# THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STUDENTS' ITEM RESPONSE ANALYSIS REPORT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2019

012 HISTORY

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FOREWORD

The Form Two National Assessment (FTNA) was carried out in November, 2019. It aimed at enabling teachers, parents, students, policy makers and the public at large to evaluate the extent to which the instructional objectives stipulated in the form one and two syllabuses have been met. FTNA exposed the students' skills and knowledge in their learning processes. Therefore, the National Examinations Council has prepared the 2019 Students' Item Response Analysis report of History subject for the Form Two National Assessment (FTNA) in order to provide feedback of the students' progress to all educational stakeholders.

In this report, issues which influenced the students to answer the questions correctly/incorrectly have been analyzed. The analysis shows that higher achievers provided appropriate responses since they were able to identify the task of each question and had enough knowledge on the subject matter and good masterly of English Language while the low achievers lacked such abilities. In this analysis, the strengths and weaknesses of the students' responses have been exposed.

The National Examination Council of Tanzania believes that this feedback will enable various education stakeholders to take proper teaching and learning interventions so as to enable and equip the prospective form two students with the required skills and knowledge to help them provide appropriate responses to questions asked.

Finally, the Council would like to express its appreciation to all who played a key role in the preparation of this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the students' performance in History for the students who sat for FTNA in 2019. History paper assessed the students' competences according to the Form I and II History Syllabus.

The paper comprised of ten (10) questions which were distributed in three (3) sections; A, B and C. Unlike section C, all questions in section A and B were compulsory. Section A consisted of four (4) questions whereby each question carried 10 marks making a total of 40 marks. Section B consisted of three (3) questions whereby each question carried 10 marks making a total of 30 marks. Section C consisted of three (3) questions of which the students were supposed to answer any two (2) questions. Each question in this section carried 15 marks making a total of 30 marks.

A total of **569,726** students sat for the FTNA in 2019 in History subject whereby **282,650 (49.65%)** students passed. This shows a decrease of **11.43** percent compared to the 2018 results in which **307,070 (61.08%)** students passed.

In this report, the task of each question and the students' strengths and weaknesses observed in their responses are analysed. Additionally, the percentages of scores in each group are presented in graphs and the samples of good and poor responses have been extracted from the students' scripts and presented to illustrate their responses. Finally, the report provides the conclusion, recommendations and an attachment which shows the percentages of the students who scored 30 marks and above in each question. For the sake of this analysis, green, yellow and red colours are used to show good, average and weak performance respectively.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Question 1: Multiple choice Item

The question consisted of ten(10) multiple choice items derived from the following topics: *Sources and Importance of History, Evolution of Man, Technology and Environment, Development of Social and Political Systems, Interactions Among the People of Africa, Social-Economic Development and Production in Pre-colonial Africa, African and the External World; and Industrial Capitalism*. Each item in this question carried 1 mark making a total of 10 marks. The students were required to choose the correct option from among the given alternatives and write its letter beside the item number. It was attempted by 569,726 students (100%). The statistics show that, 69,089 students (12.1%) scored from 7 to 10 marks, while 321,875 students (56.5%) scored from 3 to 6 marks and the minority (178,766 students equal to 13.6%) scored from 0 to 2 marks of which 3 per cent scored zero. Thus, the overall students' performance in this question was good since 390,964 students (68.6%) scored from 3 to 10 marks. Figure 1 shows the performance of the candidates in the question.
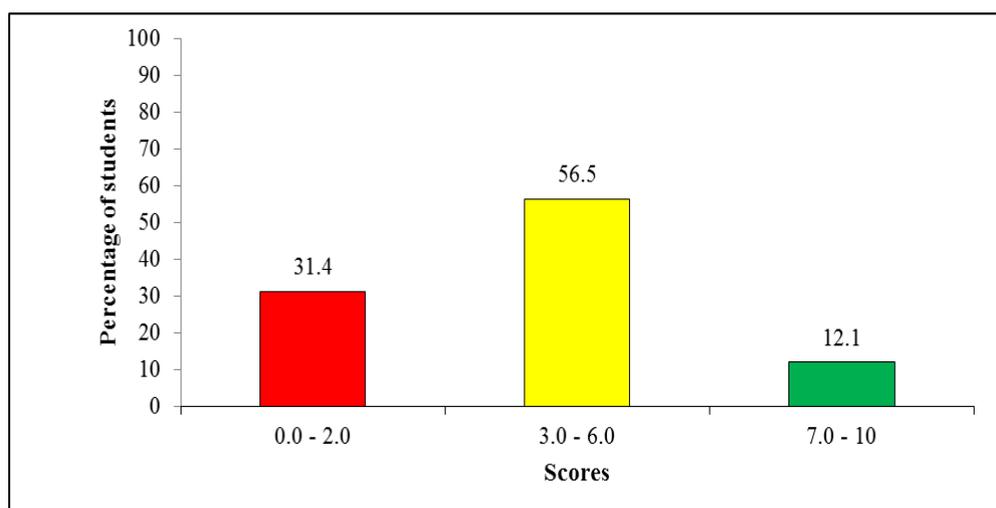

Figure 1: Performance of the Candidates in Question 1.

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Despite having good performance, some students encountered some difficulties in answering some items in this question because they were attracted by some distractors. However, others managed to choose the correct options. The items of which the students were required to provide answers were as follows:

Item (i) required the students to identify an important change in the evolution of man. The competent students opted for alternative B, *development of the brain.* This was chosen by the students who had enough understanding on evolution of man especially Homo sapiens who is believed to have brain capacity of $1,000cm^3$ to $1,800cm^3$. Unlike other changes, the development of brain was a supreme change. It helped the human being to master his environment, hence the occurrence of many other changes like discovery of fire, and domestication of animals.

The students who opted for distractor A, *walking with all four limbs,* failed to understand that such a point was one of the major characteristics of man during the first stage of evolution (where primates like gorillas, chimpanzees and monkeys used their four limbs). During that period, man had not adapted to walk/move by using the hind limbs. Therefore, it is incorrect to regard "walking with all four limbs" as an important change as demanded by the question.

On the other hand, some students chose distractor C, *walking with fore limbs.* This also was an incorrect response because what was observed as a change was with the hind limbs and not otherwise. Deductively, students who opted for this distractor failed to distinguish between fore and hind limbs. Distractor D, *gathering and hunting,* attracted the students who focused on the activities done by man (Homo habilis) who was omnivorous as he ate both plants and animal flesh obtained through gathering and hunting. Since no one can survive

without food, thus such students considered gathering and hunting more important than other alternatives.

Item (ii) demanded students to identify, from the given alternatives, an early iron site in East Africa. The students who were familiar with East African historical sites (iron smelting centres like Ugweno and Karagwe) opted for the correct response C, *Engaruka*. The students who opted for A, *Olduvai Gorge* did not understand that Olduvai Gorge is a historical site associated with the existence of the early man (Zinjanthropus) rather than iron working. Those students opted for Olduvai Gorge due to its global fame in providing evidence for man's early evolution.

Some students selected distractor B, *Kondoa Irangi*, which is among the prominent historical sites in East Africa featured by drawings and paintings rather than iron workings. However, distractor D, *Meroe,* attracted the students who were unaware of the locations of the major iron centres in East Africa. Overall, it was imperative for those students to understand that Meroe was not located in East Africa but it was rather located in the present day North Sudan.

In item (iii), students were required to identify one of the effects of Seyyid Said's rule in Zanzibar. Students with sufficient understanding of occupation of the East African coast by the Arab regime opted for the correct response B, *establishment of clove plantation.* The students who opted for distractor A, *introduction of Christianity;* were unaware of how various religions were introduced in East Africa. Seyyid Said consolidated the growth and expansion of Islamic religion in East Africa not Christianity. For the case of Christianity, its pioneers were the Europeans and not the Arabs.

Moreover, distractor C, *legalizing Dutch settlement at the Cape,* was chosen by students who had limited knowledge on *Africa and the External World* topic. The Dutch settlement at the Cape was championed by Jan Van Riebeeck

in 1652 whereas Seyyid Said shifted his Capital from Muscat (Oman) in 1840. Hence, it was incorrect for those students to associate the impact of Sultan Seyyid Said with the Dutch settlement at the Cape. Such a response reveals that those students had difficulty in understanding historical events, their durations and their resulting effects. In a nutshell, the students were supposed to understand that the impacts of the historical events never move backwards. Hence, it is impossible for a 19th century event (in East Africa) to have caused an impact in South Africa in the 17th century.

Distractor D, *introduction of legitimate trade,* was opted for by students with inadequate understanding over the subject matter. As a matter of fact, Sultan Seyyid Said did not introduce legitimate trade for he conducted illegitimate (slave) trade.

Item (iv) required students to identify the century in which slave market was closed in Zanzibar. The competent students opted for response C, *19th century,* as they had enough understanding over the duration, tactics and stages through which slave trade was abolished. Those students were aware that in East Africa several treaties were signed in a bid to end slave trade.

The treaties include; Moresby treaty (1822), Hamerton treaty (1845) and lastly the Frere treaty (1873). Of these, Frere treaty was the most important for it illegalized and ultimately ended slavery and slave trade in East Africa. Other students chose incorrect responses: A, *15th century;* B, *18th century* and D, *20th century*. The choice of such distractors indicates that the students were unaware of the duration in which the barbaric and inhuman trade was abolished.

In item (v), the students were required to identify the historical sites found in Uganda from the given alternatives. Students with adequate knowledge on the various historical sites and their actual location in East Africa chose the correct response D, *Nsongezi and Biggo.* However, distractors A, *Fort Ternan*

and Russinga Island; B, *Olorgesailie and Engaruka*; C, *Olduvai Gorge and Nsongezi* were mistakenly chosen by students who lacked knowledge on the proper locations of various historical sites in East Africa.

Item (vi) required the students to point out why it is expensive to use archaeology. Alternative A, *It needs experts and advanced technology*, was selected by students who were aware of the limitations of archaeology in terms of skilled human labour, capital, sophisticated equipment (radiocarbon dating) and time.

The students who opted for distractor B, *It neglects the use of carbon 14,* failed to understand that archaeology does not neglect the use of carbon 14 but it rather embraces it. Overall, the students did not internalize properly the term "neglect" since it negates the value and importance of using carbon 14 dating and consequently disqualifies the option to be the correct answer. Distractor C, *It rejects the use of fossils as evidence,* attracted the students who either failed to grasp the task of the question or had limited knowledge on the mechanism and raw materials that are required for operationalizing carbon 14 dating. Students' lack of knowledge on the subject matter made it harder for them to recognize the inaccuracy of the distractor.

