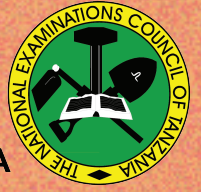




THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



# **STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2024**

**012 HISTORY**



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



**STUDENTS' ITEM RESPONSE ANALYSIS**  
**REPORT ON THE FORM TWO NATIONAL**  
**ASSESSMENT (FTNA) 2024**

**012 HISTORY**

*Published by:*  
The National Examinations Council of Tanzania,  
P.O. BOX 2624,  
Dar es Salaam, Tanzania.

© The National Examinations Council of Tanzania, 2025

All rights reserved.

## TABLE OF CONTENTS

FOREWORD .....	iv
1.0 INTRODUCTION .....	1
2.0 THE ANALYSIS OF THE STUDENTS' PERFORMANCE ON EACH QUESTION.....	2
2.1 SECTION A: OBJECTIVE QUESTIONS .....	2
2.1.1 Question 1: Multiple Choice Items .....	2
2.1.2 Question 2: Matching Items .....	14
2.2 SECTION B: SHORT ANSWER QUESTIONS.....	20
2.2.1 Question 3: Social Economic Development in Pre-colonial African Societies and Africa and External World.....	20
2.2.2 Question 4: Social-Economic Development in Pre-colonial African societies and Industrial capitalism .....	24
2.2.3 Question 5: Development of Economic of Economic Activities and their Impact. ....	27
2.2.4 Question 6: Africa and External World, Development of Social and Political Systems and Evolution of man, Technology and Environment. ...	32
2.2.5 Question 7: Development of social and political systems. ....	36
2.2.6 Question 8: Africa and External World. ....	43
2.2.7 Question 9: Industrial Capitalism. ....	48
2.3 SECTION C: ESSAY QUESTION .....	53
2.3.1 Question 10: Development of Social and Political systems. ....	53
3.0 THE ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC .....	59
4.0 CONCLUSION AND RECOMMENDATIONS.....	60
4.1 CONCLUSION.....	60
4.2 RECOMMENDATIONS.....	60
APPENDIX.....	62

## **FOREWORD**

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Students' Item Response Analysis (SIRA) report on Form Two National Assessment (FTNA) in History subject. The assessment was conducted in November 2024. This report aims to provide feedback to all educational stakeholders on the factors that contributed to either good, average or poor performance in the History subject.

The Form Two National Assessment aimed at measuring the extent to which the instructional objectives stipulated in the syllabus were met. Moreover, it intended to enable students to recognize their knowledge gaps and learning strategies that they may adapt in order to improve their performance before sitting for the Certificate of Secondary Education Examination (CSEE). Furthermore, the feedback emanating from this assessment will help teachers to adopt the best teaching methodologies and viable strategies during teaching and learning processes.

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

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

The Council expresses its appreciation to all those who contributed to the preparation of this report.



Dr. Said Ally Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report presents the analysis of students' performance in FTNA 2024 in History subject. The assessment was set in accordance with the 2021 assessment format and the 2010 History Syllabus.

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

The statistics indicated that 796,886 students sat for 2024 FTNA in History subject out of which 448,820 (56.37%) passed. This indicates that the performance was average. The number of students who sat for FTNA 2023 was 694,937 of which 351,992 (50.71%) passed. In comparison with year 2023, the assessment results of the students in 2024 has increased by 5.66 percent. The performance of the students by grades in 2024 FTNA is shown in Table 1.

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

<b>Grades</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Total</b>
<b>Male</b>	33,406	24,135	78,003	101,849	121,417	358,810
<b>Female</b>	20,922	15,813	60,979	113,713	225,917	437,344
<b>Total</b>	<b>54,328</b>	<b>39,948</b>	<b>138,982</b>	<b>215,562</b>	<b>347,334</b>	<b>796,154</b>

**Source:** NECTA Statistics Book, pg. 3, FTNA (2024)

The statistics given in Table 1 indicates that Grade F had the highest number of students 347,334 (43.58%). This shows that the number of the students who scored Grade F were almost twice of other grades combined.

The students' results in this assessment were categorized into five grades namely A, B, C, D and F. Each grade had a respective score interval and remarks as follows: Grade A had a score interval of 75 - 100 (Excellent);

Grade B had a score interval of 65 - 74 (Very good); Grade C had a score interval of 45 - 64 (Good); Grade D had a score interval of 30 - 44 (Satisfactory); and Grade F had a score interval of 0 - 29 (Fail).

The report analyses the requirements of each question and explains the nature of the responses given by the students with high, average and low marks. Moreover, the strengths and weaknesses of the students' responses have been demonstrated in this report. Thus, good and poor samples of students' responses have been presented. Moreover, the report provides the conclusion, recommendations and an appendix which shows the general trend of the students' performance topic-wise.

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

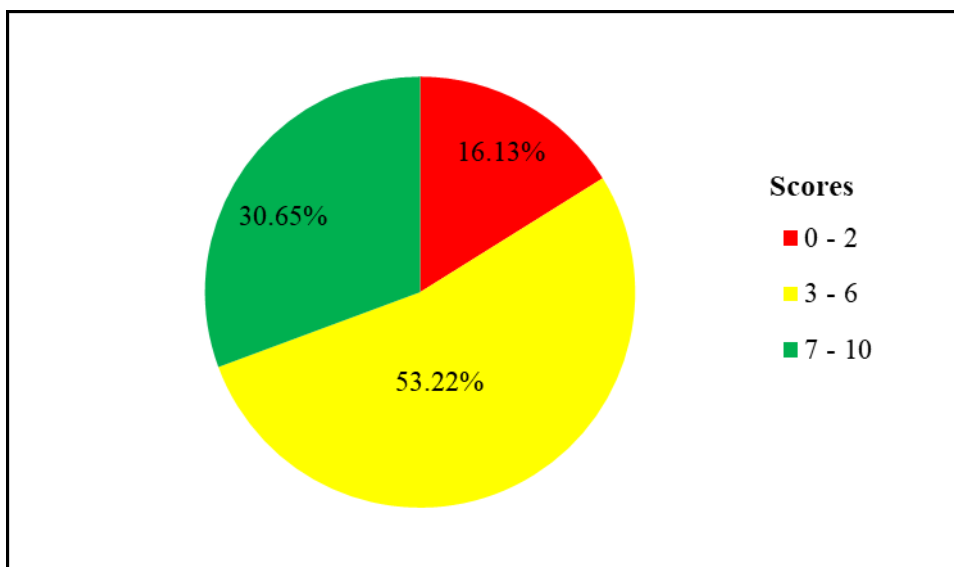
This part presents the analysis of the students' performance on each question. It also identifies the topics from which the questions were set. The analysis clearly describes the demands questions and the overall performance in each question. In addition, it presents the samples of the students' responses on each question and the contributing factors for either good, average or poor performance. Statistical data, Graphs and Tables are also presented to enhance clarity and understanding.

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

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

This question consisted of ten (10) Multiple Choice items, which were derived from the following topics: Sources and Importance of History; Evolution of man, Technology and Environment; Development of Economic Activities and their Impact; Development of Social and Political systems; Interactions Among the People of Africa; Social-Economic Development and Production in Pre-Colonial Africa; Africa and the External World; and Industrial Capitalism. Each correctly answered item carried 1 (one) mark, making a total of 10 marks in this question. The question required the students to choose the correct answer from the given alternatives and write its letter in the box provided.

The question was attempted by 796,886 (100%) students whereby 128,574 (16.13%) students scored from 0.0 to 2.0 marks, 424,080 (53.22%) scored from 3.0 to 6.0 marks and 244,231 (30.65%) scored from 7.0 to 10 marks. The general students' performance in this question was good since 668,311 (83.87%) students were able to score from 3.0 to 10 marks. Figure 1: presents the students' performance in question 1.



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

In item (i), students were required to identify the method used to determine the age of the skeleton, similar to that of the extinct dinosaur of a certain animal, assumed to have died in 9,000 years ago which was discovered by a certain farmer in Tanzania. The correct response was B, *Carbon 14*. It was opted for by the students who were conversant with the methods of fixing dates. These students were aware that scientists use chemicals such as carbon which is found in all living things. Hence, by using calculations based on the amount of carbon in an object, scientists can easily find out how old a fossil is.

On the other hand, some students chose the distractor A, *Timeline*. This was an incorrect response because *Timeline* is one of the methods used to show events in chronological order and not for determining age of animals' or plants' fossils. Such an incorrect response portrays that some students were



not aware of the distinction between the methods used to fix dates and methods used to present events in chronological order.

Similarly, some students who lacked knowledge on how dates are fixed in history opted for distractor C, *Anno Domino* which is a Latin phrase meaning *in the year of the Lord*. The term is used to refer a year after the birth of Jesus Christ. Deductively, this signifies that those students failed to differentiate between various historical terms and the methods that historians and scientists use to find out accurate ages of the discovered fossils.

Moreover, some students opted for distractor D, *Anthropological method*. Such students failed to differentiate the usefulness of various methods in collecting historical information. An anthropological method helps us to understand human behaviour and culture, and how they shape people's lives. Thus, in so doing, it widens our understanding of human diversity, evolution, and ways in which societies and cultures change over time.

In item (ii), students were required to choose the conclusion that befits the students' remarks that "they don't like history because it deals with past events which do not have any value". The item was set from the *topic: Sources and Importance of History*. The correct response was D, *They were not aware of the importance of History*. This was opted for by the students with adequate knowledge about the importance of learning history and its relevance to peoples' daily life.

However, some students opted for distractor A, *they did not like to remember the past*. This was an incorrect response and it was chosen by the students who mistakenly conceived history as a subject which deals only with remembering past events. This was a fallacy because History includes the study of past human activities that influence present and future human achievements.

On the other hand, other students chose distractor C, *They disliked Historical events*. This incorrect response was opted for by the students who were not conversant with the importance historical events to the society. Such students were supposed to understand that events in History

are important because they shape and influence the way societies develop and the way people interact.

In short, those students were supposed to bear in mind that studying events in history helps us to understand and appreciate cultural, social, and political differences that exist between different groups of people, hence it is not proper to dislike them because they are inevitable and part and parcel of life.

Some students incorrectly opted for distractor C, *They liked science subject*. These students mistakenly revealed their orientations towards science or arts subjects. These students had limited knowledge on the relevance of various subjects have to the people.

Item (iii) tasked students to identify the family from which man belonged. The question was set from the topic of *Evolution of Man, Technology and Environment*. The correct response was D, *Apes, gorillas and monkeys*. It was chosen by the students who had sufficient knowledge on the evolutionary theory, the stages it took and species that characterised a particular stage. These students were aware that the descent of man cannot be explained with the exclusion of other living organisms.

However, other students opted for distractors A, *Monkeys, Gorillas and Elephants*; B, *Elephants, Antelopes, and Crocodiles*; and C, *Chimpanzees, Zinjanthropus and Amphibians*. These were incorrect options because *Elephants, Antelopes, Crocodiles and Amphibians* are not members in the family from which man belonged. The general conclusion that can be drawn from such incorrect responses is that some students were not aware of the concept, stages, and names of species in each stage of evolution.

Item (iv) required students to choose correct statement that describes the way used by early human beings to obtain their food during the Early Stone Age. It was set from the topic: *Evolution of Man, Technology and Environment*. The correct response was C, *(ii) Human being ate the remains of prey-killed by carnivorous animal and (iv) Human beings gathered roots, eggs, fruits from the environment*.

It was chosen by the students who had adequate knowledge on how the early ancestors of man depended on the environment to obtain his food so as to sustain their life. Since man descended from the family of Primates and given the fact that he had rudimentary technology, gathering roots, fruits, birds' eggs, and eating carcasses were the only means of survival.

Other students who had limited knowledge on the means through which the ancestors of man obtained food during the early Stone Age chose distractors A, (iii) *Human being used iron tools to hunt or kill animals for food and (iv) Human beings gathered roots, fruits and eggs from the environment*; B, (ii) *Human beings ate the remains of prey killed by carnivorous animals* and (iii) *Human beings used iron tools to hunt or kill animals for food*. Those options were incorrect because of the inclusion of "iron tools".

During the Early Stone Age man had not yet discovered iron tools. The discovery of iron and its use came during the Iron Age and not during the Early Stone Age. What can be deduced from such incorrect responses is that some students were not aware of the periods and technological advancements that characterized each period.

Other students opted for distractor D, (i) *human beings domesticated animals and crops for food* and (ii) *Human beings ate the remains of prey killed by carnivorous animals*. This also was an incorrect option because human beings started domesticating animals and growing food crops during the Late Stone Age.

