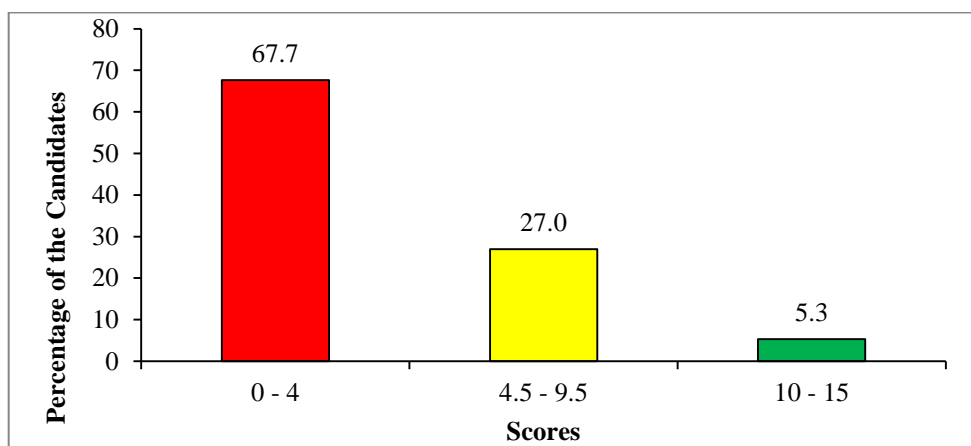


Figure 9: The performance of the students in question 9

The majority of the students, whose performance was poor, misconceived the question. For example, some of them focused on the general consequences of the Ngoni Migration in Africa, which made them score only a few marks. Others concentrated on explaining the causes of the migration while others pointed out the consequences which were not caused by Ngoni migration. Extract 3.1 is from a student who provided wrong responses.

9.

Ngoni Migration are the effect the following are the effect of Ngoni Migration.

Come of new culture. come of new culture are the one of effect of ngoni migration when Ngoni migration came to Africa helps to come of new culture.

Introduction of trade. Ngoni migration helps to come of introduction of trade so introduction of trade is the one of effects of Ngoni Migration.

Introduction of education of Ngoni. Ngoni migration come to give education of Ngoni so introduction of education of Ngoni is the one of effects of Ngoni Migration.

Developments of iron tools. Ngoni Migration help to come of faster of development of iron tool so developments of iron tools is the one of effects of Ngoni Migration.

Source of developments of country. Ngoni migration is the source of development of a country in trade, education, employment and culture.

Source of new disease. Ngoni Migration is the source new disease example ITIN and AIDS so Ngoni migration is the source of new disease.

Generally The following are Factor that developments of Ngoni Migration, culture, clothes, Good tools and diamond.

Extract 3.1 is from a student who got only one point right (the introduction of new culture). Other consequences pointed out were not caused by Ngoni.

Students who scored averagely provided less accurate answers. Some of these students could not present the required number of points. Others even failed to provide satisfactory explanations of the few points.

On the other hand, the students who scored high marks (10 to 15), clarified the effects of Ngoni in East Africa adequately. They also demonstrated skills in essay writing and were coherent in their presentation. Conversely, the variation of marks depended on the degree of relevance of their points and the clarity of their arguments. Extract 3.2 is a model of good responses to this question.

9:

Ngoni migration was the movement of Ngoni people from South African Cape in Natal region towards the interior of Africa. Ngoni migration was lead by different group leaders like Zwangendaba, Mputa maseko, Gwangara and Tuta. The following are the effects of Ngoni migration in East Africa:

Destruction of property: Ngoni migration caused destruction of property because they always moved in a large group or number of people, therefore when they passed through different places they destroyed different things and people properties through attacks so that they could get a clear path and conquer that area.

Reorganization of Society: Ngoni migration also caused reorganization of Societies because when they invaded some areas in East Africa like Songea they usually settled in those areas and therefore some Societies were reorganization to suit the settlement of Ngoni people from Zulu land and some Ngoni people intermarried with others which also reorganized Societies.