Distractor D, *It needs historians who can memorize events*, was chosen by students who confused archaeology and oral tradition as the sources of historical information. Memorization of events is dominant in oral tradition, whereas in archaeology, scientific methods such as radiocarbon (carbon 14) dating technique for approximating the age of dead organic matter such as bones and charcoal is very prominent.

Item (vii) demanded the students to identify exploitative modes of production in pre-colonial Africa. Alternative D, *slavery and feudalism* was chosen by the students who had adequate knowledge of the characteristics of various modes of production. Those students were aware that those modes of production

embodied exploitative elements. Distractors A, *capitalism and slavery* and B, *socialism and feudalism* were opted for by the students who failed to understand that "capitalism" and "socialism" did not exist in pre-colonial Africa.

Distractor C, *slavery and communalism* was incorrectly opted by students who did not identify that the communal or primitive communalism was the first and oldest but non-exploitative mode of production. Those students were supposed to understand that during communalism; people lived, produced everything they needed and owned the major means of production collectively.

Item (viii) required the students to identify the coastal city state that received gold from Mwenemutapa in the 15th century which was located in the present day Mozambique. The correct response C, *Sofala* was selected by students with adequate knowledge of the famous trading centres and the important goods involved during the early commercial contacts between Africa and the Middle/Far East.

Distractor A, *Mombasa* attracted some students because of its being among the well-known trading centres along the coast of East Africa as well as the role it played during the power struggles between the Portuguese and the Arabs. In fact, the students who opted for this distractor had limited knowledge on locating precisely the important centres and the goods they supplied. Mombasa is a coastal town in Kenya, hence it is incorrect for those students to regard it as a centre that used to receive gold from Mwenemutapa while, in reality, the coastal city that received gold was in the present day Mozambique.

Distractor B, *Kilwa* was opted for by the students who overlooked the demand of the question. The question did not ask for a Tanganyikan coastal city state that controlled the gold trade from Zimbabwe of which the correct response would have been Kilwa, but specifically, it required the coastal city state in

the present day Mozambique that received gold from Zimbabwe in the 15th century of which the correct response was 'Sofala'. The choice of Kilwa - an incorrect response, might have been attributed to by its popularity among the students for it became one of the most active trading centre and the wealthiest city in East Africa during the 15th century. Moreover, it has been designated by UNESCO as World Heritage Site. Currently, the town is among the hot spots for tourists from different parts of the World due to its peculiarity based on old buildings and its glorious past history.

Distractor D, *Mogadishu* - an administrative town of Somalia probably attracted the students who were aware of the on-going political instability in Somalia but failed to understand the precise location of this city and the role it played during the early commercial contacts between Africa and the Middle and Far East during the pre-colonial period.

Item (ix) tested the students' ability in identifying the components of the productive forces. Majority of the students managed to choose the correct answer A, *producers, skills, experience and technology.* These students were conversant over the determinants of the ranges of productive activities performed by man. Such determinants were the nature of the environment and the productive forces whose elements include: producers, skills, experience and technology.

However, students who chose distractor B, *surplus production and lack of exploitation* were unaware of the essential elements that facilitated material production. Those students thought that surplus production and lack of exploitation could create conducive environment for production but, in a real sense, this is not among the elements of productive forces.

Distractor C, *objects of labour and instruments of labour*; was opted for by the students who believed that objects of labour (such as land, water and forest) and instruments of labour (such as hoes, axes and spears) were enough

ingredients in facilitating the production process. This shows that some students failed to articulate how could objects and instruments of labour play a key role in production without the involvement of the producers (human labour) who also are entitled with skills, experience and technology.

However, distractor D, *instruments of production and good markets*; was opted for by students who assumed that production was facilitated by tools (instrument) of production and demand of the products (market) ignoring the role of human labour which is among the crucial elements of productive forces. Such a misconception brought invalidity on the chosen response.

Item (x) tested the students' ability in identifying the name of the hunting and gathering society in 19th century. Students who were conversant with the types of social organizations and productions were able to choose the correct answer D, *San*. It was easier for them to identify the correct response "San" who were the earliest inhabitants of South Africa. These are short, yellow or brown-skinned people with a distinctive "click" sound in their language.

Apart from the San, there were very few societies that were still under this mode of production in Africa by the 1850s. These include the Hadzabe (Tindiga) of the present day Tanzania, Dorobo of Kenya and Teso of Uganda. In general, ways of life of such communal societies comprised of nomadic style of hunting by using bows and poisoned arrows and gathering of wild berries, roots and honey. Such a hunting and gathering society did not and could not cultivate land.

Some students opted for A, *Ganda* – the people who founded, expanded and consolidated one of the strongest and prominent political kingdoms in East Africa during the pre-colonial period. The Ganda were not a hunting and gathering society for they were dominantly engaging in the cultivation of crops like banana and yams.

Distractor B, *Zulu* was opted for by the students who had limited knowledge on the social organizations and productions of various African societies during the 19th century. The Zulu were a Bantu ethnic group of southern Africa who were generally farmers and livestock keepers for subsistence purposes contrary to the question's demand.

Distractor C, *Haya* was chosen by the students who failed to understand that the Haya society was among the earliest societies in East Africa to practice iron smelting. This led to the production of advanced tools that could be used in cultivation of various crops including sorghum, finger millet, and beans. Even though, the Haya were involved in different economic activities, hunting and gathering was not one of their main occupations. Overall, what can be deduced from such incorrect responses is that some students lacked knowledge on specific social organizations and productions of various African communities during the pre-colonial period.

2.2 Question 2: Matching Items

This question comprises of ten (10) statements whereby the students were required to match items (i-x) in List A with the corresponding historical terms/names in List B. In List B, Students were given fifteen (15) historical terms/names to be matched with the statements in List A. Each item carried 1 mark making a total of 10 marks. The question was extracted from the topics: *Interaction among the people of Africa*, *Industrial Capitalism, Africa and the External World*, *Development of Social and Political Systems; and Development of Economic Activities and their Impact*. Responses in List B were:

Osei Tutu, B. Mwenemutapa, C. Mani-Kongo, D. Banyans, E. Sultan, F. Kamba, G. Humanitarians, H. Moran, I. Wamwinyi, J. Laibons, K. Pombeiros, L. Matrilineal, M. Mansa Musa, N. Vimbundu and O. Liwalis.

The question was attempted by 569,725 (99.9%) of all the students, whereby 334,510 students (58.7%) scored from 0 to 2 marks of which 95,633 (16.8%) students scored zero (0). Moreover, 212,618 students (37.3%) scored average marks ranging from 3 to 6 while only 22,597 students (4%) had a good performance with their marks ranging from 7 to 10. Generally, the students' performance in this question was average since 235,215 students (41.3%) scored 3 marks and above. Figure 2.1 shows these statistics.
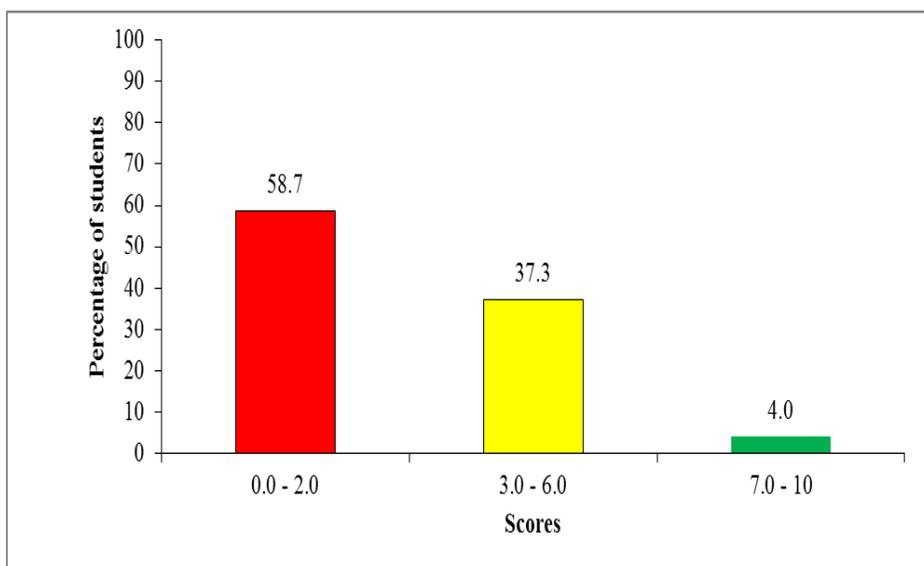

Figure 2.1: The percentage of Students' Performance in question 2.

Item (i) required the students to identify the name of professional and long distance traders in pre-colonial Kenya. The students with adequate knowledge on the long distance trade and its participants during pre-colonial East Africa chose the correct response F, *Kamba.* Some students opted for N, Vimbundu. Vimbundu were the professional long distance traders in Central Africa.

Moreover, there were some students who chose response D, Banyans because they failed to identify the role of different participants in the long distance trade during pre-colonial Africa. Those students were supposed to understand that Banyans were Indian merchants settled in Zanzibar who supplied capital

to buy or get ivory and slaves from the interior of East Africa. Such incorrect responses meant that some students failed to identify specific areas where some African professional traders based and the activities they were famous for during the pre-colonial era.

Item (ii) required the students to identify a title given to a leader who led the conquered land in Central Africa. The accurate response was B, *Mwanemutapa* which was highly chosen by the students with sufficient understanding of the Empires/Kingdoms, names of their Emperors/Kings and their titles during pre-colonial Africa. Specifically, those students were aware that the Kingdom of Mwanemutapa was established under the leadership of Mutota through war. After conquering the Tonga and Tawara of the Zambezi valley, he acquired the title of *Mwanemutapa*, which means "master of the conquered or ravaged lands."

Some students chose C, *Mani-Kongo* which was the title for the King of Kongo whose capital was at Mbanza. Those students portrayed lack of knowledge on Central African Kingdoms, their locations and names/titles of their respective Kings and the meanings of the titles.

Item (iii) demanded the students to identify a name given to the agents who bought and sold slaves in Angola during triangular slave trade. The correct response K, *Pombeiros* was chosen by the students who had adequate knowledge on slave trade in Central Africa. The name *pombeiro* came to be used as a general term for most of the professional traders of West-Central Africa. In fact, the Portuguese used middlemen (pombeiros) to reach the interior parts of Central Africa to obtain slaves for export through the Atlantic Ocean.

