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) 2022

HISTORY

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012 HISTORY

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FOREWORD

This report presents Students' Item Response Analysis (SIRA) on Form Two History Subject national assessment which was conducted in November, 2022. The report aims to provide feedback to all educational stakeholders on the progress of the students in terms of their knowledge and skills on the assessed topics as well as the factors that contributed to their performance.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning in order to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning.

The analysis shows that most of the students who scored high marks were able to identify the demands of each question, had enough knowledge on the assessed subject matter and were proficient in English language. However, the students who scored low marks lacked such attributes. Furthermore, the report explains the reasons which made some students provide either good or poor responses. Extracts for each case are attached to justify the students' performance.

The Council believes that the report will be used by stakeholders especially teachers who in turn will maximise the teaching and learning processes so as to attain the required instructional objectives. The Council appreciates the efforts made by all who, in one way or another, contributed to the preparation of this report.

Dr Said Ally Mohamed
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report analyses the History subject performance of the students who sat for FTNA in 2022. History paper assessed the students' competences according to the current Form One and Form Two History syllabi.

The paper had a total of ten (10) questions which were distributed into three sections, namely A, B and C. The students were required to answer all questions in all sections. Section A consisted of two questions whereby question 1 carried ten marks and question 2 carried five marks, making a total of 15 marks. Section B comprised seven questions. Each question in this section carried 10 marks, making a total of 70 marks. Section C consisted of an essay question which carried 15 marks.

The number of students who sat for the FTNA in History subject in 2022 was 634,699, out of which 340,612 (53.80%) students passed. In 2021, the number of students who sat for FTNA was 602,295, of which 299,339 (49.77%) students passed. This portrays that the number and rate of the students' performance in this 2022 increased by 32,404 students (4.03 percent) when compared to 2021.

In this report, the tasks in each question, and the students' strengths and weaknesses in answering the questions have been analysed. Also, the percentages of scores in each question have been presented by using graphs, tables or charts, and the samples of good and poor responses have been extracted from the students' scripts and presented in order to justify the explanations given in the analysis. Finally, the report highlights the general performance of the students and recommends the way forward aiming at helping teachers to adjust their teaching strategies accordingly.

The students' performance in this assessment were categorised according to the grade, marks 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. Moreover, the students' performance is regarded as "weak", "average", or "good" if the percentages of the students' performance range from 0 to 29 percent, 30 to 64 percent and 65 to 100 percent which are represented by red, yellow and green, respectively. (see the attached Appendix).

It is the expectations of the National Examinations Council of Tanzania that the report will be of vital importance to teachers for it unveils the areas where much focus is needed in order to ensure attainment of the instructional objectives. Likewise, the students will also benefit from this report for it will help them understand the areas where they are lagging behind, and how to rectify their weaknesses.

For school administrators, quality assurers and other education stakeholders in general; this report will help them get reliable and adequate information about teachers' effectiveness, students' degree of the achievement of the instructional objectives, as well as the inherent problems, and address them accordingly.
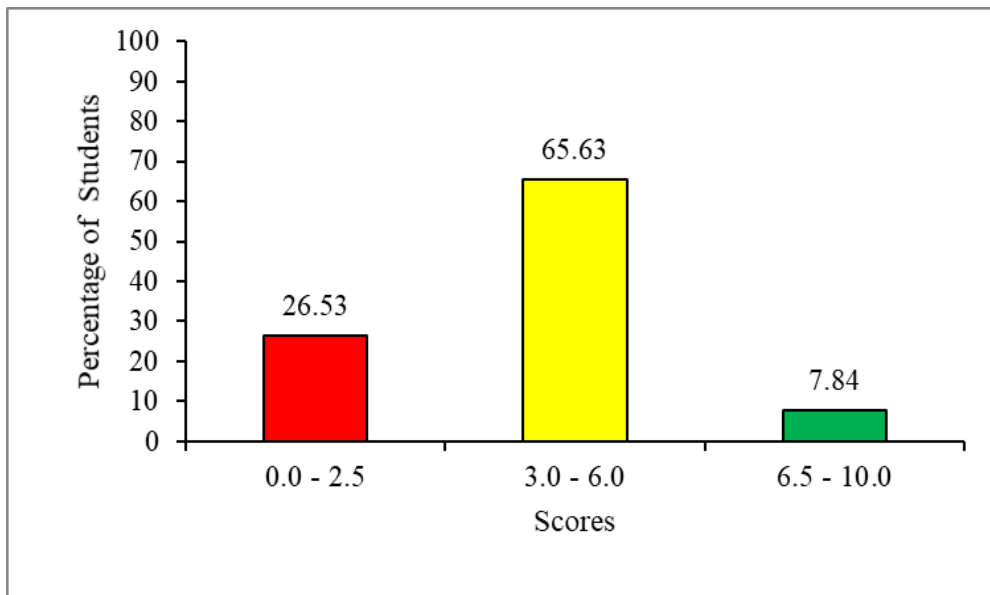

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION
2.1 Question 1: Multiple Choice Items

This question consisted of 10 multiple choice items. The items were derived from the following topics: *Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Economic Activities and their Impact; Interactions Among the People of Africa; Social-Economic Development and Production in Pre-colonial Africa; Africa and the External World* and *Industrial Capitalism*.

The students were required to choose the correct answer from the four given alternatives, and write its letter in the box provided. One (1) mark was awarded for each correct answer. This question was attempted by all 634,699 (100%) students. In terms of the performance, the students' scores were as follows: students who scored from 0 to 2 marks were 168,403 (26.53%), while 416,542 (65.63%) students scored from 3 to 6 marks, and 49,754 (7.84%) students scored from 7 to 10 marks.

This was the most performed question since 466,296 (73.47%) students scored from 3 to 10 marks. Figure 1 shows the performance of the students in percentages for question 1.

Figure 1: The percentages of the students' performance in question 1

Item (i) required the students to identify the aspects that are studied by the anthropologists from the given alternatives. The correct response was C, *The cultural practices and patterns of human society*.

Students who provided the correct response had adequate knowledge of the functions, advantages, limitations and distinctions of various sources of historical information. These students were aware of the areas of specialisations of both the anthropologists and the archaeologists.

The students who opted for distractors: A, *The records of people who interacted with outsiders;* B, *The language and their changes over long time,* and D, *The tradition and physical development of man,* were not correct. They were incorrect because the issues pertaining to the records of people, languages and the way they change over time, as well as the physical development of man, are not dealt with by the anthropologists. What can be deduced from such incorrect responses is that the students lacked knowledge on the areas where anthropologists are so functional.

As a matter of fact, those students were supposed to understand that anthropologists often live among the people they want to study so as to grasp various phenomena such as their social organizations, social institutions, religion, customs of marriage, cultural values, systems of inheritance, descent, as well as how disputes are settled traditionally.

Item (ii) required the students to identify the ways of life which were associated with Homo Sapiens. The item was derived from the topic of *Evolution of Man, Technology and Environment*. The correct response was D, *Domesticating plants and animals.* The students who opted for the correct response were aware of the major changes in man's way of life during the Late Stone Age as well as their impact. In general, those students were aware of the Stone Age periods and their associated changes in the man's physical features as well as the discoveries done by man at every Stone Age phase.

Incorrect options A, *Hunting and eating raw food*; B, *Gathering and walking on fore limbs*, and C, *Walking on fore limbs and domesticating animals* were chosen by the students who were unaware that hunting and eating raw food were the characteristics of man associated with the Early Stone Age.

In addition, walking on fore limbs was one of the characteristics of Primates (the group from which the ancestors of man belonged), hence it was not associated with Homo Sapiens. In fact, the students opted for irrelevant responses because they could not distinguish the stages of evolution, and the unique physical features to man and the discoveries/inventions man made that accompanied each stage.

Item (iii) required the students to identify the name of the period in the history of human beings that is marked by the appearance of both Zinjanthropus and Homo Habilis. This item was derived from the topic of *Evolution of Man, Technology and Environment.* The correct response was B, *Early Stone Age*. The students who opted for the correct answer had sufficient knowledge of the stages of the evolution of human beings.

Students who chose distractors: A, *New Stone Age*; C, *Middle Stone Age* and D, *Late Stone Age* had little knowledge of the evolution of human beings. Such incorrect responses reveal that the students failed to identify the proper period and the names of the ancestors of man at different evolutionary stages.

In item (iv), students were required to identify the term that best fits the type of an agricultural system in which beans, maize and few trees are planted in the same farm. The item was set from the topic of *Development of Economic Activities and Their Impact*. Option C, *Agroforestry* was the correct answer.

Students who chose the correct answer had adequate knowledge of the importance and distribution of various agricultural practices in Africa.

Incorrect options A, *Intercropping;* B, *Mixed farming and* D, *Crop rotation* were chosen by the students who were not aware of the terms that were inherent in the topic of *Development of Economic Activities and Their Impact*. The correct responses were as follows: intercropping refers to *the method of cultivation and soil conservation which involve planting different crops or different varieties of the same crop on the same piece of land.* Mixed farming refers to *the system of keeping livestock alongside crop cultivation;* and crop rotation refers to *the seasonal rotation of crops on the same piece of land*.

Such incorrect responses provided by the students in this item reflect that some students were not conversant with the economic activities and the impact they brought to the societies practising them during the pre-colonial period.