Item (v), the students were required to choose the correct option bearing the reason as to why shifting cultivation was regarded as harmful to the environment. The question was set from the topic: *Development of Economic Activities and their Impact*. The correct option was A, *It encouraged desertification*. It was opted for by the students who were aware of the types of the pre-colonial agricultural systems, their advantages and disadvantages, reasons for their adoption, names of societies which practised them and areas where they were practised.

However, other students opted for distractor B, *It allowed the land to regain fertility*. These students opted for the advantage instead of the disadvantage as the question demanded. This shows that those students were not aware of the distinction between the usefulness and harmfulness of shifting cultivation.

Other students chose distractor C, *It controlled spread of plant diseases and pests*. This response was not correct because the agricultural practice that controls the spread of plant diseases and pests is intercropping. The selection of this incorrect response reveals that some students were not aware of the importance of the agricultural practices that were undertaken by some societies in Africa during the pre-colonial period.

Similarly, some students opted for distractor D, *it discouraged desertification*. The students who opted for this distractor lacked knowledge on the effects of some agricultural practices. These students were supposed to understand that shifting cultivation accelerates desertification. Generally, negative impact of shifting cultivation includes: loss of soil fertility, uncontrolled risk of forest fires, and deforestation which culminates into desertification.

In item (vi), students were required to choose correct reason for the rise of Mali Empire. The question was set from the topic: *Development of Social and Political Systems*. The correct response was B, *Good leadership of Mansa Musa*. It was chosen by the students who had sufficient knowledge on the factors for the rise of states in Africa. These students were aware of the locations, names of the pre-colonial African kingdoms and their leaders, reasons for their rise and collapse.

In general, these students were aware that Mansa Musa developed cities like Timbuktu and Gao into important cultural centres, brought architects from the Middle East and across Africa to design new buildings for his cities, and turned Mali into a sophisticated centre of learning in the Islamic world. Moreover, he was able to accumulate wealth out of gold mining and collected tax and tributes from traders who crossed his empire and used that wealth to consolidate his empire.

Besides, other students opted for distractor A, *Good leadership of Kabaka*, these students were not conversant that Kabaka was the leader of Buganda Empire that was located in East Africa. These students were supposed to understand that *Kabaka* was the title of the ruler of Buganda (East Africa) and in no way was his good leadership a factor for the rise of Mali Empire. Worse still, those two kingdoms emerged at different timeframes. Mali empire was founded in 1230 by Sundiata Keita and started to decline in the second half of the 14<sup>th</sup> century approximately at the time during which Buganda kingdom was at its infancy.

In addition, some students chose distractor C, *Presence of golden stool*. The students who chose this incorrect option were not conversant with the factors that were important for particular kingdoms. Those students were supposed to bear in mind that the *Golden stool* symbolised power and authority of the king in Ashanti Empire and had nothing to do with Mali Empire.

Furthermore, some students chose distractor D, *Collapse of the Songhai Empire*. These students lacked knowledge pertaining to the rise and collapse of kingdoms in pre-colonial Africa. The *Collapse of the Songhai Empire* was not one of the factors that enabled the rise of Mali Empire. During the rise of Mali, Songhai empire had not existed, hence it is incorrect to regard the decline of Songhay empire as an integral factor for the rise of Mali Empire. Such an incorrect response indicates that some students were not aware of the durations, factors for the rise and fall, and locations of some pre-colonial African kingdoms.

In item (vii), students were required to choose correct statements bearing the factors for the occurrence of *Mfecane*. The question was set from the topic: *Interactions Among the People of Africa*. The correct response was B, *It was caused by the population increase and rise of the Shaka of the Zulu Kingdom*. The students who opted for the correct response had sufficient knowledge on the duration, reasons for the occurrence, effects, societies involved and their leaders.

These students were aware that one of prominent reasons for the occurrence of *Mfecane* was struggle to control land resource after population increase

which led to scarcity of land. In addition, the rise of Shaka of the Zulu Kingdom became a big threat as he was conquering weak neighbouring states. The weak states decided to migrate to avoid the invasion and conquests of Shaka, the result of which was Ngoni migration.

Furthermore, other students opted for distractors A (i) *it was caused by the arrival of the agents of colonialism*, and (ii) *it was caused by the population increase*. D, (iii) *It was caused by the rise of Shaka of the Zulu kingdom*, and (iv) *it was caused by the arrival of the Portuguese at the Cape*.

These students lacked the knowledge that it was neither the Portuguese nor the agents of colonialism's arrival that sparked off *Mfecane*. The choice of this incorrect option portrays that some students lacked knowledge on the durations (of some historical events spanning from the 15<sup>th</sup> century to 19<sup>th</sup> century) and the impact brought by the arrival of Portuguese and agents of colonialism in Africa. In short, these students were supposed to bear in mind that both of these events had nothing to do with the emergence of *Mfecane* during the 1820s and 1830s.

In item (viii), the students were required to choose the term that befits the mode of production characterized by a low level of science and technology as well as the collective ownership of the major means of production. The question was set from the topic: *Social-Economic Development in Pre-Colonial Africa*. The correct response was C, *Communalism*. It was opted for by the students who had enough knowledge on the origin, duration and characteristics of modes of production. Possession of enough knowledge enabled the students in this category to easily identify that the given characteristics such as presence of a low level of science and technology and the collective ownership of the major means of production are associated with *Communalism*.

Besides, some students opted for distractors A, *Feudalism* and D, *Capitalism* which constituted the elements of private ownership of the major means of production and better improvement of the productive forces. Other students opted for distractor B, *Mercantilism*. This was an incorrect response because it was an initial stage of capitalism with capitalistic elements such as acquisition of profit.

Item (ix) the question required students to identify the name of the wind that brought traders from Asia to East Africa during the pre-colonial period. The question was set from the topic: *Africa and the External World*. The correct response was C, *Monsoon*. It was opted for by the students who had enough knowledge on the factors, participants, duration, trading items and effects of early commercial contacts between East Africa and Asia. These students were aware that the traders (Indians, Persians, Phoenicians, Arabs, Malaysians, Burmese, Chinese and Lebanese) managed to travel to the coast of East Africa through the use of sea vessels and help of monsoon winds.

On the other hand, other students chose distractors, B, *Harmattan*. This was incorrect option because Harmattan refers to the cool-dry wind that blows from the northeast or east in the western Sahara which usually carries large amount of dust.

However, some students opted for distractor D, *Doldrums*. Doldrums are geographical bands around the earth near the equator where there is very little or no wind. Students who opted for it were not aware that when a sailing ship gets in such a place, it would get stuck there for days or weeks. Therefore, the choice of this option typifies that some students were not conversant with the operation of the early commercial contacts between East Africa and the Middle and Far East.

Likewise, some students opted for distractor A, *Ocean currents*. Ocean currents are the continuous, predictable, directional movement of sea water driven by gravity, wind, and water density. Ocean water moves in two directions: horizontally and vertically. Horizontal movements are referred to as currents while vertical changes are called upwelling's or downwellings. Thus, Ocean currents never facilitated the voyages of the traders during the Early commercial contacts between the people of East Africa and the people of the Middle and Far East.

Item (x) required students to choose the correct alternative bearing the reason for Sultan Seyyid Said's shifting his capital from Oman to Zanzibar in 1840. The question was set from the topic: *Africa and the External*

*World*. The correct response was B, *The climate of Zanzibar was good*. The students who chose the correct response had sufficient understanding of the Zanzibar's suitable climate and harbour as well as the historical events that were taking place in Zanzibar and in Oman during the 19<sup>th</sup> century. In a nutshell, these students were aware of Zanzibar's favourable climate, fertile soil, fresh waters, trade potentials and succession disputes Oman was engulfed in.

However, other students opted for distractor A, *Slave trade in Zanzibar angered him*. This response was opted for by the students who lacked knowledge on the core reasons that influenced the Sultan to shift his capital. Those students were supposed to understand that one of the factors that attracted him was the trade potentials such as slave trade that existed in East Africa and Zanzibar in particular.

In addition, some students chose distractor C, *Zanzibar's streams had salty water*; these students had insufficient understanding that fresh water was the reason for the shift. Lastly, some students chose distractor D, *Attacks from the Portuguese frightened him*. This was an incorrect response because the Portuguese left the region since 1700.

Generally, the students who performed well in this question exhibited adequate knowledge on the assessed topics. Extract 1.1 indicates the sample of student's correct responses to question 1.



1. For each of the items (i) – (x), choose the correct answer from the given alternatives and write its letter in the box provided.

(i) A certain farmer in central Tanzania discovered a skeleton similar to that of the extinct dinosaur assumed to have died in 9,000 years ago. Which method will you use to determine its age?

- A Time line                      B Carbon 14  
C Anno Domino                  D Anthropological method

B

(ii) “We don’t like History because it deals with the past events which do not have any value,” remarked some form one students. Which conclusion can you draw about those students?

- A They did not like to remember the past  
B They disliked Historical events  
C They liked science subjects  
D They were not aware of the importance of History

D

(iii) Human being came into existence together with other animals. Which one of the following consist of the family of Primates from which man belonged?

- A Monkeys, Gorillas and Elephants  
B Elephants, Antelopes and Crocodiles  
C Chimpanzees, Zinjanthropus and Amphibians  
D Apes, Gorillas and Monkeys

D

(iv) Which statements describe the way early human beings obtained their food during the Early Stone Age?

- (i) Human beings domesticated animals and crops for food  
(ii) Human beings ate the remains of prey killed by carnivorous animals  
(iii) Human being used iron tools to hunt or kill animals for food  
(iv) Human beings gathered roots, fruits and eggs from the environment  
A (iii) and (iv)                      B (ii) and (iii)  
C (ii) and (iv)                      D (i) and (ii)

C

(v) Shifting cultivation was the most common method of farming in pre-colonial Africa. Why was this method of farming regarded as harmful to the environment?

- A It encouraged desertification  
B It allowed the land to regain fertility  
C It controlled spread of plant diseases and pests  
D It discouraged desertification

A

**Extract 1.1:** A part of a student’s correct responses to question 1

Also, there were some students who scored zero (0) in this question. They scored zero because they lacked knowledge on the tested subject matter. Extract 1.2 indicates the sample of a student's poor responses to question 1.

1.	For each of the items (i) – (x), choose the correct answer from the given alternatives and write its letter in the box provided.	
(i)	A certain farmer in central Tanzania discovered a skeleton similar to that of the extinct dinosaur assumed to have died in 9,000 years ago. Which method will you use to determine its age? A Time line                      B Carbon 14 C Anno Domino                  D Anthropological method	<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">D</div>
(ii)	“We don’t like History because it deals with the past events which do not have any value,” remarked some form one students. Which conclusion can you draw about those students? A They did not like to remember the past B They disliked Historical events C They liked science subjects D They were not aware of the importance of History	<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">C</div>
(iii)	Human being came into existence together with other animals. Which one of the following consist of the family of Primates from which man belonged? A Monkeys, Gorillas and Elephants B Elephants, Antelopes and Crocodiles C Chimpanzees, Zinjanthropus and Amphibians D Apes, Gorillas and Monkeys	<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">A</div>
(iv)	Which statements describe the way early human beings obtained their food during the Early Stone Age? (i) Human beings domesticated animals and crops for food (ii) Human beings ate the remains of prey killed by carnivorous animals (iii) Human being used iron tools to hunt or kill animals for food (iv) Human beings gathered roots, fruits and eggs from the environment A (iii) and (iv)                      B (ii) and (iii) C (ii) and (iv)                      D (i) and (ii)	<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">D</div>
(v)	Shifting cultivation was the most common method of farming in pre-colonial Africa. Why was this method of farming regarded as harmful to the environment? A It encouraged desertification B It allowed the land to regain fertility C It controlled spread of plant diseases and pests D It discouraged desertification	<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">B</div>

**Extract 1.2:** A part of student's irrelevant responses to question 1

Extract 1.2 indicates that the student lacked knowledge on the methods of fixing dates in History, importance of History, stages of evolution and the resulting species, and the disadvantages of shifting cultivation.

### 2.1.2 Question 2: Matching Items

The question consisted of five items from the topic: Evolution of Man, Technology and Environment. Each correct response on an item carried 1 mark, making a total of 5 marks allotted to this question. The question required the students to match the items in List A with corresponding items from List B by writing the correct response in the table provided. The objective of the questions was to assess the understanding of students on the concepts, stages of evolution and the means through which man obtained his food. Question 2 stated:

2. Match the descriptions associated with the evolution of human beings in **List A** with the correct terms in **List B** by writing the letter of the correct response below the corresponding item number in the table provided.