Option O, *Liwalis* was chosen by the students who failed to understand that Liwalis were the people appointed to govern the city states on behalf of the Sultan Seyyid Said of Zanzibar and not agents for buying and selling slaves in

Angola. On the other hand, some students chose distractor I, *Wamwinyi*. This was the class that comprised of political and religious leaders and prominent traders. It was these people in the coast of East Africa who controlled the major means of production such as land. Serfs and tenants lived on the land of these feudal lords (Wamwinyi) in return for labour services (corvee) and tribute. Thus, Liwalis and Wamwinyi were found along the East African coast, contrary to the question which focused on Central Africa.

Item (iv) required the students to identify the name of the King of Mali Kingdom who paid a pilgrimage to Mecca. Some students chose the accurate answer M, *Mansa Musa* due to his historical leadership of Mali, a state which stretched from the Atlantic Ocean and which included parts of the modern nations of Mauritania, Senegal, Gambia, Guinea, Mali and Niger. He was responsible in ensuring peace and prosperity in Mali Empire.

Some students wrote response E, *Sultan* since he had a direct association with the Islamic religion with a culture of paying pilgrimage to Mecca. Such circumstance dragged the students to opt for the response incorrectly since Sultan was a ruler of the Sultanate of Zanzibar and not a king of Mali.

Item (v) tasked the students to identify a title given to the head of the Kingdom whose capital was at Mbanza. The precise answer C, *Mani-Kongo* was chosen by the students with thorough understanding of the empires of Central Africa in the present day Angola and Democratic Republic of Congo together with their respective leaders.

Students, who were familiar with the West African states and their leaders, opted for A, *Osei Tutu* who was a renowned King of the Ashanti Empire, the present day Ghana whose capital was named Kumasi. His authority was symbolized by the Golden stool. The response was incorrect because Osei Tutu was not a head of the Kingdom whose capital was at Mbanza. Those students were supposed to understand that Osei Tutu's Empire was located in

West Africa whereas the item in question required a Central African –based King.

Item (vi) required the students to identify the Indian merchants in Zanzibar who supplied capital to buy or get ivory and slaves. The correct response D, *Banyans* was chosen by the students who had enough understanding on the groups of people involved in trade, specifically ivory and slaves. The trade was conducted in Zanzibar during the pre-colonial period. Banyans were the wealthy people from India who settled in the coast of East Africa particularly in Zanzibar. They were used by the Sultan to collect tax and provide commercial advice.

Some students opted for an incorrect response O, *Liwalis* as they were attracted with their involvement in administrative duties on behalf of the Sultan Seyyid Said with the notion that, administrative responsibilities assigned to Liwalis were accompanied by economic mandate of providing capital to the indigenous people to buy ivory and slaves.

Item (vii) required the students to identify a group of slave trade campaigners in Europe from the beginning of the 19th century. The students with adequate understanding of the reasons for the abolition of slave trade, tactics and treaties employed by the proponents and pioneers of the abolition of slave trade, were able to choose the correct response G, *Humanitarians*.

Others students opted for distractor I, *Wamwinyi*. This was the class that comprised of land owners (feudal lords) that existed along the East African coast. In this region, Wamwinyi who controlled the productive forces such as land, serfs and tenants. They also monopolized the political and economic power. The serfs and tenants were given land to live on in return for the provision of labour services or tributes paid to Wamwinyi.

Item (viii) required the students to identify a third age group among the Maasai which served as soldiers of the society. The accurate response H, *Moran* was chosen by the students who were familiar with social organization within the age-set system of Maasai. Moran is a group of young men of the age from 18 to 25 years. They were responsible for defending the herds against raiders and wild animals; defending the entire community; raiding neighboring communities' herds in order to increase the herds in the communities from which they belonged. Moreover, they travelled very far with livestock in search of pastures and water during dry seasons.

Some students incorrectly opted for J, *Laibons,* - the most senior elders in the Maasai society. People qualified into the category of "Laibons" depending on age (seniority) and their experience. Laibons had special respect as political and religious leaders. They were responsible for performing religious duties and made the political decisions on behalf of the community. For example, Laibons were the ones who decided 'whom' to raid and 'when' should the raid be carried out. In a nutshell, those students who opted for such a distractor did not understand the duties and responsibilities of various age groups in a pastoral society (Maasai).

Item (ix) required the students to identify the name of the people who were appointed to govern the city states on behalf of the sultan Seyyid Said. The students with adequate understanding on the duties and hierarchy of leadership in the sultanate of Zanzibar opted for the correct response O, *Liwalis*. This was the group that comprised of officials who acted as governors or administrators of each major town along the coast of East Africa. The commonest distractors chosen by many students were I, *Wamwinyi* and E*, Sultan.* These distractors were chosen by the students who lacked enough knowledge on the responsibilities and hierarchy of leadership along the coast of East Africa.

Item (x) required students to identify a society in which the children of the new family belonged to the wife's clan. The precise response L, *Matrilineal,* was basically opted for by the students who were familiar with the way members of the clan were to be determined by birth, that is, matrilineal societies were the ones that children belonged to woman's clan. In Tanzania, matrilineal societies were the Mwera, Zaramo, Makua, Luguru, Yao and Makonde. Some students chose response N, *Vimbundu*. The choice of such incorrect response indicates that some students lacked or had limited knowledge on how societies were organized and materials produced during pre-colonial Africa.

2.3 Question 3: True and False Items

This question consisted of ten (10) items extracted from various topics including Development of economic activities and their impacts, Interaction among the people of Africa, Industrial capitalism, Africa and the external world, Evolution of man, technology and environment; and Development of social and political systems. It required the students to write **True** if the statement was correct and **False** if the statement was incorrect. Each item carried 1 mark making a total of 10 marks.

The question was attempted by 569,726 students (100%). This is one of the most performed questions since 538,228 students (94.5%) scored from 3 to 10 marks. A total of 31,508 students (5.5%) scored from 0 to 2 marks out of which 2,253 students (0.4%) scored a zero mark. Moreover, marks ranging from 3 to 6 were scored by 416,447 students (73.1%) while the marks ranging from 7 to 10 were scored by 121,774 students (21.4%). In general, the students' performance in this question was good. Figure 3.1 presents the students' performance in this question.
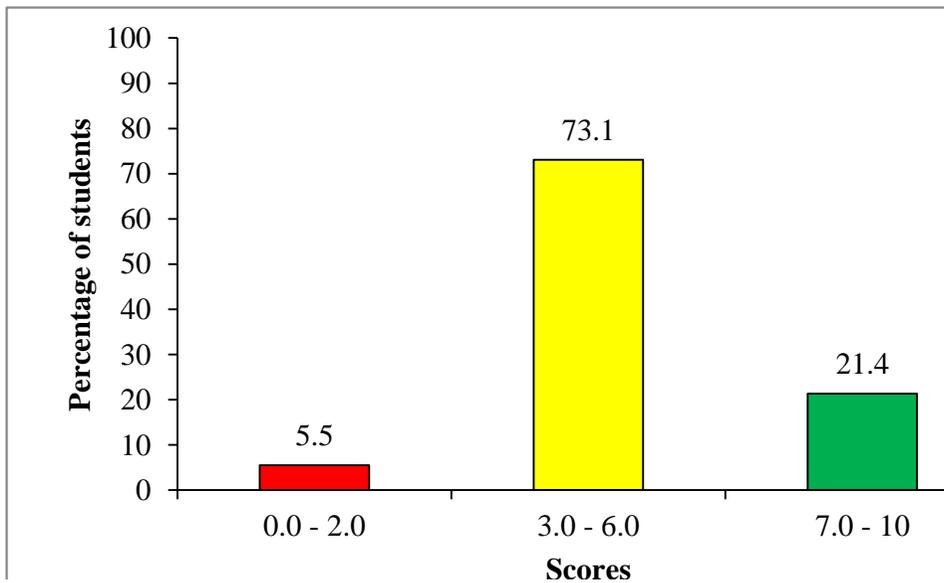
Figure 3.1: The Percentage of Students' Performance in Question 3

Item (i) required the students to verify if permanent crop cultivation was adopted in regions with low population. The correct response *False* was provided (written) by the students who were conversant over the relationship between agriculture, environment and the technology developed and adopted by the people at a particular area/region. Those students were aware that permanent crop cultivation was adopted in regions with denser population and not in regions with low population.

Permanent cultivation was adopted in regions with denser population such as Central Kenya highlands, Southern highlands of Tanzania and on the slopes of mount Usambara, Meru and Kilimanjaro because in those areas/regions there was no extra land to move to, hence they came up with intensive farming techniques/methods of keeping the land fertile for example by irrigation, terracing and application of fertilizer.

On the other hand, students who wrote (provided) a *True* response had inadequate knowledge on the agricultural practices in different regions of Africa. As a matter of fact, those students were supposed to understand that

the type of the agricultural practice that was typical to areas with low population was "shifting cultivation" and not permanent crop cultivation as some students indicated. Shifting cultivation was adopted in areas with enough land since such areas had low population density that could favour such a system of farming. It was supposed to be born in the students' mind that, the area with high population density does not provide room for other farming systems rather than permanent crop cultivation.

Item (ii) required the students to ascertain, by writing *True* or *False*, if the improvement of farming techniques led to increased food production and population decrease. The correct response *False* was written by the students who had adequate knowledge on how improved farming techniques led to production of more and regular food that ultimately led to an increase in the population. Analytically, those students were able to identify the inaccuracy contained in the statement, because the improvement of farming techniques led to the increased food production which in turn led to an increase and not decrease in the population.

On the other hand, students who wrote *True* wrongly thought that; the improvement of farming techniques corresponded simultaneously with decrease of population. Intensive farming techniques adopted by the Africans during the pre-colonial period led to the increase of food production but it did not reduce the number of people as it was misconceived by those students. One may conclude that 'greater food production led to larger and more settled population and the rise of strong systems of government and highly organized societies.'

Item (iii) tested the students' ability in ascertaining if the four main East African language groups are Khoisan, Cushites, Nilotes and Bantu. The correct response *True* was written by the students who were familiar with the impact of migration in pre-colonial East Africa. Those students were

conversant with the early inhabitants of East Africa and their origin. Some students wrote *False* as they had limited knowledge on interactions among the people of Africa during the pre-colonial period. The choice of a *False* answer indicates that some students were not aware of the groups of people who migrated into pre-colonial East Africa and their cradle-land from where they came as well as the impact of their migrations.

In item (iv), students were required to ascertain if the industrial revolution was among the reasons for the abolition of slave trade. Students with adequate knowledge on the causes, impact and reasons for the abolition of slave trade provided a *True* response. The students in this category were conversant with how machines facilitated the replacement of human labour in production since they were faster and more efficient than slave labour which by 19th century had become unprofitable, unproductive and destructive due to frequent attacks and riots against the slave owners. However, some students who wrote *False* lacked knowledge on the impact of European industrialization on slave trade. Such weakness influenced students to argue against the statement.