Item (v) required students to identify the collective name given to the massive labour force used in the constructions of cities, pyramids, dams and irrigation schemes in ancient Egypt. The item was extracted from the topic of *Social – Economic Development and Production in Pre-colonial Africa*. The correct response D, *Slaves* was chosen by the students who were aware of the types of social organisations and production during pre-colonial Africa. Indeed, such students were aware that slavery existed in ancient Egypt some 3500 years ago. Also, they understood that ancient Egyptians raided neighbouring societies for slaves who then they used to undertake most of the production, for example, in irrigation farming, pyramid construction and domestic activities.

However, some students opted for an incorrect alternative A, *Wage labour.* This distractor was chosen by the students who lacked knowledge of the modes of production, and the key producers in each mode of production that existed in Africa before the advent of colonialism. Those students were supposed to bear in mind that wage labour refers to the socio-economic relationship between a worker and an employer in which the worker sells his/her labour power under a formal or informal employment contract. In this respect, this was an irrelevant response because there existed no wage labour

during the period when the pyramids were constructed. The selection of this response testifies that some students were not aware of the concepts, durations and the types of social organisations and production that existed in Africa during the pre-colonial period.

Meanwhile, other candidates opted for incorrect options B, *Serfs* and C, *Peasants*. The choice of these distractors indicates that some students were not conversant with the hierarchical structures and the responsibilities of each hierarchy that existed in some African societies during the pre-colonial period.

On one hand, those students were supposed to understand that serfs were people who were given land by feudal lords to work on and produce with agreement to pay. The class of serfs comprised the tenants, livestock herders, and artisans. On the other hand, those students were supposed to understand that there were farmers who owned or rented a small amount of land. Thus, neither the serfs nor peasants played any role in the construction of cities, pyramids, dams or irrigation schemes in ancient Egypt.

In item (vi), students were required to identify a set, from the given alternatives consisting of social interactions. This item was derived from the topic of *Interactions Among the People of Africa*. The students who chose the correct answer A, *Marriage, religion, medicine and migration* had adequate knowledge of the components through which social interactions took place.

However, distractors B, *Music, migration, trade and metal working;* C, *Agriculture, religion, war and marriage,* and D, *Fishing, medicine, dance and migration* were chosen by students who were not aware that trade, metal working, agriculture and fishing were components of economic interactions. Generally, the students who opted for incorrect responses failed to identify and differentiate the right components belonging to a particular type of interaction.

Item (vii) assessed the students' ability to identify the correct list consisting of the commodities brought by the Portuguese in East Africa. This item was set from the topic of *Africa and the External World*. The correct response was D, *Guns, gun powder, glass, ammunition and cloth.* Students who chose this option had adequate knowledge of the commodities which were traded during the early contacts between Africa and Portugal.

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Students who chose the distractors A, *slaves, beeswax, gum, animal skins and copper* B, *Maize, cassava, sweet potatoes and pineapples* C, *Cassava, cotton, sisal, clothes, and glass* were not correct because the components in these options are not associated with the items brought by the Portuguese. For example, slaves, beeswax, gum, animal skins and copper were the goods taken from East Africa to Portugal, whereas cotton and sisal were introduced to East Africa from Germany and not from Portugal.

In item (viii), students were required to identify an option consisting of an odd reason which made the Portuguese to pay attention to the East African coast from the 15th century to the 17th century. Students who had enough knowledge of the social and economic motives for the contacts between Africa and the Portuguese were able to choose the correct answer B, *preventing the expansion of the Boers.* Those students were aware that preventing the expansion of the Boers was not one of the motives for the coming of the Portuguese in East Africa.

In addition, those students were aware that the Boers did not live in East Africa, but they lived in South Africa. The students who opted for alternatives A, *Conquering and controlling the area;* C, *Controlling gold trade* and D, *Obtaining full control of the Indian Ocean* failed to understand the demands of the question.

Item (ix) required the students to identify the right set which comprised the religious activities in pre-colonial Africa. This item was derived from the topic of *Interactions among the People of Africa*. The correct response was D, (iv), (ii) and (i) which represented *Burial rites, Purification rituals* and *Prayers to bless warriors,* respectively. Other options were incorrect because they embedded *ordaining priests* which was not one of the religious activities in pre-colonial Africa. Students who chose those options were supposed to understand that *ordaining priests* started to be practised in Africa after the arrival of the Europeans.

In item (x), students were required to identify, from the given alternatives, the reason which made the European countries to demand raw materials from Africa during the 19th century. The item was constructed from the topic of *Industrial Capitalism.* The correct response was A, *The European raw*

materials were insufficient. These students were aware of what happened in Europe in the 19th century due to industrial revolution. Industrial revolution in Europe led to scarcity of raw materials in Europe, the solution of which was to find them elsewhere (abroad). In a nutshell, those students had enough knowledge of various aspects that industrial capitalism needed in order to flourish.

However, option B, *The European raw materials had low quality* was incorrect because prior to industrial capitalism, the Europeans were using the same raw materials from Europe. Generally, such incorrect response reveals that some students who opted for it were not conversant with the major factor that made Europe seek raw materials from abroad. Those students were supposed to bear in mind that one of the factors for European industrialisation was the presence of domestic raw materials. Thus, it is not true to say that those domestic European raw materials upon which industrial capitalism was built, had low quality.

Distractor C, *The Africans did not need their raw materials* was irrelevant and it was chosen by the students who had limited knowledge of the key factors for the development of any country. Those students did not understand that raw materials are the essential inputs used in the production process to create finished products that are ready to sell to consumers. Thus, there is no way, the Africans could give their raw materials outright to the Europeans without being forced or tricked.

Also, students who opted for D, *The European countries wanted to develop Africa* did not understand that the intention of European countries to take raw materials from Africa to Europe was not for the purpose of developing Africa. The students were not aware that it was the plundering of raw materials from Africa that accelerated the development of Europe, and the underdevelopment of Africa. If indeed the Europeans had the intention of developing Africa, they would have established those industries in Africa.

2.2 Question 2: Matching Items

This question was derived from the topic of *African and the External World*. The question consisted of 5 items in which the students were required to match the historical explanations pertaining to individuals in List A, with the proper name of that individual in List B. Students were to write the letter of

the correct response below the corresponding item number in the table provided. Each correct answer was awarded 1 mark, making a total of 5 marks.

A total of 634,699 (100%) students attempted this question. Students who scored from 0 to 1 mark were 206,213 (32.49%). Moreover, 280,776 (44.24%) students scored from 2 to 3 marks, while 147,710 (23.27%) scored from 4 to 5 marks. The performance for this question was average since 428,486 (67.51%) students scored from 2 to 5 marks. Figure 2 shows the students' performance in question 2.
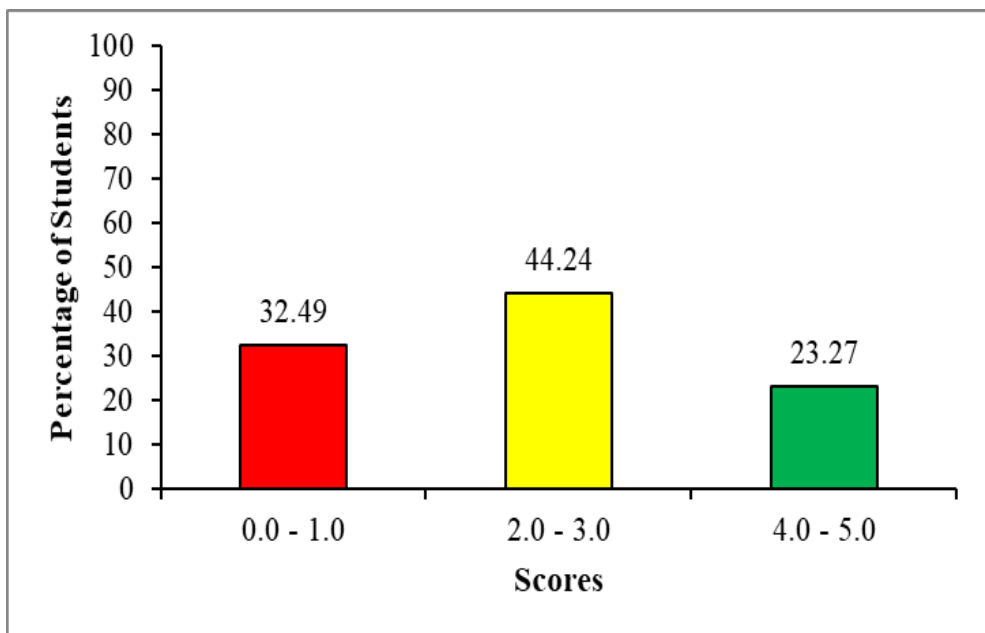
Figure 2: The performance of the students in question 2

Table 1: Presents question 2 that the students were supposed to answer by matching the historical explanations in List A with the name of the individuals in List B.

List A		List B	
(i)	A person who sponsored Portugal's exploration voyages.	A	Ali Bey
		B	Seyyid Said
(ii)	A person who explored the whole west coast of South Africa and reached at the Cape in 1497.	C	Henry Stanley
		D	Vasco Da Gama
(iii)	A Portuguese sailor who successfully reached India after going round the Cape of South Africa in 1498.	E	Prince Henry
		F	Bartholomew Diaz
		G	Jan Van Riebeeck
(iv)	A person who shifted his capital from Oman to Zanzibar in 1840.	H	David Livingstone
(v)	A Turkish person who led the troops that resisted against the Portuguese.		

