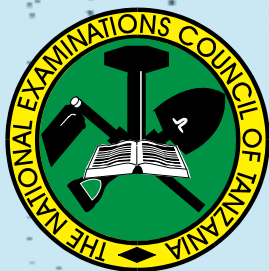


**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**STUDENTS' ITEM RESPONSE ANALYSIS  
REPORT FOR THE FORM TWO NATIONAL  
ASSESSMENT (FTNA) 2015**

**012 HISTORY**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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## FOREWORD

The Form Two National Assessment (FTNA) was carried out in November, 2015. It aimed at enabling teachers, parents, students, policy makers and the public at large to evaluate how well the instructional objectives have been met. FTNA exposed the students' learning abilities and achievements, teachers' effectiveness and deficiencies in the teaching and learning processes. The National Examinations Council has issued this report on the History subject in order to give feedback to all stakeholders about the performance of the students in that assessment.

In this report, issues which influenced the students to answer the questions correctly/incorrectly have been analyzed. The analysis shows that higher achievers provided appropriate responses since they were able to identify the task of the questions, had enough knowledge on the subject matter and good mastery of English Language and so on. The analysis of each question has been done and the strengths and weaknesses shown by the students in the course of answering the questions have been exposed.

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

Finally, the Council would like to express its appreciation to all people who played a key role in the preparation of this report. We will appreciate suggestions and recommendations from the teachers, students and other educational stakeholders on how to improve the FTNA future reports.



Dr . Charles E. Msonde  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report analyses the performance of students who sat for the Form Two National Assessment in November 2015 in History subject. The paper assessed the students' competences according to the Form I and II History Syllabus.

The paper comprised seven (7) questions which were distributed in three (3) sections; A, B and C. Sections A and B were compulsory. Section A consisted of two (2) questions, whereby question 1 carried 10 marks, while question 2 carried 20 marks. Section B consisted of two (2) questions and each carried 20 marks. Section C consisted of three (3) optional questions, whereby each student was required to choose any two (2) questions. Each question in this section carried 15 marks.

A total of 247,604 students (68.47%), who sat for (FTNA, 2015) passed. This shows a decline of 22.24 percent compared with the 2014 results of which 361,698 students (90.71%) passed.

In this report, the tasks of each question and the students' strengths and weaknesses observed in their responses have been presented. Additionally, the percentages of scores in each group are presented in charts and the samples of good and poor responses have been extracted from the students' scripts to illustrate relevancy and irrelevancy of their responses. Finally, the report provides the conclusion, recommendations and an attachment which shows the percentages of the students who scored 30 percent and above in each question.

## **2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION**

### **2.1 Question 1: Multiple Choices**

This question consisted of 10 multiple choice items. The students were required to choose the correct option from among the four given alternatives and write its letter beside the item number. It was attempted by 361,646 students, whereby 14.4 percent scored from 0 to 2 marks of which 0.4 percent scored a 0 mark, 41.2 percent scored from 3 to 4 marks and 44.4 percent scored from 5 to 10 marks. Generally, the performance in this question was good.

In item (i), students were required to identify what Bagamoyo, Kilwa and Kondoia Irangi represent. Students who opted for the correct answer which was D: "historical sites," had enough knowledge about the sources and importance of History. However, the students who opted for A: "early iron sites," B: "local museums" and C: "famous archives," had no knowledge of both the sources and importance of the History and development of the economic activities and their impact.

In item (ii), the students were required to identify a name given to the method of collecting historical information through talking and listening to elders. The correct response D: "Oral Tradition," was chosen by the students who had enough knowledge on various ways of collecting historical information. Options A: "Archeology", B: "Archives" and C: "Museums," were chosen by the students who failed to differentiate between the various means through which each historical information is obtained. Actually, these students were supposed to understand that such distracters comprised the methods which do not involve getting historical information by word of mouth.

Item (iii) required the students to identify the people whose work is to study and explain the remains which show man's physical development, his activities and the tools he made and used. The correct response, A: "Archaeologists," was chosen by the students who had enough knowledge on various sources of historical information. However, incorrect options, B: "Evolutionists", C: "Biologists" and D: "Homo sapiens" were chosen by the students who had limited knowledge about the sources and importance of history as well as the evolution of man, technology and environment.

Item (iv) tested the students' ability in identifying the period during which the Zanzibar's slave market was closed. This question was set from the topic on Industrial Capitalism. Students who opted for the correct answer C: "19<sup>th</sup> Century," had enough knowledge on dating events pertaining to industrial capitalism. On the other hand, the students whose choices were A: "2<sup>nd</sup> Century", B: "18<sup>th</sup> Century" and D: "20<sup>th</sup> Century" exhibited their limited knowledge on identifying relevant periods of various historical events.

Item (v) required the students to identify the kingdom which was not related with the rest from the given alternatives. The students, who had enough knowledge about the development of social and political systems, chose the correct response C: "Buganda". Such students were aware of the dissociation of Buganda with the other kingdoms. Distracters A: "Ghana", B: "Mali" and D: "Songhai" were chosen by the students whose knowledge and skills in geographical location of pre- colonial African kingdoms were poor, since of all the given states, only Buganda was located in East Africa, while the rest were located in Western Sudanic zone and the decline of one led to the rise of the other kingdom. Thus, students who opted for such incorrect options failed to comprehend the geographical locations of the kingdoms.



Item (vi) tested the students' knowledge on recalling the title of the ruler of Karagwe Kingdom. The correct response D: "Omukama" was chosen by the students who had enough knowledge on pre – colonial African kingdoms. Options A: "Lukiko", B: "Katikiro" and C: "Kabaka" distracted the students who failed to differentiate between Karagwe and Buganda kingdoms. All the distracters embodied various titles in the Buganda Kingdom whereas Kabaka was a religious and political head, Katikiro was a Prime Minister and Lukiko was a Council of elders which assisted the King (Kabaka) in ruling. Generally, such students were unaware of the hierarchical leadership which existed in various pre – colonial East African Kingdoms.