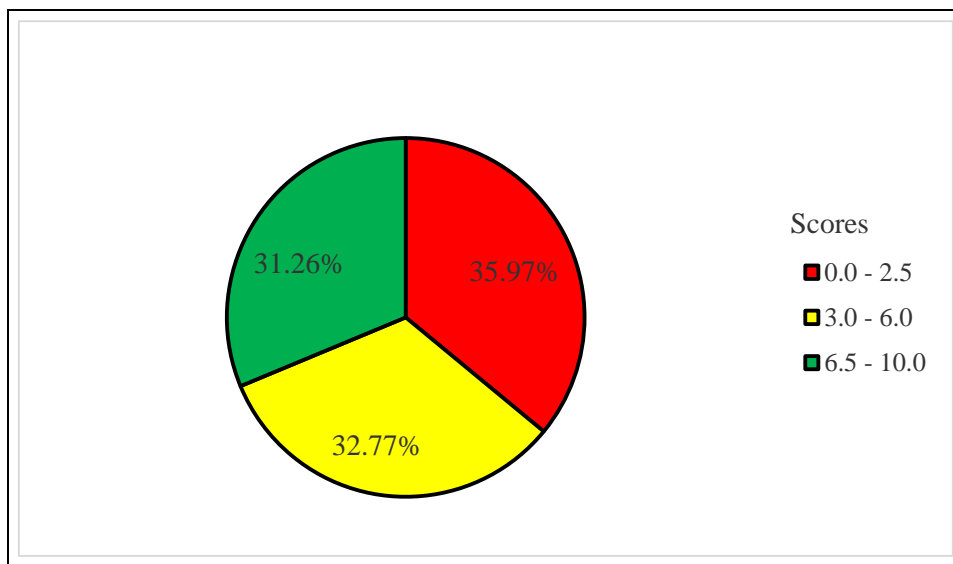
List A	List B
(i) The situation in which adaptations enable organisms to survive and reproduce.	A Evolution theory B Bipedalism
(ii) Explains the origin of human being by describing the changes that our ancestors underwent to become modern human beings.	C Creation theory D Agriculture
(iii) The kind of movement of early human beings by using two legs.	E Carbon 14 F Scavenging
(iv) The way through which early human beings obtained food during the Early Stone Age.	G Primates H Survival for the fittest
(v) Asserts that God created a man and a woman whose descendants dispersed to all parts of the earth.	

**Answers**

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

The question was attempted by 796,886 (100%) students whereby 286,679 (35.97%) scored from 0.0 to 1.0 marks among whom 136,858 (17.17%) scored zero. Marks ranging from 2.0 to 3.0 marks were scored by 261,104

(32.77%) and 249,103 (31.26%) scored from 4.0 to 5.0 marks. Figure 2 shows the students' scores on question 2.



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

Referring to Figure 2, more than one third of the students (286,679 equal to 35.97 per cent) scored 1 mark and below while the students who scored from 2 to 5 marks were 510,207 (64.03%). This indicates that the general performance of the students on this question was average.

In item (i) the students were required to match the situation which enables organisms to survive and reproduce. The correct response was H, *Survival for the fittest*. The students who responded correctly were aware that organisms that better adapt to their environment survive and successfully reproduce.

On the contrary, some of the students chose item A, *Evolution theory*. These students lacked knowledge on the concepts related to evolution. Another incorrect option was B, *Bipedalism*. The students who opted for this distractor failed to differentiate the terms pertaining to evolution. *Bipedalism* refers to the ability of an organism to work on two legs and it was one of the crucial changes in human evolution, involving changes in anatomical features such as the lengthening of lower limbs and restructuring of pelvis due to ecological, dietary and social changes.

In item (ii), the students were required to match the description: *Explains the origin of human being by describing the changes that our ancestors underwent to become modern man* from List A with a relevant historical term from List B. The correct response was A, *Evolution theory*. The students who responded correctly had sufficient knowledge on the different theories that try to explain about the origin of man. Such students were aware that before being a modern man, the ancestors of man had to pass through different evolutionary stages each proceeding stage being better than the former.

Other students matched incorrectly item (ii) with item C, *Creation theory*. The students misconceived these theories on the origin of man. Failure to choose the correct response might be attributed to the students' limited knowledge on the evolution of man. These students were supposed to bear in mind that creation theory was an incorrect response because it explains the origins of humans as an act of creation by God.

Item (iii) required the students to match the kind of movement of early human being by using two legs with an appropriate term. The correct item was B, *Bipedalism*. The students who provided the correct response had adequate knowledge on the crucial changes in stages of human evolution. Man was a quadrupedal creature later he developed and started to walk on two limbs (bipedalism). Therefore, these students were aware that the transition from quadrupedal to bipedal locomotion was one of the most important innovations in human evolution for it made it easier to see over tall grass. In addition, the arms were free to be used for defence, making tools and hunting.

However, other students responded to this item by choosing item A, *Evolution theory*. These students lacked sufficient knowledge on the crucial changes that characterized the human evolution, thus failed to differentiate between the crucial changes in the evolutionary process and the theories of evolution propounding the origin of man.

Similarly, some students opted for an incorrect response G, *Primates*. Such students failed to differentiate various concepts or terms pertaining to human evolution. *Bipedalism* was a major advancement in the human evolution for it enabled humans to move rapidly and efficiently on the ground while avoiding predators, and *Primates* was the family from which humans and other creatures such as gorillas and apes belonged.

In item (iv), the students were required to match the way through which early human beings obtained food during the Early Stone Age with a respective term. The correct item was F, *Scavenging*. Students who opted for it understood that during the Early Stone Age, humans had very low ability in controlling their environment and therefore, they depended on nature for their livelihood through hunting and gathering (fruits from forest, roots, birds' eggs, carcasses) as their main activities. The simple and crude stone tools they made during this period helped them in killing, skinning, cutting animal fresh, digging up roots and for self-defence.

However, other students chose the incorrect option D, *Agriculture*. These students were not aware that agriculture as the method of obtaining food emerged during the Late Stone Age and not during the Early Stone Age. The students' choice of this incorrect option indicates that they lacked knowledge on the inventions and discoveries achieved by humans across different historical periods.

Item (v) required the students to match the description: *God created a man and a woman whose descendants dispersed to all parts of the world*. The correct item was C, *Creation theory*. It was opted for by the students who were aware of the theories that try to explain the origin of humans. In fact, these students were aware that in creation theory, God created the first people and those people reproduced and their descendants dispersed to all parts of the earth. Therefore, all people in the world came from those first parents who were created by God.

Besides, other students opted for incorrect item A, *Evolution theory*. These students failed to differentiate between the creation theory and evolution theory. Evolution theory was advanced by the British scientist Charles Darwin who argued that the plants and animals (humans included) that exist today evolved from simple living cells through the process that occurred in many stages and took millions. Thus, such description does not fit in the assertion *God created a man and a woman whose descendants dispersed to all parts of the world*.

Meanwhile, some students opted for incorrect item G, *Primates*. These students were not aware of the concepts nor the theories pertaining to the origin of humans. Those students were supposed to understand that

Primates is a taxonomical order that includes a diversified group of animals such as monkeys, apes, gorillas and humans.

Generally, the performance in this question was average as many (510,207 equal to 64.03 per cent) students were able to score from 2 to 5 marks. Of the 510,207 only 249,103 (31.26%) students performed well in this question by scoring marks ranging from 4 to 5 marks allotted to this question. In general, the students in this category portrayed adequate knowledge on the topic: *Evolution of man Technology and Environment*. Extract 2.1: indicates a sample of correct response to question 2.

2. Match the descriptions associated with the evolution of human beings in **List A** with the correct terms in **List B** by writing the letter of the correct response below the corresponding item number in the table provided.

List A	List B
(i) The situation in which adaptations enable organisms to survive and reproduce.	A Evolution theory B Bipedalism
(ii) Explains the origin of human being by describing the changes that our ancestors underwent to become modern human beings.	C Creation theory D Agriculture
(iii) The kind of movement of early human beings by using two legs.	E Carbon 14 F Scavenging
(iv) The way through which early human beings obtained food during the Early Stone Age.	G Primates H Survival for the fittest
(v) Asserts that God created a man and a woman whose descendants dispersed to all parts of the earth.	

**Answers**

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

**Extract 2.1:** A sample of correct response to question 2

On the other hand, some students scored zero. These students lacked knowledge on the assessed subject matter. Extract 2.2: indicates the sample of a student's poor performance in question 2.

2. Match the descriptions associated with the evolution of human beings in **List A** with the correct terms in **List B** by writing the letter of the correct response below the corresponding item number in the table provided.

List A		List B	
(i)	The situation in which adaptations enable organisms to survive and reproduce.	A	Evolution theory
(ii)	Explains the origin of human being by describing the changes that our ancestors underwent to become modern human beings.	B	Bipedalism
(iii)	The kind of movement of early human beings by using two legs.	C	Creation theory
(iv)	The way through which early human beings obtained food during the Early Stone Age.	D	Agriculture
(v)	Asserts that God created a man and a woman whose descendants dispersed to all parts of the earth.	E	Carbon 14
		F	Scavenging
		G	Primates
		H	Survival for the fittest

**Answers**

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	B	F	H	G	A

**Extract 2.2:** A sample of students' poor performance to question 2

Extract 2.2 indicates that the student opted for distractors B, F, H, G, and A. These were incorrect responses because they did not correspond with the item. For example, in item (iv), the student wrongly opted for G, Primates, as the way through which early human beings obtained food during the Early Stone Age. The correct response was F, Scavenging. Generally, the student lacked knowledge on the concepts, stages of evolution and the means through which man obtained his food.

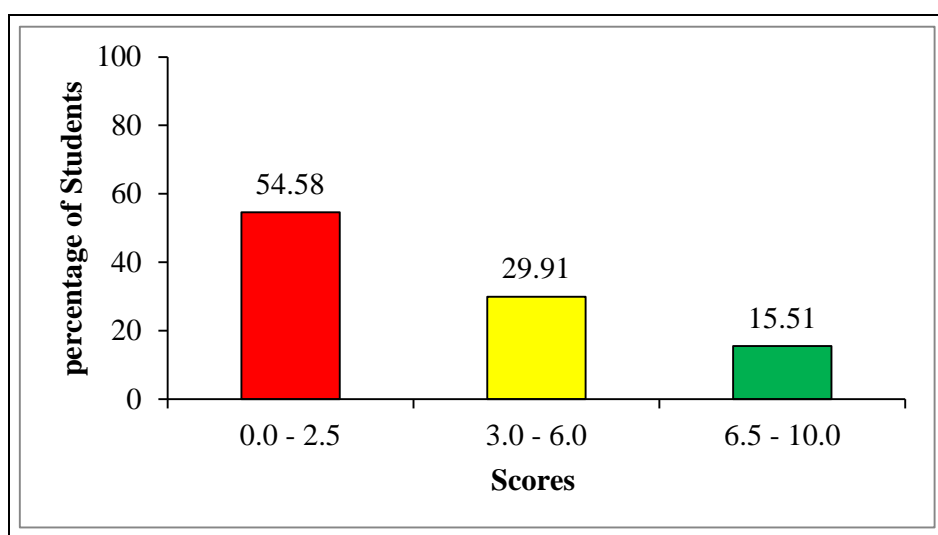


## 2.2 SECTION B: SHORT ANSWER QUESTIONS

### 2.2.1 Question 3: Social Economic Development in Pre-colonial African Societies and Africa and External World.

The question consisted of five items which were set from the topics: *Social-Economic Development and Production in Pre-colonial African Societies* and *Africa and the External World*. The objective of this question was to assess the students' competency in explaining correctly the given historical terms. The students were required to provide brief explanations on the given historical terms which were: *Feudalism, Slave, Communalism, Boer trek, and Landlord*.

The question was attempted by 796,886 (100%) students out of whom 434,962 (54.58%) scored from 0.0 to 2.5 marks, 238,336 (29.91%) from 3.0 to 6.0 marks and 123,588 (15.51%) from 6.5 to 10 marks. Figure 3 portrays the students' scores in question 3.



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

Figure 3 denotes that one third of the students (45.42%) scored from 3.0 to 10.0 marks. Thus, the general performance of the students in this question was average.

Further analysis of data indicates that of the 434,962 (54.58%) students who scored from 0.0 to 2.5 marks, 143,695 (18.03%) scored zero. The students who scored zero either lacked knowledge of the subject matter or

failed to understand the demand of the question. Majority of the students in this question were not aware of the concepts related to the modes of production that existed in Africa during the pre-colonial period, classes in each mode of production, and the movement of the Boers from the Cape to the interior of South Africa.