In Item (i), students were required to identify the name of the person who sponsored Portugal's world exploration voyages. The correct response was E, *Prince Henry.* This response was chosen by the students who were aware of the role of Prince Henry, the Navigator, played during the 15th century for initiating and influencing the Portuguese sailors to search for the route to India. Those students understood that Prince Henry was a central figure for Portugal's maritime discoveries and expansion, that is why he is regarded as the principal initiator of the Age of Discovery.

Majority of the students who failed to provide the correct response to this item opted for D, *Vasco Da Gama.* This distractor attracted many students because of role he played in searching for a sea route to India. Thus, the students who chose the letter bearing his name were not conversant with the key individuals, their achievements and the durations taken when they embarked on or finished those missions.

Those students were not aware that Vasco da Gama was working on the directives of Prince Henry who masterminded those voyages of discoveries. The choice of this distractor portrays that these students were not aware of the roles of some key individuals played during the age of discoveries and explorations in the 15th century.

In item (ii), students were required to identify the name of the person who explored the whole west coast of South Africa, and reached the Cape of South Africa in 1487. The students who had adequate knowledge of the historical events associated with the early contacts between Africa and Europe through the Atlantic Ocean opted for the correct response F, *Bartholomew Diaz.*

In general, those students were aware that Bartholomew Diaz was the first European to visit the southern parts of Africa in 1487, following the ideas of Prince Henry (the Navigator) who encouraged his subjects to make many voyages of discovery. In short, the students were conversant with the durations covered, participants and the historical roles they played during the discovery era.

Other students opted for A, *Ali Bey;* B, *Seyyid Said;* C, *Henry Stanley;* D, *Vasco Da Gama;* E*, Prince Henry;* G, *Jan Van Riebeeck* and H*, David Livingstone.* These were incorrect options and they were chosen by the students who had limited knowledge of the key individuals who participated in the accomplishment of Prince Henry's motive and the durations covered during which those historical phenomena took place.

Item (iii) required the students to identify the name of the Portuguese sailor who successfully reached India in 1498. The correct response D, *Vasco da Gama* was opted for by the students who were knowledgeable about the key role Vasco da Gama played towards searching for a sea route to India.

An incorrect option that attracted many students was F, *Bartholomew Diaz.* This choice was attributed to the fact that both sailors (Bartholomew Diaz and Vasco da Gama) were from Portugal and worked to accomplish Prince Henry's mission of searching for a sea route to India.

Such students were supposed to understand that Bartholomew Diaz's last journey laid the foundation for Vasco da Gama's historic voyage to India in 1498. Thus, the achievement of Vasco da Gama was founded on the tenets and information which were provided by Bartholomew Diaz's last journey to Southern Africa.

Other distractors chosen by some students included options A, *Ali Bey;* B, *Seyyid Said;* C, *Henry Stanley;* E, *Prince Henry;* G, *Jan Van Riebeeck* and H, *David Livingstone.* Such options were incorrect because the individuals played no role in the Portuguese's strategies and struggles in searching for a sea route to India. For example, students who chose options C, *Henry Stanley* and H, *David Livingstone* were not aware that both were agents of colonialism who played a key role during the 19th century (period of industrial capitalism), and not during the 15th century (period of mercantilism). The weakness shown by students who selected those distractors is that they were not aware of the events and the covered durations during which those events took place.

In item (iv), students were required to identify the name of an individual who shifted his capital from Oman to Zanzibar in 1840. The correct response was B, *Seyyid Said.* This response was chosen by the students who were conversant with the reasons for the expansion of the Indian Ocean slave trade in the 18th century as well as the ambitions of Sultan Seyyid Said to create a great commercial empire on the East African coast.

Item (v) required the students to identify the name of the Turkish person who led the troops that resisted against the Portuguese. Option A, *Ali Bey*, was the correct answer. The correct answer was chosen by the students who had enough knowledge of the major reasons for the collapse of the Portuguese rule in Eat Africa. Those students were aware of the struggles Ali Bey and his collaborators waged in order to uproot the Portuguese rule from the East African coast. It can be summed up that those students were aware of the trends and strategies through which the Portuguese were evicted from the East African coast at the end of the 17th century from where the Arabs became the new masters along the East African coast.

However, option B, *Seyyid Said* was chosen by the majority of students as a correct response in this item. This option was plausible to students who failed to differentiate the roles of each individual on the events that took place in East Africa from the 15th century to the 19th century.

Some students were able to score all the five marks allotted to this question because they had adequate knowledge of the assessed subject matter. Extract 2.1, exemplifies a sample of the correct responses to question 2.

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

| List A	List B
(i) A person who sponsored Portugal's exploration voyages.	A Ali Bey
(ii) A person who explored the whole west coast of South Africa and reached at the Cape in 1487.	B Seyyid Said
	C Henry Stanley
(iii) A Portuguese sailor who successfully reached India after going round the Cape of South Africa in 1498.	D Vasco Da Gama
(iv) A person who shifted his capital from Oman to Zanzibar in 1840.	E Prince Henry
	F Barthlomew Diaz
(v) A Turkish person who led the troops that resisted against the Portuguese.	G Van Riebeeck
	H David Livingstone

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	E	F	D	B	A

Extract 2.1: A sample of a part of a correct response to question 2

2.3 Question 3: Short Answer Items

This question was derived from the *Social-Economic Development and Production in Pre-colonial Africa* topic. It consisted of 6 historical terms of which the students were required to explain briefly. The terms given were: *Hadzabe*, *Landlord*, *Mwinyi Mkuu*, *Production* and *Omukama*. It was attempted by all the 634,699 (100%) students. However, it was one of the questions with poor performance (17.65%). The majority of students (522,691 equal to 82.35%) scored from 0 to 2 marks out of whom 373,962 (58.92%) students scored zero.

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The marks ranging from 3 to 6 were scored by 83,497 (13.16%) students, while a few students (28,511 equal to 4.49%) scored from 6.5 to 10 marks. From these statistics, it is obvious that the performance of the students for this question was weak since few students (112,008 equal to 17.65%) scored 3 marks and above. The performance of the students in question 3 is as shown in Figure 3.
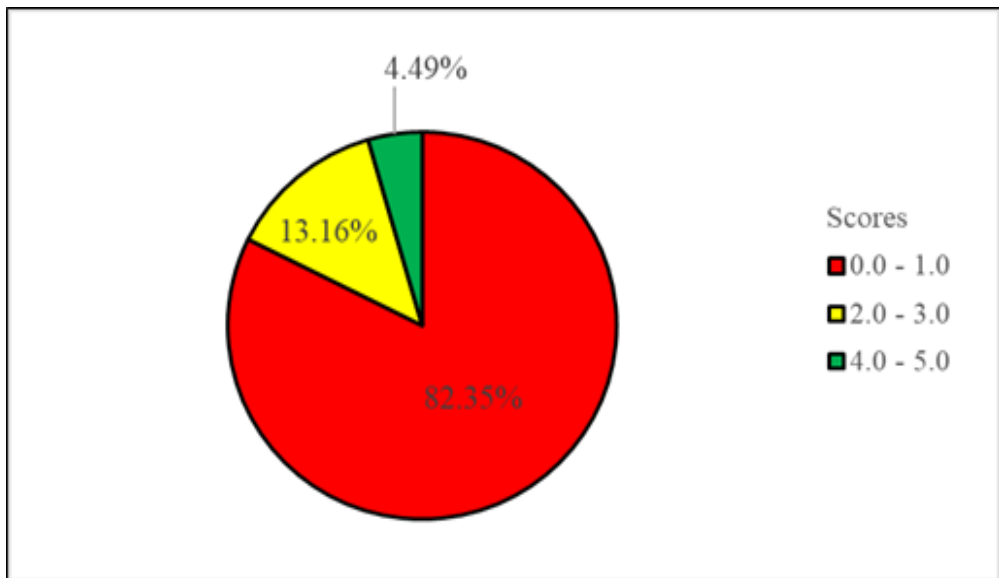
Figure 3: Students' performance in question 3

The majority of students (522,691 constituting 82.35 per cent) scored poorly because they lacked knowledge of the concepts associated with the types of social organisations and production during the pre-colonial period. In this question, an alarming number of students (373,962 equal to 58.92%) scored zero. The analysis of the responses from the scripts of the students who scored zero reveals that the majority of them lacked knowledge of the assessed subject matter.

Further analysis indicates that some students also failed to understand the demands of the question, while others lacked proficiency in English language. Extract 3.1 shows a part of one of the incorrect responses given by one of the students to this question.

(iii) Mwinyi Mkuu Is are portuguese sailor who successfully reached indian after going a round the OF production and Coronturisms.

(iv) Production Is are the condition and compound and the production and Coroni arisms the movernment and production.