Item (vii) required the students to identify the cultural practices through which historical information is obtained. The correct response was A: "Poems, proverbs and stories," which was chosen by the students who had the knowledge on various methods used in collecting historical information. However, the students who opted for B: "Archives, museums and oral tradition", C: "Narration of past, present and future events" and D: "Family trees time line and time charts," failed to differentiate the two types of oral tradition, namely narration of past events and cultural practices. Such students were supposed to understand that cultural practices include art, music, religion, riddles, jokes, proverbs, superstitions, poems and stories. This reflects that the students lacked enough knowledge on relevant cultural ways from which historical information is extracted.

Item (viii) tested the students' knowledge about identifying the places where dates are determined by remembering changes and events. The correct response, C: "Places where much of the History is not written," was chosen by the students who understood that this method was the oldest and simplest way of determining historical dates of events such as famine, floods, drought,

war, marriages and epidemics. Moreover, this method is useful in illiterate societies where documentation of historical events is impossible.

On the other hands, the students who opted for distracters A: “places with many historical sites, B: “areas where much of the history is written” and D: “areas where other sources have been discovered” failed to understand the specific areas where determining dates by remembering changes and events is very prominent.

Item (ix) tested the students’ knowledge in identifying one of the factors which led to the decline of Songhai Empire. Students with enough knowledge on pre – colonial West African Kingdoms opted for the correct response, B: “Morrocan invasion”. However, lack of knowledge on the subject matter, facilitated the failure of other students who opted for A: “Almoravids attacks” and C: “Attacks from Tuaregs,” both of which were the reasons for the decline of Ghana and Mali Empires respectively. Students who opted for D: “Resistance from Portuguese” were unaware of the chronology of the historical events in the question since Ghana collapsed in the 12<sup>th</sup> Century and the Portuguese exploration in the west African coast began in the 15<sup>th</sup> Century. Therefore, there was no way the Portuguese could have affected the empire which had already collapsed.

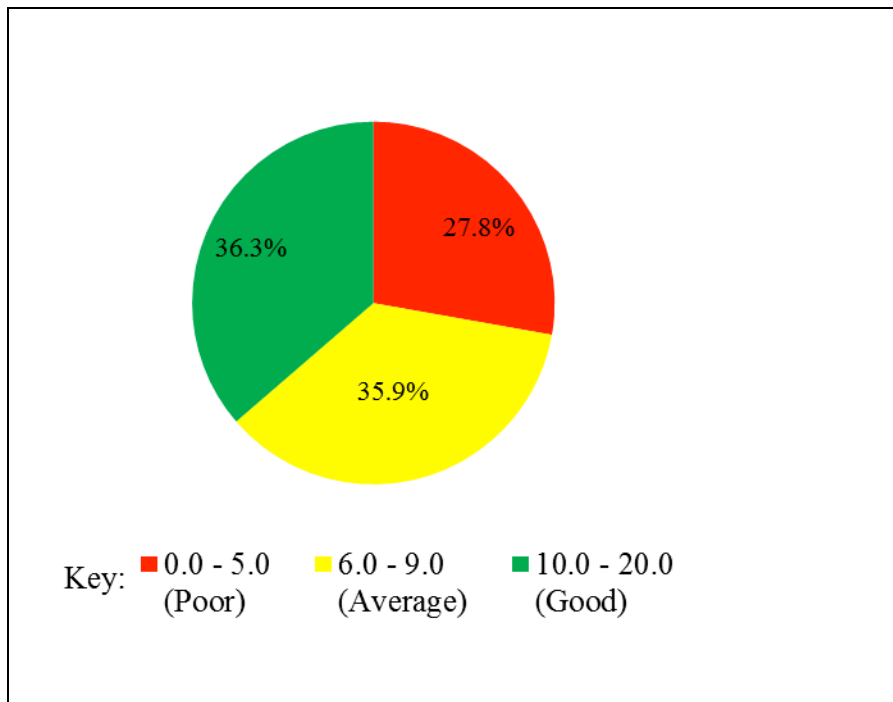
Item (x) required the students to identify from the given alternatives, a Kingdom in which the “golden stool” was the symbol of unity. The correct response was D: “Asante”. It was chosen by the students who were knowledgeable with the ruling systems and political organizations of pre – colonial African empires, specifically the forest states. However, students who opted for A: “Mali”, B: “Songhai” and C: “Ghana,” were unable to understand that the “golden stool” which embodied the soul and unity in the

Asante kingdom had neither influence nor relationship with other Western Sudanic States.

## **2.2 Question 2: Matching and Short Answer Items**

This question had two parts; (a) and (b). Part (a) consisted of matching item questions, whereby the students were required to match items (i – x) in List A with responses in List B by writing the letter of the correct response beside the item number. In part B, students were given five sentences and required to arrange them chronologically, so as to make a logical sequence of the paragraph.

It was attempted by 361,646 students of whom 27.8 percent scored from 0 to 5 marks of which 1.2 percent scored a 0 mark. 35.9 percent scored average marks ranging from 6 to 9 marks, while good marks which ranged from 10 to 20 were scored by 36.3 percent of all the students. The performance in this question was good as shown in the figure 1.



**Figure 1: The Percentage of Students' Performance**

**(a) Matching Items**

This question required the students to match the items in List A with the correct responses in List B by writing the letter of the response below the corresponding item number.

Responses in List B were:

A: "Carbon 14", B: "Ghana", C: "Monopoly Capitalism", D: "Archives", E: "Mani – Kongo", F: "Museums", G: "Oral Tradition", H: "Kabaka", I: "Mwinyi", J: "United States of America", K: "Frere Treaty", L: "Historical Sites", M: "Triangular Slave Trade", N: "Mercantilism" and O: "Britain".

Item (i) required the students to identify the kingdom which played a middleman's role in salt, gold and slave trade. The students with adequate

knowledge on the early states in the Western Sudanic zone were able to choose the correct response, B: “Ghana”. The majority of the students opted for O: “Britain,” probably because they erroneously associated Britain’s role during mercantilism with the earliest West African kingdom (Ghana).