For example, some students regarded *Feudalism* in item (i) as the titles of some African kings, one of the ways through which slaves were obtained, one of the methods of making salt, one of the trade items, one of the reasons that sparked off Boer trek. Also, *Slave* in item (ii) was regarded as one of the modes of production, a person who involved in the long distance trade or a thief who used to steal things from his/her neighbours. To a great extent, majority of the students' responses in this category lacked clarity and coherence. Some of the sentences were incomprehensible due to their poor English language proficiency. Extract 3.1 exhibits such a case.

3. Briefly, explain the following terms:

(i) Feudalism

Sign of capitalism development which dealt with  
trade out of Europe that trade owned  
big capital.

(ii) Slave

the business of buying and selling people as  
some commodities like sugarcane and  
tobacco.

(iii) Communalism

the mode of production of owning slaves  
for production. The slave masters were  
the bosses of others.

(iv) Boer trek

The war between south African  
people struggling to control land.

(v) Landlord

The rent payed to land masters  
in Buganda Empire before the  
colonialism.

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

Extract 3.1 exemplifies a part of responses from the student who attempted incorrectly in this question. The general weakness indicated in this extract is that the student lacked knowledge on the concepts, types of modes of production and the effects associated with the competition to control the Cape of South Africa between the British and the Dutch. For example, Boer trek is not the term that refers to the war between south African people struggling to control land but it was a term that refers to the migration by Boer families from the Cape to the interior of South Africa in order to escape from the British rule.

However, a total of 123,588 (15.51%) students performed well in this question by scoring marks ranging from 6.5 to 10. Those students demonstrated an adequate knowledge on the concepts in question. They exhibited competency on the concepts, types of the modes of production and the effects associated with the competition, to control the Cape of South Africa, between the British and the Dutch as illustrated in Extract 3:2.

3. Briefly, explain the following terms:

(i) Feudalism  
This was the third mode of production but second exploitative mode after slavery. It was based on land which was a major means of production.

(ii) Slave  
Slave refers to a person who is owned and controlled by another person for a certain purpose.

(iii) Communalism  
Communalism refers to the first mode of production but non-exploitative mode whereby the major means of production is owned by whole community.

(iv) Boer trek  
Boer trek refers to the mass movement of boers from the Cape to the North and North-Eastern part of South Africa.

(v) Landlord  
Landlord is a person who owns land and a tenant or or serfs work on that land with a payment of their agreement.

**Extract 3.2:** A sample of students' good performance to question 3

Extract 3.2 portrays good responses from the student who was aware of the assessed concepts. The student correctly explained the given historical terms. Such responses reveal that some students were aware of the concepts, characteristics of the modes of production in pre-colonial Africa as well as the effects brought by the competition of the European powers (Britain and Holland) to control the Cape of South Africa. attempted incorrectly in this question.

### 2.2.2 Question 4: Social-Economic Development in Pre-colonial African societies and Industrial capitalism

The question was set from the topics: Social-Economic Development in Pre-colonial African Societies and Industrial Capitalism, it consisted of five historical phenomena. The objective of the question was to assess student's ability to comprehend correctly the chronological order of events related to the modes of production. Students were required to arrange the events chronologically by writing the Roman numbers in the space provided. The historical statements to be re-arranged in chronological order were as follows:

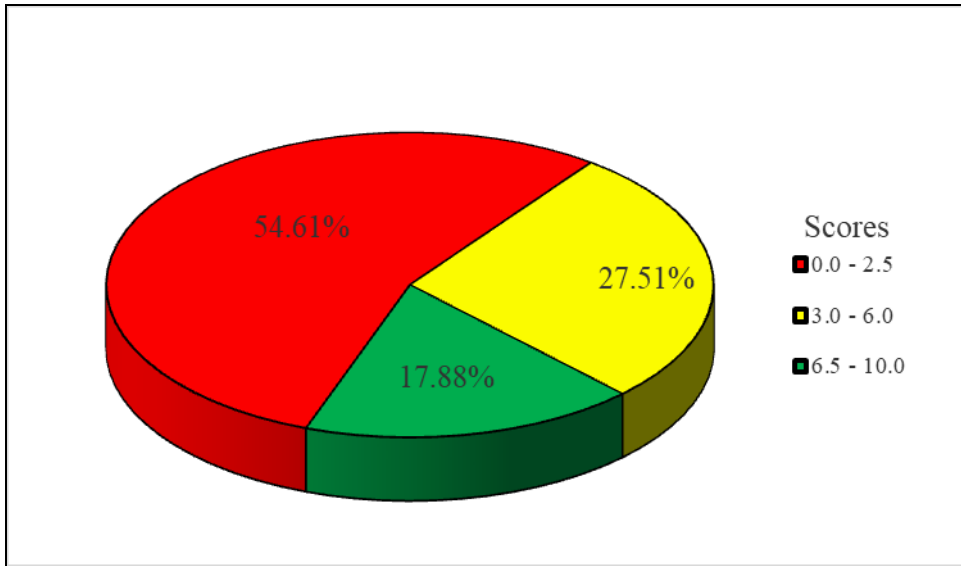
4. Arrange the following Historical events in a chronological order by writing their roman numbers below the corresponding item position in the table provided.
- (i) The most important feature in this mode of production was that human beings were treated as a personal property.
  - (ii) Monopoly capitalism was another phase in the development of capitalism which started in the second half of the 19<sup>th</sup> century.
  - (iii) Slavery was the first exploitative mode of production which emerged after the collapse of communalism.
  - (iv) Feudalism was the mode of production in which land was the major means of production.
  - (v) Merchant capitalism emerged after the decline of feudalism in Europe.

**Answers**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>

The question was attempted by 796886 (100%) students. A total of 435,154 (54.61%) students scored from 0.0 to 2.0 marks among whom 216,324 (27.15%) scored zero (0). Marks ranging from 3.0 to 6.0 were scored by 219,197 (27.51%), and 142,535 (17.88%) scored from 7 to 10 marks. Thus,

the performance of students in this question was average since 361,732 (45.39%) students scored from 3.0 to 10.0 marks. Figure 4 indicates the students' scores on question 4.



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

The students with adequate knowledge on the modes of production and the stages of the growth of capitalism, were able to re-arrange the statements correctly. Such students exhibited adequate understanding of features, phases and duration of the modes of production as well as the stages through which capitalism passed through. Extract 4.1 shows a sample of correct responses to question 4.

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

- (i) The most important feature in this mode of production was that human beings were treated as a personal property.
- (ii) Monopoly capitalism was another phase in the development of capitalism which started in the second half of the 19<sup>th</sup> century.
- (iii) Slavery was the first exploitative mode of production which emerged after the collapse of communalism.
- (iv) Feudalism was the mode of production in which land was the major means of production.
- (v) Merchant capitalism emerged after the decline of feudalism in Europe.

**Answers**

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

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

However, some students failed to re-arrange the jumbled historical sentences chronologically due to their limited knowledge on the modes of production, duration as well as the stages of the growth of capitalism. Extract 4.2 presents a sample of incorrect responses to question 4.

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

- (i) The most important feature in this mode of production was that human beings were treated as a personal property.
- (ii) Monopoly capitalism was another phase in the development of capitalism which started in the second half of the 19<sup>th</sup> century.
- (iii) Slavery was the first exploitative mode of production which emerged after the collapse of communalism.
- (iv) Feudalism was the mode of production in which land was the major means of production.
- (v) Merchant capitalism emerged after the decline of feudalism in Europe.

**Answers**

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

**Extract 4:2:** A sample of an incorrect response to question 4

Extract 4.2 portrays incorrect responses from the student who was not aware of the origin, features and duration of slavery and feudalism as well as the stages of the growth of capitalism. The responses (ii), (v), (i), (iii) and (iv) bearing item position 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>, respectively were incorrect. For example, monopoly capitalism in item (ii) did not emerge before slavery in item (iii).

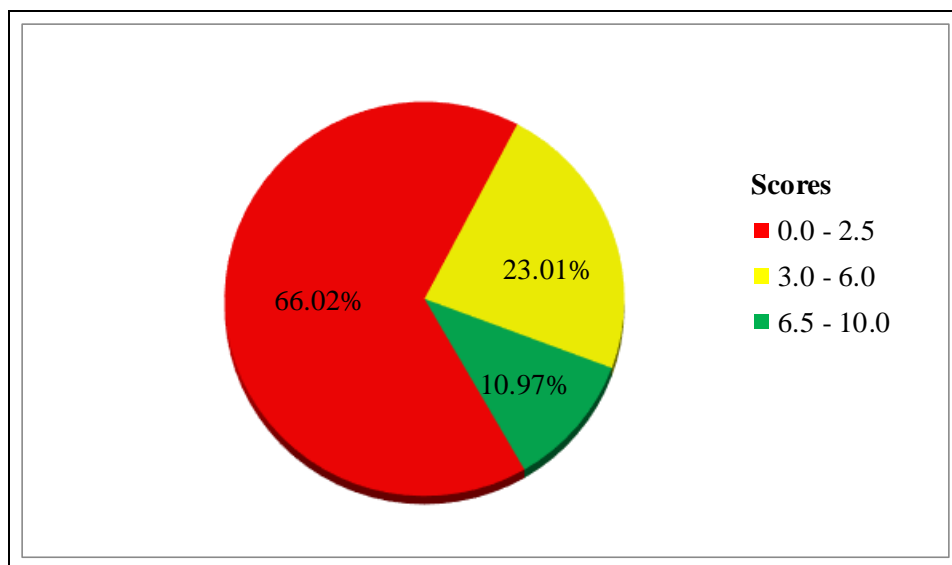
### 2.2.3 Question 5: Development of Economic of Economic Activities and their Impact

The question required the students to provide brief explanations on the five items given. It was set from the topic: *Development of Economic Activities and their Impact*. The objectives of this question was to assess students' knowledge on the concepts, importance, uses and reasons for pre-colonial Africans to carry out of various economic activities.

The question was attempted by 796,886 (100%) whereby 526,088 (66.02%) scored from 0.0 to 2.5 marks among whom 297,468 (37.33%) scored zero (0). Marks ranging from 3.0 to 6.0 marks were scored by 183,395 (23.01%)



and 87,403 (10.97%) scored from 6.5 to 10 marks. Figure 5 shows the students' scores on question 5.



**Figure 5:** *The performance of the students on question 5*

Figure 5 denotes that, closest to two third (66.02%) of the students scored from 0.0 to 2.5 marks out of whom the majority (37.33%) scored zero. Moreover, Figure 5 indicates that the percentage of the students who scored from 3.0 to 10.0 marks is 33.98 percent. This percent reflects that the general performance of the students in this question was average.

The analysis indicates that the students who scored zero (37.33%) had some weaknesses. The major weaknesses noted were lack of knowledge on the tested subject matter and failure to identify the demand of the question. For example, in item (iii) which required the students to explain the means through which the people along the coast of East Africa used to make salt, some students gave irrelevant responses. Some explained the areas where salt was obtained and some explained uses of salt. Moreover, some explained the role of salt influencing the development of trade during the pre-colonial period.

Furthermore, some students explained how salt was extracted by burning reeds to get ashes and how ashes were dissolved in water, filtered and boiled to evaporate. This method was incorrect because it was practised by

the Mang'anja people who lived along the shores of Lake Nyasa not along the coast of East Africa.

Similarly, on item (v) which demanded the reason for the decline of *Trans-Saharan* trade, some students responded by explaining the positive effects of Trans-Saharan trade such as: *growth of towns, rise of states, and introduction of formal education*. Extract 5.1 presents a sample response from a student who responded poorly to this question.

(ii) Explain two uses of salt during the pre-colonial period.

- To make tools for war
- used to clear bushes
- to make utensils.

(iii) How did the people along the coast of East Africa make salt?

- Used to keep lead body fresh
- used as trade goods
- It was used in food.

(v) Why did Trans-Saharan trade decline?

- The need of domestic goods
- Presence of goods from west Africa
- Security to the traders
- Presence of means of transport

**Extract 5:1:** A sample of incorrect response to question 5

Extract 5.1 exhibits poor responses from the student who was not aware of the assessed subject matter. For example, in item (i) the student provided the importance of iron technology instead of the uses of salt. In item (ii) the student explained the uses of salt during pre-colonial Africa instead of explaining the means through which the people along the coast of East

Africa used to make salt. In addition, in item (v) the student explained the reasons for the growth of trans-Saharan trade instead of the reasons for its decline. In general, the student was not conversant with the benefits the pre-colonial Africans accrued from the economic activities they were engaging in as well as the means through which they carried out those activities as well as the challenges they encountered which ultimately led to the decline of some economic activities.