(v) Omukama Is the process and condition and chronogial order by animal At the stage OF Homo sapies began crop stage to higher stage

Extract 3.1: A sample of the incorrect responses to question 3

In Extract 3.1, the student exhibited poor knowledge of the assessed topic. The most notable weakness was that the student copied some statements from question 2 (iii) and 4 (i) and presented them as answers to question 3 (iii) and (v). Such an approach testifies that the student lacked knowledge of various concepts on the assessed topic. In item (iv), the student wrote an incomprehensible sentence that did not qualify for any mark.

However, 28,511 students (4.49%), who were conversant with the types of social organisation and production in pre-colonial Africa provided correct responses. They showed adequate knowledge of the concepts, characteristics, names of the societies involved and the origins of those social organisations and production. In summary, such students were aware of how the societies were organised in Africa before the advent of the European colonialism. Extract 3.2 shows a sample of such correct responses.

(iii) Mwinyi Mkuu .... This was a leader of the feudal mode of production that existed in the coastal areas which was refered to as Umwinyi. Also Mwinyi mkuu had subordinates who were called sheha and Diwani'

(iv) Production ...... Is the process of making goods or even Services so as to meet and satisify human needs and also production involves the use of resource but also labour inform of mental/physical /use of machine,

(v) Omukama was a leader of the Buhaya people who exercised a fedal mode of production called Nyarubanja and here it based on the landownership where it created class of land owners called Batwazi and landless called Batwarwa.

Extract 3.2: A sample of correct responses to question 3

2.4 Question 4: Rank Order Items

The items that composed this question were derived from the topic of *Evolution of Man, Technology and Environment*. The question required the students to rearrange in a chronological order the given statements that bore historical events by writing their respective roman numbers in the table provided in their booklets. The statements bearing historical events given were:

(i) *At the stage of Homo Sapiens, man began crop cultivation and animal husbandry to supplement hunting and gathering.*

(ii) *Darwin's theory suggests that man's species have been evolving gradually from lower stage to higher stage.*

(iii) *The origin of man has been a controversial issue among the historians especially when and how man came into existence.*

(iv) *The evolution theory suggests that members of Australopithecus family which lived during the Early Stone Age could make tools.*

(v) *The discovery of fire during the Middle Stone Age enabled Homo Erectus to eat roasted food.*

All the 634,699 students (100%) attempted this question. The analysis shows that a total of 335,898 (52.92%) scored from 0 to 2 marks, out of whom 154,255 (24.30%) scored zero. The marks ranging from 3 to 6 were scored by 179,667 (28.31%) students, while 119,134 (18.77%) students scored marks ranging from 7 to 10. Based on the above statistical data, this question was averagely performed since 298,801 (47.08%) students scored marks ranging from 3 to 10. The performance of the students in question 4 is as shown in Figure 4.

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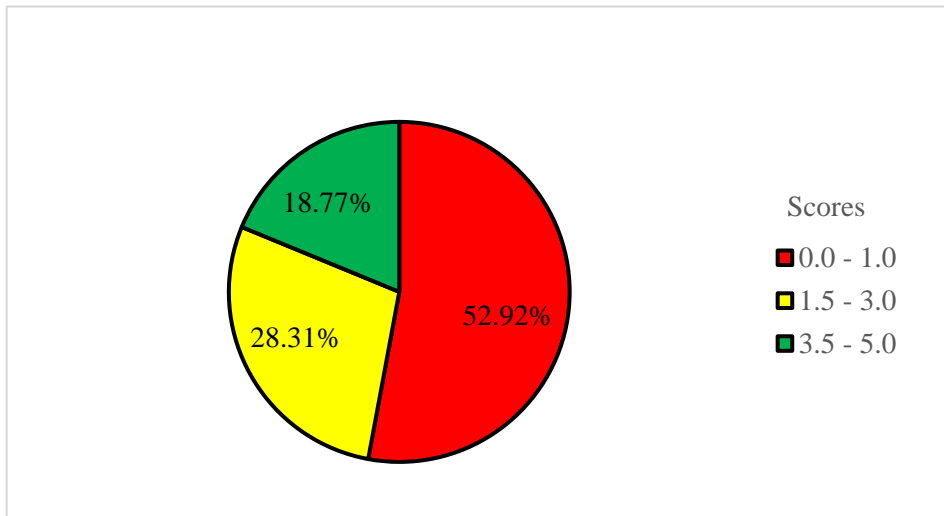
Figure 4: Students' performance in question 4

The students who scored zero (154,255 equal to 24.30 percent) for this question failed to rearrange chronologically the given statements. Their failure was attributed to limited knowledge of the theories of the origin and evolution of man as substantiated in the Extract 4.1.

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

(i) At the stage of Homo sapiens, man began crop cultivation and animal husbandry to supplement hunting and gathering.

(ii) Darwin's theory suggests that man's species have been evolving gradually from lower stage to higher stage.

(iii) The origin of man has been a controversial issue among the historians especially when and how man came into existence.

(iv) The evolution theory suggests that members of Australopithecus family which lived during the early Stone Age could make tools.

(v) The discovery of fire during the middle stone age enabled Homo erectus to eat roasted food.

Answers

1st	2nd	3rd	4th	5th
1959	1888	1947	1977	to 200

Extract 4.1 Sample of incorrect responses to question 4.

In Extract 4.1, the student failed to understand the demand of the question. The question required the student to rearrange the statements associated with the evolution of man chronologically by using roman numbers. Certainly, the student wrote the years using Arabic numerals, possibly to indicate the years from which the given statements best fit.

It was not known whether the written years represented the durations of the historical events embedded in the given statements or not. However, whatever the intention was, the given statements and the written years mismatched and had no any historical relevance. In addition, even the given years were not related to the items' statements. This is a clear testimony that this student was not aware of what he/she was supposed to do.

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On the other hand, the students, who had adequate knowledge of the theory and evolution of man, were able to rearrange the statements correctly. Such students succinctly exhibited deep understanding on the theories about evolution and how man had been changing gradually from one stage of development to another. Extract 4.2 shows a sample of correct responses to question 4.

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

(i) At the stage of Homo sapiens, man began crop cultivation and animal husbandry to supplement hunting and gathering.

(ii) Darwin's theory suggests that man's species have been evolving gradually from lower stage to higher stage.

(iii) The origin of man has been a controversial issue among the historians especially when and how man came into existence.

(iv) The evolution theory suggests that members of Australopithecus family which lived during the early Stone Age could make tools.

(v) The discovery of fire during the middle stone age enabled Homo erectus to eat roasted food.

Answers

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

Extract 4.2: A sample of correct responses to question 4

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2.5 Question 5: Short Answer Items

This question had five items extracted from the following topics: *Development of Economic Activities and their Impact; Evolution of Man, Technology and Environment; Social-Economic Development and Production in Pre-colonial Africa; Interactions Among the People of Africa* and *Development of Social and Political Systems in Africa*. It required the students to briefly, answer the following questions:

(i)   *Why did people in central Tanganyika practice shifting cultivation during the pre-colonial period?*

(ii) *According to Charles Darwin, adaptations enable an organism to survive and reproduce. What is likely to happen if an animal lacks such adaptations?*

(iii) *Why did the early human beings adopt a communal way of life? (Give two reasons).*

(iv) *The Ngoni succeeded in defeating other communities because of using the "cow horn" technique. How was this technique applied?*

(v)   *How did the geographical location favour the rise and growth of Ghana kingdom?*

The question was attempted by all 634,699 (100%) students. A total of 551,684 (86.92%) students scored from 0 to 2 marks, out of whom 434,049 (68.39%) scored zero. The marks ranging from 3 to 6 were scored by 65,371 (10.30%), while 17,644 (2.78%) scored marks ranging from 7 to 10. From these statistical data, it is evident that the performance of the students in this question was weak since only 83,015 (13.08%) were able to score from 3 to 10 marks. The graphical representation of this weak performance is shown in Figure 5.
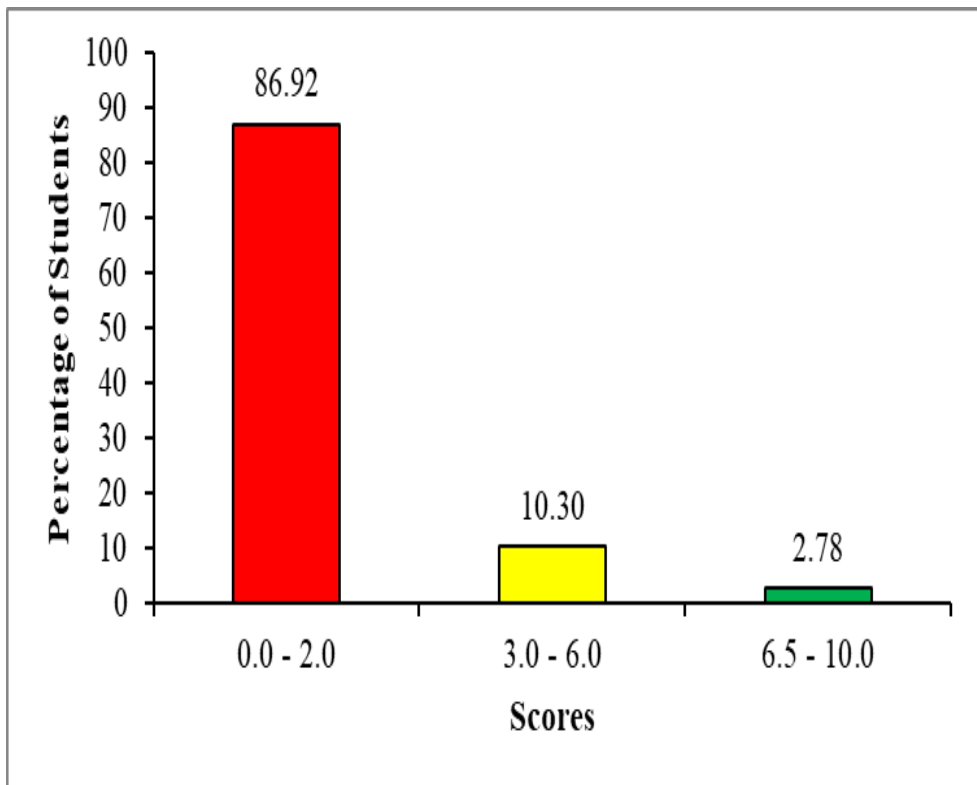
Figure 5: The students' performance in question 5

Figure 5 indicates that many students (551,684 equal to 86.92%) scored from 0 to 2 marks, out of whom 434,049 (68.39%) students scored zero. Zero scorers lacked knowledge of the assessed topic. Also, they failed to identify the tasks of the question; and they had inadequate proficiency in English language.