Item (ii) tested the students’ knowledge on identifying the title of the King of Congo. The correct answer was E: “Mani- Kongo”. It was chosen by the students who had enough knowledge on different precolonial African Kings and their titles. However, distracter H: “Kabaka” attracted many students who failed to distinguish between the title of the King of Kongo (Mani-Kongo) and that of Buganda (Kabaka).

In item (iii), the students were required to identify from the given alternatives a trade that operated between Africa, America and Europe. The correct response, D: “Triangular Slave Trade,” was chosen by the students who had enough knowledge on the trade which involved three continents during the pre – colonial era. However, erroneously some students opted for N: “Mercantalism,” which was a period during which Triangular Slave Trade operated.

Item (iv) tested the students’ knowledge in identifying the treaty which illegalized slave trade in East Africa. Students with enough knowledge on the subject matter from which this item was set were able to choose the correct response, K: “Frere Treaty”. Students with limited knowledge on Africa and the external world opted for O: “Britain,” probably because of the role she played in championing the abolition of slave trade. Such students were supposed to understand that “Britain” was not a treaty but a country under which all the slave illegalizing treaties were signed.

Item (v) required the students to identify the first European Nation to industrialize. The correct response, O: “Britain” was chosen by the students whose knowledge on industrial capitalism was good. Most of the students, who failed in this question chose distracter, J: “United States of America”. These students might have been attracted by the economic, military and technological superiority of USA, but in a real sense USA is not a European nation.

In item (vi), the students were required to identify one of the sources of historical information, whose some of the components are art, music, religion and narration of past events. The correct response was G: “Oral Tradition”. This was chosen by the students who had adequate knowledge on relevant sources of historical information. Options D: “Archives” and F: “Museums” were also chosen but by the students with limited knowledge on the different sources through which historical information can be obtained.

Item (vii) tested the students’ knowledge on identifying the special method which is used to identify archaeological findings whose ages are beyond 5000 years. The correct response was A: “Carbon 14”. Some students were able to identify the correct response since they were aware of the relationship that exists between carbon 14 and archaeology hence, it was easy for them to understand and categorize different methods which are used in determining dates of various historical processes and events. However, some candidates chose L: “Historical sites” since they failed to distinguish between the two historical terms.

In item (viii), the students were required to identify a name given to the places created for preserving historical information. The correct response F: “museums” was chosen by the students who had enough knowledge on

different sources of historical information. However, some students who chose D: “Archives” and L: “Historical sites” failed to differentiate “museums” from other sources of historical information. Other choices were irrelevant and had no relationship with the demand of the question.

Item (ix) tested the ability of the students to identify the people who monopolized economic and political power along the coast of East Africa. The correct response, I: “Wamwinyi” was chosen by the students who had knowledge on the type, geographical location and the feudal lords/ruling class in the feudal system which was practiced along the coast of East Africa. Surprisingly, other students chose H: “Kabaka”. Such students were probably influenced by the popularity of Kabaka in East Africa, but they failed to understand that his power was confined in Buganda and not in the East African coast.

Item (x) required the students to identify the period when European Kings were interested in accumulating treasures of gold and silver. The students who chose the correct response N: “mercantilism,” had enough knowledge on the stages of the development of capitalism and its impact in Africa. Those who provided wrong responses such as C: “Monopoly capitalism” revealed their limited knowledge of the stages of the development of capitalism since treasures of precious minerals were accumulated during the initial stage (mercantilism) and not during the highest stage of capitalism (monopoly).

### (b) Arrangement of Sentences in Chronological Order

This part required the students to arrange the sentences in chronological order. The correct chronological order is as it is shown in extract 1.1. The first row shows the Arabic numerals and the second one shows the Roman numerals of respective sentences.

#### Extract 1.1

- (b) Arrange the following sentences in a chronological order by writing their roman numbers in the table provided.
- (i) These activities enable man to obtain his needs from nature.
  - (ii) Man's basic needs consist of food, clothing and shelter.
  - (iii) The actions man takes upon nature have one major aim.
  - (iv) History is a record of human activities.
  - (v) They aim to change natural objects into a condition of satisfying human needs.

#### ANSWERS

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

The students who arranged the sentences chronologically as shown in extract 1.1 exhibited their knowledge on the purposeful activities man takes upon nature in the course of material production. Lack of knowledge in man's struggle against nature caused some of the students to fail in arranging the sentences chronologically. Additionally, other students could hardly write anything either due to lack of knowledge or failure to understand the demands of the question, due to poor proficiency in English Language.



### **2.3 Question 3: Matching and Short Answer Items**

The question had two parts; (a) and (b). Part (a) had five statements and the students were required to match the letter of the years with a respective historical event in item (i-v). Part (b) required the students to complete the statements by filling in the blanks with the correct historical facts in item (i-v). This question was attempted by 361,646 students of whom more than half (50.2%) scored marks ranging from 0 to 5 of which 13.5 percent scored a 0 mark. About a quarter of the students (24.8%) scored averagely as their marks ranged from 6 to 9, while 25 percent scored from 10 to 20 marks. Generally, this question was averagely performed.

#### **(a) Matching items**

This question required the students to match an Event with the correct Year by writing the letter of the year below the corresponding item number. The given years were;

A “1873”, B “1487”, C “1959”, D “1845”, E “1741”, F “1795”, G “1822” and H “1700”.

In item (i), students were required to identify the year during which the second anti - slave trade treaty was signed. The correct answer D: ‘1845’ was chosen by the students who had knowledge on the periods, stages and strategies involved in the abolition of slave trade in East Africa. The majority of the students who scored a 0 mark in this item chose G: “1822,” which was the year during which Moresby Treaty, the first anti-slave trade treaty was signed. Generally, such students failed to differentiate the years of various anti-slave trade treaties.

Item (ii) tested the students' ability in identifying the period when Bartholomew Diaz reached the southern tip of Africa. Students who had knowledge on the organization, participants and the motives of the Portuguese voyages of exploration chose the correct response, B: "1487". The other option which attracted many students was E: "1741," which was the year that Mombasa established an independent Sheikhdom.

In item (iii), the students were required to identify the year in which the skull of Zinjanthropus was discovered at Olduvai Gorge. The correct response C: "1959" was chosen by the students who had knowledge on the evolution of man.