The data analysis shows that 183,395 (23.01%) students performed averagely on this question. Most of these students were able to provide correct responses to few items while some attempted few items and left the rest unattempted. This category comprises the students who had moderate knowledge of the assessed subject matter.

However, few students (87,403 equal to 10.97%) performed well on this question. They were able to provide correct responses in all items in this question. The students in this category correctly explained the required reasons according to the demands of each item. Good performance in this category indicates that the students had adequate knowledge of the subject matter and also they were able to identify the demand of the question accordingly. For example, item (v) which required the students to explain the reasons for the decline of Trans-Saharan trade, the students in this category provided relevant responses by explaining how the decrease of trade commodities, insecurity, abolition of slave trade, harsh climatic conditions, colonization of Africa facilitated the collapse of Trans-Saharan trade. Extract 5:2: Presents student's correct response to question 5.

5. Briefly, answer each of the following questions:

(i) Explain two benefits that pastoralists got from their livestock during the pre-colonial period.

i) The livestock were used as a source of food for example meat and milk.

ii) It was used as a medium of exchange.

(ii) Explain two uses of salt during the pre-colonial period.

i) Salt was used as a source of medium of exchange with different goods example salt with beans.

ii) It was used in body mummification of the dead bodies, this was practiced mainly in Egypt.

(iii) How did the people along the coast of East Africa make salt?

The people along the coast of East Africa made salt through trapping salt water and boiling it to obtain the salt crystals also they used the method of hanging salt water to the sun when the water evaporates and salt remains.

(iv) Why camels became the major means of transport across the Sahara during the Trans-Saharan trade?

Camels became the major means of transport across the Sahara during the trans-Saharan trade because camels were able to sustain the desert life, carry luggage at a long distance without seeking water.

(v) Why did Trans-Saharan trade decline?

The trans-Saharan trade declined because of the emergence of the trans-atlantic slave trade and the attack from the Tuaregs who attacked the traders in the desert thus creating fear to traders.

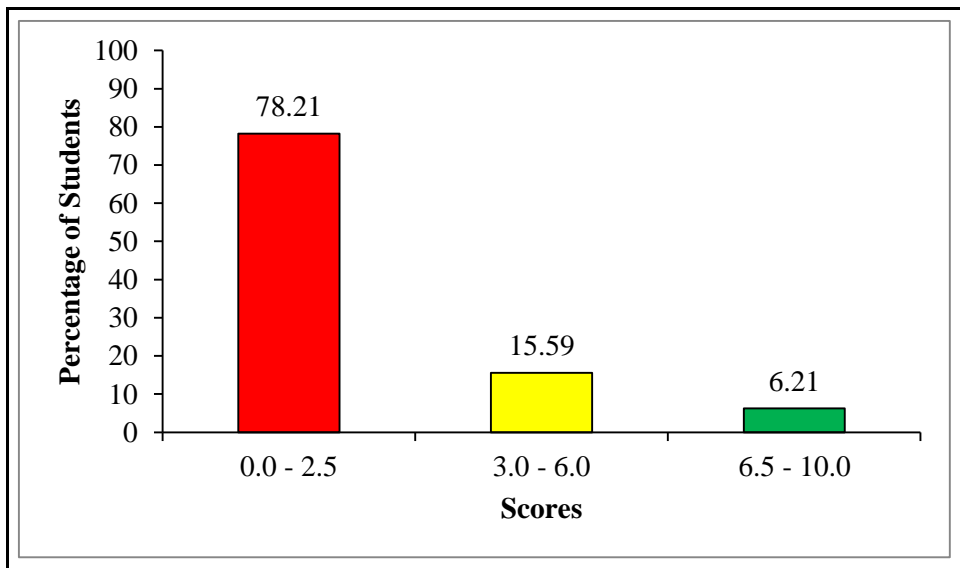
**Extract 5:2:** A sample of correct response to question 5

#### **2.2.4 Question 6: Africa and External World, Development of Social and Political Systems and Evolution of man, Technology and Environment**

The question was constructed from three topics: *Africa and the External World*; *Development of Social and Political Systems*; and *Evolution of man, Technology and Environment*. The objective of the question was to assess students' knowledge on the roles or contributions of the given individuals in construction of world history. The question required students to differentiate these individuals in terms of the roles they played in the historical timeframe ranging from the 13<sup>th</sup> century to the 20<sup>th</sup> century. These individuals were as follows:

- (i) *Christopher Columbus and Richard Turnbull*
- (ii) *Vasco Da Gamma and Karl Peters*
- (iii) *Mansa Kankan Mussa and Askia Mohammed*
- (iv) *Zwangendaba and Shaka*

The question was attempted by 796,886 (100%) students. A total of 623,214 (78.21%) students scored from 0.0 to 2.5 marks of whom the majority 437,225 (54.87%) scored zero (0). Marks ranging from 3.0 to 6.0 marks were scored by 124,215 (15.59%) while marks ranging from 6.5 to 10 marks were scored by 49,457 (6.21%). The students' performance on this question was poor since only 173,672 (21.90%) scored marks ranging from 3.0 to 10. This is one of the most poorly performed question in this Assessment as shown in Figure 6.



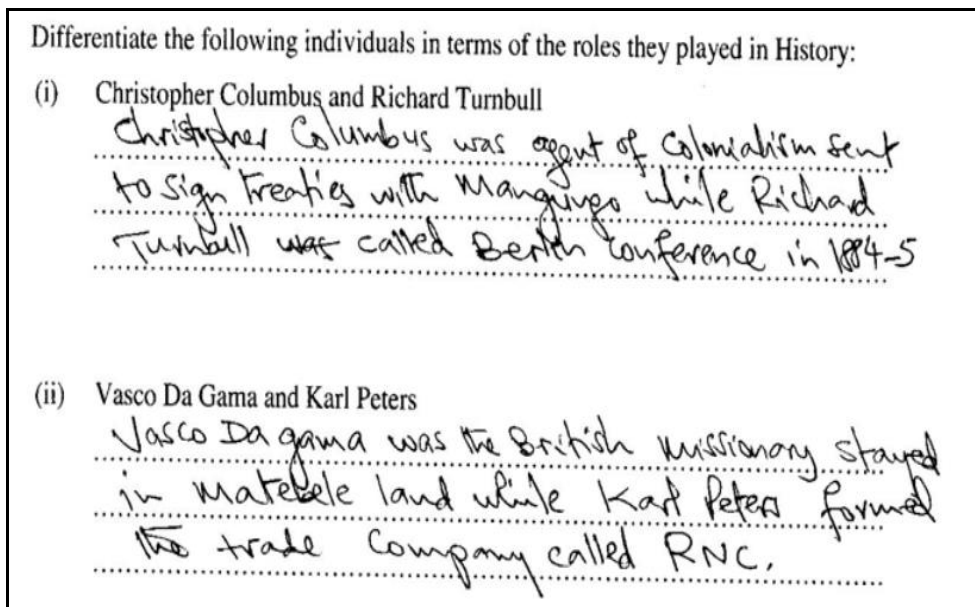
**Figure 6:** *Distribution of the students' scores on question 6*

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

Majority of the students who scored zero failed to differentiate the individuals basing on the roles they played due to either lack of knowledge or failure to identify the demand of the question. For example, item (ii) which required them to differentiate the roles played by Vasco da Gama and Karl Peters. Majority of their responses regarded the roles of individuals of the given names as either individuals who participated in the abolition of slave trade, leaders of the Boer trek, caravan organizers, and kings who founded kingdoms in pre-colonial Africa. In similar vein, in item (iv), Zwangendaba and Shaka were considered as famous persons who participated in Trans-Saharan trade, agents of colonialism, founders of Western Sudanic states, persons who propounded the evolution theory.

In general, the responses provided were not related to the demands of the items. This indicates that some students were not familiar with the historical events that took place in Africa from the 15<sup>th</sup> to the 20<sup>th</sup> centuries. In essence, students' provision of such unrelated responses to the demand of the question signifies that they were not conversant with the assessed

subject matter. For example, some students in this category presented Christopher Columbus as the first European sailor to go round the Cape of Good Hope in South Africa in 1498 instead of Vasco da Gama. Extract 6:1: presents a part of the student's poor response to question 6.



**Extract 6:1:** A part of a student's incorrect response to question 5.

Extract 6.1 portrays poor responses from the student who was not aware of the historical events the given individuals were involved in during a period spanning from the 15<sup>th</sup> century to 20<sup>th</sup> century. The student incorrectly regarded Christopher Columbus as the agents of colonialism who signed treaties with Mangungo of Msovero while Vasco da Gama was considered as a British missionary who stayed in Matabele land.

All the explanations on the given individuals were incorrect because Christopher Columbus was so active during the 15<sup>th</sup> century while the issues pertaining to agents of colonialism emerged during the 19<sup>th</sup> century. In similar vein, Vasco da Gama was neither a British Missionary nor did he stay in Matabele land. In general, the student was not conversant with the historical events that occurred between the 15<sup>th</sup> century and 20<sup>th</sup> centuries nor was he/she aware of the names of the individuals and places where their roles and responsibilities were prominent.

However, some of the students (49,457 equal to 6.21 per cent) performed well in this question because they were conversant with the roles, duration, and places where those mentioned historical personalities were so active. Majority of them in this category were able to acknowledge and correctly present the roles played by these individuals. For example, in item (i), *Christopher Columbus* was presented as an Italian explorer and navigator who discovered the new world (America) in 1492. In addition, those students were aware that Columbus's expeditions inaugurated a period of exploration, conquests, and colonization that ultimately brought the Americans into the European sphere of influence.

Furthermore, *Charles Darwin* and *Louis Leakey* in item (v) were explained correctly and assigned the roles each one deserved. For instance, *Charles Darwin* was presented as a British scientist who propounded the theory of human evolution and *Louis Leakey* was presented as an archaeologist who discovered the skull of the earliest ancestor of man at Olduvai Gorge in 1959 in Tanganyika. Extract 6:2: illustrates student's good response to question 6.



6. Differentiate the following individuals in terms of the roles they played in History:

(i) Christopher Columbus and Richard Turnbull

Christopher Columbus: - Is the first European to discover American continent. WHILE  
Richard Turnbull: - Is the last British governor in Tanganyika who gave the independence Tanganyika in 1961.

(ii) Vasco Da Gama and Karl Peters

Vasco Da Gama: Is a Portuguese sailor who reached the coast of East Africa in 1498 searching for sea route to India. WHILE  
Karl Peters - He was the leader of German East African Company. (GAEACO).

(iii) Mansa Kankan Musa and Askia Mohamed

Mansa Kankan Musa: He was strong leader of Mali Empire. WHILE  
Askia Mohammad: She was the leader of Songhay Empire in western Africa.

(iv) Zwangendaba and Shaka

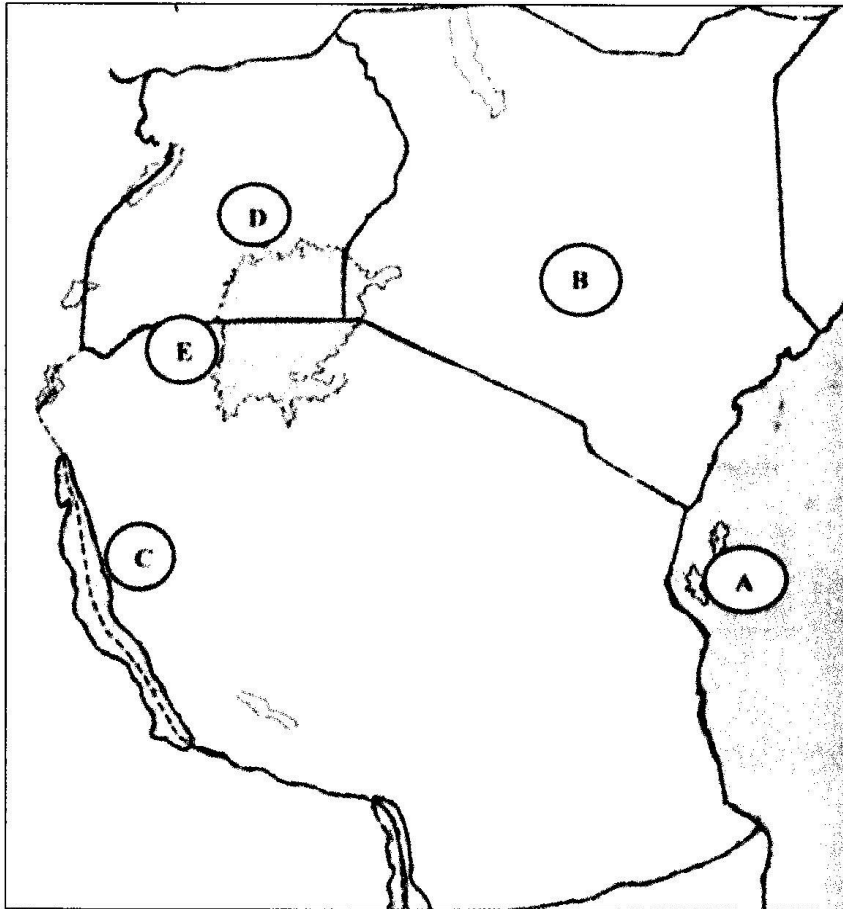
Zwangendaba: He was a leader of Ngoni migration from Natal regions to central and East Africa. WHILE  
Shaka - He was the leader of Zulu Empire of South Africa.

