



**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) 2020**

HISTORY



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FOREWORD

The National Examinations Council of Tanzania is pleased to issue the Students' Items Response Analysis Report on the Form Two National Assessment (FTNA) 2020 in 012 History subject. This report provides feedback to students, teachers, parents, policy makers and the public in general about the performance of students.

Form Two National Assessment (FTNA) marks the end of the two years of secondary education. It is formative evaluation which acts as a measure to both the teachers and students for it enables them to measure the success attained in this subject. This evaluation will also enable teachers to understand the needs of the students and guide them accordingly, thus achieving the instructional objectives stipulated in the syllabus.

In this report, factors which have influenced the students to provide the correct responses have been analysed. Strengths and weaknesses in their responses have been identified, and clarifications as to why students responded the way they did have been given. On the other hand, the analysis shows that high achievers provided appropriate responses as the result of their ability to identify the requirements of the questions and adequate knowledge on the subject matter. In addition, those students demonstrated good command of English language. On the other hand, the analysis done shows that students who lacked such qualities performed poorly.

The National Examinations Council of Tanzania believes that this feedback will enable various education stakeholders to take proper teaching and learning interventions so as to enable students to master the required skills and knowledge in History subject.

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



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The FTNA 2020 History assessment paper covered the 2009 syllabus, and was based on the 2019 Examination Format. The paper assessed students' competences according to History Syllabus for Secondary Schools, Form I- II issued in 2010.

The paper consisted of ten (10) questions, which were distributed in three (3) sections; A, B and C. Section A consisted of four (4) questions, while section B comprised of three (3) questions. Students were supposed to answer all the questions in Sections A and B. Each question in Sections A and B carried 10 marks, making a total of 70 marks. Section C consisted of three (3) questions, and the students were supposed to answer any two (2) questions. Each question carried 15 marks, making a total of 30 marks.

A total of 600,303 students sat for 012 History paper in 2020, out of which, 304,107 (50.70%) students passed. In 2019, the number of students who sat for FTNA 2019 was 569,726, of which, 282,650 (49.65%) students passed. This shows that, the rate of performance in this year has increased by 1.05 percent when compared to the 2019 assessment results.

The report analyses the requirements of each question, explains the nature of the responses given by the students with high and low marks. The strengths and weaknesses of students' responses have been demonstrated in this report as well. Furthermore, the samples of both good and weak students' responses have been extracted from their scripts and presented to illustrate the way they responded to the questions. Finally, the report provides a conclusion, recommendations and an appendix which shows the general trend and percentage of the students' performance topic-wise in this assessment.

Generally, the students' performance results in this Assessment is categorized according to the grade, class interval and remarks as follows: A (75-100) Excellent, B (65-74) Very good, C (45-64) Good, D (30-44) Satisfactory and F (0-29) Fail. In this report, the students' performance is categorized into three major types: "weak", "average" and "good". Three colours (red, yellow and green) are used in order to enhance meaning and make it easy to distinguish between one performance level and another. In this respect, the performance is categorized as "weak", "average", or "good" if the percentage of students' performance ranges from 0 to 29 percent (red), 30 to 64 percent (yellow) and 65 to 100 percent (green), respectively.

It is expected that, this report will enable teachers and students to improve the teaching and learning process of History subject in the future assessment.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Question 1: Multiple Choice Items

This question consisted of 10 multiple choice items (i) - (x) set from various topics, including *Social Economic Development and Production in Pre-Colonial Africa; Industrial Capitalism; Development of Economic Activities and their Impact; Interactions among the People of Africa; Africa and the External World; and Evolution of Man, Technology and Environment.*

The students were required to choose the correct answer from the four (4) alternatives given in each item, and write its letter in the box provided. Each correct response was awarded 1 mark. A total of 600,290 (100%) students attempted this question. The number of students who scored from 0 to 2 marks were 185,870 (equal to 31.0%), whereas 358,309 (59.7%) scored from 3 to 6 marks. Also, 56,111 (9.3%) students scored from 7 to 10 marks. Figure 1 indicates the performance of the students in question 1.

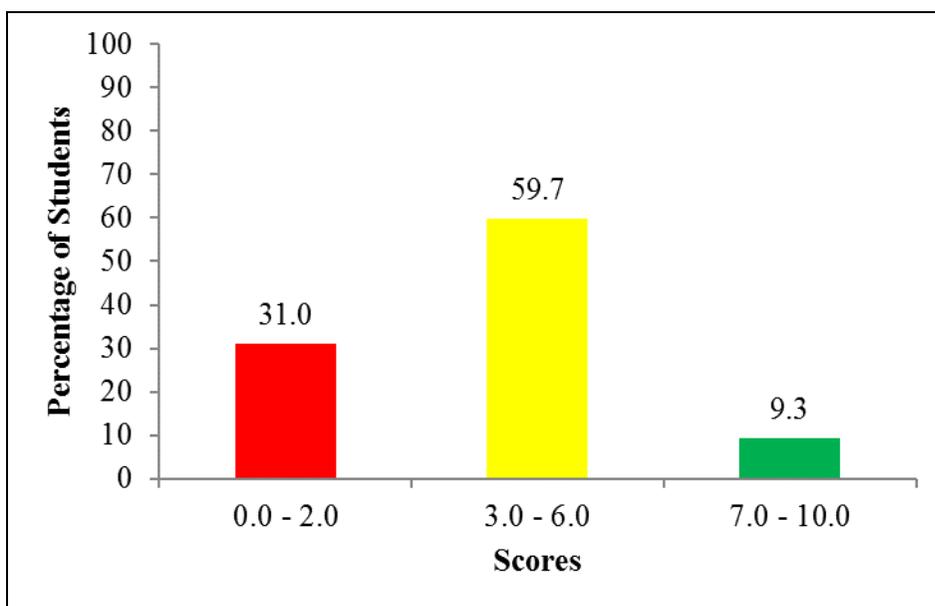


Figure 1: The performance of the students in question 1

Item (i) required the students to identify the major means of production under feudalism in East Africa. The correct answer was C, *land and livestock*. This was opted for by the students with adequate knowledge on the social-economic development and production in pre-colonial Africa.

Those students were conversant over the forms of feudalism and their major means of production. They were aware that Ubugabire system, which based on cattle ownership, developed in Rwanda, Burundi and Buha. Umwinyi which developed along the coast of East Africa, controlled productive forces such as land and the serfs, while in Karagwe and Buhaya state developed a system of private land ownership called Nyarubanja.

However, distractors A, *capital and slaves*; B, *slaves and trade* and D, *trade and agriculture* were opted for by the students who had limited knowledge pertaining to the forms of feudalism that existed in East Africa. Those students were unaware that, during the pre-colonial period, capital, trade and agriculture were not the major means of production in East Africa. From those incorrect responses, it is clear that the students who opted for such distractors lacked knowledge on the modes of production that were exemplar in pre-colonial East Africa.

Item (ii) required the students to identify the name of the famous explorer and missionary who travelled in East and Central Africa. The correct response C *David Livingstone* was opted for by the students who had enough knowledge on the agents of colonialism, the role they played, and the areas where they were very prominent. Those students were well informed on David Livingstone's advocacy in the ending of slave trade, the spreading of Christianity, and the establishment of colonialism in East and Central Africa.

The analysis indicated that due to limited knowledge, some other students opted for an incorrect response A *Mungo Park*. This choice was incorrect because Mungo Park was a European explorer who operated in West Africa, and not in East and Central Africa. This indicates that the students were unaware of the roles the explorers played, their names and the places where they significantly operated.

Some students opted for distractor B *Carl Peters*. This also was an incorrect response because Carl Peters was neither an explorer nor a missionary. He was a German trader who headed the German East African Company.

Similarly, distractor D "Henry Stanley" was chosen by the students who were aware of the colonial agents who travelled widely to the interior of East and Central Africa, but they were unaware of the explorer's specific names and the double duties he played. Those students were supposed to

understand that unlike other agents, David Livingstone is the best known colonial agent, in East and Central Africa, who was both an explorer and missionary.

Item (iii) required the students to identify the names of important salt making centers in pre-colonial Africa. The correct response was A *Taghaza and Uvinza*. This was chosen for by the students who had adequate knowledge on the growth and development of various economic activities, and their impact to the surrounding or very far societies in Africa. Those students were aware that, salt-making was one of the earliest specialized activities in pre-colonial Africa. Additionally, they were conversant that in Taghaza, salt was mined from salt-bearing rocks, while in Uvinza, salt was obtained through boiling and evaporating of underground spring water containing salt.

This analysis showed that distractor B, *Axum and Meroe* attracted some students who had limited knowledge about salt-making centers. From such an incorrect option, it suffices to say that, those students lacked knowledge on the names and specific locations of the most important economic activities carried out in pre-colonial Africa. The students were supposed to understand that, neither *Axum* nor *Meroe* were centres of salt-making, but rather they were iron-smelting centres.

Moreover, the students who opted for the distractors C, *Engaruka and Uvinza* and D *Nok and Taghaza* failed to understand that Engaruka and Nok were iron-smelting centres and not salt-making centres. Those students could not differentiate the names of iron-smelting centres from those of salt-making centres.

In item (iv), the students were required to identify the name of the feudal relation which revolved around cattle ownership. The correct response C, *Ubugabire* was opted for by the students who had adequate knowledge on different forms of feudal relations which existed in pre-colonial East Africa.

However, some students with inadequate knowledge on the subject matter, opted for an incorrect response A, *Umwinyi*. This was an incorrect response because Umwinyi system was practiced along the East African coast, and it was based on the control of productive forces such as land and serfs.

Moreover, distractors D, *Nyarubanja*; and B, *Mtemi* were incorrect responses opted for by the students who failed to understand that,

Nyarubanja was based on private land ownership and Mtemi was the title of the traditional chiefs among the Sukuma and Nyamwezi.

Item (v) required the students to identify names of trade items which were bought by Arabs traders from East Africa during pre-colonial era. The correct response was D, *gold, ivory and tortoise shells*. It was chosen by the students who had enough knowledge on the major commodities which were exchanged between the East Africans and the Arabs in the early trade.

Distractors A, *Porcelain bowls, guns and rhinoceros' horns*; B, *Cotton cloths, gold and porcelain bowls* and C, *Cotton cloths, gold and porcelain bowls* were chosen by the students who had limited knowledge about the major trade items which the East African societies exchanged with the people from the Middle and Far East. That is to say, those students were unaware of the trade items exported and imported during the trade contact between the Arabs and people of East African coast. In fact, porcelain bowls, guns, cotton cloths were some of the commodities which were brought by Arab traders in East Africa during the pre-colonial era.

Item (vi) required the students to identify the one of the effects of the Ngoni migration to Central and East Africa. The correct response D, *introduction of new military techniques* was chosen by the students who were familiar with the effects of Ngoni migration in Central and East Africa. Those students were conversant that the Ngoni rulers relied on several factors. One of such factors was the use of good military techniques which involved the use of short stabbing spears, cow-hide shields and cow-horn formation. This Ngoni's superior military organization was copied from Shaka. The Holoholo and the Fipa also copied and used Ngoni-type weapons and tactics to defeat the Ngoni in 1850s.