Item (iv) required the students to identify the year when Mombasa established an independent sheikhdom. The correct response was E: "1741". It was chosen by the students with outstanding knowledge on the Oman Sultanate in East Africa. Other students' choices were irrelevant to the requirement of the question.

Item (v) tested the students' knowledge on identifying the year in which the Portuguese were driven out of the whole coast north of river Ruvuma. Students with enough knowledge on the events pertaining to the interaction between African and European societies were able to choose the correct response H: "1700". Such students were aware of the total eviction of the Portuguese from East Africa by the year 1700.

The students who scored full marks in part (a) had adequate knowledge of the specific years in which the particular events took place as depicted in extract 3.1.

### Extract 3.1.

Event		Year	
(i)	The second anti-slave trade treaty.	A.	1873
(ii)	Bartholomew Diaz reached the southern tip of Africa.	B.	1487
(iii)	The skull of Zinjanthropus was discovered at Olduvai Gorge.	C.	1959
(iv)	Mombasa established an independent sheikhdom.	D.	1845
(v)	Portuguese were driven out of the whole coast north of River Ruvuma.	E.	1741
		F.	1795
		G.	1822
		H.	1700

**ANSWERS**

Event	(i)	(ii)	(iii)	(iv)	(v)
Year	D	B	C	E	H

Extract 3.1 shows the sample of a good response from the script of one of the students who was able to identify the specific years of the given historical events.

### (b) Fill in the Blank Items

This question had five items (i-v) derived from different topics. Students who had enough knowledge on the subject matter were able to provide correct responses, hence scored full marks as exhibited in this extract taken from the script of one of the students.

### Extract 3.2

- (b) Complete each of the following statements with the correct historical facts.
- (i) The man's major technological innovation during the Middle Stone Age was Discovery of fire.
  - (ii) The title of the supreme political leader in the Haya was Omukama.
  - (iii) A place where books, files, colonial and travellers' records are kept is called Archives.
  - (iv) The feudal system which developed in Zanzibar was called Umwinyi.
  - (v) The East African Kingdom in which Busulo and Nvunjo feudal relations developed was Buganda.

Extract 3.2 is the sample of a response from a student who provided relevant answers in this question.

On the other hand, some students scored a 0 mark in this question because of either failing to understand the task of the question or having no knowledge on the subject matter. At the other extreme, some students in this category failed to fill in the blanks with the correct historical fact, while the majority provided irrelevant answers as depicted in extract 3.3 in which the responses of two students are shown to portray such a case.

### Extract 3.3

#### 1<sup>st</sup> Student's Response

- (b) Complete each of the following statements with the correct historical facts.
- (i) The man's major technological innovation during the Middle Stone Age was ..... Edward chulo's .....
  - (ii) The title of the supreme political leader in the Haya was ..... Kat'kato .....
  - (iii) A place where books, files, colonial and travellers' records are kept is called ..... Libraty .....
  - (iv) The feudal system which developed in Zanzibar was called ..... Nasoda gama .....
  - (v) The East African Kingdom in which Busulo and Nvunjo feudal relations developed was ..... Tippu hpu .....

#### 2<sup>nd</sup> Student's Response

- (b) Complete each of the following statements with the correct historical facts.
- (i) The man's major technological innovation during the Middle Stone Age was ..... Homo sapiens .....
  - (ii) The title of the supreme political leader in the Haya was ..... Miombo .....
  - (iii) A place where books, files, colonial and travellers' records are kept is called ..... Historical files .....
  - (iv) The feudal system which developed in Zanzibar was called ..... Ullan said cayed .....
  - (v) The East African Kingdom in which Busulo and Nvunjo feudal relations developed was ..... Mwini kinjekule .....

Extract 3.3 is the sample of responses from the scripts of two students who could neither explain issues on the evolution of man and sources of historical information nor political systems and social economic production in pre – colonial Africa.

#### 2.4 Question 4: True or False Items

This question consisted of 10 items extracted from various topics. It required the students to write **True** if the statement was correct or **False** if the statement was incorrect.

Of all the questions, this was the highly performed since 64.6 percent of the students scored from 10 to 20 marks, 30.2 percent scored from 6 to 9 marks and only 5.2 percent scored from 0 to 5 marks. The percentage of the students who scored a 0 mark in this question was negligible (0.3%). Enough knowledge of the students and their ability to identify the demands of the question played a key role to good performance in this question. The graph below presents such a case.