**Extract 6:2:** A sample of correct response to question 6

### 2.2.5 Question 7: Development of social and political systems

The question was set from the topic: *Development of Social and Political Systems*. In this question, the students were provided with the sketch map of East Africa, bearing five places marked by letters A to E. Then the students were required to answer items (i) to (v) by writing the letter of the correct answer beside the item number in the spaces provided. The objective of this question was to assess students' competence on pre-colonial social organizations that characterized the earmarked places. Question 7 stated:

7. Study the following sketch map and then answer the questions (i) – (v) that follow. Write your answer beside the item number in the spaces provided.

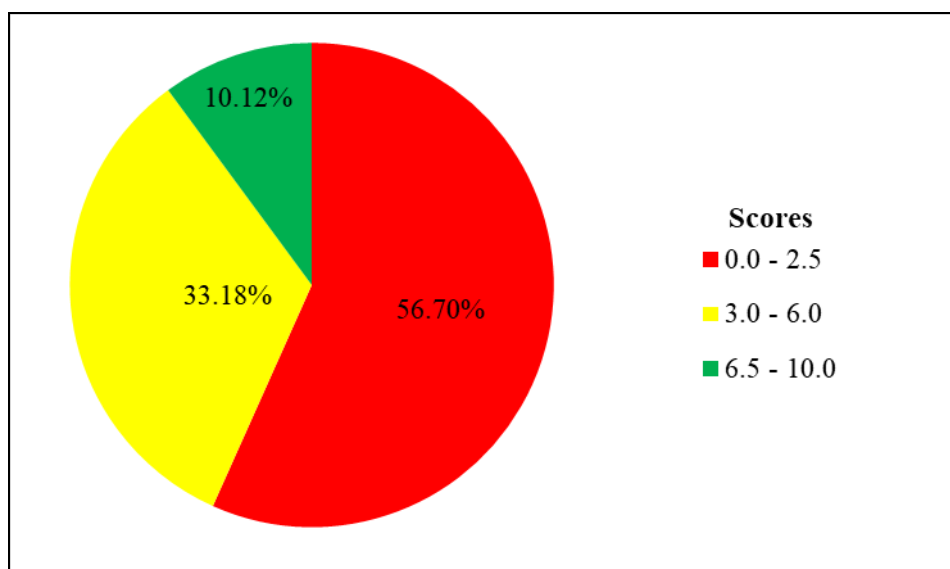


The items were as follows:

- (i) Which letter represent the place where there was feudal relation in which Wamwinyi monopolized the political economic power?  
\_\_\_\_\_
- (ii) Which letter represents the place where there was a feudal relation, which the donor of the cattle became the master of the recipient?  
\_\_\_\_\_
- (iii) Which letter represents the place where the ruling class apportioned arable land to the peasants through a system known as Nyarubanja? \_\_\_\_\_

- (iv) Which letter represents the place where the feudal; relation called busulo was practiced? \_\_\_\_\_
- (v) Which letter represents the place where the Dorobo people were still hunters and gatherers in the 19<sup>th</sup> century? \_\_\_\_\_

The question was attempted by 796,886 (100%) students of whom 451,829 (56.70%) scored from 0.0 to 2.0 marks; 264,426 (33.18%) from 3.0 to 6.0 marks and 80,631 (10.12%) from 7.0 to 10 marks. The students' performance in this question was average since 345,057 (43.30%) students scored from 3.0 to 10 marks. Figure 7 indicates the students' scores on the question.



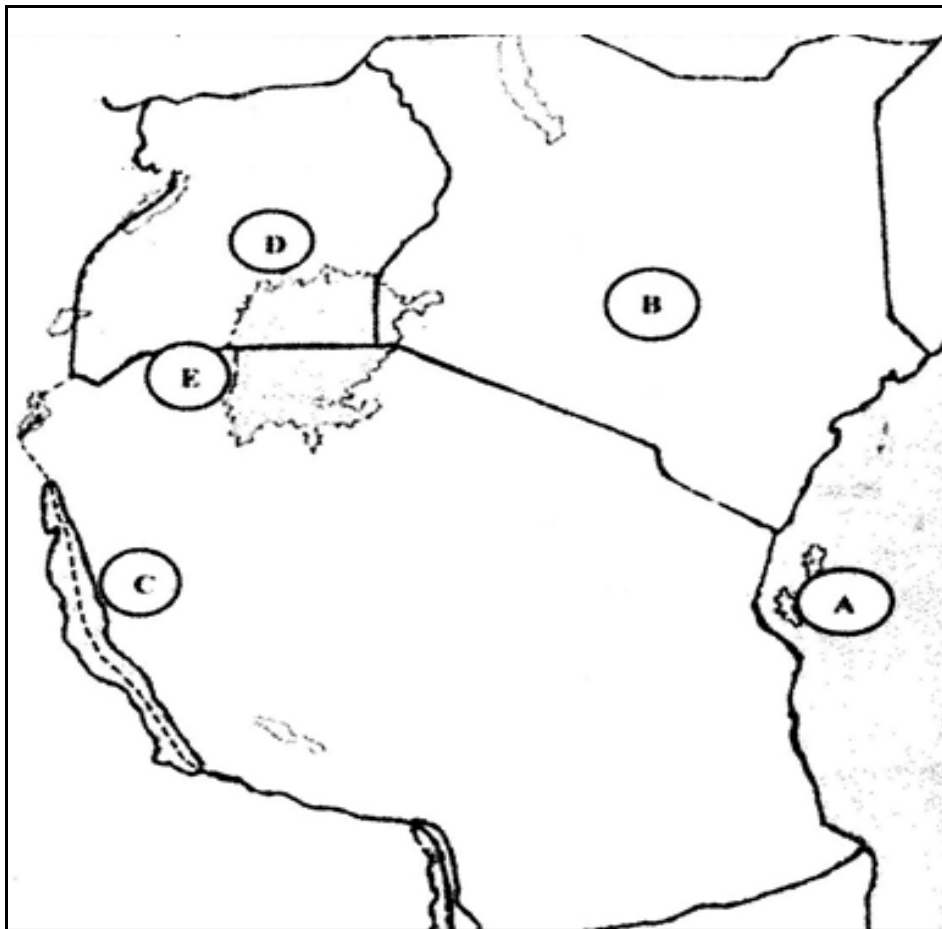
**Figure 7:** Distribution of the students' scores on question 7

It is evident, from the data above, that more than half of the students (451,829 equal to 56.70 percent) scored poorly on this question, among whom 262,828 equal to 32.98 per cent scored zero. The students who scored zero failed to identify the names of feudal relations and areas where they were predominant.

The main weaknesses observed in the responses of the students was failure to identify the demand of the question and limited knowledge on the assessed subject matter. For example, some students wrote names of either the countries, societies or kingdoms instead of writing respective letters as the question demanded.

In similar cases, sometimes the chosen letters did not comply with the location of the feudal relation practiced in the particular place. For example, item (i) required the students to choose the letter that represented the place in which *Wamwinyi* monopolized the political and economic system. The correct letter was A, *Wamwinyi* but some students chose letter E, *Nyarubanja*. The choice of such an incorrect response indicate that these students were not aware of the types and locations of feudal relations practiced in pre-colonial Africa.

Moreover, in item (iv), the students were required to choose the letter, which represents the place where the feudal relation called *Busulo*, was practiced. Though the correct letter was D, some students chose the letter E, which represented the feudal relation called *Nyarubanja*. The misconception was because these feudal relations have some similar features such as land ownership being under the custodian of the kings (rulers) and land being the major means of production. One of the student's poor response to this question was as indicated in Extract 7.1.



- i) Which letter represents the place where there was a feudal relation in which *Wamwinyi* monopolized the political and economic powers?   C
- (ii) Which letter represents the place where there was a feudal relation in which the donor of the cattle became the master of the recipient?   B
- (iii) Which letter represents the place where the ruling class apportioned arable land to the peasants through a system known as *Nyarubanja*?   D
- (iv) Which letter represents the place where the feudal relation called *busulo* was practiced?   A
- (v) Which letter represents the place where the *Dorobo* people were still hunters and gatherers in the 19<sup>th</sup> century?   E

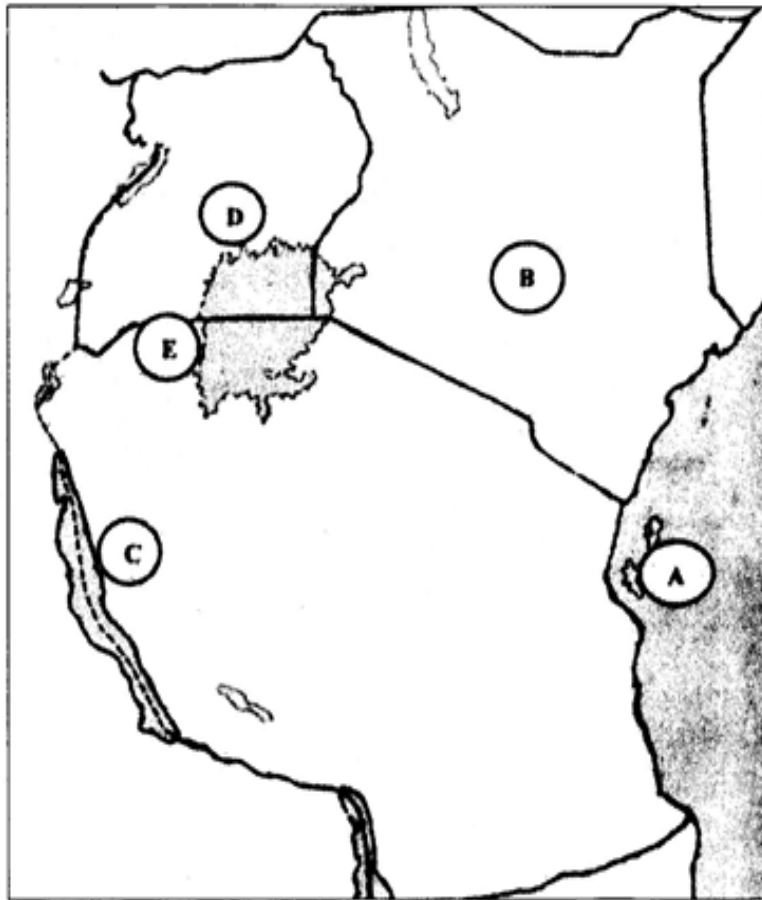
**Extract 7.1:** A sample of the student's poor response to question 7

Extract 7.1 portrays poor responses from the student who was not aware of the types and names of the social relations that existed in pre-colonial East Africa. The responses C, B, D, A, and E opted for and provided in the spaces bearing items (i), (ii), (iii), (iv), and (v), respectively were incorrect. For instance, in item (i) the students incorrectly opted for C instead of A. Wamwinyi monopolized the political and economic powers in Zanzibar at letter A and not at letter C which represents Kigoma where there existed *Ubugabire* - a feudal relation in which the donor of the cattle became the master of the recipient. Likewise, the student wrongly opted for A in item (iv) as a correct response for the place where the feudal relation called *busulo* was practised instead of letter D. generally, the student was not aware of the types and places where a particular social relation existed in pre-colonial East Africa.

Furthermore, a total of 264,426 (33.18%) students scored average marks. Those students had some strengths and weaknesses in their responses. Majority of the students in this category were aware of the demand of the question though they failed to score high marks due to their limited knowledge on map reading skills. Most of such students made correct interpretation only in some few items, and in some cases some left the given spaces unattended.

On the other hand, few students (80,631 equal to 10.12 percent) scored high marks in this question because they had adequate knowledge on concepts, names, specific places (locations), and types or forms of production relations that existed in pre-colonial East Africa as portrayed in Extract 7:2.

7. Study the following sketch map and then answer the questions (i) – (v) that follow. Write your answer beside the item number in the spaces provided.