Students who scored zero lacked knowledge of the reasons which made some societies to adopt shifting cultivation or communal way of life. Moreover, those students could neither explain how the cow horn technique was applied by the Ngoni nor give the significance of the geographical location to the rise and growth of Ghana kingdom. In a nutshell, the students in this category lacked knowledge of the themes of evolution, economic activities and their impact, interactions as well as the factors for the rise of kingdoms in Africa during the pre-colonial period. Extract 5.1 shows a sample of incorrect responses to question 5.

5. Briefly, answer each of the following questions:

   (i) Why did the people in central Tanganyika practice shifting cultivation during the pre-colonial period?

   ...Social... interaction... in... the... issue... to... be... environment... of... Trade... Are... usual to... Acceptance... of... Trade... to... ecolog: the... Tanganyica... Central... of... 17 Century...

   (ii) According to Charles Darwin, adaptations enable an organism to survive and reproduce. What is likely to happen, if an animal lacks such adaptations?

   ...Mawri... go huge... to... 1845... to... the... marin... to... be... registrepy... of... mission... of... pot... event...

   (iii) Why did the early human beings adopt a communal way of life? (Give two reasons).

   It... promote... the... Chual... of... Team... Arabic... trade... It... curve the... interaction... of... social... of... production... of... Culture... to... be... economy... to... oppik... future...

   (iv) The Ngoni succeeded in defeating other communities because of using the "cow horn" technique. How was this technique applied?

   ...It... movement... of... South... Africa... to... be...

Extract 5.1 shows a sample of incorrect responses to question 5

In Extract 5.1, the student provided incorrect responses. The sentences used were characterised by poor grammar and logic. The responses were incomprehensible, thus it was impossible to get the student's intended meaning, the result of which the responses were awarded zero.

However, a few students (17,644 equal to 2.78 percent) scored marks ranging from 7 to 10. These students demonstrated, in their responses, adequate knowledge of the assessed subject matter. Furthermore, they were aware of the requirement of the question. Extract 5.2 shows a sample of correct responses to this question.

5. Briefly, answer each of the following questions:

(i) Why did the people in central Tanganyika practice shifting cultivation during the pre-colonial period?

The soil in central Tanganyika lost its fertility in a very short period of time thus decreasing crop produce. As a result the people had to move in search of new land for growing crops as the previous one is allowed to gain its fertility back. Examples of communities are the Nyamwezi of central Tanganyika.

(ii) According to Charles Darwin, adaptations enable an organism to survive and reproduce. What is likely to happen if an animal lacks such adaptations?

It will be extinct and wiped away from the face of the Earth. Due to inability to change to the environment, it will no longer survive basing on Charles Darwin's idea of "Survival for the fittest". Examples include Homo who evolved and is still able to survive and reproduce.

(iii) Why did the early human beings adopt a communal way of life? (Give two reasons).

a) Low level of technology: Early man used crude pebble tools which could only not produce much. As a result, they worked together and shared the produce and means of production as a community.

Extract 5.2: A sample of correct responses to question 5

2.6 Question 6: Fill in the Blank Items

Question six had five items which were derived from the following topics: *Evolution of Man, Technology and Environment; Sources and Importance of History; Development of Economic Activities and their Impact; Africa and the External World* and *Development of Social and Political Systems in Africa.* The question consisted of a pair of five terms (i-v) and the students were required to differentiate the historical terms given in each pair. The terms given in each pair were:

(i)   *Primates and Zinjanthropus*
(ii) *History and Oral Tradition*
(iii) *Intercropping and crop rotation*
(iv) *Trans Saharan Trade and Trans-Atlantic Slave Trade*
(v)   *Age Set organization and Centralized States*

All the 634,699 (100%) students attempted this question. Those who scored marks ranging from 0 to 2 were 376,857 (59.38%), out of whom 112,474 (17.72%) students scored zero. Those who scored averagely (3 to 6 marks) were 183,291 (28.87%), while marks ranging from 6.5 to 10 were scored by 74,551 (11.75%). The overall students' performance in this question was average since 257,842 (40.62%) students scored marks ranging from 3 to 10. Figure 6 exhibits the performance of the students in question 6.
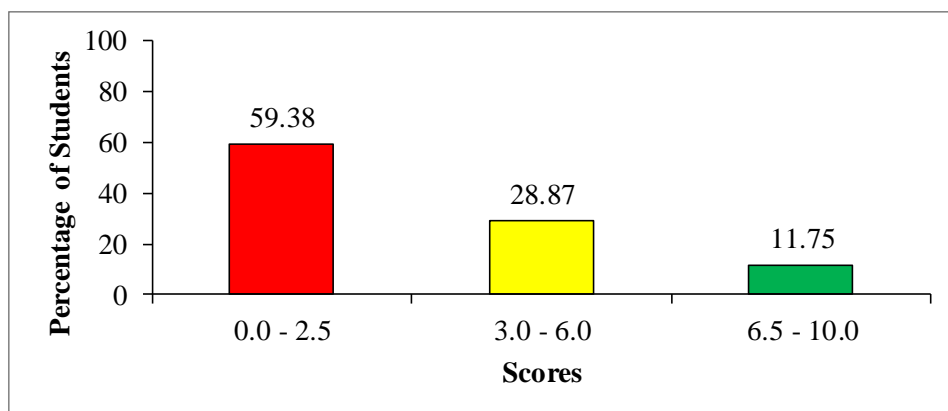
Figure 6: The students' performance in question 6

The students who scored zero (112,474 equal to 17.72 percent) failed to provide even a single distinction on any of the given terms. Some students in this group could not write anything in the spaces that they were required to fill in. Thus, they decided to leave the spaces blank, while some wrote incomprehensible sentences that were not worthy of any mark. The weaknesses observed in their scripts in this category were lack of knowledge of the assessed subject matter and poor proficiency of English language as indicated in a sample of incorrect responses in Extract 6.1.

Extract 6.1: A sample of an incorrect response to question 6

However, some students with adequate knowledge of the concepts pertaining to evolution, sources and importance of history, pre-colonial agriculture, trade and social and political systems were able to differentiate the given terms correctly. This is exhibited in a sample of correct responses to question 6 displayed in Extract 6.2.

6. Differentiate the following:

(i) Primates and Zinjanthropus

Primates is the family which consisted species like apes, gorilla, monkey which evolved to man kind while Zinjathropus is the skull which was discovered by Dr. Lous leakey in 1959 at Olduvai Goige.

(ii) History and oral tradition

History is the study of man's past, present, which might influence the future while Oral tradition is the historical information handled down by word of meuth from one genera tion to another.

(iii) Intercropping and crop rotation

Interropping is the process of growing different kind of crops on the same piece of land while Crop rotation is the system of growing one crop for specific time then followed by another kind of crop another time on same land.

Extract 6.2: A sample of correct responses to question 6

2.7   Question 7: Short Answer Items

The question was derived from the topic of *Development of Economic Activities and their Impact.* In this question, students were given a map of Africa with five locations represented by letters (A-E). They were required to answer the five items (i-v) by referring to the locations represented by the given letters (See Extract 7.1). Specifically, the students were required to:

(i)   give the reasons for the pastoral society, in the location represented by letter A, to declare war against the Dutch farmers in the 17th century.

(ii)   name the pastoral society labelled with letter B.

(iii)   name the community/society/tribe that made a living out of their control of trade routes across the Sahara Desert by providing guides to the traders in West Africa during the pre-colonial period in the area indicated by letter D.

(iv)   name the famous pastoral society labelled with letter E.