Some other students opted for distractor B, *decline of coastal city states*. Such students' incorrect choice probably was due to the tensions and chaos sparked off by the arrival of the Ngoni in East and Central Africa. The students were wrong since coastal city states such as Zanzibar, Kilwa, Mombasa and Malindi did not decline due to the impact caused by Ngoni migration, rather it was caused by the Portuguese arrival and conquests that ensued thereafter. The students were unaware of the fact that the Ngoni migration took place in the 19th (1820s), while the coastal city states started to decline soon after the arrival of the Portuguese at the end of the 15th

century. Hence, it is historically incorrect to attribute the collapse of the city states with the arrival of the Ngoni in East and Central Africa.

However, some of the students opted for the distractors A, *rise of legitimate trade* and C, *development of capitalism*. Both the *rise of legitimate trade* and *development of capitalism* were irrelevant responses. In short, Ngoni migration neither caused the rise of legitimate trade nor development of capitalism. Therefore, the incorrect options suggest that those students had little understanding of the subject matter.

In item (vii), the students were required to identify the two main factors that determine the varieties of productive activities which man performs. The correct response B, *nature of environment and productive forces* was chosen by the students who had adequate knowledge on how people in a given society organize themselves for material production.

However, the analysis indicated that some students chose distractor A, *productive forces and family labour*. This was an incorrect response because family labour falls under social organization, and it is not the principal determinant of material production. Those students were supposed to understand that although family labour is related to the development of productive forces, it is not one of the main factors that determines the range of productive activities that man performs.

An incorrect response C, *man's experience and technical skills* was chosen by the students who had limited knowledge on the aspect of material production. The productive forces include the producers, the skills, experience and the level of technology attained by the society. Hence, the choice of such an irrelevant response reveals that those students were neither aware of the two principal factors that determine the range of the productive activities that man performs nor the components of productive forces.

Distractor D, *good weapons and leadership*, was chosen by the students who lacked knowledge on the concept of material production. Good weapons and good leadership were some of the factors for the rise of centralized states in Africa. Those students were unaware of the distinctions between factors for state formation and the factors for material production.

Item (viii) required the students to identify one of the important changes in the evolution of man. The correct answer was B, *development of the brain*. This was chosen by the students who were familiar with the stages of the

evolution of man. These students were conversant on the crucial changes in the evolution of man. Other crucial changes of man were bi-pedalism and the making and using tools.

Some students wrongly chose option A, *walking with all four limbs*. This option explains one of the characteristics of mammals including man at an earliest stage. Therefore, it was incorrect and it was chosen by the students who failed to distinguish between the characteristics of man at an earliest evolutionary stage, and the crucial changes in the evolution of man.

Alternative C, *walking with fore limbs* was an irrelevant answer chosen by the students who lacked knowledge on the typical characteristics of man at specific evolutionary stages, and the principal changes that differentiated man from other animals. Generally, walking with fore limbs was neither a characteristic nor a crucial change in the evolution of man.

Some other students opted for distractor D, *gathering and hunting* which refers to the main activities man indulged in during the Early or Old Stone Age (a period that lasted from about 1³/₄ million B.C up to about 750,000 B.C). Indeed, those students were supposed to bear in mind that gathering and hunting were not the crucial changes in the evolution of man but rather they were man's main activities due to his dependency on nature for his livelihood.

Item (ix) required the students to identify the names of the societies which resisted the Portuguese in East Africa. The correct response was A, *Galla, Segeju and Zimba*. It was opted for by the students who were aware that throughout the period of the Portuguese rule, the people of the coast rebelled due to the ruthlessness of the Portuguese as well as their control of the gold mines. The Africans resisted because they wanted to regain their lost political and economic interests and control. Additionally, such students were aware that, the Portuguese were also resisted by groups of people who had been replaced such as the Zimba from Zambezi region and the Segeju from Somalia.

However, other students opted for distractors B, *Galla, Makonde and Yao*, C, *Zimba, Nyamwezi and Ngoni* and D, *Segeju, Zimba and Kamba*. All these were incorrect responses because the Makonde, Yao, Ngoni and Nyamwezi never resisted the Portuguese. Such choices suggest that those students had inadequate understanding of the interaction between the East African societies and the Portuguese.

Item (x) tested students' ability to identify the ways which were used to obtain slaves in East Africa during slave trade. The correct response was A, *Raiding, capturing and selling domestic slaves*. This was opted for by the students who had adequate knowledge on the techniques used to obtain slaves in East Africa. Such techniques included: *raiding villages and capturing people, selling prisoners of war, selling criminals, selling off domestic slaves, way-laying and ambush*, and through the *use of trickery and false pretense*.

However, other students opted for distractors A, *raiding, stealing and trekking from South Africa*; C, *capturing, use of trickery and age set system*; and D, *false pretense, crying and stealing Arab guns*. Those options were incorrect answers because they had some irrelevant components. For example, *stealing, trekking from South Africa, age set system, crying and stealing Arab guns* were not part of the mechanisms through which slaves were obtained. Those students were not knowledgeable on the subject matter.

2.2 Question 2: Matching Items

The question was composed from various topics such as: *Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Economic Activities and their Impact; Africa and the External World; Industrial Capitalism; and Development of Social and Political Systems*.

This question consisted of 10 matching items in which the students were required to match the historical explanations of places in List A with the correct historical names in List B.

The question was attempted by 600,200 (100%) students. A total of 203,159 (33.8%) students scored from 0 to 2 marks, 271,799 (45.3%) scored from 3 to 6 marks, while 125,262 (20.9%) scored from 7 to 10 marks. The performance in the question was good because 66.2 percent of the students scored 3 to 10 marks. Figure 2 illustrates the students' performance in question 2.

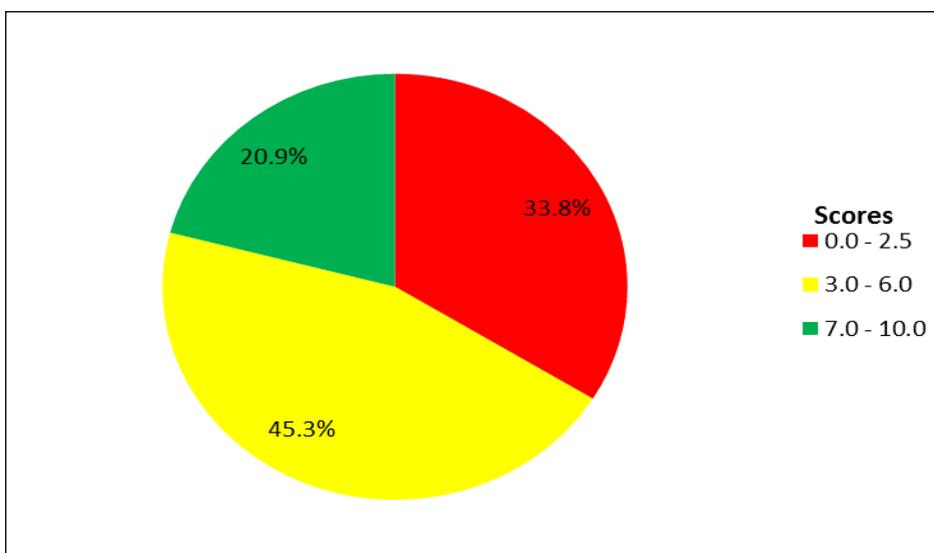


Figure 2: The performance of students in question 2

The following table presents question 2 that the students were supposed to answer.

List A	List B
(i) One of the earliest areas for iron working in Africa.	A Zanj
(ii) The headquarter of Oman Sultanate before 1840.	B Katanga
(iii) A town in Central Tanzania whose chief was Mirambo.	C Bagamoyo
(iv) A famous place for spring salt making in pre-colonial Tanganyika.	D Ujiji
(v) A place where Dr. Louis Leakey discovered the skull of <i>Zinjanthropus</i> in 1959.	E Mombasa
(vi) One of the biggest slave markets and enterport to Zanzibar in Mainland Tanzania.	F Gao
(vii) A town in West Africa that grew as a result of the Trans-Saharan Trade.	G Cape Town
(viii) An East African town where the Portuguese built Fort Jesus.	H Uvinza
(ix) An important area for copper production in central Africa during the pre-colonial period.	I Sofara
(x) The capital of the ancient Ghana kingdom.	J Muscat
	K Tabora
	L Azania
	M Olduvai Gorge
	N Meroe
	O Kumbi Saleh

Item (i) required students to match the name of one of the earliest areas for iron working in Africa. The correct response N, *Meroe* was opted for by the

students who were aware of the types of handcraft industries and their distributions in pre-colonial Africa.

However, most students opted for the incorrect options B, *Katanga* and H, *Uvinza*. The students opted for these distractors because they lacked knowledge regarding the earliest areas for iron working in Africa.

In item (ii), the students were required to identify the name of the headquarters of Oman Sultanate before 1840. The correct answer was J, *Muscat*. This was chosen by the students who had enough knowledge on the impact brought by the rise of Oman Sultanate. Those students were aware that before the expansion of trade in East Africa, Muscat acted as the headquarters of the Oman Sultanate, but in 1840, Sultan Seyyid Said shifted his capital from Muscat to Zanzibar in order to effectively control trade in East Africa.

However, some students were attracted by distractors C, *Bagamoyo*; D, *Ujiji*; and K, *Tabora*. The students' choice of such distractors might have been caused by the dominance of the Arabs in the trade during the long distance trade. None of the chosen cities in this category ever became the headquarters of the Oman Sultanate before 1840.

Item (iii) required the students to match the name of the town in central Tanzania whose chief was Mirambo. The correct response K, *Tabora* was chosen by the students who had adequate knowledge on the development of social and political systems in Africa. Those students were aware of the names and locations of the social and political organizations that emerged in Africa. Mirambo was a prominent leader among the Nyamwezi of central Tanzania.

Some students with limited knowledge opted for distractors E, *Mombasa*; G, *Cape Town*; and M, *Olduvai Gorge*. Such irrelevant answers imply that those students were unaware of a specific location where Mirambo ruled.

Item (iv) required the students to match a name of the famous place for spring salt making in pre-colonial Tanganyika. The correct response was H, *Uvinza*. The students who opted for this alternative were conversant that at river Malagalasi in Tanganyika there was an underground spring water which the natives could boil water to get salt crystals. Uvinza salt production site was very popular in Tanganyika because its salt was of higher quality than that from other places, and could be produced in greater quantities.

However, some of the students who opted for distractors C, *Bagamoyo* and E, *Mombasa* were wrong because Bagamoyo and Mombasa were situated along the coast of East Africa where sea water was trapped into pans and left to evaporate by solar power after which salt crystals were collected ready for use. The students who opted for such distractors lacked knowledge on the salt- making methods practiced in pre-colonial Africa, and the important sites of salt production where such methods were widely used.

Item (v) required the students to match the name of the place where Dr Louis Leakey discovered the skull of *Zinjanthropus* in 1959. The students who provided the correct response M, *Olduvai Gorge* were conversant of the sources of historical information and the prominent individuals involved.