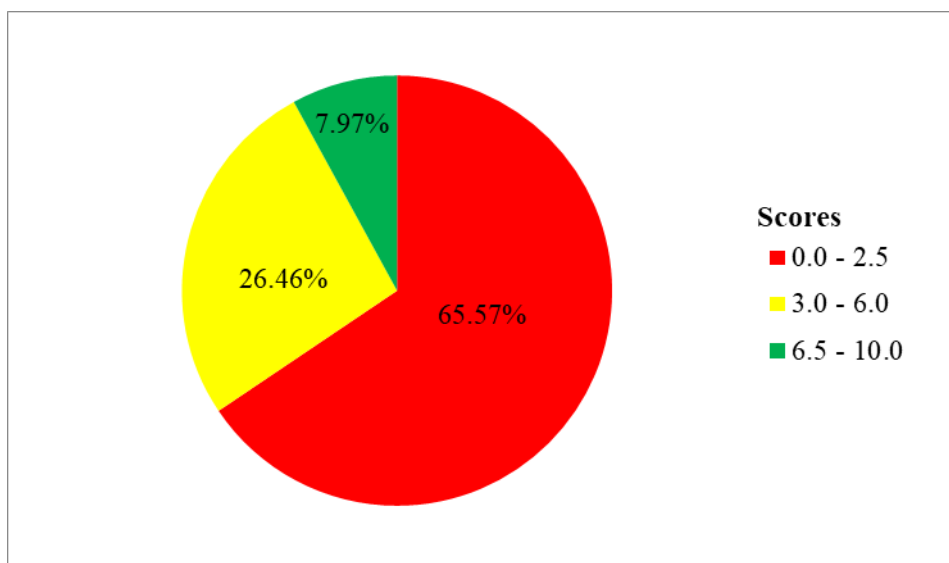
- (i) Which letter represents the place where there was a feudal relation in which *Wamwinyi* monopolized the political and economic powers?   A
- (ii) Which letter represents the place where there was a feudal relation in which the donor of the cattle became the master of the recipient?   C
- (iii) Which letter represents the place where the ruling class apportioned arable land to the peasants through a system known as *Nyarubanja*?   E
- (iv) Which letter represents the place where the feudal relation called *busulo* was practiced?   D
- (v) Which letter represents the place where the *Dorobo* people were still hunters and gatherers in the 19<sup>th</sup> century?   B

**Extract 7.2:** A student's correct response to question 7

## 2.2.6 Question 8: Africa and External World

The question was set from topic: *Interactions Among the People of Africa*. It required the students to explain five effects of Ngoni migration in Central and East Africa. The objective of the question was to assess the students' competence on the effects caused by the migration of the Ngoni in Central and East Africa during the 19<sup>th</sup> century.

The question was attempted by 796,886 (100%) students. A total of 522,500 (65.57%) students scored from 0.0 to 2.5 marks among whom 206,952 (25.97%) scored zero. Marks ranging from 3.0 to 6.0 were scored by 210,887 (26.46%) students. Also, marks ranging from 6.5 to 10 were scored by 63,499 (7.97%). Figure 8 shows the distribution of students' scores on this question.



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

Figure 8 indicates that the majority of the students (522,500 equal to 65.57 per cent) 88.17%) scored poorly in this question and only few students (274,386 equal to 34.43 per cent) scored from 3.0 to 10 marks. Thus, the general performance of the students on the question was average.



More than a quarter (25.97%) of all the students who performed poorly on this question scored zero. Some of the zero scorers explained the causes of Ngoni migration or the causes and effects of Boer trek. For example, some students explain how Shaka's threat, shortage of land, geographical factors, rapid population growth, and British and Boer settlement at the Cape facilitated their migration.

Moreover, there were students who deviated from the demand of the question by explaining the reasons for the establishment of the Dutch settlement at the Cape, reasons which caused the Ngoni to defeat easily other communities they encountered on their way to Central and East Africa, reasons for the conflicts between the Boers and the Africans, and impact brought by Trans-Atlantic slave trade on the African continent, among others.

Generally, the students who scored zero were not aware that the Ngoni migration was a historical phenomenon that went back to 19<sup>th</sup> century where Nguni speaking people entered in series of quarrels. These quarrels emanated from scarcity of resource and struggle for power, which led to the exodus of the Nguni speaking people towards Northern parts of South Africa and their ultimate impact. Extract 8:1: Depicts the response from the student who performed poorly to question 8.

8. Briefly, explain five effects of Ngoni migration in Central and East Africa.

(i) Overpopulation

(ii) Need for land for farming, hunting and Animal Keeping

(iii) Effective leadership

(iv) Competition between the Nguni people to build large and centralized states

(v) The Ambition leader to spread skills and new techniques  
Struggle among the Nguni speaking people

**Extract 8:1:** A sample of students who responded poorly to question 8

Extract 8.1 exhibits poor responses from the student who failed to grasp the demand of the question by presenting the causes of Ngoni migration instead of its effects.

On the other hand, the students who scored averagely (3.0 to 6.0 marks) had some characteristics that largely featured in their responses. Generally, such students were aware of the demands of the question though they had moderate knowledge on the assessed subject matter. Other weaknesses observed in their responses include mixing the correct and incorrect responses, failure to exhaust the number of points demanded in the question as well as presenting points characterized by factual errors especially on the concept, duration, key leaders (names of rulers or societies) and the areas/societies involved/affected.

However, few students (63,499 equal to 7.96 per cent) performed well in this question by scoring marks ranging from 6.5 to 10. Majority of the students in this category exhibited clear understanding of the subject matter. They presented the correct responses with clear elaboration and provided vivid examples. Furthermore, their presentations were featured with logic, clarity and coherent responses. Generally, the students in this category correctly explained how Central and East Africans were affected by the migration of the Ngoni through deaths, social disturbances, and injuries brought by the Ngoni to other societies.

Moreover, the students in this category explained how Ngoni migration to Central and East Africa caused intermarriages between indigenous and the Ngoni people. Moreover, other correct answers presented include the introduction of new fighting skills such as the use of short stabbing spears (Assegai), the use of cow-horn fighting technique, in-cooperation of war captives into the army, scotched-earth method and the use of cow-hide shields. On the negative side, their presentations centred on how the coming of the Ngoni in Central Africa led to the collapse of kingdoms such as Rozwi as well as decline of agricultural production, and how it disrupted the trade routes. Extract 8.2: Exemplifies the student's good attempt to question 8.

8. Briefly, explain five effects of Ngoni migration in Central and East Africa.

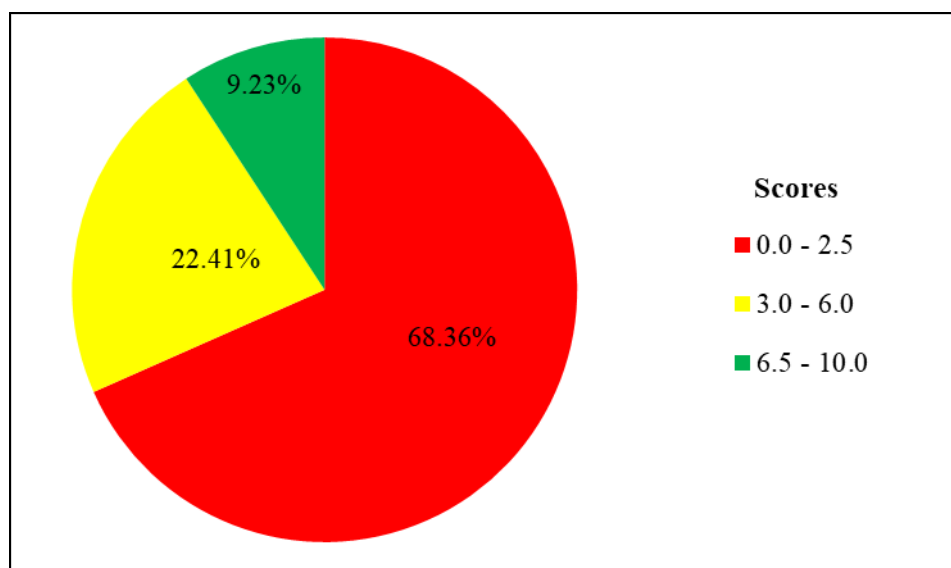
- (i) Intermarriage:- This is because Ngoni migration involved the movement of Ngoni-speaking people to different areas so when they reached there they met many other women.
- (ii) Loss of properties:- This is because the Ngoni-speaking people used scorched-earth technique in this technique they were ruthless to their enemies so they destroyed their properties.
- (iii) Death of people:- This is because the Ngoni migration was associated by different wars so those wars caused the death of people in different places.
- (iv) Decline of agriculture:- This is also because the Ngoni-speaking people used scorched-earth technique so in this technique they caused the destruction of crops that led to decline of agriculture.
- (v) Occurrence of frequent wars:- This is because the Ngoni migration involved the movement of people so this led to the occurrence of frequent wars because they were going in different societies.

**Extract 8.2:** A sample of the good response to question 8

## 2.2.7 Question 9: Industrial Capitalism

The question was set from the topic: *Industrial Capitalism*. The question required students to explain four demands of industrial capitalism. The objective of the question was to assess students' competency on concept of industrial capitalism; its development and requirements, and how it affected the African continent.

The question was attempted by 796,886 (100%) students. A total of 544,755 (68.36%) students scored from 0.0 to 2.5 marks among whom 344,649 (43.25) scored zero. Marks ranging from 3.0 to 6.0 were scored by 178,607 (22.41%) students. Also, marks ranging from 6.5 to 10 were scored by 73,522 (9.23%). Figure 9 shows the distribution of students' scores on this question.



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

Figure 9 indicates that more than two third (68.36%) of the students scored from 0.0 to 2.5 marks and only few students (152,129 equal to 31.64%) scored from 3.0 to 10 marks. Thus, the general performance of the students on this question was average.

Some of the students who scored zero (344,649 equal to 43.25 pec cent) were not aware of the demand of the question and others had limited

knowledge on the assessed subject matter. Some of the students in this category either explained the reasons for abolition of slave trade or the effects of the abolition of slave trade instead of the demands of industrial capitalism. Reasons such as uselessness of the slaves due to industrial revolution, French and British sugar competition, American independence of 1776, and humanitarian reasons were some of the incorrect points presented.

The presentation of such incorrect responses by the students indicates that some students not only did they had limited knowledge on the assessed subject matter but also they failed to identify the demand of the question as illustrated in Extract 9.1.

9. Briefly, explain four demands of industrial capitalism.

- (i) American independence in 1776. This is because slaves were made to work in farms in America, so after independence the slaves returned to their homes and Americans ran industries left by British.
- (ii) High price of slaves and low demand of slaves in Europe and other continents. This is because of industrial revolution in Europe, so slaves were left free.
- (iii) Sugar competitions between the British and the French. The British campaigned against slave trade because slaves were the workers in the French farms so as to reduce their production.
- (iv) French revolution of 1789. In France, slaves were the workers in their plantations, hence the French revolution ended slave trade and led to industrialization because of industrial revolution in Europe.

**Extract 9.1:** A sample of student's poor response to question 9

Extract 9.1 exhibits poor responses from the student who explained the reasons for the abolition of slave trade instead of the demands of industrial capitalism. These students' crucial weakness is that they failed to distinguish between the demands of industrial capitalism and the factors that facilitated the abolition of slave trade because they were not aware of the demand of the question.

On the other hand, a total of 178,607 (22.41%) students scored averagely. The data analysis indicates that such students scored marks ranging from 3 to 6. Their responses revealed moderate knowledge on the stages of the development of capitalism, names of European countries involved and the demands that characterized each stage. Their responses' greatest challenges were lack of vivid example, lack of clarity and coherence in some points due to limited proficiency in English language.

Only 73,522 (9.23%) students performed well in this question by scoring marks ranging from 6.5 to 10 marks. These students had adequate knowledge on the stages of the development of capitalism, duration, challenges, its demands, and names of the capitalist countries concerned. Extract 9.2: Portrays a sample of a student's good response to question 9.



9. Briefly, explain four demands of industrial capitalism.

- (i) Demand for raw materials: Capitalists required raw materials for continuity of their industries. Raw materials such as cotton, gold, ivory were not enough since America got its independence thus they needed and demanded more raw materials.
- (ii) Demand for cheap labour: The European labourers were expensive, unable to work for long, and required labourers rights thus it was not easy for them to be used as cheap labour. The Capitalists demanded cheap labour from Africa.
- (iii) Demand for markets: Most of the people in Europe were industry owners during industrial capitalism and the produce was more than required. The need for buyers was increasing thus the ready market was Africa who bought the processed materials.
- (iv) Demand for area for investment: European capitalists required cheap land but with high quality where they could make plantations and build industries freely. They got their need in Africa where the land was available and cheap.