9: Disruption (Interference) of trade; Ngoni migration in East Africa also caused the interference of trade and trade routes. This mainly occurred during the movement of Ngoni people to the interior of Africa where by there was specified trade routes made by other African societies which was disrupted by the Ngoni due to their large number.

Insecurity (Loss of peace); This mainly took place when people heard that the Ngoni people were coming from the Southern parts of Africa and they have defeated other African societies and took captives and therefore many other African societies were scared of Ngoni invasion and by so doing they lost their peace.

Weakening of some societies; Example Ufipa; Ngoni migration in East Africa caused some weakening of societies since there was no strong African societies in terms of military power and therefore when the Ngoni migrators came and invaded the particular societies they reduced their number and weakened them like Hebe.

Loss of life (Depopulation); The Ngoni migration in East Africa led to loss of life and depopulation. This is because of the frequent wars which were caused by Ngoni invasion and attack. Since the soldiers in African societies tried to fight back the Ngoni but Ngoni people were good in military and they even took captives, thus reduced the number of people (Depopulation).

Conclusion; Ngoni migration in East Africa was successful because they had good military techniques, superior weapons, they had good attack planning, they met weak societies on their way, and also they absorbed young men as captives in their military.

Extract 3.2 is from a student who described the effects of Ngoni Migration in East Africa relatively well.

2.10 Question 10: Essay

This question was derived from the topic of “Development of Economic Activities and their Impact”. The question required the students to explain the factors that led to the development of trade in African societies during pre-colonial period. It had relatively low attempt among the questions in section C (as only 30 percent of the students attempted it). Moreover, the performance in the question was weak, since only 27.5 percent of the students scored from 30 percent and above (from 4.5 to 15 marks). The statistical analysis indicates that 72.5 percent of the students scored from 0 to 4 marks, 22.9 percent had average performance (4.5 to 9.5 marks) while only 4.6 percent had good performance (from 10 to 15 marks). Figure 10 indicates the performance in question 10.

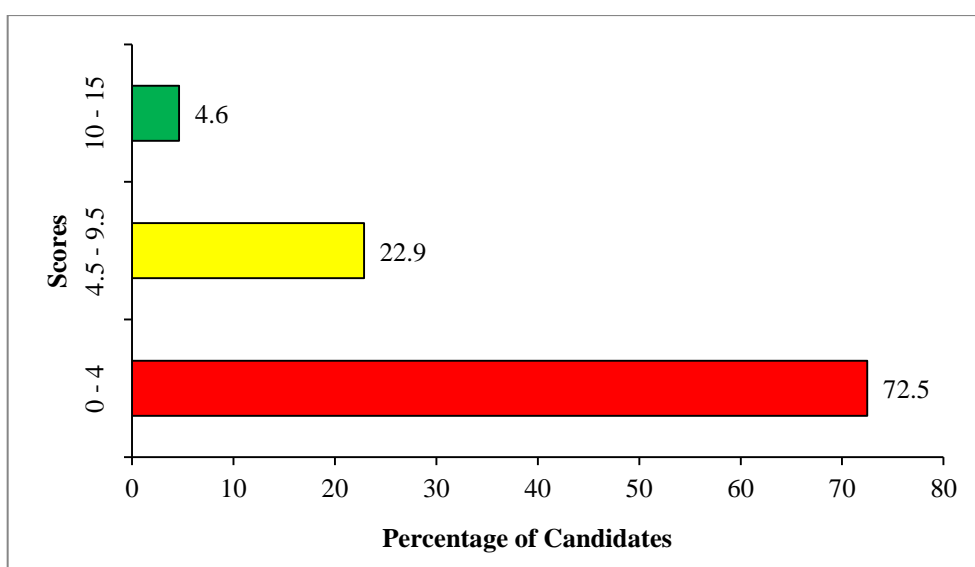


Figure 10: shows the student's performance in question 10

Some of the students' responses were irrelevant such that they did not deserve a mark. For example, some of them presented the causes of development such as; trade, agriculture and political stability, others explained the factors for the development of slave trade such; opening of clove plantations in Zanzibar and the demand of domestic slaves in Arabic countries. Meanwhile, others came up with the effects of the trade in general and slave trade in particular such as; intermingling of cultures, intermarriage and increase in population. Extract 4.1 shows one of such weak responses.