The analysis showed that some of the students opted for distractor C, *Bagamoyo*. Their choice is probably attributed to the fact that, it was once the most important trading port along the East African coast and a German East Africa capital. Also, it is one of the oldest town in Tanzania, and a remarkable town that provides a glimpse into the past. Moreover, many explorers used Bagamoyo as the starting point of their adventure in the interior of East Africa. All these qualities attracted students with limited knowledge on the subject matter.

Item (vi) required the students to match the name of the biggest slave market and entre-port to Zanzibar in Mainland Tanzania. On the one hand, the students who provided the correct response C, *Bagamoyo* had adequate knowledge on the role played by it during the slave trade period. Those students were aware that Bagamoyo was a slave market center and port which was used by slave masters from different parts of the world to come and buy the slaves.

On the other hand, some students with insufficient knowledge on slave trade in East Africa opted for wrong answers, such as D, *Ujiji* and K, *Tabora*. These towns acted as calling stations for slaves. Thus, the Bagamoyo slave market was closely associated with such calling stations. Those students failed to differentiate between the major slave markets located along the coast of East Africa and the calling stations that were located in the interior of East Africa.

Item (vii) required the students to match a name of the town in West Africa that grew as a result of Trans-Saharan trade. The correct answer was F, *Gao*. This was chosen by the students who were aware of the impact brought by the development of economic activities in Africa. Those students were conversant that trade, as an economic activity, facilitated the growth of towns like Timbuktu, Sijilmasa, Taghaza, Walata, Bilma and Gao, among others.

The analysis indicated further that some students opted for B, *Katanga* and G, *Cape Town*. These students demonstrated limited knowledge on pre-colonial West African towns that emerged as the outcome of Trans-Saharan trade. Both the chosen towns were incorrect responses since Katanga is a town found in Central Africa, and Cape town is found in South Africa. Generally, the students in this category had limited knowledge on the factors for the growth and development of some pre-colonial African towns.

In item (viii), the students were required to match the name of an East African town where the Portuguese built the Fort Jesus. The students with adequate knowledge on the early contacts between the Africans and the Portuguese were able to choose the correct response E, *Mombasa*. Those students were aware of the Portuguese arrival and their military strategies that they used to defeat the East Africans. Those students were conversant that Fort Jesus (in Mombasa) was so well built and strategically positioned to resist an attack from any direction. However, some of the students with limited knowledge opted for irrelevant responses C, *Bagamoyo*; D, *Ujiji*; and K, *Tabora*.

Item (ix) required the students to match the name of an important area for copper production in central Africa during the pre-colonial period. The correct answer was B, *Katanga*. It was opted for by the students who had adequate knowledge on the African economic activities, particularly mining. The students in this category understood that, Katanga was the most important region in copper mining and processing activities in Central Africa.

However, some students opted for distractor N, *Meroe*. Those students failed to differentiate between the names for sites of copper mining and the sites for iron smelting. Another distractor which attracted some of the students in this part was H, *Uvinza*. This was an incorrect option since it was not related to copper production, rather it was related to salt extraction.

In general, those incorrect responses show that the students had limited knowledge on the location of various minerals in Africa.

Item (x) required the students to identify the name of the capital of the ancient Ghana kingdom. The correct response was O, *Kumb Saleh*. This was chosen by the students who had adequate knowledge on the development of political systems in Africa. However, other students opted for distractor F, *Gao*. This was a town in pre-colonial West Africa, but it was not the capital city of the ancient Ghana Kingdom. Other towns chosen by the students in this category include B, *Katanga* and N, *Meroe*, both of which were incorrect.

2.3 Question 3 True and False Items

This question consisted of 10 historical statements derived from the following topics: *Sources and Importance of History, Evolution of Man, Technology and Environment; Development of Economic Activities and their Impact; Interaction Among the People of Africa; Africa and the External World; and Industrial Capitalism.*

The students were required to write **True** for a correct historical statement and **False** for an incorrect statement. The question was attempted by 600,252 (100%) students. This was one of the questions whose performance was good because 91.8 percent of the students scored from 3 to 10 marks. A total of 49,199 (8.2%) students scored from 0 to 2 marks. Some of students in this category lacked or had limited knowledge on the topics that were tested, while others failed to identify the demands of the question.

Majority (73.6%) of the students scored from 3 to 6 marks, whereas 18.2 percent scored from 7 to 10 marks. Moreover, a total of 5,223 (0.9%) students were able to score all the 10 marks allotted to this question. Figure 3 shows the percentage of the students' performance in question 3.

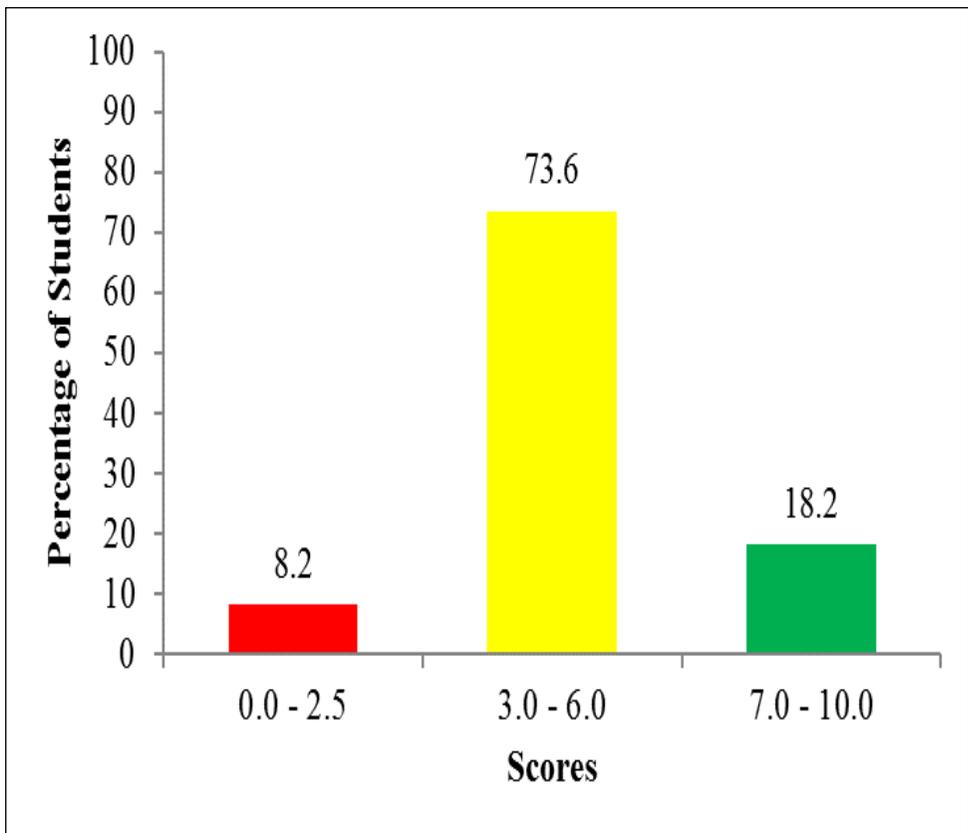


Figure 3: The performance of students in Question 3

The students who scored good marks demonstrated adequate knowledge on the subject matter. Extract 3.1 shows a correct response from one of the students who performed well in this question.

3. Write **TRUE** if the statement is correct or **FALSE** if the statement is not correct in the space provided.
- (i) The use of fire since the Middle Stone Age to the current generation has always been the production of solar energy and roasting meat **FALSE**
 - (ii) Capitalists used companies and Associations to facilitate colonial rule in Africa..... **TRUE**
 - (iii) The *Periplus of Erythrean Sea* which was written by Greek traders shows that there was early contacts between East Africa and Middle East after the 19th century..... **FALSE**
 - (iv) One of the tactics used to end slave trade in East Africa was the signing of treaties between the British representatives and Arabs rulers in Zanzibar **TRUE**
 - (v) Written texts are more accurate than oral traditions **TRUE**
 - (vi) Bi-pedalism refers to the evolutionary stage in which man started walking with four limbs..... **FALSE**
 - (vii) The major interest of industrial capitalism in Africa was slave trade..... **FALSE**
 - (viii) Agricultural activities led to increased availability of food during the Old Stone Age **FALSE**
 - (ix) Mixed farming involved the seasonal rotation of crops on the same piece of land **FALSE**
 - (x) Tipp Tip was a famous trader who encouraged the Trans Saharan Trade..... **FALSE**

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

Item (i) required the students to write True or False if the use of fire since the Middle Stone Age to the current generation has always been the production of solar energy and roasting meat. The correct response was “False”. This was chosen by the students with knowledge on the advantages brought by the discovery of fire. Those students were conversant that the discovery of fire brought notable and positive impact to man. That is to say, the discovery of fire enabled man to cook (roast) food, clear the bushes and defend himself against wild animals. Additionally, those students were aware that no time in history has man utilized the discovery of fire in producing solar energy.

However, some students opted for a wrong response “True”. Those students failed to understand that, the discovery of fire during the Middle Stone Age has had no effects to the current solar energy utilization. Generally, the choice of this distractor portrays that the students were unaware of the distinction between the impact of fire discovery and solar energy utilization.

Item (ii) tested the students’ ability to judge by writing True or False if the capitalists used companies and associations to facilitate colonial rule in Africa. Students who chose the correct answer “True” clearly understood the role of the agents of industrial capitalism in the colonization of Africa. Those students were aware that those companies and associations signed treaties with African chiefs, explored the African continent and sent back valuable information. They also encouraged their mother countries to come and colonize Africa. Therefore, colonization of Africa was the outcome of the roles those companies and associations played.

Students who opted for “False” had limited knowledge on how companies and associations facilitated the colonization of Africa. Those students were supposed to understand that companies and associations are regarded as one of the components of the “agents of colonialism”.

Item (iii) required the students to judge by writing True or False if the *Periplus of Erythrean Sea* which was written by Greek traders shows that there were early contacts between East Africa and the Middle East after the 19th century. The students with good understanding of the contacts between pre-colonial East Africa and the Middle and Far East opted for the correct response “False”. Those students were aware that the said early trade contacts go as far back as 200 BC, and it declined in the 19th century upon the advent of colonialism in East Africa.

However, some students opted for a wrong response “True”. Those students demonstrated limited knowledge on the duration of various historical events in East Africa. Those students were supposed to understand that the early commercial contacts between East Africa and the Middle East commenced in 200 BC, and not after 19th century.

In item (iv), students were required to verify if the signing of treaties between the British representatives and Arab rulers in Zanzibar was one of the tactics used to end slave trade in East Africa. The correct answer was “True”. It was opted for by the students who had adequate knowledge about the stages and techniques through which slave trade was abolished in East Africa. The students who opted for “False” were unaware on how the abolition of slave trade in East Africa was carried out.

Item (v) required the students to justify by writing True or False if written texts are more accurate than oral traditions in getting historical information. The correct response “True” was opted for by the students who were conversant with the utility of written texts like books, magazines, newspapers and pamphlets over oral tradition which relies on memory of an individual. Students who opted for “False” failed to recognize the advantages that written texts have over oral traditions.