Item (v) required the students to agree/disagree if the Boer trek helped some societies to resist against the Portuguese rule in East Africa by writing *True* or *False*. The students with adequate knowledge on the impact of Dutch (Boers) occupation in South Africa wrote *False*. Those students were conversant with the impact that emerged due to the contact between the East African societies and the European and Asian societies. Those students were aware of the time frame of both historical events. The East African societies' dislikes, rising and revolts against the Portuguese dominion started during the 15th century and ended in 1698 (17th century) after the fall of Fort Jesus – by this time, the Boer movement had not taken place (the Boer movement took place in 1830s to 1850s). Thus, it is impossible for a 19th century historical event to have caused an impact in the 17th century.

Some students wrote *True*. Those students' provision of such an incorrect answer reveals that they lacked knowledge on the impact brought by the contacts between Africa and Europe and the Far and Middle East during the pre-colonial period. As a matter of fact, the movement of the Boers from the Cape to the interior of South Africa did not have any contribution to the resistances of some East African societies against the Portuguese rule.

Item (vi) required the students to write True or False to the statement: the Christian missionaries in Zanzibar were among the freed slaves who were taught Christian principles. The correct response *False* was written by the students who were conversant over the proponents, pioneers and the composition of freed slaves. Those students were aware that the Christian missionaries (such as John Krapf 1884 and Jacob Erhardt 1849) were not among the freed slaves but they brought Christianity and European education to Africa which aimed at helping to compensate for the evils of the slave trade.

Students who wrote *True* were unable to distinguish between Christian missionaries and the freed slaves (Africans). Those students were supposed to understand that Christian missionaries were not part and parcel of the composition of freed slaves. Missionaries wanted to free people of Africa from slave trade so in the process converted them into Christianity. Most slaves were freed from Zanzibar and other parts of East Africa and converted into Christianity. Indeed, it was the missionaries who created Christian villages where freed slaves were taught Christian principles and manual skills such as carpentry and masonry.

Items (vii) required the students to write *True* or *False* to the statement: war captives and criminals were sold as slaves during the Triangular slave trade. The accurate response *True* was written by the students who had adequate knowledge on the ways (techniques) through which slaves were obtained. Such techniques included raiding villages and capturing people, way-laying

and ambush, selling prisoners of war, selling criminals and selling off domestic slaves. However, some students wrote *False*. Those students had partial knowledge on the ways (techniques) employed by different slave merchants to obtain slaves for selling in their respective slave markets.

Item (viii) required the students to write *True* or *False* to the following statement: Nok, Meroe and Axum were the major iron smelting centres in pre-colonial Africa. The precise answer *True* was written by the students who had enough understanding over the societies that were involved in iron technology in pre-colonial Africa. On the other hand, some students who lacked knowledge on Iron Age, and in particular, the major iron smelting centres in pre-colonial Africa wrote *False.*

Item (ix) tested the students' ability in the statement that read 'Feudalism was the socio-economic system whereby a worker is owned by an individual as an instrument of production' by writing *True* if the statement was correct or *False* if the statement was incorrect. The students with adequate knowledge on the socio-economic development and production in pre-colonial Africa identified the correct answer by writing *False*.

Those students provided the correct response because they were conversant with the definition and features of each mode of production, hence it was easy for them to discriminate and disqualify the statement as the given definition or feature is related to slave mode of production and not feudal mode of production. However, some students were attracted by an incorrect response *True* due to their lack of knowledge on the definitions and features of both slavery and feudalism.

Item (x) required the students to provide the correct answer on the statement that read "salt making, pottery, basketry and gathering were the types of handicraft industries in pre-colonial Africa" by writing *True* if the statement was correct or *False* if the statement was incorrect. The accurate response

False was written by the students who had adequate knowledge on the types of handcraft industries in pre-colonial Africa. Those students were aware that of all the given types of handcraft industries, gathering was an odd one for it lacked a criterion of being categorized as a handcraft industry for it involved collection of fruits, roots of trees and eggs.

On the other hand, some candidates with limited knowledge on the evolution of man and technology as well as development of economic activities and their impact in pre-colonial Africa wrote *True*. In general, the students in this category failed to differentiate between gathering and other types of handcraft industries. Those students had to bear in mind that handcraft referred to an activity that needs special artistic knowledge and skills using hands for example basketry, pottery, woodcarving and leatherwork.

Gathering involved the collection of fruits, edible roots and eggs. It formed (together with hunting) the main activity of man during the Early or Old Stone Age: the period during which man depended on nature for he had to move from place to place in search for his food. In short, those students were supposed to understand that gathering was man's earliest activity upon which his survival depended, thus, such an activity does not qualify as one of the components of handcraft industries many of which emerged during the Late Stone Age and Iron Age.

2.4 Question 4: Short Answer Question

The items in this question were derived from the topics: Evolution of man, technology and environment, Development of economic activities and their impact, Development of social and political systems and Sources and importance of History. It was a supply type question as it instructed the students to provide brief explanations on the given historical terms: Zinjanthropus, Generation, Iron Age, Long distance trade and Nyarubanja. Each item carried 2 marks making a total of 10 marks.

The question was attempted by 569,726 students (100%). In this question, more than three quarters of the students (449,531 equal to 78.9%) scored from 0 to 2.5 marks out of which 293,414 students (51.5%) scored zero. A total of 97,770 students (17.2%) scored from 3 to 6 marks. The number of students who scored from 6.5 to 10 marks was 22,425 (3.9%). Generally, the students' performance in this question was poor since it was only 120,195 students (21.1%) who were able to score 3 marks and above (3 to 10 marks). Figure 4.1 shows the percentage of the students' performance in this question.
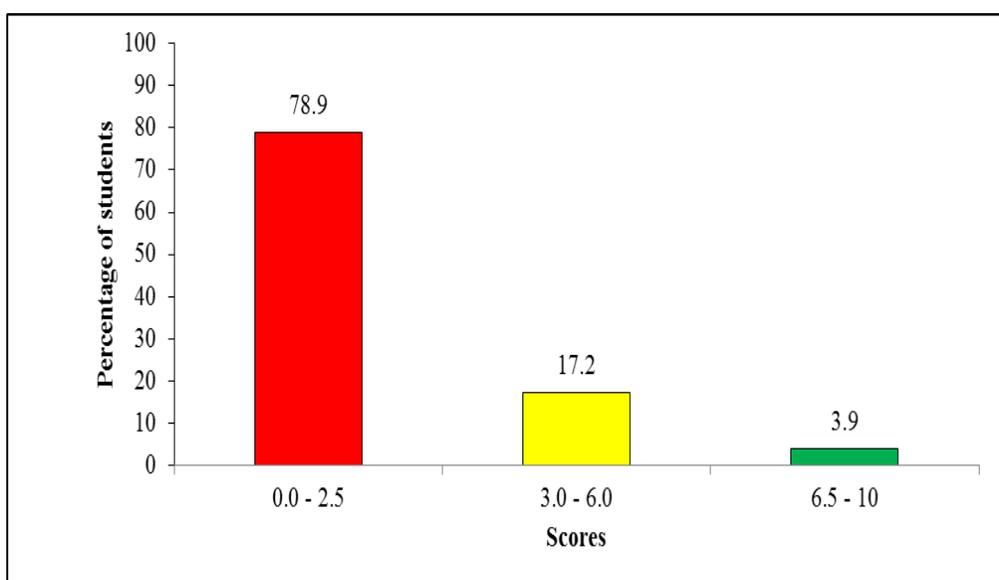
Figure 4.1: The Percentage of Students' Performance in Question 4

A total of 293,414 students (51.5%) scored 0 in this question because they lacked knowledge on the subject matter, they failed to identify the demands of the question and they had limited English Language proficiency. Such weaknesses inhibited them to provide logical, coherent and clear explanations. Extract 4.1 portrays the responses from one of the students in this category who copied some statements/sentences from the question paper and presented them as his/her answers to this question, instead of giving out what the question demanded out of him/her.

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4.   Briefly explain the following terms:

(a)   Zinjanthropus   is the homo sapies worker & age homo habilis whereby a woke is owned by an individual as an Instrument of Production is called Feudalism

(b)   Generation   is the Permanent crop cultivatio was adopted in regions with low population

(c)   Iron Age   is the age carbon 14   A Society which children of the new family belonged to the wife's clan Humanitrans.

(d)   Long Distance trade   is the under the control of Arab merchants trade contests led to the growth of East Africa

(e)   Nyarubanja   is the Their control was short-lived (until 1698) as the oman Sultonate collaborated wi East African coast people to defeat Them

Extract 4.1 Portrays a sample of a poor response in question 4.

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Moreover, 97,770 students (17.2%) scored from 3 to 6 marks in this question due to their partial understanding over the given historical concepts/terms. Some provided few correct responses to some of the concepts and inappropriate descriptions to some concepts/terms that they were less familiar with.

On the other hand, 22,425 students (3.9%) who scored from 6.5 to 10 marks in this question had sufficient knowledge on the given historical concepts/terms and on top of that they understood the demand of the question. The sample of a relative good response from such a group is exhibited in Extract 4.2.

4. Briefly explain the following terms:

   (a) Zinjanthropus ...Zinjathropus was the early man creature found in ....olduvai George in ts 1959 by Dr. louis leakey and mary leakey, who discovered it as the first early man creature leading to their evalution of man theory, this creature was said to be undeveloped of the brain and started adapting in the envinoment, Dr Mary and louis leakey found its skull
   ....
   ....

   (b) Generation ...generation refers to the difference in age between children and their parents, from the first to be born to last to be born, whereby there is a difference in age between the family members...
   ....
   ....

(c) Iron Age ...Iron age was the age whereby stone tools were not used but there was a use of iron tools example of these iron tools are arrows, axes, spears, hoes etc, they even engaged in permanent settlements, permanent crop cultivation, agriculture, production of more advanced tools and other developments due to iron tools.

(d) Long Distance trade ...Long distance trade was a trade that took place between different regions e.g central route which was dominated by Nyamwezi, nothern route which was dominated by Kamba and southern route which dominated by Yao, which involved the exchange of commodities such as copper, gold, slaves, ivory from one route to another.

(e) Nyarubanja ...Nyarubanja was a feudal system which took place in Karagwe by the Tutsi and Hutu people whereby the major means of production was land and the title of their leader was Omukama relating to other feudal systems which were Nyarubanja/ubugabire in Buganda, Umwinyi along the coast of East Africa, Ubugabire in rwanda and Burundi and others.

Extract 4.2: Portrays a sample of relatively good responses in question 4.