10. Explain six factors that led to the development of trade societies during the pre-colonial.

Slave Trade used to people used slave in a market. Slave trade is the process of buying and selling of human being of a market in a commodity. The following are factors that led to the development of trade in pre-colonial.

many of sugar, the trade used many all society used to slave market to supply people used to make decision of the society.

many commodities, trade used commodities of one generation to another generation of a society in a market of the generation move from one area to another area.

many population, when a people used make the balance of house used to high population of society used to spread of disease.

or inter-marriage, The people used to open the hospital a mother used the marriage of hospital use to appreciate our society.

Introduction of new crops, Agriculture used that to grow the solution of the heat food of people of the commodities.

Introduction of new religion, day of migration to play the god when go to play the time of the god: god.

Generally, the following a social and economic trade African commodities used spread new religions, culture, language.

In Extract 4.1, a student wrote factors which relate with the effects of trade and slave trade instead of factors which led to the development of trade in African societies during pre – colonial period.

The students with average marks had several weaknesses. For example, some of them failed to exhaust the required number of points. Others provided only a couple of relevant points and failed to describe them satisfactorily. On the other hand, the students with good marks managed to explain the factors that accelerated the development of trade in African societies before the coming of the colonialists in varied strengths. Thus, their scores ranged from 10 to 15. Examples of the points given were: the

specialization in production, the development of traditional industries, the development of stable political organizations, the introduction of money and the increase of population. Extract 4.2 is from a candidate who answered this question relatively well.

10.

Trade is the exchange of goods for money or any other means of exchange. Development of trade in pre-Colonial Africa is the period when African States started carrying trade due to various reasons. The trade that took place was the local trade or regional trade like Trans-Saharan trade and long distance trade. The following are the factors which led to the development of trade in pre-Colonial African Societies:

Specialization in economic activities; Example, Iron working; This is one among the factors of development of trade in pre-Colonial Africa because many people specialised in different activities, Therefore due to the production of different commodities to different Societies. There was the need of exchanging goods and items for every one to satisfy his/her needs.

Good leadership of chiefs; Example, Chief Macheloba; This is also one among the factors for the rise of trade in pre-Colonial Africa; whereby Society leaders like Chief Macheloba and Chief Kivuthi of Kamba who supported trade and led to the growth of trade routes and allowed their Societies to exchange for profit gaining.

Development of transport System; Example, The use of Camels; This is also another factor for the development of trade in pre-Colonial Africa whereby many Societies which carried out trade like Trans-Saharan trade preferred the use of Camels in order to transport from one region to another across the desert.

Growth of handicrafts and Agriculture; Example of handicrafts; Pottery, cloth making and basketry; This is

10: also among the factors for the development of trade in pre-Colonial Societies whereby many Societies grew in Skills of handicrafts and Agriculture, and therefore there was a very high production which brought Surplus and therefore they needed to exchange.

Profit which was made ~~ex~~ out of trade; This is also another factor whereby as Societies participated in the trade they found out that the trade brought a very big profit which strengthened the growth and development of some African Societies like Ghana, Mali and Songhai.

Uneven distribution of natural resources from one area to another; This was also another factor which led to the development of African Societies whereby in African Continent there is different distribution of resources as other Countries have many resources than another, or they differ in resources and therefore they had to exchange in order to get some resources for their needs.

Conclusion; Moreover trade in pre-Colonial Africa had many advantages to African Societies. Since it led to the growth of States like Ghana, Mali and Songhai, led to the accumulation of wealth to some African Societies and also strengthened some Societies in military activities due to the exchange of some weapons.

Extract 4.2 depicts a response from a candidate who explained the factors that led to the development of trade in African societies during pre-colonial period satisfactorily.

3.0 **PERFORMANCE OF THE STUDENTS IN EACH TOPIC/QUESTIONS**

For the sake of analysis, the performance of the students is clustered in three groups, namely: good (65 to 100 %), average (30 to 64 %) and weak (0 to 29 %). These clusters are represented by green, yellow and red colours, respectively (see appendix).