Item (vi) required the students to write True or False if bi-pedalism refers to the evolutionary stage in which man started walking with four limbs. The correct answer was “False”. This was chosen for by the students with adequate knowledge on the evolution of man. Those students were aware that ‘bi-pedalism’- one of the crucial changes of the evolution, was not associated with walking up with four legs rather, it was associated with walking in an upright position with two legs. However, students who opted for incorrect response “True” had limited knowledge pertaining to the crucial changes and stages that accompanied the evolution of man.

In item (vii), students were required to state by writing True or False, if the major interest of industrial capitalism in Africa was slave trade. The students with adequate knowledge on the concept, stages and needs of capitalism at different periods were able to opt for the correct response “False”. Those students were aware that ‘industrial capitalism’ refers to the private ownership of the industrial system of production and its requirement included the need for raw materials, markets, areas for investment and areas for cheap labor. Additionally, those students

understood that the system during which the main interest of the Europeans was slave trade is known as merchant or commercial capitalism.

The analysis showed that the students who opted for “True” lacked knowledge on the stages for development of capitalism and its relevant requirements at each stage. For example, those students did not understand that industrial capitalism was the second stage in the development of capitalism. It was characterized by private ownership of the major means of production, industrial production and trade. Thus, from such explanations, it is clear that those students were unaware of the duration during which slaves and other goods were bought cheaply and sold dearly.

Item (viii) required students to agree or disagree whether agricultural activities led to increased availability of food during the Old Stone Age. The students with enough knowledge on the stages of evolution, the advancement and technological development attained by man during the early period opted for a correct response “False”. Those students were aware that agricultural activities led to increased availability of food during the late stone age, but not during the Early Stone Age. The reason behind being that, during the Early Stone Age, man had not yet adopted crop cultivation and animal keeping.

Furthermore, students who had limited knowledge opted for “True” which was incorrect. They failed to identify the specific period during which agricultural activities took place. Those students were not aware of the social, economic and technological advancement of man during the Stone Ages.

Item (ix) required the students to write True or False to the following statement: *Mixed farming involved the seasonal rotation of crops on the same piece of land.* Students with adequate knowledge on various economic activities in pre-colonial Africa and their impact were able to write the correct response “False”. Those students were aware that the type of farming that involves the seasonal rotation of crops on the same piece of land is referred to as crop rotation and not mixed farming. Additionally, those students were aware that mixed farming involves the production of animals and crops on the same farm, or the use of animals to help produce crops and vice versa.

However, some students who lacked knowledge on the types of agricultural practices in pre-colonial Africa opted for an incorrect response “True”.

Mixed farming is an agricultural practice which combines livestock keeping and crop cultivation. Those students failed to differentiate the type of agricultural practices in pre-colonial Africa.

Item (x) required students to judge if Tippu Tip was a famous trader who encouraged the Trans-Saharan Trade. The correct response was “False”. This response was provided by the students with great understanding on long distance trade in Africa. Those students were aware that Trans-Saharan trade developed and was conducted in West Africa across the Sahara Desert, while Tippu Tip - the most notorious and infamous caravan organizer, operated in East African long distance trade. However, other students opted for incorrect response “True” because they failed to recognize that Tippu Tip was an Arab caravan organizer in East Africa, and he had no relationship with or played no role in the Trans-Saharan Trade.

2.4 Question 4 Short Answers

This question was derived from the following topics: *Evolution of Man, Technology and Environment, Development of Economic Activities and their Impact, Interaction Among the People of Africa, Africa and the External World* and *Industrial Capitalism*. The question tested the students’ knowledge on various historical terms. It consisted of five historical terms of which students were required to provide brief explanations. The given terms were: *Black smiths, Nomadic pastoralism, Agents of industrial capitalism, The San and Triangular Slave Trade*.

A total of 587,344 (97.8%) students attempted this question. The students’ performance in this question was weak because only 23.1 percent of the students scored from 3 to 10 marks. Majority of students (76.9%) scored 0 to 2.5 marks. A few students (6,917 equal to 1.2 percent) scored full (10) marks allotted to this question. Figure 4 illustrates the students’ performance in question 4.

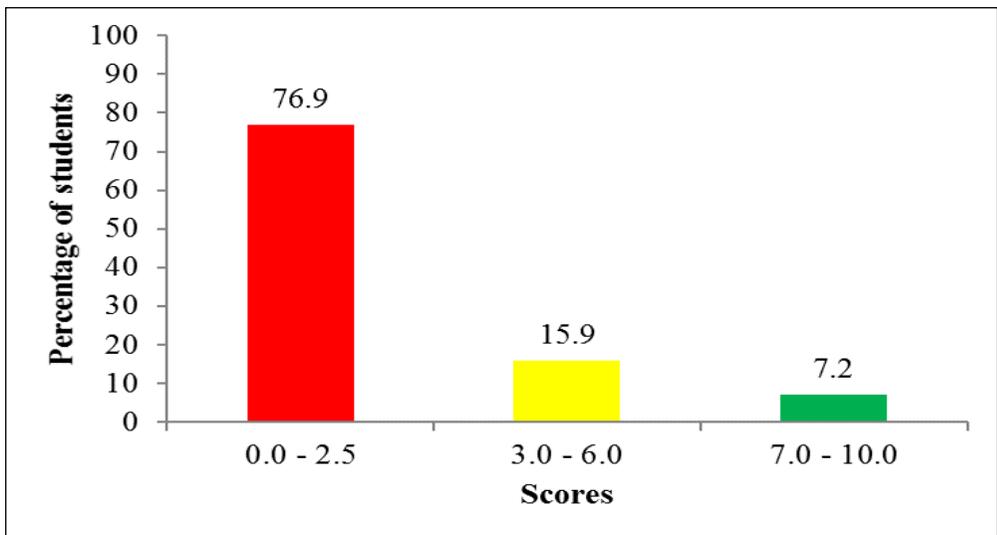


Figure 4: *The performance of students in question 4*

Figure 4 indicates that the performance of majority of the students in this question was weak. More than half of the students (306,696 equal to 52.2 percent) scored 0 marks. The students in this category displayed the following attributes: lack of knowledge on the subject matter, poor command of English language, and inability to identify the demands of the question. Most of their responses were characterized by irrelevant sentences, while some copied some statements from other questions and presented them as answers to this question. On top of that, some students left blank spaces in some items, an indication that they were unaware of the tested subject matter. Extract 4.1 is a sample of a weak response in question 4.

4.

Briefly explain the following terms:

- (i) Black smiths In the Saharan trade which and production crops on the same piece of land classed from Saharan trade particular country industrial capitalism in African availability of food during trader who economic factor of social factor where by this Saharan trade and food Availability
- (ii) Nomadic pastoralism Is the system of livestock keeping of the animals where by blood or Marriage in material in point agent economic capitalism of pastoralism and important area for copper production in Central African during pre-colonial period The capitalism of pastoralism which contacts and normal material the industrial capitalism of the pre-colonial period were are
- (iii) Agents of Industrial capitalism Is the animals where are related by blood marriage or adoption which production famous place for spring salt Making in Pre-colonial Tanganyika Labour to Trans-Saharan trade an East African town in west African that grew as result of the Trans-Saharan trade an importance area for during the pre-colonial period kingdom capital of the ancient Ghana kingdom one to another and woman which are second point natural introduction
- (iv) The San Is the power from the San in order to other the cobain of Saharan trade the production and no material which are education of more and move to separation and the hierred society and Labour trade butan trade Aduration was also nears is called the title of a chief among the hehe was called the characteristic of trade.
- (v) Triangular Slave Trade Is the speed of second Master Slave trade which the production of economic factor in the general power and development which in concept and the pastoralism which are East African and Africans in the point and material where by the cameral and Binzaazani's

Extract 4.1: A sample of an irrelevant response in question 4

However, some of the students were able to explain the given terms clearly and comprehensively. Those students had adequate knowledge on the subject matter and they were able to identify the demand of the question. Such a good response is as shown in Extract 4.2.

4. Briefly explain the following terms:
- (i) **Black smiths** Black smiths were the people who were specialised in iron working activities. Black smiths searched and described the presence of iron ores where they could establish iron work. They made iron tools as iron hoes, axes, knives. Examples of Black smiths are Mashona of Zimbabwe, Fipa of Tanzania (Rukwa) and the Mubians of north Africa.
 - (ii) **Nomadic pastoralism** This is the practice of keeping livestock, that involves movements of herders and their herds in search of pastures and water for their livestock. They keep large number of herds such as goats, cows, sheep. Nomadic pastoralist practice age set system among its members under clan defined leaders. Example of societies that practice nomadic pastoralism are Sukuma, Karamojong, Barbaig. Nomadic pastoralism provide animal skins, milk, and also cow dung are used as manure.
 - (iii) **Agents of Industrial capitalism** These were European groups that came into Africa in search of raw materials, markets, cheap labour and areas for the investment as well as shaping and paving way for colonialism. Agents of industrial capitalism emerged as the result in industrial revolution in Europe between 15th century. Examples of Agents of industrial capitalism are Explorers as Dr. Livingstone (explored East Africa), missionaries, Traders as William Mackinnon, and companies and associations such as Royal Niger Company (RNC), Internationale du Congo (I.D.C).
 - (iv) **The San** This is one of the inhabitants of south Africa that uses the language with click-sound. The Khoi Khoi joined with Khoisan to form the society known as San. This society was hunter-gatherer that depended on hunting and gathering of fruits. The San are found in the cape of south Africa. Their land was annexed by the coming of Boers and they were made slaves and labourers in their gardens that were used for cultivation of vegetables and fruits.
 - (v) **Triangular Slave Trade** This was the exchange that involved buying and selling of slaves and other commodities as clothes, guns across the trans-Atlantic ocean that connected three continents that are America, Africa and Europe. Africa provided slaves, ivory, gold. America produced cash crops in plantations as sugar, and coffee; lastly, Europe manufactured new products such as beads, clothes and brought them back in Africa for sale.

Extract 4.2: A sample of a good response in question 4

2.5 Question 5: Arrangement of Sentences

This question consisted of five historical sentences which were derived from *Africa and the External World* topic. Students were required to arrange historical sentences in chronological order by writing a roman number in the table provided. The historical events given were:

- (i) *The Portuguese merchants disturbed the gold trade in the early 16th century.*
- (ii) *Now gold was exported to Portugal and other Western European countries.*
- (iii) *The deviation of trade brought conflicts between Arab traders and Portuguese merchants.*
- (iv) *As the result, Arab traders with the assistance from Oman Sultanate expelled Portuguese merchants from East African Coast in the end of 17th century.*
- (v) *Mwanamutapa empire was the main supplier of gold to Arab traders based at Sofala.*

The question was attempted by 598,698 (99.7%) students. This question had an average performance because 38.6 percent of the students were able to score the marks ranging from 3 to 10. Moreover, majority of the students (367,356 equal to 61.4 percent) scored weak marks ranging from 0 to 2, while a total of 201,182 (33.6%) students scored from 3 to 6 marks. Only very few students (30,160 equal to 5.0 percent) scored from 7 to 10 marks. Figure 5 shows the percentage of students' performance in this question.