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2.5 Question 5: Arrangement of Sentences in Chronological Order.

The question was extracted from the topic of Africa and the External World. It tested the students' ability in arranging historical events chronologically. Five sentences with historical information were provided randomly whereby the students were required to arrange them in a logical historical sequence. Each item carried 2 marks making a total of 10 marks in this question. The given sentences were:

(a) Between the 8th and 10th centuries, regular trade contacts between the East African coast and the Middle and Far East respectively began.

(b) Under the control of Arab merchants, trade contacts led to the growth of East African coastal city states.

(c) Their control was short-lived (until 1698), as the Omani sultanate collaborated with East African coast people to defeat them.

(d) However, later this prosperity was disturbed by the Portuguese invasion that controlled and diverted the trade to the Atlantic route.

(e) Effective Omani control was established during the second half of the 19th century, after Sultan Seyyid Said had shifted his capital from Muscat to Zanzibar.

The question was attempted by a total of 569,726 (100%) of all the students, whereby 408,449 students (71.7%) scored from 0 to 2.5 marks of which 225235 students (39.5 %) scored zero, 134,874 students (23.7%) scored marks ranging from 3 to 6 while only 26,405 students (4.6%) scored marks ranging from 6.5 to 10. Generally, the performance in this question was poor as only 161,277 students (28.3%) scored from 3 to 10 marks. Figure 5.1 shows the students' performance in this question.
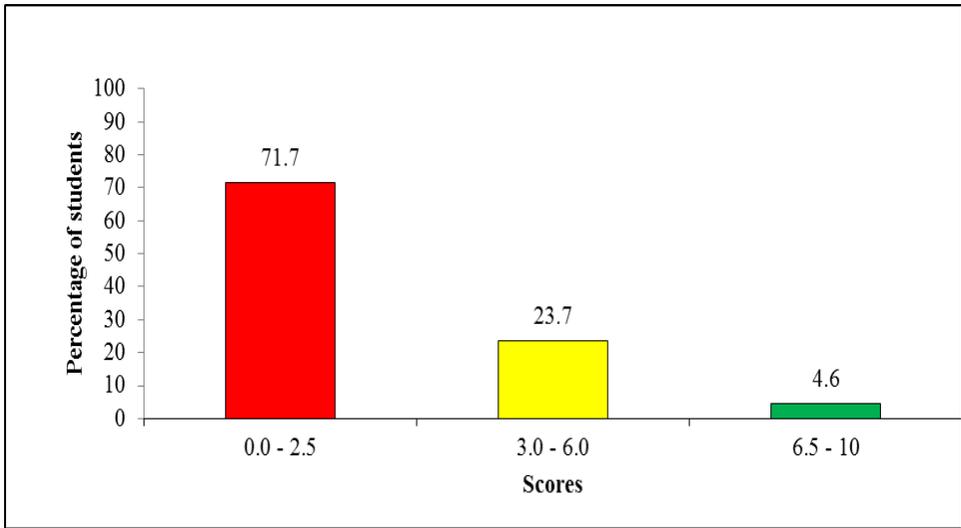
Figure 5.1: The Percentage of Students' Performance in Question 5

The most notable weaknesses of 39.5 percent of the students who scored zero are failure to identify the demand of the question and lack of knowledge on the subject matter. Majority of the students in this category could not correctly re-arrange even a single sentence. This shows that they were not conversant with the duration in which the given historical events took place. Such incorrect arrangements could not give a clear chronology of historical events. Extract 5.1 is a sample of a response from one of the students who failed to re-arrange the sentences chronologically.

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

(a) Between the 8th and 10th centuries, regular trade contacts between East African coast and Far East and Middle East respectively began.

(b) Under the control of Arab merchants, trade contacts led to the growth of East African coastal city states.

(c) Their control was short-lived (until 1698), as the Omani sultanate collaborated with East African coast people to defeat them.

(d) However, later this prosperity was disturbed by the Portuguese invasion that controlled and diverted the trade to the Atlantic route.

(e) Effective Omani control was established during the second half of the 19th century, after Sultan Seyyid Said had shifted his capital from Muscat to Zanzibar.

Answers

1st	2nd	3rd	4th	5th
B	C A	E	A	D

Extract 5.1: shows a sample of an incorrect response.

Students with enough knowledge on trade contacts between Africa, the Middle East and Far East re-arranged these historical events chronologically. Such knowledge enabled them to understand that between the 8th and 10th centuries, regular trade contacts between East Africa coast and Far East and Middle East respectively began under the control of Arab merchants, whereby trade contacts led to the growth of East African coastal city states such as Kilwa, Mombasa and Zanzibar.

However, this prosperity was later disturbed by the Portuguese invasion that controlled and diverted the trade to the Atlantic route. The Portuguese's control was short-lived (until 1698), as the Omani sultanate collaborated with East African coast people to defeat them.

After the Portuguese's defeat, effective Omani control was established during the second half of the 19th century, when Sultan Seyyid Said shifted his capital from Muscat to Zanzibar. Extract 5.2 is an example of a relatively good response from the script of one of the students who arranged the given sentences chronologically.

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

(a) Between the 8th and 10th centuries, regular trade contacts between East African coast and Far East and Middle East respectively began.

(b) Under the control of Arab merchants, trade contacts led to the growth of East African coastal city states.

(c) Their control was short-lived (until 1698), as the Omani sultanate collaborated with East African coast people to defeat them.

(d) However, later this prosperity was disturbed by the Portuguese invasion that controlled and diverted the trade to the Atlantic route.

(e) Effective Omani control was established during the second half of the 19th century, after Sultan Seyyid Said had shifted his capital from Muscat to Zanzibar.

Answers

1st	2nd	3rd	4th	5th
A	B	D	C	E

Extract 5.2: Shows a sample of responses from the script of one of the students correctly arranged the given sentences.

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2.6 Question 6: Fill in the Blank Items

This question had five (v) items which were derived from Development of economic activities and their impacts, Development of social and political system, Africa and the External world and Industrial Capitalism. Each item carried 2 marks making a total of 10 marks.

This question was attempted by 569,726 (100%) students and the general performance was poor as 480,345 students (84.3%) scored marks ranging from 0 to 2.5 of which 53 percent scored zero. A total of 76,165 students (13.4%) scored averagely as their marks ranged from 3 to 6 while only 13,216 students (2.3%) scored higher marks (their marks ranged from 6.5 to 10).

Therefore, the general students' performance in this question was poor since a total of 89,381 students (15.7%) scored 30 percent and above (3 to 10 marks) was 15.7. Figure 6.1 shows the percentage of the students' performance in this question.
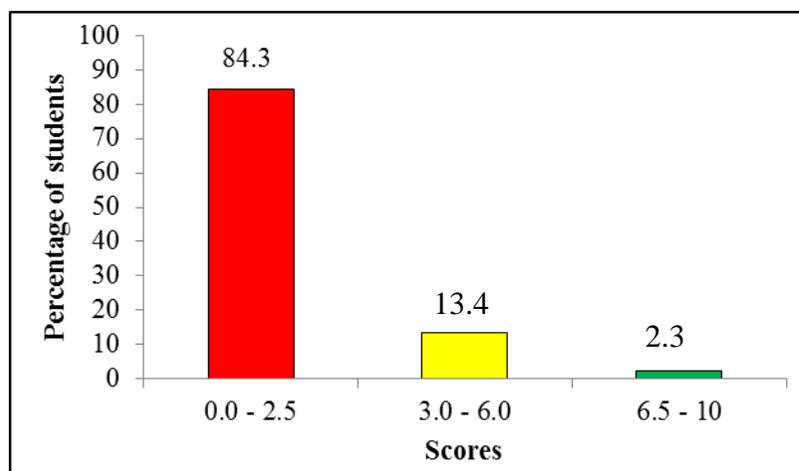
Figure 6.1: The Percentage of Students' Performance in Question 6.

Some students who scored from 0 to 2.5 marks in this question failed to provide relevant responses while others could not answer anything at all due to their lack of knowledge on the subject matter and their failure to identify the demand of the question. Such incorrect responses given by the students indicate that the students had limited knowledge on the topics pertaining to: Development of economic activities and their impact, Development of social and political system, Africa and External world and Industrial Capitalism. For example, the student mistakenly considered the founder of German East Africa Company in 1884 as Chief Tippu Tip instead of Carl Peters.

Tippu Tip (his correct name is Tippu Tip) was the biggest trader of ivory and slaves in East Africa who controlled a large 'empire' to the west of Lake Tanganyika in the Congo region. Thus, deducing from such a response given by such a student and others alike, it therefore suffices to conclude by saying that failure to differentiate between Tippu Tip and Carl Peters is a justification that the students were unaware of the prominent individuals in East Africa and the role they played during the 19th century. Extract 6.1 shows a sample of an irrelevant response from the script of one of the students who lacked knowledge on the subject matter tested in this question.

Complete each of the following statements with correct historical facts.

(a) An irrigation system used by ancient Egyptians consisting of a pole with a weight on one side and a bucket on the other is called ………………………………

(b) The socio-political system which was more dominant among the pastoral societies but also practiced by some agricultural societies such as the Kikuyu and Nyakyusa is known as …African…………………………

(c) What marked the end of Portuguese rule in East Africa in 1698?
…Mombasa………………………………

(d) The founder of German East Africa Company in 1884 was called
…Chief tiptip……

(e) Pre-colonial African societies used a system of exchange based on goods by goods was known as European………………

Extract 6.1: A sample of an irrelevant response in this question.

Furthermore, the students who got average scores from 3 to 6 marks in this question exhibited partial knowledge on the subject matters. Some of these students could not provide appropriate responses in some of the items. For example, some students left some of the items un-attempted or they provided few correct responses to some items as exhibited in Extract 6.2; whereas items (i) and (ii) had correct responses while items (iii), (iv) and (v) had incorrect responses.

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

(a) An irrigation system used by ancient Egyptians consisting of a pole with a weight on one side and a bucket on the other is called ....

(b) The socio-political system which was more dominant among the pastoral societies but also practiced by some agricultural societies such as the Kikuyu and Nyakyusa is known as ....*Pastoralism*...............

(c) What marked the end of Portuguese rule in East Africa in 1698? .*fall the of fort Jesus Mombasa*.

(d) The founder of German East Africa Company in 1884 was called ......*Carl peter*......

(e) Pre-colonial African societies used a system of exchange based on goods by goods was known as ..*BARTER TRADE*.

Extract 6.1: is a sample of a partial response extracted from the script of one of the students who scored moderately in this question.