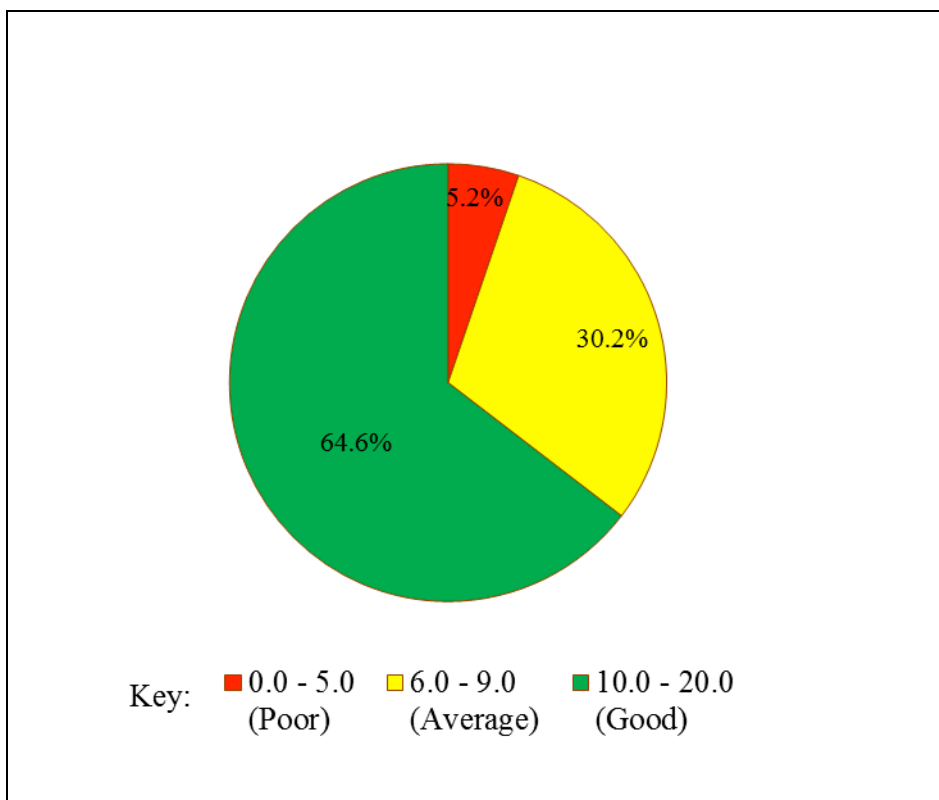


Figure 2: The Percentage of Students' Performance

Item (i) required the students to write **True** or **False** if “Katikiro was the supreme political leader of Buganda”. The correct response “False” was provided by the students who had knowledge on the pre-colonial African

Kingdoms, their organizational hierarchies and the titles of the Kings. “True,” which was not correct, was written by the students whose knowledge on the social and political systems in pre – colonial East Africa was very limited. Students in this category were supposed to understand that, hierarchically, in Buganda kingdom, Kabaka was a supreme and political head of the kingdom. Next to him was “Katikiro” or Prime Minister.

Item (ii) tested the students’ knowledge in ruling out by writing **True** or **False** if “Mtwa” was the title of the rulers among the Hehe, Bena and Sangu. “True,” which was the correct response was opted for by the students who had enough knowledge on political organizations among the pre – colonial East African societies. On the other hand, “False” (incorrect response) was written by the students who had limited knowledge of the social and political system in pre – colonial East Africa, hence, inhibited them from understanding the supreme political authority among different pre – colonial East African societies.

In item (iii), students were asked whether “Land is an example of instruments of labour”. “False” was the correct response. It was written by the students who were able to distinguish various terms in material production. However, students who wrote incorrect response “True” failed to distinguish between instruments of labour and objects of labour. Basically, the general term for all tools used in material production such as hoes is “instruments of labour,” while the term used to represent land, lakes and forest is “objects of labour”.

Item (iv) required the students to judge if “Mogadishu, Kilwa and Timbuktu were some of the City States along the East African coast”. The correct response “False,” was provided by the students who were aware of all the East African coastal City States which grew and flourished due to early commercial contacts between East Africa, the Middle East and Far East across the Indian Ocean. However, the students who provided a wrong response “True,” failed to understand that “Timbuktu” was not a City state along the East African coast but rather one of the West African towns which expanded due to Trans – Saharan trade.

Item (v) required the students to verify if “Trading contacts between East Africa and Asia were disturbed by the Portuguese invasion”. The correct response “True” was provided by the students who had adequate knowledge on the negative impact of the Portuguese rule such as diversion of major trade routes. However, the students who provided incorrect response “False,” had no knowledge of the impact the Portuguese rule had on early commercial contacts between East Africa and Asia.

Item (vi) required the students to write either **True** or **False** if “Tippu Tippu, Mlozi and Laibons were some of the notorious caravan organizers”. The correct answer “False” was provided by the students who had knowledge on the notorious caravan organizers in East Africa. Some students, whose knowledge on the subject matter was very limited, gave an incorrect answer “True”. Such students were supposed to understand that “Laibons” were the political and religious leaders among the Maasai.



Item (vii) required the students to **verify** if “Slave trade helped to strengthen feudalism in East Africa”. The correct answer “True” was provided by the students who had knowledge on the stages in the growth of demand for slaves, organization of the slave trade and its impact in East Africa. The incorrect response “False” was provided by the students whose knowledge on Africa and the external world was very limited.

Item (viii) required the students to write **True** or **False** if “The search for raw materials and markets began with the coming of the American traders, missionaries and explorers in the 19<sup>th</sup> century”. Students, with adequate knowledge on the role of agents of colonialism, were able to write “False” as the correct response. Some students who were not aware of how the growth of capitalism in Europe activated the search for raw materials and markets in Africa in the 19<sup>th</sup> century opted for an incorrect answer “True”. In a nutshell, all the agents of colonialism were Europeans and not Americans.

Item (ix) required the students to **verify** whether “At the earliest stage of human development, man began to make and use stone tools”. The correct response “True,” was provided by the students who had knowledge on the period during which man’s tools were made of stones. Such students were aware of the types and uses of stone tools made by an early man. On the other hand, other students opted for a wrong answer “False,” because they had no knowledge of the types of tools made and used by man during the Stone Age era.

Item (x) required the students to write **True** or **False** if “The level of development during the Stone Age was similar in all places”. The correct

response “False,” was written by the students who had knowledge on the unevenness of man’s struggle to master his environment. Such students were aware that the struggle of man against nature took place at different times and in different places. However, an incorrect answer “True” was written by the students who failed to understand that the level of development among the societies has never been similar in all places. Some areas developed faster than others due to the nature of the environment. For instance, whereas in some areas the people remained hunters and gatherers throughout the Stone Age, others had started domesticating crops and animals.

## **2.5 Question 5: Short Answer Questions**

Items in this question were set from various topics. The question tested the students’ knowledge on the following historical terms: Pharaoh, Golden Stool, Boer Trek, Slavery and Capitalism.

This was the only question in which more than one third (39.9%) of all the students scored a 0 mark. However, 34.7 percent of the students managed to score marks ranging from 1 to 4. Moreover, 11.1 percent of the students whose marks ranged from 4.5 to 7 scored average marks and only 6.3 percent of the students scored from 7.5 to 15 marks. It was omitted by 11.3 percent of the students as figure 3 shows.