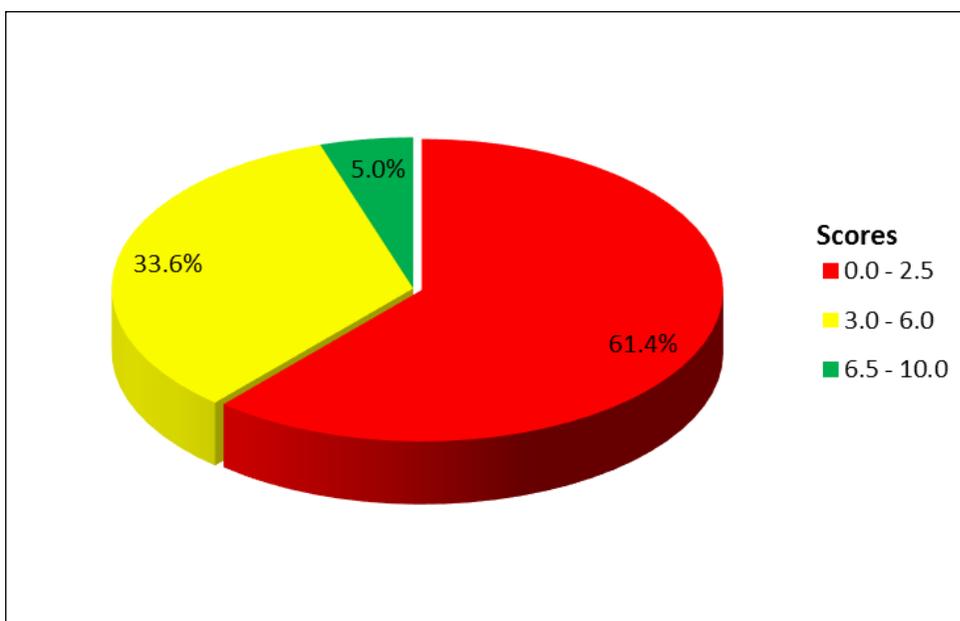


Figure 5: The performance of the students in question 5

The analysis indicated that majority of students (61.4%) who scored from 0 to 2 marks, 28.6 percent scored 0 marks. Generally, the students who scored zero lacked knowledge on the subject matter, and some could not identify the demand of the question. Generally, those students lacked knowledge on the emergence, duration, and impact brought by the interactions between the people of Africa and the outside world.

However, some students arranged the given historical events chronologically correctly, as shown on extract 5.1.

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

- (i) The Portuguese merchants disturbed the gold trade in the early 16th century.
- (ii) Now gold was exported to Portugal and other Western European countries.
- (iii) The deviation of trade brought conflicts between Arab traders and Portuguese merchants.
- (iv) As a result, Arab traders with the assistance from Oman Sultanate expelled Portuguese merchants from East African coast in the end of 17th century.
- (v) Mwanamutapa empire was the main supplier of gold to Arab traders based at Sofala.

Answers

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

Extract 5.1: A sample of a good response in question 5

The students with adequate knowledge on the contact between Africa and external world were able to arrange the given historical statements chronologically. Those students were aware that “as the trade between East Africa and the Middle and Far East flourished, the coastal towns prospered”. However, after the arrival of the Portuguese, the initial trade was disrupted, towns were ruined and the coastal city states declined. Those students were conversant that Mwanamutapa empire in Zimbabwe was the major supplier of gold to the Arab traders who were based at Sofala.

2.6 Question 6: Filling in the Blanks

This question was derived from various topics such as: *Social Economic Development and Production in Pre-colonial Africa*; *Sources and Importance of History*; *Africa and the External World*; and *Development of Social and Political Systems*. It consisted of five items (i-v). The students were required to supply the correct answer in the spaces provided.

The question was attempted by 595,231 (99.1%) students. The students’ performance in this question was weak because majority (62.5%) scored from 0 to 2.5 marks, of which 40.4 percent scored 0 marks. More than a quarter of the students (28.9%) scored marks ranging from 3 to 6, and only 8.6 percent scored 7 to 10 marks. Figure 6 shows the percentage of the students’ scores in question 6.

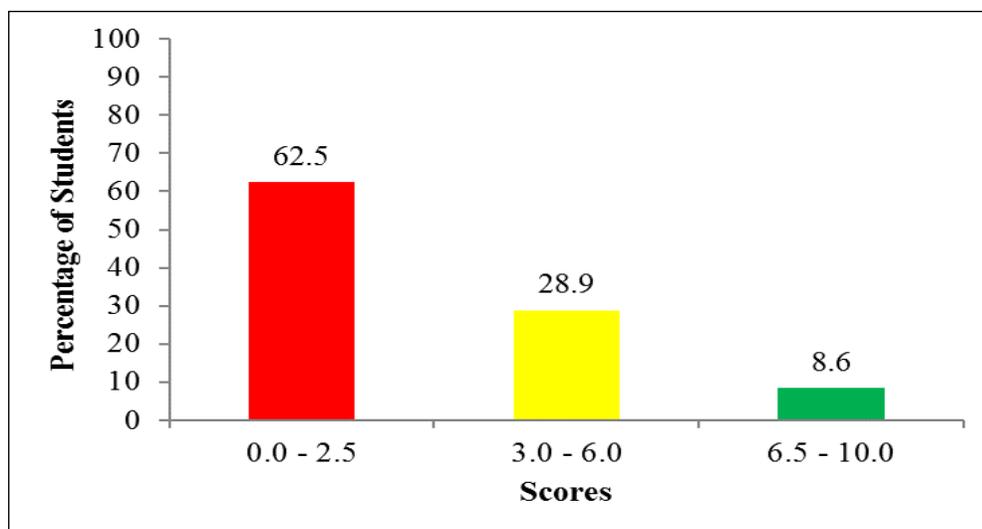


Figure 6: The students’ performance in question 6

Item (i) required the students to name the mode of production featured with the collective ownership of the major means of production. The correct response was *communalism*. This was provided by the students who had adequate knowledge on the types of the modes of production and their features. Those students were aware that collective ownership of the major means of production was one of the characteristics of communalism. Other characteristics include *absence of exploitation of man by man, lack of classes, the use of crude tools of production, absence of surplus and lack of specialization*.

However, the students with limited understanding failed to name the exact mode of production under which the entire community jointly owned the major means of production.

Item (ii) required the students to identify the name of the building in which objects of artistic, cultural, historical or scientific interest are kept and shown to the public. The students with adequate knowledge on the sources and importance of history were able to write the correct response *Museums*.

However, some of the students with inadequate knowledge provided irrelevant responses like *archives, historical site, and library*, just to mention a few. Other incorrect response provided by some students in this category were related to other historical issues different from the sources and importance of History. Such incorrect responses suggest that some students were unaware of the concepts of historical phenomena.

Item (iii) required students to provide an alternative name for Triangular Trade. The correct response was *Trans- Atlantic Slave Trade/West African slave trade/ Intercontinental slave trade*. This response was provided by the students with adequate knowledge on the inhuman trade across the Atlantic Ocean which dehumanized and reduced man to the level of a commodity. Those students were aware of the concept and the origins of the trade which was pioneered by the European nations, such as Portugal, Spain, Britain, France and Holland.

However, some of the answers given by the students who lacked knowledge on the subject matter include *Trans-Saharan Trade, Barter Trade and Indian Ocean trade*. Such incorrect responses were given by the students who could not differentiate the origin, location and magnitude of the given trade and other trades.

Item (iv) required the students to provide the best term for a duration of one hundred years. The students, who had adequate knowledge on dating historical events (dividing time), were able to provide the correct response *century*. Those students were aware of how the historian divide time into days, weeks, years, decades, centuries, millennium, periods and ages. Thus, the students were able to write the relevant name of the term/duration as demanded by the question.

Item (v) required the students to write a title of the chief among the Hehe. The correct response *Mtwa* was written by the students who had adequate knowledge on the development of social and political systems in Africa. Those students were conversant with the origins, the rise and the decline of chiefdoms/kingdoms and the titles of their chiefs/kings.

However, some students wrote *Mkwawa*. This was an incorrect answer because “Mkwawa” was the name of the King, and not the *title* of the King of the Hehe. Those students failed to differentiate between names and the titles of chiefs and Kings of some pre-colonial chiefdoms and Kingdoms.

2.7 Question 7: Short Answer Question

This question consisted of five items (i-v) which were constructed from the *Sources and Importance of History* topic. It required the students to study the sketch map provided and then answer the questions that followed. It was attempted by 595,058 (99.1%) students. The students who scored 0 to 2 marks were 503,050 (84.6%), out of whom 380,265 (63.9%) students scored 0 marks. The students who scored from 3 to 6 marks were 79,987 (13.4%), while those who scored 7 to 10 marks were 12,021 (2.0%).

Generally, the students’ performance in this question was weak because only 92,008 (15.4%) students were able to score marks ranging from 3 to 10. Figure 7 shows the performance in question 7.

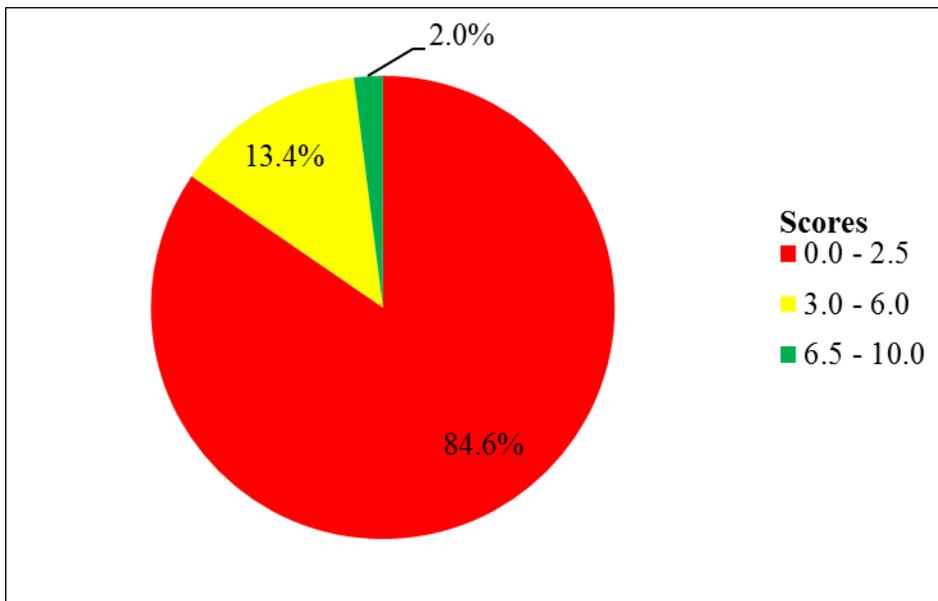


Figure 7: The performance of students in question 7

Basically, in answering this question, the students were required to have adequate knowledge and skills on map reading in order to identify the names, locations, their importance and the period during which a particular historical phenomenon took place.

Item (i) required the students to write the name of historical site marked by letter A. The students with adequate knowledge on the East African historical sites were able to name letter A as *Nsongezi*. Those students were aware of the location and historical importance of this historical site found in Uganda. The students were aware of the presence of simple Old Stone Age tools at this historical site.