The analysis shows that question 3 which comprised ten True/False Items set from various topics of the syllabus, had the highest performance in this paper (94.1%). It was followed by question 1 which consisted of ten multiple choice items set from various topics of the syllabus (80.5%). Good performance in these questions is attributed to the ability of the students to understand the requirements of the questions and the possession of wide knowledge of the topics on which the items were set.

Question 7 which tasked the students to read and interpret the map had average performance (53.3%). The question required the students to have specific knowledge of the Triangular Slave Trade.

Moreover, two out of the three essay questions had average performance. They include question 8 (40.5%) and question 9 (32.3%). The performance suggests that most of the students were challenged by questions which required explanations. Some of the limitations observed in the students' responses were: inability to understand the requirements of the questions, low language proficiency and lack of knowledge of various concepts. The same reasons attributed to average performance in question 2 (38.5%), question 4 (35.3%) and question 5 (31.1%).

Question 10 from the topic of "Development of Economic Activities and their Impact" had weak performance. Most of the students failed to answer the question in essay form (only 27.5 percent of the students scored from 30 percent and above). The inability to understand the requirements of the questions and low proficiency in English hindered most of the students to answer the question effectively. Moreover, the detailed analysis shows that most of the students were also not conversant with completing the sentences using historical facts in question 6, thus only 13.9 percent of the students scored 30 percent and above. Such students had limited knowledge of recalling historical phenomena from various topics.

4.0 **CONCLUSION**

The analysis of the 2018 Form Two National Assessment (FTNA) in History subject has exposed the strengths and weaknesses of the students in answering the questions. It has showed the questions/topics which need specific attentions. Moreover, it has indicated that some students miss the instructions of the questions, have low English proficiency and lack knowledge of various concepts. These hinder some of the students from performing well in this subject. Therefore, teachers, students and all education stakeholders should address such bottlenecks so as to raise the standard of education in the country.

5.0 **RECOMMENDATIONS**

In order to promote good performance in this subject, the following should be addressed:

- (a) Students should be encouraged to use English language in their day to day communication in order to improve their language proficiency.
- (b) Students must create a culture of reading multiple text books and apply various ways of learning history. Additionally, they should consult different sources to deepen their historical understanding of various concepts.
- (c) Teachers must teach students how to write essays professionally.
- (d) History syllabus must be covered fully and in time.
- (e) Internal assessments should be prepared in line with the syllabus and should follow the 2017 examination format so as to improve and consolidate the thinking and reasoning ability of the students.

Appendix

ANALYSIS OF STUDENTS' PERFORMANCE PER QUESTION

S/ N	Topic	Question Number	% of the Students who Scored 30 Percent and above	Remarks
1	Development of Economic Activities and their Impact, Development of Social and Political Systems, African and External World ,Industrial Capitalism, Interaction among the People of Africa, Evolution of Man Technology and Environment, Sources and Importance of history	3	94.1	Good
2	Sources and Importance of History, African and the External World, Development of Social and Political Systems, Interactions among the People of Africa, Industrial Capitalism, Evolution of Man, Technology and Environment, Development of Economic Activities and their Impact.	1	80.5	Good
3	African and the External World	7	53.3	Average
4	Interaction among the People of Africa	8	40.5	Average
5	African and the External World, Sources and Importance of History, Social Economic Development and Production in Pre-colonial Africa, Development of Economic Activities and their Impact.	2	38.5	Average

S/ N	Topic	Question Number	% of the Students who Scored 30 Percent and above	Remarks
6	Social Economic Development and Production in Pre-colonial Africa, Development of Economic Activities and their Impact, Sources and Importance of History. Evolution of Man, Technology and Environment.	4	35.3	Average
7	Interaction among the People of Africa	9	32.3	Average
8	Industrial Capitalism	5	31.1	Average
9	Development of Economic Activities and their Impact	10	27.5	Weak
10	African and the External World, Sources and Importance of History, Evolution of Man Technology and Environment.	6	13.9	Weak