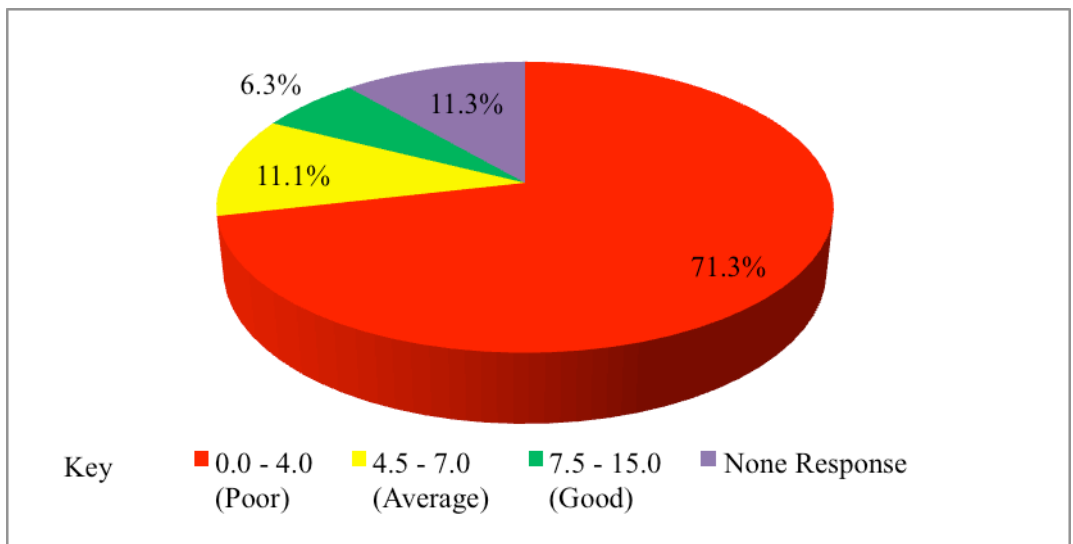


Figure 3: The Percentage of Students' Performance

The majority of students (39.9%) scored a 0 mark in this question because they lacked enough knowledge on the subject matter and worse still, English Language proved to be an obstacle as some students could neither define nor write a complete sentence. The sample portrayed in extract 5.1 shows the responses from the scripts of three students who had inadequate knowledge of the subject matter.

5. Briefly explain the following terms:

- (i) Pharaoh: Pharaoh is the long period of colonialism of age set return of morocco.
- (ii) Golden Stool: It is a symbol of unity in the kingdom of mali.
- (iii) Boer trek: It is the movement of immigration of family to the interior of the cape.
- (iv) Slavery: It is the first pre-colonial anti-gravitation.

5. Briefly explain the following terms:

- (i) Pharaoh: Is the place where books colonial and to travellers record are kept.
- (ii) Golden Stool: Is the stool was a symbol of unity in the kingdom.
- (iii) Boer trek: Is the movement of dutch to the cape colony.
- (iv) Slavery: Is the second mode of production.

5. Briefly explain the following terms:

- (i) Pharaoh: Is the animal which israelites used to transport from one place to another place.
- (ii) Golden Stool: Was the symbol of unity in the kingdoms for example of kingdom of mali.
- (iii) Boer trek: Is the movement from the cape colony.
- (iv) Slavery: Is the third mode of production and the

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However, some students who scored from 0.5 to 4 marks, lacked factual explanations on some items while others could not attempt some items. Generally, limited knowledge and poor English Language hindered many students to score higher marks in this category.

Furthermore, some students who scored from 4.5 to 7 marks provided few relevant responses, while other students could not exhaust all the terms. Generally, the variation of the students' marks in this category depended on the degree of relevancy and clarity of their explanations.

The students who scored from 7.5 to 15 marks were conversant with the subject matter. The students in this category provided relevant explanations. A sample of one of the good responses from the script of one of the students is portrayed in extract 5.2.

**Briefly explain the following terms:**

(i) Pharaoh. It was the title given to the supreme political leader in the Ancient Egypt.

(ii) Golden Stool. It was a stool which was owned by the king and a symbol of unity in the Asante Kingdom.

(iii) Boer trek. It was a migration done by the Boer families from the Cape to the interior of South Africa due to the British occupation in the Cape.

Extract 5.2 portrays the sample of a part of responses from the script of one of the students who was able to provide correct responses demanded by the question.

## 2.6 Question 6: Essay Question

Of all the questions, this question had poor performance since 41.2 percent of the students scored a 0 mark. It is alarming to find that the majority of the students 58.5 percent, who attempted this question scored poorly (their marks ranged from 0 to 4 out of 15 allotted marks), while 8.4 percent scored average marks (from 4.5 to 7 marks) and only 9.8 percent scored good marks ranging from 7.5 to 15, as shown in the chart.