However, some students wrote *Uganda* - the name of the country (Uganda) where the historical site (*Nsongezi*) is found. Some other students wrote the names of historical sites found in other East African countries. The commonest of those irrelevant responses was *Olduvai Gorge*- the famous historical site in Tanzania, and the world in particular since it is the site where the remains of the skull of one of the earliest ancestors of man was found. The analysis indicated that the topic of *Sources and Importance of History* was not well understood by the majority of the students in this category.

In item (ii), the students were required to identify the name of the historical site marked with letter B. Students with adequate knowledge on the historical sites in East Africa wrote *Rusinga Island*. This site became so famous after the discovery of primitive fossil apes, such as the *Proconsul*.

However, some students wrote irrelevant responses. Some of the notable incorrect responses with high frequency were Lake Victoria and Kenya. The former is the lake in which the Rusinga Island historical site is found, and the latter is the country in which the historical site is found. Such incorrect responses were provided by the students who had either limited knowledge on the names and locations of historical sites in East Africa, or who failed to understand the demand of the question.

Item (iii) required the students to identify a century in which skull of *Zinjanthropus* was discovered at a place marked by letter D. The correct response was *20th century*. This was provided by the students who had adequate knowledge on fixing dates on historical events.

However, some other students who were unaware of how historical events are dated, wrote irrelevant responses. One of the commonest irrelevant responses provided by those students in this category included the *21st century*. This was an incorrect response because the skull of *Zinjanthropus* was discovered in the year 1959 (20th century) and not in the 21st century. In essence, those students failed to draw a clear demarcation between the historical events which occurred in the 20th century and those that occurred in the 21st century.

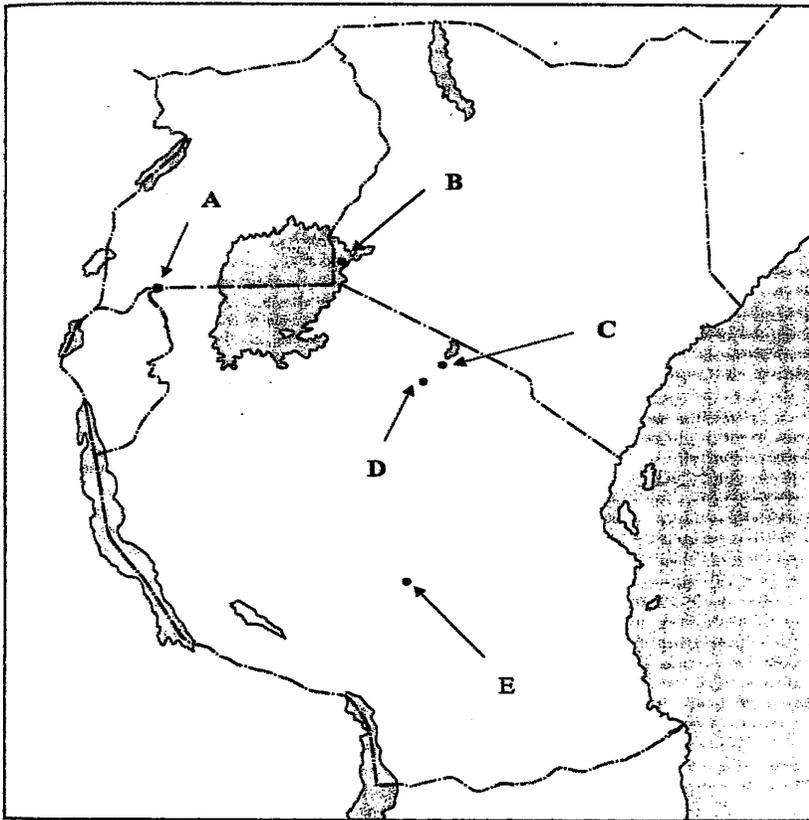
Item (iv) required the students to identify the type of discovery that made the historical site marked by letter C to be famous. The correct response *Iron technology* was identified by the students who had enough knowledge on the names and locations of the earliest iron centres in East Africa. Those students were conversant with the technological innovation and development in pre-colonial East Africa.

The analysis showed that some students provided incorrect responses. Among the given incorrect responses were: *The skull of the earliest ancestors of man, Tanzanite, Zinjanthropus and fire*, just to mention a few. Similarly, some other students wrote the names of some historical sites found in the northern part of Tanzania. In general, those students lacked knowledge on the subject matter, and they were unaware of the demands of the question.

Item (v) required the student to identify the name of the historical site marked by letter E. The correct response was *Isimila*. This response was provided by the students with adequate knowledge on the historical site famous for its Stone Age tools.

Some students with limited knowledge provided incorrect responses, such as *Kalenga Museum* - a museum nearby Kalenga – the former Hehe capital. Other students wrote *Iringa*, *Mbeya* and *Ruvuma*. Such names of the current regions in Tanzania, were not applicable and relevant to the demands of the question. Extract 7.1 is an example of an irrelevant response from one of the students in this question.

Study this sketch map and answer the questions which follow.

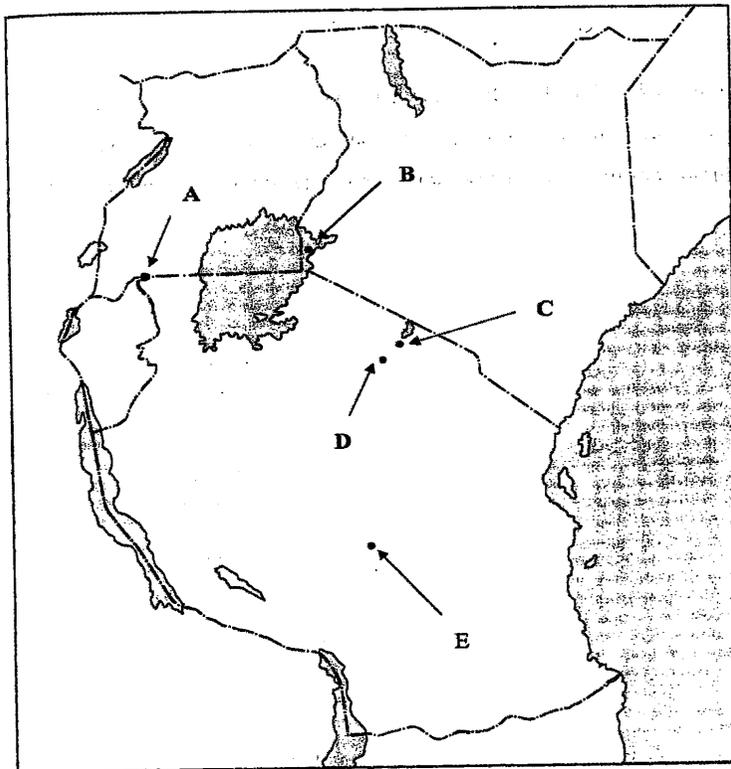


- (i) What is the name of the historical site marked by letter A? *Lake Turkana*.....
- (ii) The historical site marked by letter B is called *Msongezi*.....
- (iii) In which century was a skull of Zinjanthropus discovered at a place marked by letter D? *Olduvai Gorge*.....
- (iv) Which discovery made the historical site marked by letter C to be famous? *Istmitia*.....
- (v) The historical site marked by letter E is called *Kondoa Irangi*.....

Extract 7.1: A sample of irrelevant responses in question 7

The students who had enough knowledge on the subject matter provided relevant responses for all the items. Those students were conversant with the sources of historical information, reasons for their popularity and their locations in East Africa. Extract 7.2 is an example of good responses in question 7.

7. Study this sketch map and answer the questions which follow.



- (i) What is the name of the historical site marked by letter A? ... Nyongezi
- (ii) The historical site marked by letter B is called ... Rusinga Island
- (iii) In which century was a skull of Zinjanthropus discovered at a place marked by letter D? ... 20th Century
- (iv) Which discovery made the historical site marked by letter C to be famous? ... Iron discovery
- (v) The historical site marked by letter E is called ... Isimila

Extract 7.2: A sample of relevant responses in question 7

2.8 Question 8: Essay Question

This was an essay question from *Industrial Capitalism* topic. It required the students to explain the effects of the Dutch settlement at the Cape of South Africa. It was attempted by 274,993 (45.8%) students. The performance of the students in this question was average because 34.5 percent of the students scored 4.5 marks and above (4.5 to 15 marks). Further analysis shows that the majority of the students (180,269 equal to 65.6 percent) scored from 0 to 4 marks, and among them 84,153 (30.6%) scored zero. A total of 71,420 (26%) students scored from 4.5 to 9.5 marks, while 23,304

(8.5%) students scored from 10 to 15 marks. Figure 8 shows the performance of students in question 8.

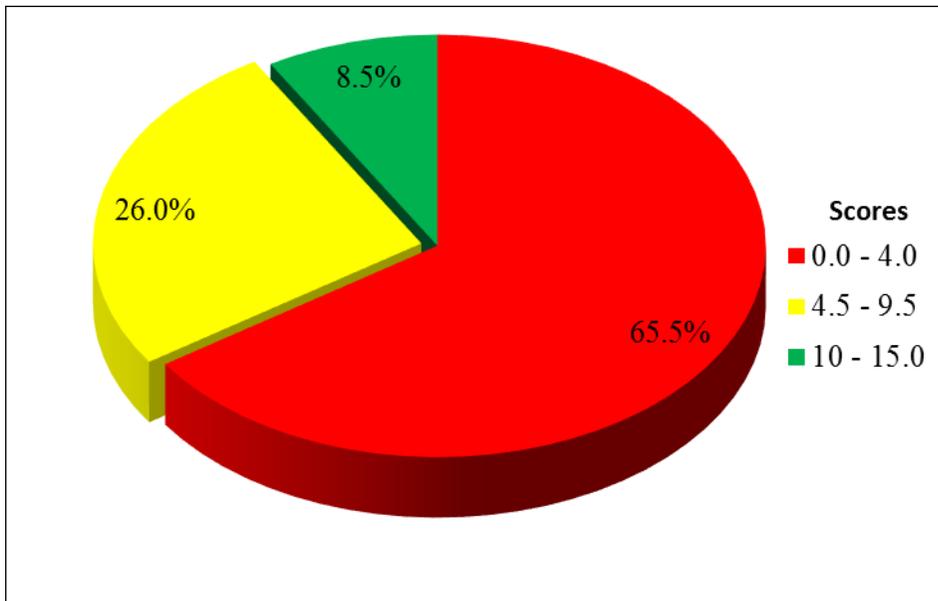


Figure 8: The performance of students in question 8

The students who scored 0 marks diverged from the demands of the question in a number of ways, such as: giving the factors for Dutch movement from the Cape towards interior of South Africa (Boer Trek) and reasons for the establishment of the Boer settlement at the Cape. In fact, some of those students could neither provide a meaningful introduction, main body nor conclusion. Their responses were characterized by irrelevant explanations. Extract 8.1 is an example of a poor response from one of the students who diverged from the task of the question.