High achievers (students who scored correctly all the items) in this question, understood the requirements of the question and on top of that they had enough knowledge on the subject matter. Those candidates were aware of the development of various economic activities and the impact they brought to the African people. Such students also understood the location and how various social and political systems developed in Africa.

On top of that, those students were aware of the proponents, pioneers, participants and the impact that emerged due to the early commercial contacts between the three continents (Africa, Asia and Europe) or due to the rise of industrial capitalism in Europe. In Extract 6.3, a relatively good response from the script of one of the students who answered this question correctly is presented.

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

(a) An irrigation system used by ancient Egyptians consisting of a pole with a weight on one side and a bucket on the other is called SHADOOF IRRIGATION

(b) The socio-political system which was more dominant among the pastoral societies but also practiced by some agricultural societies such as the Kikuyu and Nyakyusa is known as AGE SET ORGANIZATION

(c) What marked the end of Portuguese rule in East Africa in 1698? FALL OF FORT JESUS

(d) The founder of German East Africa Company in 1884 was called KARL PETERS

(e) Pre-colonial African societies used a system of exchange based on goods by goods was known as BARTER TRADE

Extract 6.3: is a sample of a relatively relevant response in question 6.

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2.7 Question 7: Fill in the Blank Items

The question had five (v) items which were derived from the topics of *Africa and the External World* and *Industrial Capitalism*. It required the students to study the drawing and answer the questions that followed. It had five items (a-e) and each item if answered correctly, carried 2 marks making a total of 10 marks.

It was attempted by 569,715 (99.9%) students of all the students. A total of 381,988 students (67%) scored from 0 to 2.5 marks out of which 42.3 percent scored 0. Marks ranging from 3 to 6 were scored by 159,555 students (28.1%) who attempted this question and only 28,172 students (4.9%) scored higher marks (marks ranging from 6.5 to 10). Therefore, the general performance in this question was average since 187,738 students (33%) scored 30 percent (3 to 10 marks). Figure 7.1 shows the percentage of the students' performance in this question.
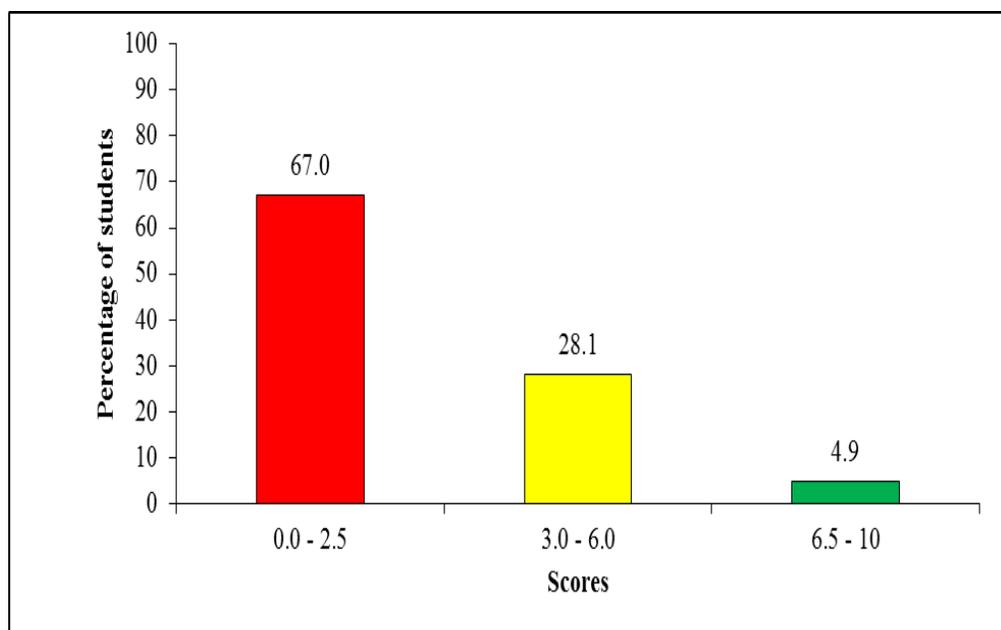
Figure 7.1: The Percentage of Students' Performance in Question 7.

A total of 241,033 students (42.3%) who scored 0 could not interpret the drawing. They provided irrelevant answers which typified that they lacked knowledge on the tested subject matter. In a nutshell, the students who scored zero exhibited poor understanding on the topics of *Africa and the External World* as well as *Industrial capitalism*. Some of the students in this category were unable to distinguish between slave and slave trade as depicted in Extract 7.1.

7. Study this drawing and answer the questions which follow.
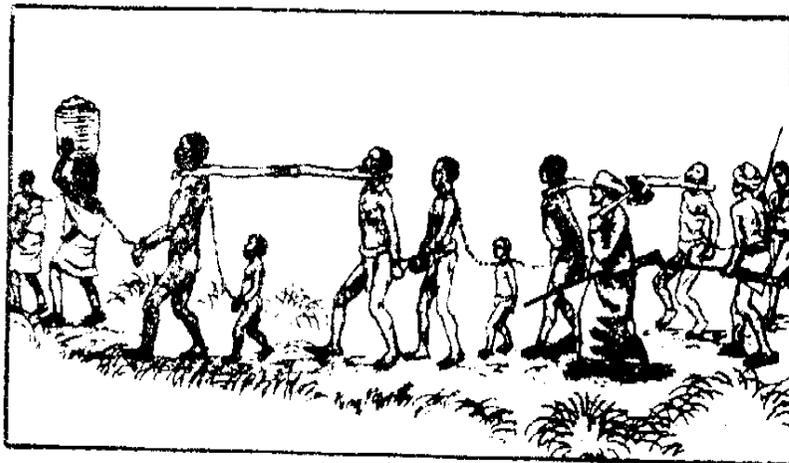
(a) The people who are chained shown in the drawing are called
.............SLAVE TRADE.

(b) In which year was the last treaty to stop the business shown on the diagram signed in East Africa? ....

(c) Where was the greatest market in East Africa for the chained people shown on the diagram? ......SLAVE.............

(d) Which European country championed to stop the business shown on the diagram? ....AFRICA............

(e) Which was the first European country to conduct the business shown on the diagram in Africa? ....EUROPEAN..........

Extract 7.1: Shows a sample of a poor response in this question.

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Moreover, some students with moderate understanding over the trade that involved the exchanging of human beings as commodities provided some relevant answers for some of the items, thus they scored from 3 to 6 marks in the question.

The students with adequate knowledge on the impact the External World brought to Africa and the effects of industrial capitalism on Africa had ability to interpret the drawing and finally to provide the accurate responses as shown in Extract 7.2.

7. Study this drawing and answer the questions which follow.
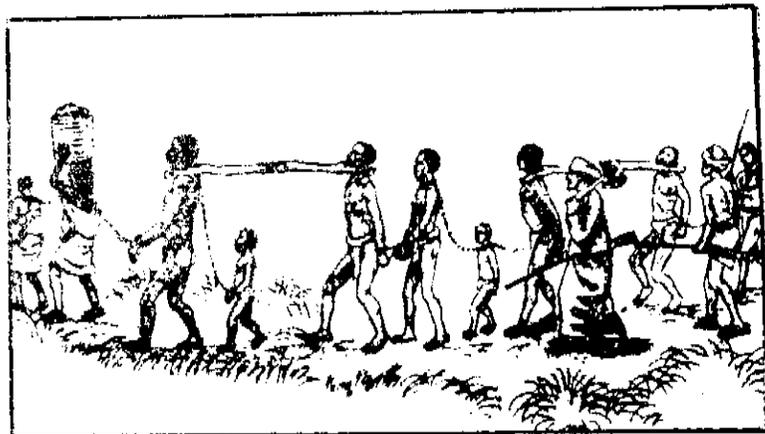
(a) The people who are chained shown in the drawing are called ..Slaves..

(b) In which year was the last treaty to stop the business shown on the diagram signed in East Africa? ..1873..

(c) Where was the greatest market in East Africa for the chained people shown on the diagram? ..Zanzibar..

(d) Which European country championed to stop the business shown on the diagram? ..Bitain..

(e) Which was the first European country to conduct the business shown on the diagram in Africa? ..Portugual..

Extract 7.2 Portrays a sample of a relevant response in question 7.

2.8 Question 8: Essay

This question was derived from the topic of Social-economic development and production in pre-colonial Africa. It required the students to explain six characteristics of slavery in Africa. It was attempted by 389,816 students (68.4%). A total of 319,110 students (81.9%) scored from 0 to 4 marks out of whom 48.6 percent scored zero, 62,461 students (16%) scored from 4.5 to 9.5 marks and only 8,071 students (2.1%) scored from 10 to 15 marks. Figure 8.1 shows the performance of the students in the question.
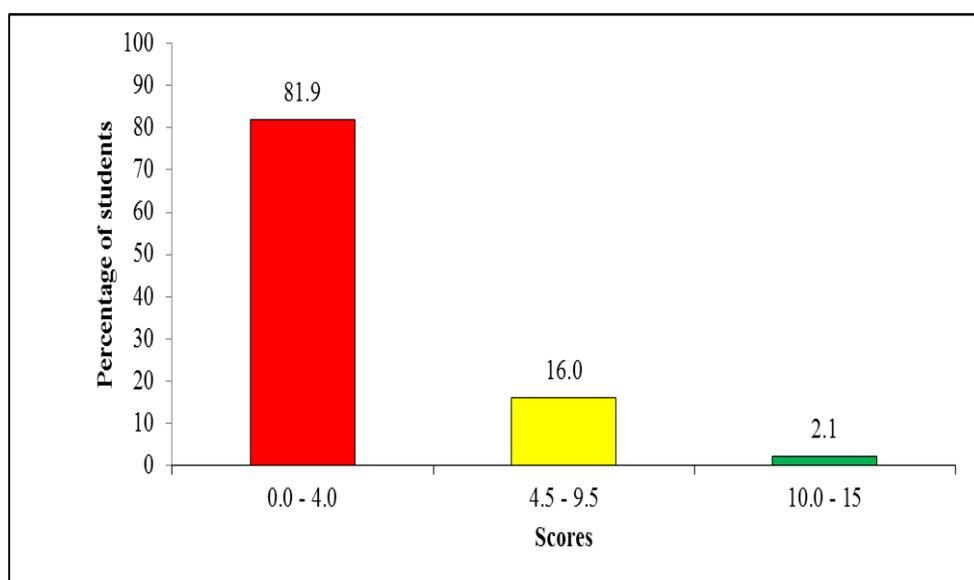
Figure 8.1: Performance of the Students in this Question

The students who scored from 0 to 4 marks had the following weaknesses: most of them explained some features of the other modes of production hence scoring a few marks from some points that embody some characteristics of slavery. Some of them provided the required number of points but did not provide satisfactory explanations essential for higher scores.