(v)   name the political system of the pastoral society labelled with letter C
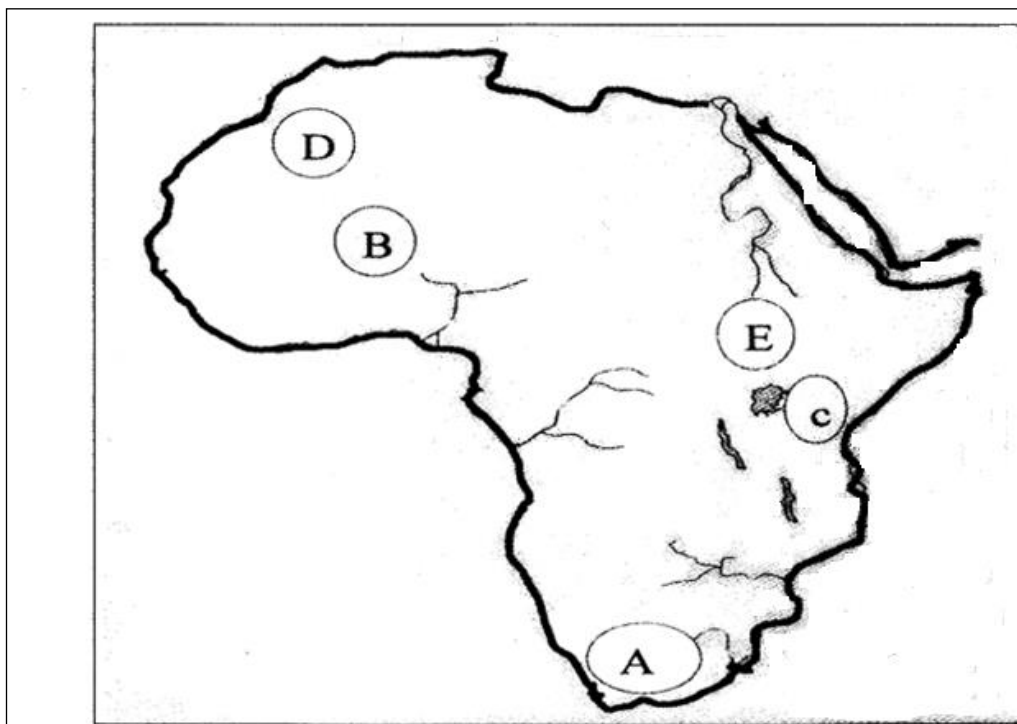
Extract 7.1: The sketch map of Africa which the students were required to carefully study and answer the subsequent questions

The question was attempted by all 634,699 (100%) students. This was the most weakly performed question since a total of 534, 061 (84.14%) students scored zero, while marks ranging from 0.5 to 2.5 were scored by 70,723 (11.15%) students. From these statistics, it can be concluded that 604,784 (95.29%) students scored weakly in this question. On the other hand, few (27,593 equal to 4.34%) students scored averagely (from 3 to 6), while only 2,322 (0.37%) students had good performance (from 6.5 to 10 marks). Figure 7 shows the students' performance in question 7.
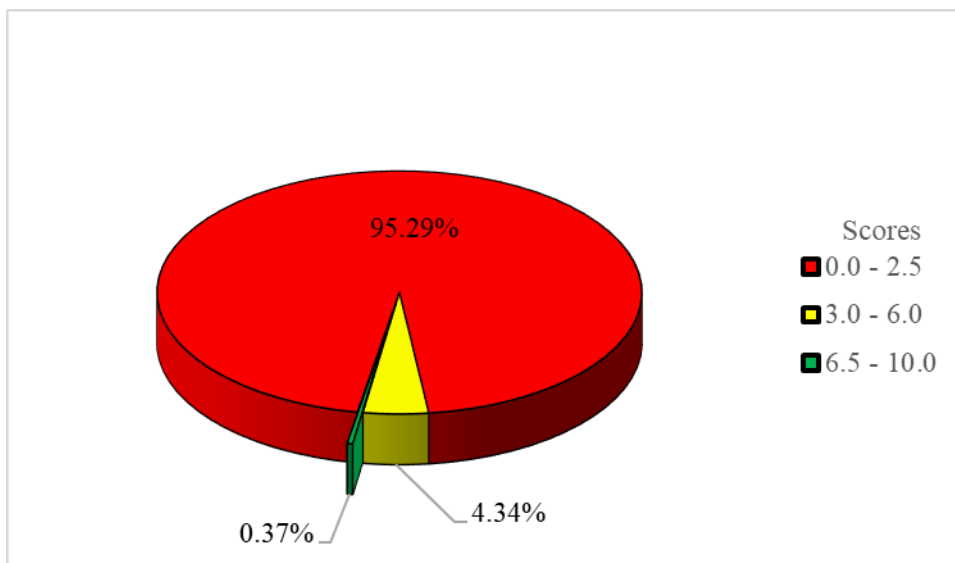
Figure 7: The students' performance in question 7

The students who scored zero (534,061 equal to 84.14 percent), neither managed to identify the names of the societies in the located places nor answered the question pertaining to that particular place. Based on their responses, it is evident that those students not only lacked drawing and place locating skills, but also had inadequate knowledge pertaining to the impact of trade and agriculture, especially animal keeping during the pre-colonial period. A sample of incorrect responses from one of the students is shown in Extract 7.1.

Extract 7.1: A sample of an incorrect response for question 7

In Extract 7.1, the student exhibited poor knowledge of the locations and names of the famous pastoral societies as well as the challenges they faced when they encountered the Dutch during the 17th century.

Similarly, the answers such as *Mali* and *Umwinyi system* reflect that the student had little knowledge of the issues pertaining to social, economic and political organisations and development in Africa during the pre-colonial period. For example, Mali is the name of an empire that flourished in West Africa from 1230 to 1600, and it was inhabited by the Malinke people. Thus, it was incorrect for the student to write Mali as the name of the pastoral society located at the labelled place.

However, a few students (2,322 equal to 0.37 percent) performed well in this question. The good performance was attributed to their good knowledge of the locations, durations, names of the pastoral societies asked as well as the reasons which made a particular pastoral society to declare war against the invaders. Students in this category, therefore, had adequate knowledge and

skills of map reading. Extract 7.2 shows a sample of good responses to this category.

Extract 7.2: A sample of good responses to question 7

2.8   Question 8: Essay

This question required students to briefly describe five reasons for the Ngoni migration towards Central and East Africa. It was set from the topic of *Interactions among the people of Africa*. All the 634,699 (100%) students attempted this question. The students who scored from 0 to 2.5 marks were 438,489 (69.09%). Out of them 243,289 (38.33%) scored zero. Those who scored marks ranging from 3 to 6 were 147,050 (23.16%), while a total of 49,160 (7.75%) students scored from 6.5 to 10 marks. The students' performance in this question was average since 196,210 (30.91%) scored from 3 to 10 marks. Figure 8. shows the performance of the students in question 8.
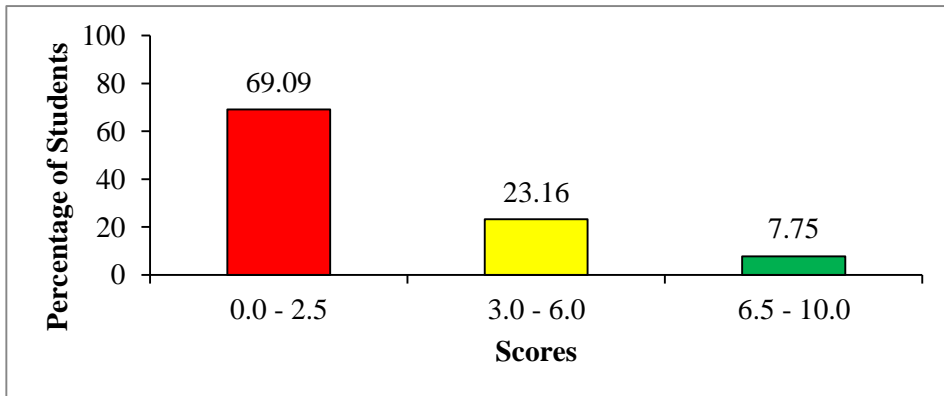
Figure 8: Performance of the students in question 8

The weaknesses observed for the students who scored zero (243,289 equal to 38.33 percent) were lack of knowledge of the assessed topic, unawareness of the tasks of the question, and lack of comprehensiveness, clarity and coherence in their responses. For example, some students explained about the effects of Ngoni migration, reasons for and effects of Boer trek or reasons which made the Ngoni defeat the societies they encountered on their way to East and Central Africa. The majority of students' responses in this category did not qualify for a mark or marks as evidenced in Extract 8.1.

8. Briefly, describe five reasons for the Ngoni migration towards Central and East Africa.
   (i) Cow horn: ....
   ....
   ....
   (ii) Religion ....
   ....
   ....
   (iii) Migration ....
   ....
   ....
   (iv) Agriculture ....
   ....
   ....
   (v) Fishing: ....
   ....
   ....

Extract 8.1: A sample of weak responses to question 8

In Extract 8.1, the student failed to explain the reasons that caused the Ngoni migration, instead he/she gave in 8(i) the military technique which enabled the Ngoni defeat other societies as they were migrating toward East and Central Africa. Moreover, in item 8 (ii), (iii), (iv) and (v), the student mentioned the social and economic factors for interactions during the pre-colonial period. It can, therefore, be concluded that the student was not only unaware of the demands of the question but also he/she lacked adequate knowledge of the historical events that took place in South Africa during the 19th century.

Students who scored marks ranging from 0.5 to 2.5, managed to write the correct points without providing explanations. However, few of them who explained their points, their explanations lacked clarity and coherence. The weakness identified to the students in this category was their inability to

express themselves well in the English language. The majority of students' responses revolved around listing or jotting down the key points. Such challenges prevented them from scoring high marks.