Dutch settlement at the cape this were the farmers from Holland (Netherland) who came and settled at the cape of Good hope in the year 1652 and the dutch when they interacted with the people black people from South Africa they formed the mulattoes "mixed races" between the whites and the blacks. The following were the effects of Dutch settlement at the cape :-

Good geographical area; the Dutch decided to come at the cape this is because of geographical area of the cape the most of the areas in South Africa have the geographical condition same as that of the whites that way South Africa is also known as Sub-tropia this is because it is in the tropical region where by there is good climatic condition and also in South Africa there is industrial development like in European countries and South Africa is the only country in Africa with the high level of technology compare to other countries.

Good cool temperate condition; the other reason which made the Dutch to come to the cape this is because of the temperate condition of the cape is the same as of Holland. Example their condition of weather is that it is very cold and there is short period of sun but here in the cape also sometimes it is very cold and snow falls and also there is sun in some day comparing to East or North Africa countries that there is no snow and it is very hot.

Availability of Good Harbour; this were the harbour which were natural some of them and it was where the ships were sailing and be ready for the dutch to arrive at the cape of hope and this facilitated the means of transportation this is because the harbour were able to receive more than one ship at once and the ships brought different manufactured products example clothes, gun and also gun powder and this was the one of the positive effects of Dutch settlement at the cape at the year of 1652.

Availability of fresh water; this was the type of water which was mainly for domestic purpose. Example the water was used for cooking, drinking, washing clothes and other domestic uses while the other water known as salt water was sometimes used for ~~in~~ cooling of machines and other activities which led to Dutch settlement at the cape.

Availability of fertile land; the Dutch settled at the cape mainly also because of agricultural products to be cultivated in the land and the agricultural products were such to cultivate fruits and vegetable which the Dutch used as the means of food and also used for selling to other countries but also when the Dutch came in South Africa they decided to settle and take the area which had the fertile land which they may use it for cultivation processes.

It brought classes; when the Dutch came at the cape of Good Hope in South Africa and settled there and no one other could settle in that area and that area was purposely for the whites only and at the cape most of people who were living there were the rich people while the people who were leaving the areas apart from the coast were poor peoples.

Therefore when the Dutch settled at the cape in South Africa in the year of 1652 their effects were as they brought classes, availability of fresh water, fertile land, availability of good harbour, good cool temperate condition and also at the cape there was good geographical area and this were the effects of the Dutch.

Extract 8.1: A sample of an irrelevant response in question 8

In Extract 8.1, the student failed to understand the requirements of the question, thus the student explained the motives of Dutch Settlement at the Cape of South Africa instead of explaining the effects brought by Dutch's establishment of a permanent settlement at the Cape of South Africa.

Some students who scored from 0.5 to 4 marks had limited knowledge on the subject matter. Also, some failed to identify question requirements. In short, the students were supposed to explain how Africans were affected due to: *introduction of new culture, enslavement of the Africans, expansion of European settlement in the interior of South Africa which in turn increased warfare and displacement of the African communities and emergence of new diseases to which Africans had less immunity among others.*

The students who scored averagely had marks ranging from 4.5 to 9.5. Two notable weaknesses were observed from their responses. Firstly, most of them provided few correct points, and secondly, those students mixed correct and incorrect points. This inclination might be caused by their limited knowledge on the subject matter, or failure to identify the demands of the question.

The students who scored from 10 to 15 marks presented a well organized essay and provided the required number of points. They also provided clear explanations on the effects on the Dutch settlement at the Cape of South Africa, and gave some relevant examples. There were variations of marks among the students due to the level of relevancy, clarity and coherence of their responses. Extract 8.2 shows a sample of an appropriate answer in question 8 from one of the students.

Dutch settled at the cape of south Africa in the year of 1652. In that year the dutch established the company which was known as Dutch East India company (DIEC) under the Jan van Riebeck at the table bay in south Africa. The settlement of dutch in south Africa brought many effects to the Africans who lived in that region. The following were the effect of dutch settlement at the cape of south Africa in 17th century.

Introduction of new crops; As the dutch lived in the south Africa for many years introduced the food crops that may help them in their life of south Africa. Example of these crops introduced by the dutch in south Africa were pumpkins, pine apples and sugar cane. During that time the Africans also started to cultivate these crops and leave their crops such as millet.

Spread of the new diseases; During that time when the dutch migrated to the cape of the south Africa - the new diseases were introduced like small pox which killed the Africans. Example the Kwoikhwa (Hottentots) who lived in the area that the dutch migrated.

Cultural interpenetration; As the dutch moved from Netherlands to the cape of south Africa brought their culture and the native of the south Africa also had their cultural. The dutch introduced their culture to the people of the south Africa like way of dressing, Religion also the dutch developed a new language which was called Afrikaans.

Racial segregation; During that period for the dutch settlement at the cape of south Africa the dutch thought them as a superior to the Africans and the Africans were treated badly compared to dutch. This was due to the colour.

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Introduction of new crops: As the dutch lived in the south Africa for many years introduced the food crops that may help them in their life of south Africa. Example of these crops introduced by the dutch in south Africa were pumpkins, pine apples and sugar cane. During that time the Africans also started to cultivate these crops and leave their crops such as millet.

Spread of the new diseases: During that time when the dutch migrated to the cape of the south Africa - the new diseases were introduced like small pox which killed the Africans. Example the Kwaikhol (Hottentots) who lived in the area that the dutch migrated.

Cultural intervarance: As the dutch moved from Netherlands to the cape of south Africa had their culture and the native of the south Africa also had their cultural. The dutch introduced their culture to the people of the south Africa like way of dressing. Religion also the dutch developed a new language which was called Afrikaans.

Racial segregation: During that period for the dutch settlement at the cape of south Africa the dutch thought them as a superior to the Africans and the Africans were treated badly compared to dutch this was due to the colour

2. Expansion of settlement of European to the Cape of South Africa; During that time many of the Europeans settled on the Cape of South Africa which led to the coming of the British in the Cape of South Africa in 1795.

Occurance of conflicts and wars between the Dutch and the African; This was due to the struggling for the land which was fertile between the Dutch and the people (native of the South Africa). Example was the Kaffir war or the war of dispossession between the Dutch and Xhosa in South Africa.

Generally the Dutch settlement at the Cape fell due to the coming of the British and use different tactics to remove the Dutch from the Cape of South Africa. These tactics included: Abolition of slave trade; Introduction of black circuit court in 1811, introduction of land legislation system as well as the use of English language as a major medium of communication.

Extract 8.2: A sample of a relevant response in question 8

2.9 Question 9: Essay Question

This question required the students to explain how the East African societies were affected by slave trade. It was derived from the topic: *Africa and the External World*. A total of 400,085 (66.6%) students attempted this question, out of whom 261,445 (65.5%) scored 0 to 4 marks, whereas 120,963 (30.2%) out of them scored 0 marks. Marks ranging from 4.5 to 9.5 were scored by 102,845 (25.7%) students, while a total of 35,795 (8.9%) students scored from 10 to 15 marks. Generally, the students' performance in this question was average because 34.6 percent of the students scored marks ranging from 4.5 to 15. Figure 9 illustrates the categories of the students' performance in question 9.

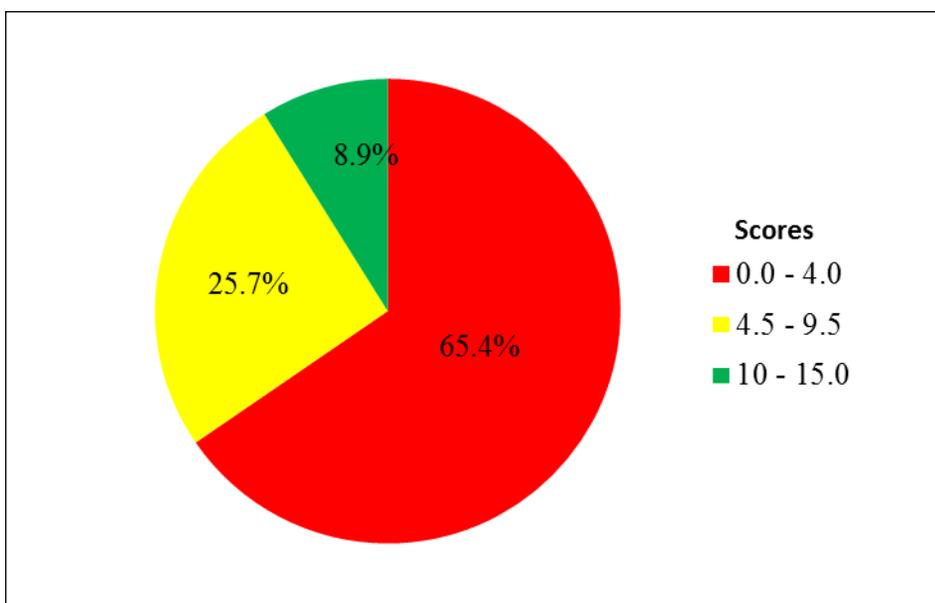


Figure 9: The students' performance in question 9

The students (30.2%) who scored 0 marks failed to identify the demand of the question, and had inadequate knowledge on the subject matter. The greatest weakness of most students in this category was inability to explain clearly in English language. Some, for example, copied statements from other questions and presented them as answers in this question, while others explained the reasons for the flourishing of slave trade in East Africa. Similarly, some students explained the techniques through which slaves were obtained, while others explained the characteristics of slave mode of production.

Moreover, the students whose marks ranged from 0.5 to 4, some scored marks from an introductory part, whereas others scored a few marks from one or two points they managed to provide correctly. The major observed weakness of those students in this group is that, majority had limited knowledge on the subject matter, while others were unable to identify the demand of the question. Extract 9.1 is an example of weak responses from one of the students.

9. Slave trade is the process of owing a person as a means of production. Whereby these people are called slaves, slaves are people who work for other people without any payment or salary. This thing really affects many people in the society. There are various things that show or the following are various ways that were affected in slave trade and these are

Firstly, the people were affected in the slave trade through signing treaties with local leaders. For example, Chief Mungungu signed a fake treaty with Karl Peter so that Karl Peter could have some more slaves.

Also, through ^{chief} bribery, the people were hiked by the local rulers so for them were hiked and also taken and used by the local rulers for the production and doing for them various activities like farming and also protecting the society.

By or through raiding, the local rulers raided the any people that they meet in the society. The raiding also caused death to some people and also it may bring to loose of their parents and family.

By Ambush, The local rulers almost wanted to Ambush the people and to take wrong more people and use them as slaves.

Also, through selling criminals, many of the people were sold to the local rulers in order to gain profit from other sectors like Agriculture and many more.

Lastly, the slave trade affected through making them think about anything else or stealing.

Extract 9.1: A sample of an irrelevant response in question 9

In an Extract 9.1, the student failed to understand the task of the question. He/she explained the methods used to obtain slaves in East Africa instead of explaining the effects brought by slave trade in East Africa.

In addition, some students scored average marks (from 4.5 to 9.5) in this question. The responses of those students had some strengths and weaknesses. For example, some were able to explain the points clearly but they provided a few points or mixed correct responses with incorrect ones. Also, some others would provide few correct responses and listed the remaining points without giving any explanations.