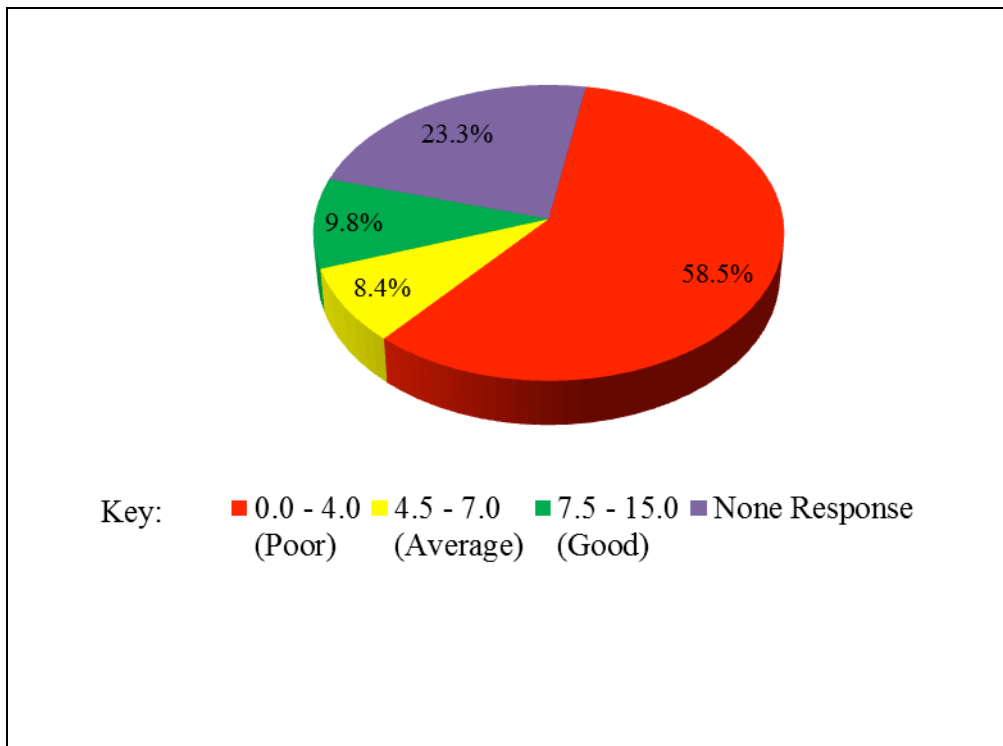


Figure 4: The Percentage of Students' Performance

The majority of the students who scored a 0 mark showed lack of knowledge on the subject matter, inability to identify the demands of the question and poor English Language proficiency. Extract 6.1 shows a sample of the response from one of the students who provided an irrelevant response.

## Extract 6.1

6. Explain six ways through which slaves were obtained

st

Slaves is Peoples who are going to work from one place to another place. For example slaves from Africa to America Asia to do work.

The following are ways through which slaves were obtained

Yao: is the way which slaves passing through from their home country up to the Yao and Yao is the tribe of Yao people.

Chaga: is the way which slaves passing through Tanzania to Zanzibar. Slaves from outside came Africa to find raw material for example ivory, animal skin.

Gogo: is the way which is slaves used to transport from Mombasa to Kongo and Democratic Republic of Congo and this way is their caravan. This is the one of ways.

Haya: is the one of way of slaves. This way is their caravan and this slave trade help to strengthen feudalism in the east Africa.

Hehe: this is the one of way of slaves in east Africa and this way passing slaves from Kagera and Ruwenzori.

Extract 6.1 shows the responses from the script of one of the students who erroneously explained the tribes (Chaga, Gogo, Haya and Hehe) as the major slave and caravan routes instead of the ways through which the slaves were obtained.

However, some of the students who scored from 0.5 to 4 marks provided few correct responses while others failed to exhaust the relevant points in this

question. Moreover, other students in this category gave incomplete explanations, while others provided sentences characterized by illogical flow of ideas. The degree of comprehensiveness and clarity among the students' responses differed greatly, making their marks to vary.

Some students who scored from 4.5 to 7 marks provided few correct responses; some could not exhaust all the points demanded by the question, while others outlined the points without giving explanations.

Students, whose performance was good, provided correct points and explanations which met the demands of the question as illustrated in a part of a sample from one of the students' scripts in extract 6.2.



## Extract 6.2

Slaves are people who are owned by other people like commodities. Slaves were mistreated and beaten by their slave masters. Slavery is the act of owning someone as a slave. Slave trade is the buying and selling of slaves.

Slaves were obtained in different ways as elaborated below;

First, by selling of war captives: at most places the Arabs fought wars and the losing group is taken as war captives for sale.

Second, selling of servants: people who owned domestic servants could sell the servants once not in need of the servants.

Third, ambushing: the slave traders could ambush people especially travellers who passed in forest places and also girls.

Fourth, selling of criminals: in the kingdom, chiefdom or village the criminals caught either stealing, robbing or raping were taken and sold to slave traders as slaves.

Last but not least, trickery: the chiefs mostly used to trick people by inviting them at their homes and giving them gifts like clothes, mirrors, palm oil and so forth then selling them to slave traders.

Lastly, raiding villages: the slave traders used to raid villages and taking villagers who were able bodied as slaves all the disabled and children were left behind.

Conclusively, the out comes of slave trade were greater than the wealth obtaining after selling slaves these included :- loss of man power, depopulation, displacement of families, and insecurity to the people.

Extract 6.2 is the sample of relevant responses from the script of one of the students who was able to provide relevant points demanded by the question.

## 2.7 Question 7: Essay Question

This question was omitted by a greater number of students (70%) probably due to either lack of adequate knowledge on the motives of the Dutch settlement at the Cape or plausibility of other options in this question. Of all the students (30%) who attempted this question, 14.7 percent scored a 0 mark, 8.6 percent scored from 0.5 to 4, 3.7 percent scored from 4.5 to 7 marks, while 3.0 percent scored from 7.5 to 15 marks. Shown in Figure 5 are the percentages of students who omitted the question and those who performed poorly, averagely and good.

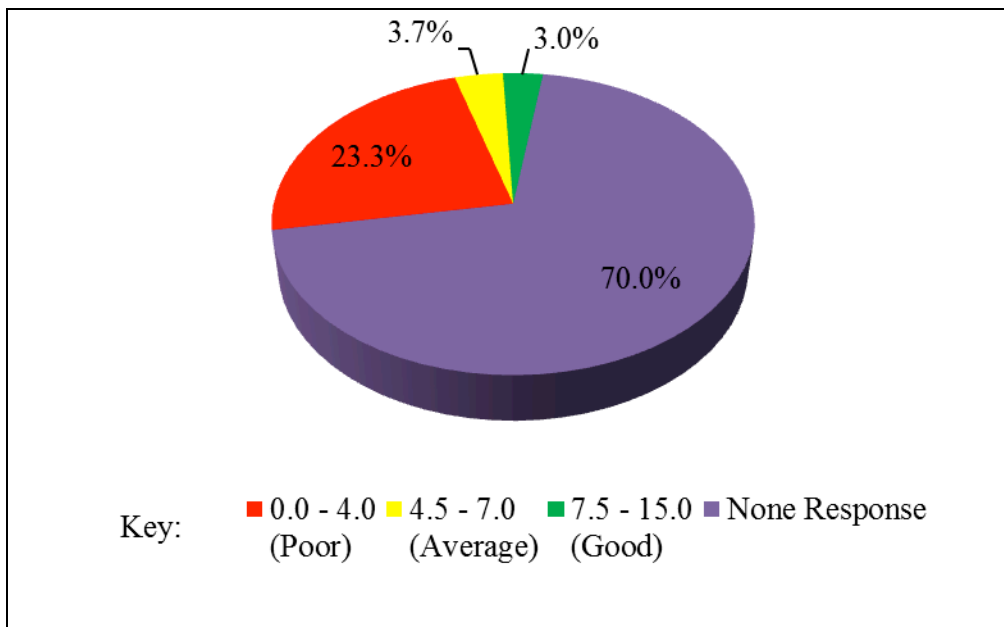


Figure 5: The Percentage of Students' Performance

Illogical and irrelevant explanations characterized the responses of all the students who scored a 0 mark due to lack of enough knowledge on the subject matter, lack of English Language proficiency or failure to identify the demands of the question as illustrated in extract 7.1.