The average performance (from 3 to 6 marks) was attained by the students whose responses were characterised by some strengths and weaknesses. For example, some students were able to explain the concepts well in some aspects but failed to exhaust the required number of points demanded by the question.

Other students provided few correct points while others provided irrelevant reasons, durations and the societies involved. Similarly, some students provided the reasons for Ngoni migration and Boer trek. The provision of unrelated points in the students' responses revealed that they were not aware of the durations, causes and effects of the events that took place in South Africa during the pre-colonial period.

However, a few students (49,160 equal to 7.75%) performed well in this question. They described correctly and exhausted the required points. They explained extensively, for example, how overpopulation and Shaka's harsh rule facilitated the Ngoni migration. Extract 8.2 is a sample of correct responses to this question.

8. Briefly, describe five reasons for the Ngoni migration towards Central and East Africa.

(i) Expansion of cape whites and Boer trek, as the British arrived they caused the boers to move interior to the inland part of south Africa hence causing pressure on the land to increase therefore migration.

(ii) Population increase and scarcity of land and resources. There were limited amount of resources that could support the ever increasing population hence Ngoni migrated.

(iii) Influence of their leaders. They had strong leaders like Zwangedaba and Mputa Maxeko who influenced them to move / go and look for a better land in the North.

(iv) Dictatorial rule of shaka. He was the leader of the Zulu kingdom who wanted to expand his kingdom greatly by raiding others and attacking them so the Ngoni left and migrated.

(v) Mfecane war. It was a period of great upheaval in the land of south Africa from 1820s onwards due to fighting over scarce resources.

Extract 8.2: A sample of good responses to question 8

2.9 Question 9: Short Answer Items

This question was set from the topic of *Africa and the External World*. It required students to explain five motives for the Dutch settlement at the Cape of South Africa during the 17th century. It was attempted by all 634,699 (100%) students. A total of 517,897 (81.60%) students scored from 0 to 2.5 marks, out of whom 356,795 (56.21%) scored zero. The marks ranging from 3 to 6 were scored by 86,915 (13.69%) students, while 29,887 (4.71%) students scored marks ranging from 6.5 to 10. Figure 9.1 shows the performance of the students in question 9.
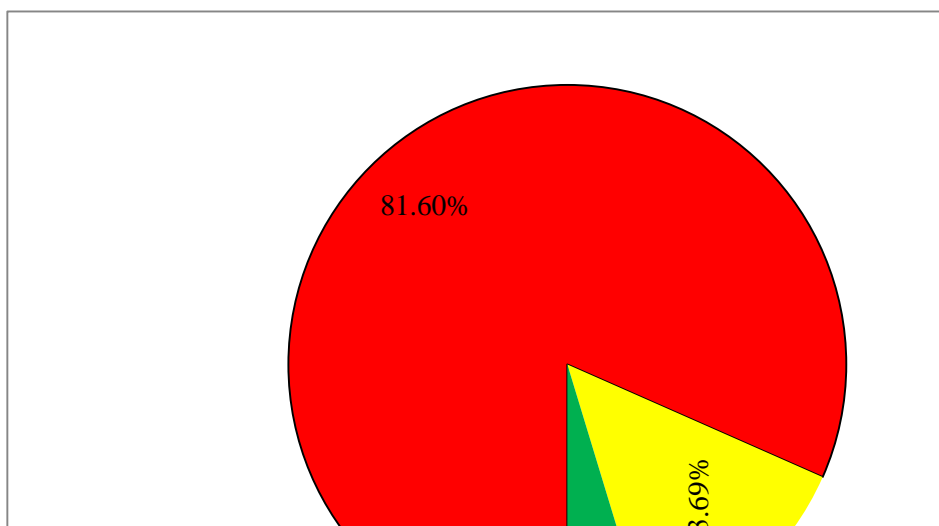
Figure 9: The performance of the students in questions 9

Some of the students (356,795 equal to 56.21%) who scored zero, were not aware of the demands of the question. Also, some of them lacked knowledge of the assessed topic. Others lacked proficiency in English language. The majority of those who scored zero lacked knowledge of the durations, causes and effects of those historical events from the 15th century up to the 19th century. Extract 9.1 illustrates poor responses to question 9.

9. Briefly, explain five motives of the Dutch settlement at the Cape of South Africa during the 17th century.

(i) Burial rites

(ii) Early stoneage

(iii) purification rituals

(iv) Agroforestry

(v) intercropping

Extract 9.1: A sample of weak responses to question 9

In Extract 9.1, the student wrote irrelevant answers. The analysis shows that the student lacked knowledge on the assessed topic to the extent of deciding to copy some statements from other questions and submitting them as answers to this question. For example, question 1 item (iv) and (ii) were provided as answers to question 9 (i) and (iii), respectively. Moreover, question 1 (iii) option B, and question 1 (iv) option A and C were copied and submitted as answers to question 9 (iv) and (v).

In a nutshell, the act of coping materials from other questions and presenting them as answers to a particular question indicates that some students were not aware of the duration, reasons and political, social and economic effects associated with the settlement of the Dutch at the Cape of South Africa. In addition, failure to identify the tasks of the question as well as language barrier were also hindrances which inhibited those students from scoring some marks.

However, some students scored high marks in this question, as they had adequate knowledge of the subject matter. Moreover, they had good command of English language and had ability to identify the tasks of the question as exhibited in Extract 9.2.

9. Briefly, explain five motives of the Dutch settlement at the Cape of South Africa during the 17th century.

(i) They wanted to make the cape a convenient station for resting after their long journey to and from India.

(ii) They wanted to make the cape their base/station for refuelling their ships.

(iii) They wanted to settle at the cape because of good climate of South Africa, which favoured the Europeans.

(iv) Also the Dutch settled at the cape for the purpose of controlling the indian trade route.

(v) They settled at the cape because the cape had good fertile soil, for growing vegetables.

Extract 9.2: A sample of correct responses to question 9

In Extract 9.2, the student precisely explained what motivated the Dutch to establish permanent settlement at the Cape of South Africa. The student was aware of how the suitability of the harbour, attractiveness of the climate and the need to control trade persuaded the Dutch to establish permanent settlement at the Cape during the 17th century.

2.10 Question 10: Essay

This was an essay question, derived from the topic of *Industrial Capitalism.* The question required the students to justify by using five points the statement that: "Missionaries prepared Africa for colonisation." The total marks in this question was 15. It was attempted by all 634,699 (100%) students. A total of 525,995 (82.87%) scored marks ranging from 0 to 4. More than half of the students (371,351 equal to 58.51 percent) scored zero.

Average marks (4.5 to 9.5) were scored by 83,699 (13.19%), while high marks (10 to 15) were scored by 25,005 (3.94%) students. The students' performance in this question was weak as only 108,704 (17.13%) were able to score marks ranging from 4.5 to 15. Figure 10 shows the students' performance in question 10.
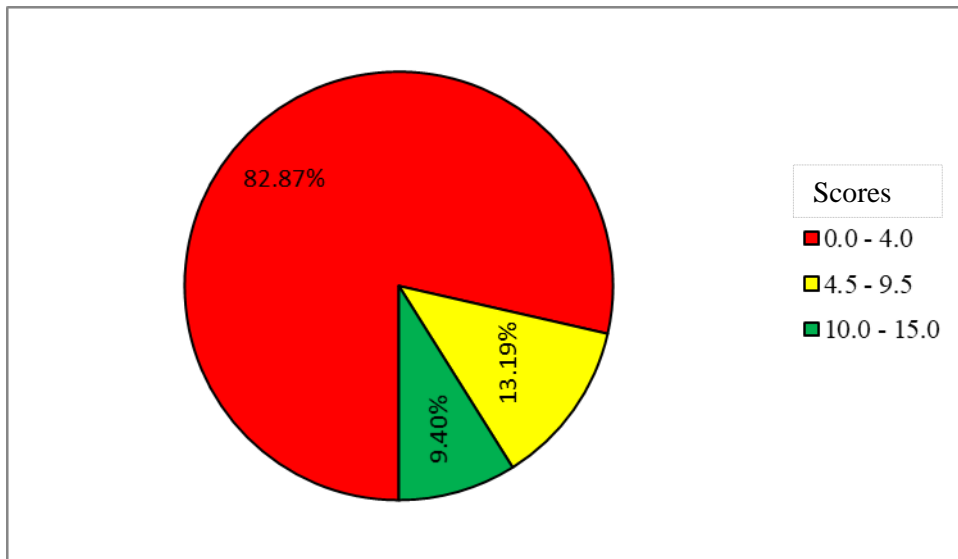
Figure 10: The performance of students in question 10

From figure 10, it is evident that more than half of the students (58.51%) scored zero. The majority of the students could not validate as to why the missionaries are regarded as the agents of colonialism. The notable weaknesses signalled by such students were limited knowledge of the roles of the agents of colonialism towards laying the foundation upon which colonialism was based. In the same vein, lack of coherence, comprehensiveness and clarity had high frequencies in many of students' responses as portrayed in Extract 10.1.

10. "Missionaries prepared Africa for colonization." Justify this statement by using five points.

Trans- Saharan trade.

Trans- Atlantic Slave trade

Age set Organization.