**Extract 9.2:** A sample of correct responses to question 9

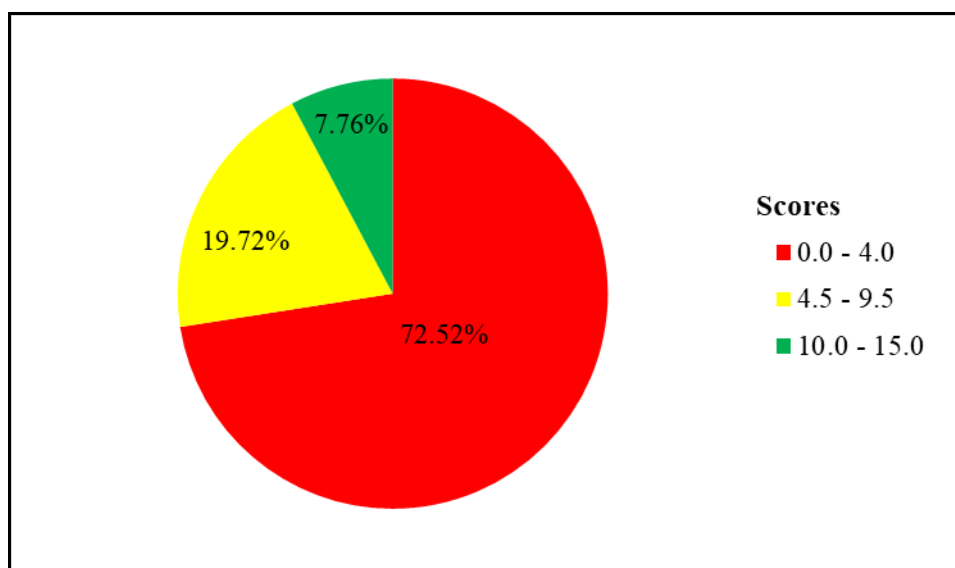
Extract 9.2 exhibits correct responses from the student who identified the demand of the question and had adequate knowledge on the subject matter. He/she was aware of the origin, duration, and the requirements needed by the industries due to industrial revolution.

## 2.3 SECTION C: ESSAY QUESTION

### 2.3.1 Question 10: Development of Social and Political systems

This question was set from the topic: *Development of Social and Political systems*. The question required the students to explain the factors for the rise of Buganda kingdom. The objective of this question was to assess the students' competency on the concept, duration, names of leaders and the specific factors that led to the rise of states in pre-colonial Africa, and Buganda in particular.

The question was attempted by 796,886 (100%) students. A total of 577,928 (72.52%) students scored from 0.0 to 4.0 marks among whom 319,313 (40.07%) scored zero. Marks ranging from 4.5 to 9.5 were scored by 157,174 (19.72%) students. Also, marks ranging from 10 to 15 were scored by 61,784 (7.76%) students. Figure 10 shows the distribution of students' scores on this question.



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

Figure 10 indicates that approximately three quarter of the students (577,928 equal to 72.52 per cent) scored from 0.0 to 4.0 marks and only few students (218,958 equal to 27.48%) scored from 3.0 to 10 marks. Thus, the general performance of the students on this question was poor.

Of the students (577,928) who performed poorly on this question, 319,313 (40.07) scored zero. The analysis done on the responses of the students who scored zero exhibited the following challenges that the respective students encountered: lack of knowledge on the assessed topic, failure to identify the demand of the question and lack of proficiency in English language.

Majority of students' incorrect responses revolved around factors for the collapse of Buganda and other pre-colonial African kingdoms, reasons for the Boer trek, effects of the Ngoni migration in East Africa, levels of Buganda leadership from Kabaka (at the top) to slaves (at the bottom), effects of the abolition of slave trade and strategies through which slaves were obtained. Extract 10.1: Shows poor performance in this question.

10. Explain five factors for the rise of the Buganda kingdom.

Buganda Kingdom is the way caused by the arrival of the agent of colonialism by the population increase. This is show by buganda kingdom the cause rise of Shaka and Zwangedaba of the zulu kingdom. of the arrival of are portuguese the capt.

It cause by rise and zulu kingdom This is show by the factor of the rise of the buganda kingdom. why because the population. why because the mfecane war cause the buganda kingdom.

It cause arrival of are portuguese why because of rise of zulu kingdom this is through system. kingdom for example good leadership zwangedaba kingdom, zulu kingdom, buganda kingdom et.c

It cause the system for the rise statement of mfecane war; This is show by kingdom buganda kingdom arrival of are increase the population the cause of the Ownership.

**Extract 10.1:** A sample of a student's poor response to question 10

Extract 10.1 exhibits incorrect responses from the student who incorrectly presented the arrival of the agents of colonialism, emergence of *Mfecane*, and arrival of the Portuguese in East Africa as the factors for the rise of Buganda kingdom. Those presented factors were incorrect because, for example, when the agents of colonialism arrived in Africa Buganda kingdom had risen and was almost at the peak of its powerfulness and vastness. Furthermore, the arrival of the agents of colonialism and the role

they played towards the colonization of Africa eroded Buganda's stability, sovereignty, and ultimately led to its collapse.

A total of 157,174 (19.72%) students scored averagely on this question. Generally, the students' responses in this category exhibited students' moderate knowledge on the assessed subject matter. Though the majority were able to identify the demand of the question but they scored low marks due to their limited knowledge on the topic. They presented few correct responses with partial explanations, and some failed to exhaust all the points demanded by the question. Also, some students failed to score high marks due to their moderate proficiency in English language.

In contrast with the above category, some few students (61,784 equal to 7.76%) performed well in this question. Their responses were clear and had relevant substances pertaining to the rise of Buganda kingdom. In general, the students in this category explained in detail how fertile soil and good climate, good geographical location, presence of strong leadership, involvement in the long distance trade and well-trained army were vital in enabling the rise and expansion of Buganda kingdom in East Africa. However, there were differences in their scores due to varied presentations of these students as some had partial explanations in some few points, incorrect examples, and un-clarity of some points. Extract 10.2: Shows good performance to question 10.

The following are some of the factors for the rise of Buganda kingdom:-

Good geographical location and fertile soil:-

The kingdom of Buganda rose because it was located in a good geographical location which had fertile soil which supported crop cultivation and livestock keeping which was the major source of food for the people in the kingdom. Therefore, good geographical location and fertile soil contributed much to the rise of this kingdom.

Strong army or military capability: Another factor for the rise of Buganda kingdom was military capability. The kabaka established a strong and permanent army of strongmen. The army was used in conquering the neighbouring states so as to expand their kingdom; the army was also helping in protecting the kingdom from external attacks. Therefore, the strong and permanent army was very important for the rise and growth of the kingdom.

Trade, especially the long distance East African trade: The Long distance East African trade contributed to the rise of the Buganda kingdom. This is because many important and valuable trade goods such as guns, gun powder and other necessary items were transported from the coast of East Africa through the northern route which was dominated by the kamba to various parts of Kenya and Buganda, Also the central route which branched towards the western side of Lake Victoria to Uganda and other parts. Therefore; The Long distance trade in East Africa contributed much on the rise of Buganda kingdom.

Generally; Buganda kingdom was one among the East African states which lasted for a long time. In spite of having lasted long time, Buganda empire or the Buganda kingdom faced some factors which led to its decline and it eventually fell down. Some of these factors include the British colonial administration, conflicts in royal successions and other many factors.

**Extract 10.2:** A sample of good responses to question 10

Extract 10.2 portrays a student's correct responses to this question. The student correctly presented how good geographical location, strong standing army, and trade influenced the rise of Buganda kingdom. Moreover, he/she illustrated how British colonialism facilitated its collapse.

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

This section presents the analysis of students' performance in each assessed topic. The analysis of the students' responses in this Assessment indicates that all eight (8) topics in the 2010 History syllabus were assessed. In this subject, good students' performance was only observed in question 1 (Multiple Choice) in which the performance was 83.87 per cent. This question was derived from topics: *Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Economic Activities and Their Impact; Development of Social and Political Systems; Social-Economic Development and Production in Pre-colonial Africa; Interactions Among the People of Africa; and Africa and the external World.*

Questions 2, 3, 4, 5, 7, 8, and 9 had an average students' performance of 64.03, 45.42, 45.39, 33.39, 43.30, 34.43, and 31.64 per cents, respectively. Question 2 was a matching item question derived from the topic: *Evolution of Man, Technology and Environment.* Question 3 was a short answer question derived from the topic: *Social-Economic Development and Production in Pre-colonial Africa; and Africa and the External World.* Question 4 was a short answer question derived from the topic: *Social economic Development and Production in Pre-colonial Africa; and Industrial Capitalism.* Also, question 5 was a short answer question set from the topic: *Development of Economic Activities and Their Impact.* Question 7, 8 and 9 were all short answer questions derived from the topics of *Development of Social and Political Systems; Interactions Among the People of Africa, and Industrial Capitalism, respectively.*

Weak students' performance was observed in questions 6 and 10 whose performance was 21.90 and 27.48 per cents, respectively. Question 6 was a Short Answer type while question 10 was an essay type. Question 6 was derived from the topics: *Africa and the External World; Development of Social and Political Systems; Interactions Among the People of Africa; and Evolution of Man, Technology and Environment; and Industrial Capitalism.* Question 10 was derived from the topic: *Development of Social and Political Systems.* The analysis is summarised in the Appendix attached herewith.



## 4.0 CONCLUSION AND RECOMMENDATIONS

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

### 4.1 CONCLUSION

The analysis of students' responses indicated that the general students' performance in the FTNA 2024 Assessment is average since 56.37 per cent of the students passed. The students who had good performance understood the demand of the question, had enough knowledge on the assessed subject matter, had good writing skills and good English language proficiency.

The analysis found out that in this Assessment two questions (6 and 10) challenged the students. Weak performance in those questions was due to students': failure to identify the demand of the question, lack of knowledge on the tested subject matter, as well as inability in to express themselves well in English Language.

### 4.2 RECOMMENDATIONS

Weak students' performance in some topics has to be addressed accordingly. Therefore, in order to improve their performance, the following are recommended:

- (a) Student-centered pedagogy approach should be used in teaching the topic *Development of Social and Political Systems*. Such an approach enhances students' motivation and enables students to engage actively in the learning process. Furthermore, it can also facilitate better retention of knowledge on the taught subject matter.
  
- (b) The use of different teaching and learning strategies should be encouraged and its choice should base on the demand of specific topic and competence targeted. For example, in topics like: *Africa and the External World*; *Interactions Among the People of Africa*; and *Evolution of Man, Technology and Environment*; and *Industrial Capitalism*, guest speakers with adequate knowledge on one of the cited topic may be invited at the school. These types of teaching and

learning strategies are very potential as they motivate and consolidate students' knowledge.

- (c) Students can improve their English language proficiency by engaging in regular reading, writing, speaking, and listening practice. Reading diverse materials like books, newspapers and articles expands students' vocabulary and exposes them to different sentence structures. Moreover, writing essays or journals enhances their ability to organize and articulate thoughts clearly. Conversing with peers or using language exchange platforms improves speaking and listening skills, increases fluency and confidence. Additionally, using language learning apps, seeking feedback from teachers and focusing on grammar can refine their language skills. This improvement in English proficiency will enable the students to express their ideas effectively and answer questions with greater clarity, precision, and organization.

## APPENDIX

### The Summary of Students Performance per Topic in FTNA 2024

SN	Topic	Question Number	Percentage of the Students who Scored the average of 30% and above	Average performance in each topic	Remarks
1	Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Economic Activities and Their Impact; Development of Social and Political Systems; Social-Economic Development and Production in Pre-colonial Africa; Interactions Among the People of Africa; and Africa and the external World.	1	83.87		Good
2	Evolution of Man, Technology and Environment	2	64.03		Average
3	Social-Economic Development and Production in Pre-colonial Africa; and Africa and the External World	3	45.42		Average
4	Social economic Development and Production in Pre-colonial Africa; and Industrial Capitalism	4	45.39		Average
5	Development of Social and Political Systems	7	43.30	35.39	Average
		10	27.48		
6	Interactions Among the People of Africa	8	34.43		Average
7	Development of Economic Activities and Their Impact	5	33.98		Average

8	Industrial Capitalism	9	31.64		Average
9	Africa and the External World; Development of Social and Political Systems; Interactions Among the People of Africa; and Evolution of Man, Technology and Environment; and Industrial Capitalism	6	21.90		Weak