Some students scored a mark only from the introduction and then diverted their explanations to other irrelevant responses. Some students managed to only list down the characteristics of slavery without explanations or providing

vivid examples. Moreover, other students scored zero due to lack of knowledge on the subject matter or failure to abide to the demands of the question. Some of the incorrect answers given by the students in such category include: explaining the impact of slave trade to the people of East Africa, outlining the techniques and durations through which slave trade was abolished. Extract 8.1 exemplifies the students who presented irrelevant responses in this question.

Extract 8.1: Shows a sample of a poor response in question 8.

The responses of the students who scored from 4.5 to 9.5 marks featured varied strengths and weaknesses which caused their marks not exceed 9.5. Although most of them exhausted the required six points but they provided few correct responses or their points lacked relevant explanations and examples. Those students whose explanations had high degree of clarity, coherence, relevance and accurate examples exceeded others by scoring relatively high marks in this group.

The students who scored from 10 to 15 marks explained the characteristics of slavery in Africa. They provided points basing on; the presence of classes; slaves were considered as personal property, private ownership of the major means of production, the family of a slave was also the master's property, slave could be inherited alongside with other kinds of property, the labour provided by slaves was not rewarded, slaves could not be given the political leadership positions, the production was higher than in communalism. However, their explanations lacked accuracy, coherence and clarity in some of the explanations and examples given, thus, this weakness created the ground upon which variation of their scores emerged. Extract 8.2 is an example of a good response to this question.

8.   Slavery was the second mode of production and the first mode which was exploitative in nature. In slavery period slaves were used as the major means of production. The people who owned the slaves were known as slave masters or slave owners. Slavery started after the collapse of communal mode of production. Some of the societies in Africa that practiced slavery include the Nyamwezi, Yao and the Chagga. Slavery mode of production was accompanied by certain characteristics, these include:

Existence of classes. During slavery there was the classes of the rich and the poor. In slavery those who owned slave specifically were considered rich, those who owned many slaves were considered richer but those with few or no slaves at all were considered poor. Even the slaves were also taken or considered as poor because they were owned and had no one to own. The classes built the inequality between the people in slavery mode of production.

Exploitation of man by man. Slavery was accompanied by severe exploitation. The slave masters exploited the labour force of the poor or slaves. Slaves were forced to leave away from their homes, the slaves were also forced to work as the captives in the war. Slaves were also forced to work for the king and in turn they were given no payments and this marked heavy exploitation.

Production of surplus. During slavery there was production of little surplus. This was because of the increase in production, where by the society could produce more than their needs. Production was for consumption and the left were kept as surplus. Unlike in the first mode of production were there were no production of surplus.

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8   Population increase. During slavery mode of production unlike the first mode of production there was an increase in population. Population increased because production increased. Production was not only for consumption but it was there to cater the needs of the society and remained. More food influenced people to reproduce more and more and thus led to an increase in the people's population.

       Rise of political institutions. Political institutions such as prisons were began in slavery. The political institutions had may operations. Some political institutions were used as a mean of capturing slaves. Political institutions such as prisons were for punishing the rude slaves. So in slavery mode of production political institutions which did not previously exist in communal mode of production were began.

       Specialization and division of labour. During slavery mode of production there was specialisation of labour unlike the first mode of production in which work was done communaly. In slavery some slaves were to do cultivation, others acted as domestic workers for chiefs and others were used as captives in war and in millitary works. And thus, this led to specialization and division of labour.

       All in all slavery did not exist for a life time. It was followed by another mode of production. Because slavery mode of production was accompanied with heavy and severe exploitation and humiliation it led to slaves to start rebellion and strikes which led to economic stagnation. Whereby there was a rise of another mode of production which was feudalism based on land.

Extract 8.2: Portrays an example of a good answer to this question. 1

2.9 Question 9: Essay

This question was derived from the topic of Development of economic activities and their impact. It required the students to elaborate six factors that led to the development of trade in African societies during the pre-colonial period. It was attempted by 256,858 (45.1%) of the students.

Nearly three quarters of the students (192,388 equal to 74.9%) scored from 0 to 4 marks out of which 79,248 students (30.9%) scored zero. A total of 56,970 students (22.2%) scored from 4.5 to 9.5 marks and only 7,500 students (2.9%) scored from 10 to 15 marks. The general performance of the candidates in this question was poor since only 64,470 students (25.1%) scored 4.5 marks and above. Figure 9.1 shows the performance of the students in the question 9.
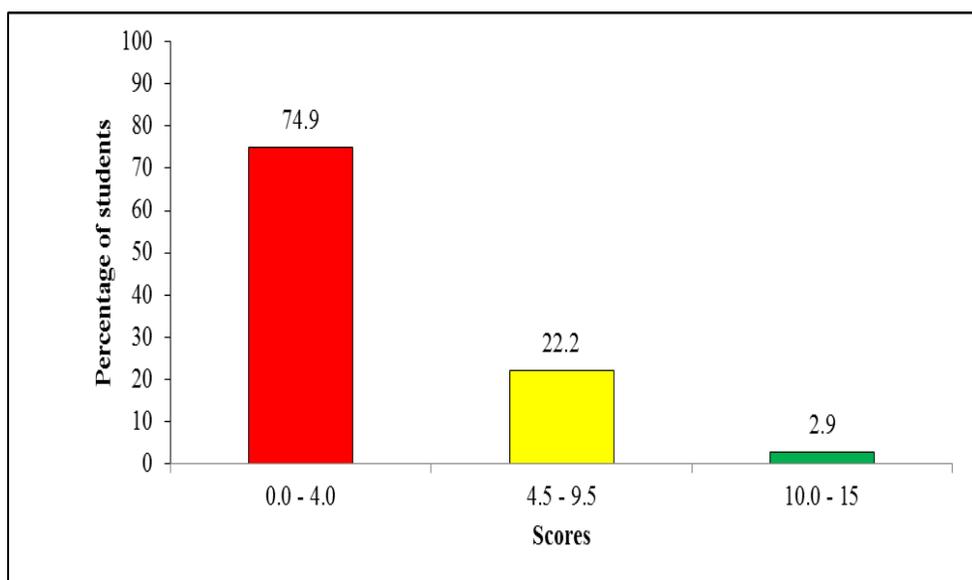

Figure 9.1: Performance of the Students in this Question

Some of the students who scored from 0 to 4 marks lacked knowledge on the subject matter or had partial understanding of the subject matter or demand of the question. Some of the students in this category provided the required number of points to this question. However, their explanations lacked plausibility, correctness and clarity to call for higher scores.

Some students managed to score a single mark only from an introductory party. On top of that, the students who scored 0 failed to understand the demand of the question for instance, some responded on the hindrances that inhibited the development of trade in African societies during pre-colonial

period whereas others explained the factors that facilitated the development of slave trade. Added to that, was the question of the language barrier. Majority of the students who scored zero could not explain themselves well in English language. Such students could not provide meaningful sentences to qualify for an award of a mark. Extract 9.1 exemplifies the students who presented irrelevant responses in this question.

Extract 9.1: Shows a sample of an irrelevant response in question 9.

The answers of the students who scored from 4.5 to 9.5 marks contained some of the inappropriate answers which caused their marks not to exceed 9.5. Although most of them gave out the required number of points, they lacked relevant explanations and examples. Some of them failed to explain their points mostly due to language barrier. Those who scored relatively high marks in this group had at least some accurate and logical explanation and some relatively few accurate examples.

The students who scored from 10 to 15 marks elaborated the six factors that led to the development of trade in African societies during the pre-colonial period. They outlined points such as; specialization in production; existence of surplus of goods in large quantities; development of stable political organisations; increase of population in some communities; the use of money as medium of exchange stimulated the expansion of trade as it simplified trade activities; and development of traditional industries such as iron smelting, gold mining and salt making produced goods which were demanded by others. Explanations given by such students were clear and coherent. However, the correctness of explanations and intense examples among the students on some points diverged leading to variation in their scores (from 10 to 15 marks). Extract 9.2 is an example of good responses to this question.

4.   Trade is the exchange of goods between people or countries. Trade can be in form of barter trade or currency. Barter trade is the exchange of goods by goods. Currency is the use of money in trade, where things used as money include cowrie shells, rolls of cloth, salt and gold dust. Trade had already existed among Africans before the coming of foreigners in our countries. There were two types of trade which were local trade and regional trade. Local trade is the trade between people living is the same geographical regions while regional trade is the exchange between two distict regions, where by there was long distance trade and the trans-saharan trade. Long distance trade was between Yao, Kamba and Nyamwezi and trans-saharan trade was across Sahara desert. Factors that led to the development of trade in pre-colonial period include.

Production of surplus. Production of surplus facilitated people to conduct trade because people produced more than their needs. Surplus were not always stored but it influenced people to just engage in trade so as they can exchange with other goods which they did not produce instead of remaining with it and it accumulates whereby it results into nothing. So trade was among the alternatives to be used to get rid of the surplus people got in their production.

Production of trade items. Some societies also had produced item which were needed by other societies for trade. For instance the huntering societies had produced animal skins, ivory and hides which were probably needed with the leather working communities and this facilitated the beginning of trade because some societies produced trade items which were needed by other societies. And thus influenced to the development of trade because societies got what they needed like hides and skins and provided others with what they needed like clothes and food materials.

9.
Iron technology. The innovation of iron technology also facilitated in the development to of trade. After the innovation of iron man could now make iron tools like axes and hoes which were used in agriculture. This facilitated to the development of trade because the agricultural communities needed iron tools to do with cultivation the tool makers required food items and thus led to the development of trade.

The role of leaders. Leaders whose were creative and innovative also led to the development of trade. Leaders who supported the freedom of movement and had much interest to begin trade led to development of trade. Leaders such as Chief Mirambo of the Nyamwezi, Chief Kivoi of the Yao o Kamba and Chief Machimba of the Yao facilitated in the development of the long distance trade in the 13th century. Also leaders such as Mansa Khan Musa of Mali supported the trans-saharan trade.

The role of transport facilities and routes. Transport facilities and routes contributed greatly to the development of trade. For example the trans-saharan trade was greatly influenced by the role of camels as the major means of transport in movement to go and trade. Transport routes also facilitated the development of trade because people followed the routes and reached destinations where they had to trade.

Common language relations. Common language relations among Africans also led to the development of trade. When people from different places interacted and observed that they used common language they had developed an interest to participate in an exchange of commodities between them in such a way that they build good relations and thus facilitate in the development of trade.