Centralized States

Slave trade

Settlement

Religion.

the Islamic Religion.

Extract 10.1: A sample of incorrect responses to question 10

In extract 10.1, the student failed to justify how the missionaries prepared Africa for colonisation. Instead, the student copied and jotted down historical terms some of which were components of question 6 (iv) and (v). He/she and presented them as the answers to question 10. The copied historical terms had no relevance to the demands of the question. Poor knowledge of the subject matter was the major weakness that characterised the responses of many students who performed poorly in this question.

The common weaknesses for the students who scored from 0.5 to 4 marks included listing down the points without giving explanations, mixing correct and incorrect points, and providing few points contrary to the demand of the question.
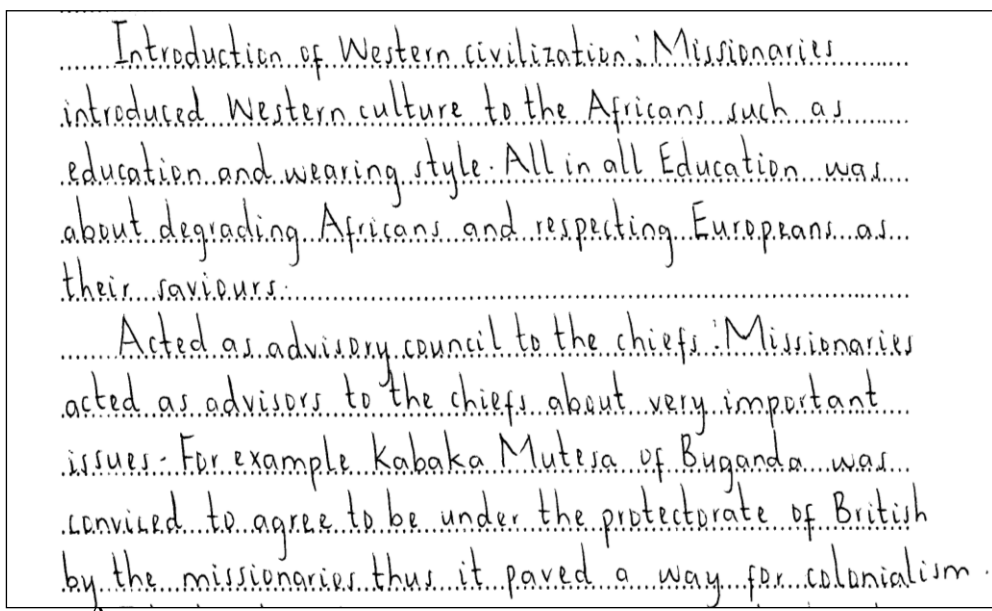
Generally, most of the students' responses in this category were characterised by limited knowledge of the subject matter, lack of mastery on essay writing skills and low English language proficiency, as well as failure to identify what the question demanded. For example, some students based their arguments on the general factors for the colonisation of Africa, thus provided points like the need for raw materials, markets, cheap labour, areas for investment, and areas for settlement among others. Similarly, some revolved around the reasons for the abolition of slave trade or the techniques through which the missionaries employed to abolish slave trade.

Marks ranging from 4.5 to 9.5 (average score) were attained by the students who had moderate knowledge of the assessed subject matter. The major weaknesses observed from the responses of such students included provision of irrelevant examples, incomprehensible sentences due to the inability of some students to explain concepts clearly in English language, and scanty explanations on some points.

However, some students provided few points contrary to the demands of the question. From such analysis, it can be generalised that students in this category half-mastered the assessed subject matter.

Students who scored from 10 to 15 marks demonstrated mastery of the subject matter, ability to identify the demands of the question, essay writing skills, and English language proficiency. Their responses were characterised by clear, brief and logical explanations.

Moreover, relevance, factual and coherence characterised most of their responses. In short, these students explained explicitly how the missionaries facilitated colonisation of Africa. Their responses focused on how missionary activities facilitated colonization of Africa. Extract 10.2 is a sample of good responses to question 10.

> Introduction of Western civilization: Missionaries introduced Western culture to the Africans such as education and wearing style. All in all Education was about degrading Africans and respecting Europeans as their saviours.
>
> Acted as advisory council to the chiefs: Missionaries acted as advisors to the chiefs about very important issues. For example Kabaka Mutesa of Buganda was convinced to agree to be under the protectorate of British by the missionaries thus it paved a way for colonialism.

A sample of good responses to question 10

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The FTNA 2022 History subject assessment consisted of 10 questions which were set from 8 topics, namely *Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Social and Political Systems, Development of Economic Activities and their Impacts; Interaction among the People of Africa; Social-Economic Development and Production in Pre-colonial Africa; African and the External world;* as well as *Industrial Capitalism.*

From the analysis, it is evident that the performance of the students across the questions varied. There were questions whose performance was good, average and weak. The analysis of the data pertaining to the students' performance in this assessment indicates that the students' performance was good in questions 1 and 2 with 73.47 and 67.51 percentages respectively. Question 1 was an objective question derived from different topics, whereas

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question 3 was an objective question derived from the *Africa and the External World* topic.

Averagely performed questions were 4, 6, and 8 with 47.08, 40.62, and 30.91 percentages, respectively. All of them were short answer questions. Question 4 was derived from the topic of *Evolution of Man, Technology and Environment*, question 6 was derived from different topics, while question 8 was derived from the topic of *Interactions Among the People of Africa*.

Of all the four questions in which the students performed weakly, question 7 took the lead since only 4.71 percent of the students scored from 3 to 10 marks. It was derived from the topic of *Development of Economic Activities and their Impact*. Other weakly performed questions include questions 3, 10, and 5. The students' performance in these questions were 17.65, 17.13 and 13.08 percentages, respectively. (See appendix).

Question 3 was a short answer question derived from the topic of *Social-Economic Development and Production in Pre-colonial Africa*. Similarly, question 10 was an essay question derived from the topic of *Industrial Capitalism*. Question 5 was also a short answer type of question derived from different topics.

4.0   CONCLUSION

The students' performance in the History Subject Assessment (FTNA) 2022 was average since 53.80 percent of the students passed. The students who passed had adequate knowledge of the assessed subject matter. Moreover, the students were able to identify the demands of the questions.

Average performance was observed in questions 4, 6 and 8. The students demonstrated moderate ability in identifying the demands of the questions. Moreover, those students exhibited moderate knowledge of the subject matters. Similarly, their command in English language was relatively good.

The students' weak performance was observed in questions 3, 5, 7 and 10. The performance was due to a number of reasons. These reasons include failure to identify the demands of the questions, providing responses which are contrary to the demands of the questions, lack of knowledge of some of the assessed topics and poor command of English language. Some students

demonstrated weak mastery of English language as well as poor essay writing skills.

5.0 RECOMMENDATIONS

Generally, the performance of the students in this assessment was average. However, questions 7 and 9 were weakly performed. These questions were from the topics of *Development of Economic Activities and their Impact* and *Africa and the External World*, respectively. In order to improve performance in these topics, the following are recommended:

(i) Teachers should facilitate collaborative learning (learning in groups). This can be done by creating and supervising group discussions and group assignments. This will help students to learn from one another through sharing knowledge, ideas and experiences. Collaborative learning should be practised especially on the weakly performed topics.

(ii) Tests, home works and group assignments should be programmed at the end of each topic prior to starting a new topic. After these tasks are marked, feedback should be given to students promptly. This practice will widen their understanding and enable them to evaluate their learning in each topic.

(iii) In reinforcing the students understanding of the topic of *Development of Economic Activities and their Impact* and other challenging topics, various teaching and learning strategies should be employed by the teachers depending on the type of the topic, time, environment and availability of teaching and learning materials. These strategies include: inviting guest speaker(s), role play, project works, debates and study tours.

(iv) Emphasis should be put on the students' use of the English Language in their day to day communication within and outside the school compounds. Also, History debate clubs in each class, should be encouraged and closely monitored by the teachers so as to improve the students' vocabulary, grammar, writing skills and logical arguments.

A SUMMARY OF STUDENTS' PERFORMANCE IN EACH QUESTION/TOPIC

S/N	Topic	Question Number	% of students who scored an average of 30 marks and above	Average	Remarks
1	*Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Economic Activities and their Impact; Interactions Among the People of Africa; Social-Economic Development and Production in Pre-colonial Africa; Africa and the External World* and *Industrial Capitalism.*	1	73.47		Good
2	*Africa and the External World*	2	67.51	42.95	Average
		9	18.40		
3	*Evolution of Man, Technology and Environment*	4	47.08		Average
4	*Evolution of Man, Technology and Environment; Sources and Importance of History; Development of Economic Activities and their Impact; Africa and the External World* and *Development of Social and Political Systems in Africa.*	6	40.62		Average
5	*Interactions Among the People of Africa*	8	30.91		Average
6	*Social-Economic Development and Production in Pre-colonial Africa*	3	17.65		Weak
7	*Industrial Capitalism.*	10	17.13		Weak
8	*Development of Economic Activities and their Impact; Evolution of Man, Technology and Environment; Social-Economic Development and Production in Pre-colonial Africa; Interactions Among the People of Africa* and *Development of Social and Political Systems in Africa*	5	13.08		Weak
9	*Development of Economic Activities and their Impact*	7	4.71		Weak