The analysis of students' performance showed that those who performed well provided relevant points such as; *loss of stronger and valuable man power, the decline of production, technological stagnation and promotion of unequal exchange*. The points were well explained and backed up with concrete examples. However, the accuracy of explanations and clarity of examples among the students determined their scores. Extract 9.2 shows a relevant response for question 9.

Slave trade was the process of buying and selling human being as a commodity in the market. The East African slave trade mainly grew due to the establishment of cloves and coconut plantations by the sultan seyyid saud of the oman. Example of the slave trade markets in East Africa were Zanzibar, Bagamoyo, Mombasa and Pemba. The following were the ways on how East African community affected by the slave trade:

Retardation of East African technology: This was due to all people that had the knowledge were taken as a slave in working in large plantations of the Europeans. Example of the plantations were Reunion and Mauritius plantations established by the french. so that the society remained with disabled people and the elders.

Decline of production: During the time of slave trade the able people were taken as slaves in large plantations and the society remained with disabled people which was unproductive (non-producers) which led to the occurrence of hunger and famine in the African community.

Insecurity: This was due to the ways that were used by the slave traders during the capturing process. Example Raiding and capturing people also there are some members of the community who feared to be taken as a slave.

Loss of man power: This was due to the one who were strong, able people were taken as slaves and the societies remained with disabled people, elder which result into the decline of production and the occurrence of hunger and famine to the African communities.

Depopulation; This was due to the way of capturing people and the transportation of slaves which may result into deaths of people and the society to remain without their people also other slaves were needed as a porter to carry heavy loads from the interior of East Africa to the East African coast some people - dead in the journey.

Separation of families; During that time of the period of slave trade the families were separated because some members of the family were taken as slaves by the slave traders and left the family in great risks also to the one who captured remain without any members of his/her family.

Conclusively the slave trade brought many effects to the African societies but there were the abolition of slave trade that headed by the British in 1807 due to British Industrial revolution, American independence of 1776, French revolution of 1776, Humanitarian reasons as well as Religious reasons.

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

2.10 Question 10: Essay Question

This question was derived from the *Sources and Importance of History* topic. It required the students to explain six limitations of using oral traditions as a source of historical information. It was attempted by 245,370 (40.9%) students of which 91.9 percent scored from 0 to 4 marks. Among the students who scored weak marks (from 0 to 4 marks), 56.2 percent scored 0. Average (4.5 to 9.5 marks) score involved 12,939 (5.3%) students, while the marks ranging from 7 to 10 were scored by 6,818 (2.8%) students. Generally, this was the weakest performed question since only 8.1 percent of the students scored marks ranging from 4.5 to 15. Figure 10 shows the performance of the students in this question.

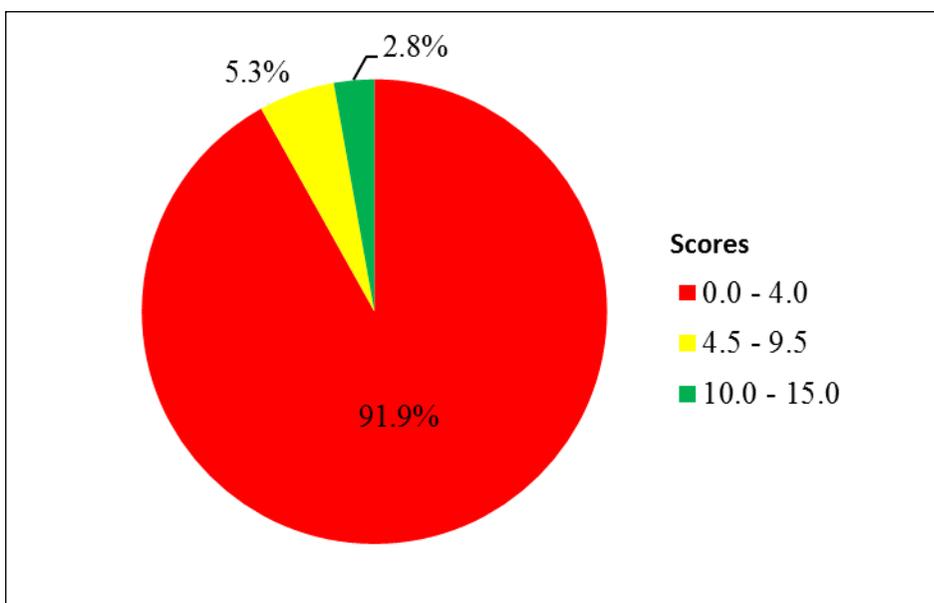


Figure 10: The performance of the students in question 10

Students who scored 0 marks (56.2%) provided irrelevant responses. Poor English language proficiency, lack of knowledge on the tested subject matter and failure to identify the demand of the question were the challenges that hindered those students to score high marks in this question. For example, some students explained the sources of historical information instead of explaining the limitations of oral tradition, while others explained the advantages of oral tradition and/or sources of historical information. In addition, some students explained role of mass media. Extract 10.1 illustrates a poor response from one of the student who diverged from the task of the question.

Oral tradition is the system of getting information by using or through a mouth. The following are the limitations of using oral tradition as a source of historical information.

Newspaper, This is one of the limitations of using oral tradition as a source of historical information.

Books, This is one of the limitations of using oral tradition as a source of historical information.

Magazine, This is one of the limitations of using oral tradition as the source of historical information.

Computer, This is one of the limitations of using oral tradition as the source of information.

Radio, This is

one of another limitation of using oral tradition as a source of historical information.

Phone, This was the one of another limitation of using oral tradition as a source of historical information.

Generally, historical information is the instruction or information which is based on history only and all activities of history.

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

Extract 10.1 shows a sample of an irrelevant response from a student who misconceived the question by providing the role of mass media under the perspective of science and technology in undermining oral traditions.

Those students were supposed to explain the weaknesses of oral traditions as a source of historical information. Such students were supposed to provide responses such as: *oral traditions rely heavily on human memory, hence the person providing information may forget or omit some facts or details; the presenter of oral traditions may exaggerate facts, hence making it difficult to differentiate between the truth (fact) and lie (incorrect information); and using oral traditions can be time consuming and an expensive method of getting historical information.*

The analysis indicated that the students who scored from 0.5 to 4 marks, some outlined a few points without providing any explanations, while others managed to provide correctly one or two points only. Majority of the students in this category provided a few correct responses. Unclear statements, lack of clarity and coherence were some of the issues that were prominent in the responses of many students in this category.

The students who scored averagely (marks ranging from 4.5 to 9.5) exhibited different strengths and weaknesses. Some provided a few points correctly for they could not exhaust all the points as the question demanded. Other students mixed correct and incorrect responses. Moreover, some duplicated or repeated some points. In short, majority of the students (12,939 equal to (5.3%) in this category, demonstrated moderate knowledge on the subject matter.

Further analysis of the students' responses showed that the students with highest scores ranging from 10 to 15 marks interpreted the question correctly. They provided relevant explanations supported with concrete examples. The variations in the students' scores were caused by differences in their abilities to explain and give the required details and vivid examples.

3.0 PERFORMANCE OF THE STUDENTS IN EACH TOPIC

The analysis of the students' responses in this assessment reveals that all eight (8) topics were assessed in FTNA 2020 in 012 History subject. Questions in which the students' performance was good were objective questions 1, 2 and 3, with 69, 66 and 91.8 percentages, respectively. Questions 1 and 3 were derived from different topics, whereas question 2 was derived from *Nationalism and Decolonization* topic.

Questions 5, 6, 8 and 9 had an average performance of 38.6, 37.5, 34.6 and 34.5 percentages, respectively. Questions 5 and 6 were short answer questions derived from *Africa and the External World* and different topics, respectively. Questions 8 and 9 were essay questions derived from the *Africa and the External World* topic.

Weak students' performance was observed in questions 4, 7 and 10. Short answer questions 4 and 7 were derived from multiple topics and *Sources and Importance of History*, respectively. Students' performance in questions 4 and 7 was 23.1 and 15.4 percentages, respectively. Question 10 was an essay question and was derived from the *Sources and Importance of History* topic. It had the weakest performance because only 8 percent of the students managed to score 4.5 marks and above (see Appendix).

4.0 CONCLUSION

The students' performance in the History Assessment (FTNA 2020) was average since 50.7 of the students passed. The students who passed had adequate knowledge on the subject matter, and they were able to identify the demands of the questions particularly in questions 1, 2 and 3 in which they had good performance. Also, good proficiency in English language contributed to their good performance.

Average performance was observed in questions 5, 6, 8 and 9. The students exhibited moderate knowledge on the subject matter, their English Language command was relatively good. They also demonstrated moderate ability in identifying the demand of the question.

Of all the questions, questions 4, 7 and 10 had the weakest percentage of the students' performance. Weakest performance in those questions is attributed to the students' lack of knowledge and poor English language proficiency, as well as failure to identify the requirements of the questions.

5.0 RECOMMENDATIONS

Although the general performance of students in this Assessment was average, there were some students whose performance was not good for some of the questions. These include questions, 7 and 10 from the *Sources and Importance of History* topic. In order to improve the performance in this area, the following are recommended:

- (a) Teachers should guide the students in groups to read written sources and present on the types, functions, advantages and disadvantages of oral traditions, so as to reinforce students' memory.
- (b) Teachers should guide students in groups to discuss and come up with answers to the questions related to oral traditions as well as other sources of historical information which they should present in classes for further discussion and clarification.
- (c) Students should be encouraged to use English language in their day to day communication so as to improve their English language proficiency.
- (d) Depending on the type of the topic, teachers should employ various teaching and learning strategies such as project assignment, role play, guest speaker/specialists and debate in order to reinforce the students' understanding on the *Sources and Importance of History* topic, as well as others.

ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

SN	Topic	Question Number	% of students who scored an average of 30 marks and above	Remarks
1	<i>Sources and Importance of History, Development of Economic Activities and their Impact, African and External World, Industrial Capitalism, na Evolution of Man Technology and Environment.</i>	3	91.8	Good
2	<i>Sources and Importance of History, Africa and the External World, Social- Economic Development and Production in Pre-Colonial Africa, Interactions Among the People of Africa, Industrial Capitalism, and Evolution of Man, Technology and Environment.</i>	1	69	Good
3	<i>Development of Social and Political Systems in Africa, Africa and the External World, and Development of Economic Activities and their Impact, na Evolution of Man, Technology and Environment.</i>	2	66.2	Good
4	<i>Africa and the External World.</i>	5	38.6	Average
5	<i>Social- Economic Development and Production in Pre-Colonial Africa, Sources and Importance of History, Africa and the External World, Industrial Capitalism na Development of Social and Political Systems Africa</i>	6	37.5	Average
6	<i>Africa and the External World.</i>	9	34.6	Average
7	<i>Africa and the External World.</i>	8	34.5	Average
8	<i>Development of Economic Activities and their Impact, Industrial Capitalism, Interactions Among the People of Africa, na Africa and the External World</i>	4	23.1	Weak
9	<i>Sources and Importance of History,</i>	7	15.4	Weak
10	<i>Sources and Importance of History</i>	10	8	Weak