In general trade was facilitated by many factors that finally led to interaction with people from outside Africa like Europeans and Asians. But all in all the impacts of trade among

Extract 9.2: is a sample of a relevant response in question 9.

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2.10 Question 10: Essay

This question was derived from the topic of *Sources and Importance of History*. It required the students to explain six importance of using oral tradition as a source of history. It was attempted by 283,951 (49.8%) of the students. In this question, majority of students (238,170 equal to 83.9%) scored marks ranging from 0 to 4 marks out of which 131,824 students (46.4%) scored 0. A total of 40,678 (14.3%) scored marks ranging from 4.5 to 9.5 and 5,103 students (1.8%) scored from 10 to 15 marks. Generally, the students' performance in this question was weak as 45,781 students (16.1%) were able to score marks ranging from 4.5 to 15 marks. Figure 10.1 shows the performance of the students in the question.
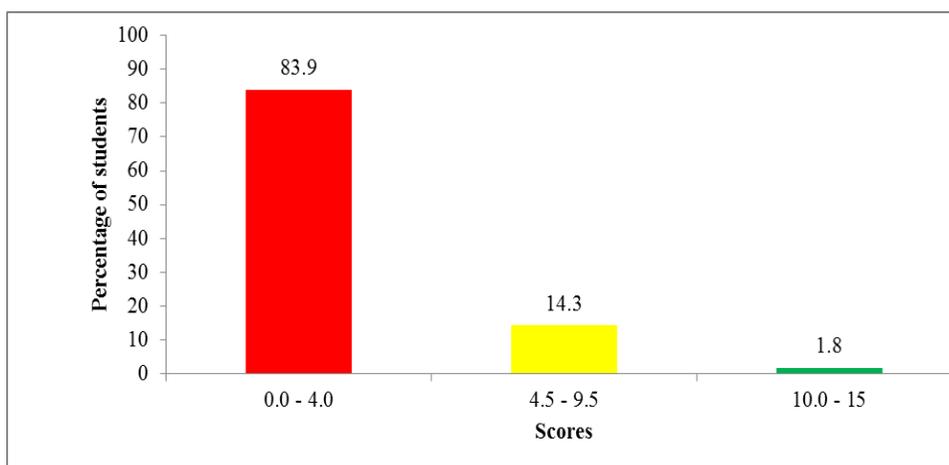

Figure 10.1: Performance of the Students in this Question

Students who scored from 0 to 4 marks in this category had some varied responses characterized by various strengths and weaknesses. Some students with limited understanding of the subject matter failed to meet the required number of points required in this question. Some students in this group did not provide suitable explanations and examples which corresponded with the demand of the question; others scored a mark only from the introductory part. Some explained the limitations of oral tradition whereas other students itemized the sources of historical information.

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Moreover, those who scored zero had variations. Some misinterpreted the question, some lacked knowledge on the subject matter and others failed to provide even one sentence/point due to language barrier. Extract 10.1 exemplifies irrelevant responses of one of the students in this category.

Extract 10.1: A sample of a poor response in question 10.

In question 10, the student explained the importance of historical sites instead of explaining the importance of using oral tradition as a source of history. Such a response portrays that the student misconceived the question.

The students who scored from 4.5 to 9.5 marks provided points with less weight in terms of clarity, coherence and logic. Some of the answers had insufficient explanations and factual errors which disqualified their responses hence, their marks could not exceed 9.5. Even though most of them supplied the particular number of points needed, but, in general, their responses lacked vivid examples. Some of them failed to explain their points mostly due to language barrier and limited knowledge they had over the subject matter. Those who exceeded others by scoring relatively high marks in this group provided relatively correct responses with relatively accurate examples.

The students who scored from 10 to 15 marks explained the importance of using oral tradition as a source of history. Points like; *it is an accessible and a readily available source*, *it is easy to relate reality with the provided information*, *it is entertaining*, *it provides broad information*, *it is user friendly to both literate and illiterate people* and *it supplements and serves other historical sources of information*. The points of the students in this category were well explained accompanied with typical examples. Nevertheless, the accuracy of explanations and examples provided by the students on some points varied from one student to the other leading to variation in their scores (from 10 to 15 marks). Extract 10.2 is an example of good responses to this question.

10. Oral tradition is the process of passing historical information from one generation to another through the word of mouth or is the history which is handed down by the word of mouth. Oral tradition is one of the sources of history. Oral tradition involves riddles, proverbs, songs and stories. Usually the old generation transfers information to the new generation. Most of the people obtain historical information from their grand parents. The following are the importance of using oral tradition as a source of history.

  It is not costful. Oral tradition is not costful mostly it does not require payments since people of one generation (young) and the other generation (old) pass information to each other. Most of the elders who pass information to young generation they do not demand payment. Also oral tradition does not require expenses to buy things like books and pens inorder to write down the information.

  Oral tradition is not time consuming when compared to other sources of history. since speaking is too fast than writing so oral tradition is transferring information in a short period of time. oral tradition needs a very short time to be used when passing historical information from one generation to another.

  A person from young generation is able to ask question to a person of old generation. since oral tradition is a verbal interaction that when the information is transfered the people can see each other and ask each other different questions maybe if a certain point is not understoodable to a listener.

The information can be given out /transfered at any time. This is because the person having historical information in his/her mind always moves with it so it will be easy for people to get information at any time and any place they need to get the information. This is quite different from other sources like historical sites that a person has to travel to a specific area where the historical information are found.

Oral tradition is suitable to both educated and uneducated people. uneducated people do not know how to read so they can not obtain historical information from other sources or history like archives because the historical informations are preserved in writings. But because oral tradition uses words it will be easy for both educated and uneducated people to understand.

Oral tradition is enjoyable. Most of the people like stories and songs since oral tradition can transfer historical information through the word of mouth by stories and songs so the people now became interested on what others are storilizing. Especially children likes to stay with their grand parents so that they can enjoy listening stories from them.

Conclusively, also there are other sources of history which are historical sites, museums, Archives, Anthropology, Linguistic and Archaeology. All this sources give us information about past history.

Extract 10.2: Portrays an example of a good answer to this question.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The FTNA 2019 History examination had ten (10) questions that were set from eight (8) topics. The analysis of performance shows that students performed well in question 3 (94.5%) and question 1 (68.6%). Question 3 was a True and False type and question 1 was a multiple choice item. The items in those questions were derived from various topics.

The good performance in the stated topics was attributed to the fact that most of the students had adequate knowledge and clearly understood the requirement of the respective question. Moreover, most of them had English Language proficiency.

On the other hand, the students performed averagely in questions 2 and 7 whose performance were 41.3 percent and 33 percent respectively. The items in question 2 were derived from topics: *Development of Social and Political Systems Africa and the External World, and Development of Economic Activities and their Impact*. Question 7 was derived from *Africa and External World* topic.

The analysis also shows that, students performed poorly in questions: 4, 5, 6, 8, 9 and 10. Questions 5, 8 and 10 were set from the topics of *Africa and External World, Social-Economic Development and Production in Pre-colonial Africa;* and *Sources and Importance of History* respectively. The items for questions 4, 6 and 9 were derived from various topics. The summary of the students' performance by topics is attached in the appendix.

However, poor performance in the stated questions/topics was attributed to inadequate knowledge on the tested subject matter, failure to identify the demands of the question, lack of proficiency in English Language and failure to follow the given instructions to some question.

4.0 CONCLUSION

Generally, the performance in this assessment was average since **282,650 (49.65%)** students passed. Most of them had average and good performance in four (4) questions and weak performance in five (5) questions. However, most students had a relatively higher performance in objective questions than in subjective questions.

The good performance in some questions was mainly caused by students' adequate knowledge of the topics from which the questions were derived, good mastery of English Language and students' ability to understand the demands of the questions as well as expressing well when responding to the questions. However, inadequate knowledge of the subject matter, poor essay writing skills and language barrier hindered some students from scoring higher marks in some questions.

5.0 RECOMMENDATIONS

In order to improve the candidates' performance, it is recommended that:

(a) Students should be guided and encouraged to read various and relevant history materials (books, journals and pamphlets) in order to broaden their knowledge and skills.

(b) Teachers should guide the students on how to identify the tasks/requirements of the question(s).

(c) Students' English language skills should be improved by encouraging them to: communicate in English Language within and outside the school premises, participate in debate clubs, academic discussions and presentations. In so doing, they will enrich their vocabularies and grammar, which are essential and potential in the provision of clear and coherent responses.

(d) For the poorly done topics, teachers should use relevant teaching/learning materials and aids, valid references as well as taking into consideration the level of the learners' knowledge, skills and experiences.

(e) The concerned bodies should make follow-ups of the teaching and learning processes in schools so as to redress the challenges observed in this report.

(f) Internal assessment questions should be set in line with the syllabus and examination format so as to improve and consolidate students' writing and drawing skills as well as their comprehending and reasoning abilities.

(g) Improvement of learning and teaching processes in schools calls for the cooperation and unified efforts of the students, teachers, school heads, education quality assurers and other education stakeholders in redressing the weaknesses identified herein.

The Summary of the Students' Performance by Topics

S/N	Topic	Performance in Each Question		Remarks
		Question Number	% of the students who scored 30 marks and above	
1	*Social- Economic Development and Production in Pre-Colonial Africa, 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.*	3	94.5	Good
2	*Sources and Importance of History, Africa and The External World, Social-Economic Development and Production in Pre-Colonial Africa, Development of Social and Political Systems, Interactions Among the People of Africa, Industrial Capitalism, and Evolution of Man, Technology and Environment.*	1	68.6	Good
3	*Development of Social and Political Systems Africa and the External World, and Development*	2	41.3	Average

S/N	Topic	Performance in Each Question		Remarks
		Question Number	% of the students who scored 30 marks and above	
	of Economic Activities and their Impact.			
4	*Africa and the External World.*	7	33	Average
5	*Africa and the External World*	5	28.3	Poor
6	*Development of Economic Activities and their Impact, Social- Economic Development and Production in Pre-Colonial Africa, Africa and the External World na Industrial Capitalism*	9	25.1	Poor
7	*Evolution of Man, Technology and Environment, Sources and Importance of History, Development of Economic Activities and their Impact, and Social-Economic Development and Production in Pre-Colonial Africa*	4	21.1	Poor
8	*Social- Economic Development and Production in Pre-Colonial Africa*	8	18.1	Poor
9	*Sources and Importance of History*	10	16.1	Poor
10	*Development of Economic*	6	15.7	Poor

S/N	Topic	Performance in Each Question		Remarks
		Question Number	% of the students who scored 30 marks and above	
	Activities and their Impact, Development of Social and Political Systems Africa, Africa and the External World na *Industrial Capitalism*			