## Extract 7.1

Elaborate measures which made the dutch to establish their permanent settlement at the cape of south Africa was as follow -

Introduction of new culture. There is a proper engaged introduction of culture to South Africa. A lot of people wanted to settle.

Spread of Islamic. The African where the people who learnt a lot of thing on those days and they agreed.

Development of Swahili language and culture. the dutches did a lot of thing one is the reduces African to speak Kiswahili.

Social Segregation. There were no social segregation as the way portuguese did to african they segregated us.

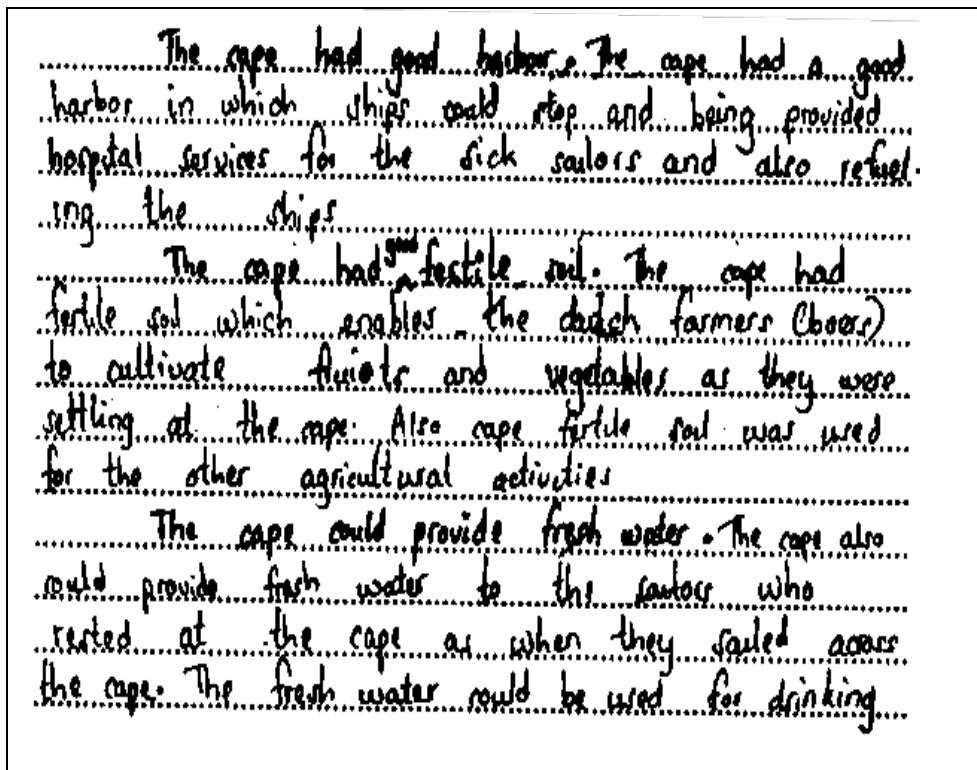
Introduction of New crops. The dutches came with another type of crops which where cash crops example: cotton, sisal, Pyrethrum, cocoa, coffee, Tobacco, and etc. so they also introduce.

Extract 7.1 reflects the sample of a poor response from the script of one of the students who explained the effects of the Dutch settlement at the Cape instead of explaining their motives for establishing their permanent settlement. However, spread of Swahili language and Islam were neither motives nor effects of Dutch settlement in South African societies before, during and after the 17<sup>th</sup> Century.

However, the majority of students who scored averagely (from 4.5 to 7 marks) failed to exhaust fully the points demanded by the question, while others provided few relevant points. Furthermore, in this category also, some students explained few correct responses and outlined the rest. Limited knowledge and poor English proficiency obstructed many students in this category from scoring higher marks.

The students who scored from 7.5 to 15 marks understood the task of the question and had enough knowledge on the subject matter as evidenced in extract 7.2.

#### Extract 7.2



Extract 7.2 shows the sample of a part of the good responses from the script of one of the students who managed to explain the reasons for the Dutch settlement at the Cape of South Africa.

### **3.0 STUDENTS' PERFORMANCE IN EACH TOPIC**

The analysis shows that question 4, which instructed students to write “True” or “False” had the highest score (94.8%). The items in this question were derived from various topics. The good performance in this question was mainly caused by students’ wide knowledge of the topics from which the questions were derived and their ability to understand the demand of the question.

Question 3 and 6 were averagely performed, while question 5 which was set from various topics was poorly performed since only 28.7 percent of all the students scored 4.5 marks and above. In a nutshell, the students’ poor performance was caused by their lack of knowledge on the topics, failure to identify the demands of the question, lack of English Language proficiency and lack of good essay writing skills.

The students’ performance falls under three categories; “poor”, “average” and “good” whose percentage of performance ranges from 0 to 29 percent (red), 30 to 49 percent (yellow) and 50 to 100 percent (green) respectively. (see Appendix).

### **4.0 CONCLUSION**

Item analysis in History subject shows that some students faced many challenges in attempting some questions. Inadequacies of knowledge, failure to identify the demands of the questions as well as poor proficiency in English Language are some of the obstacles which inhibited most students from scoring high marks in some topics.

Teachers should therefore take initiative to ensure that the students are equipped with the necessary knowledge and the basic skills with which they may use in order to perform well in their assessments. Additionally, coverage of the syllabus, the use of proper teaching and learning methods as well as guiding the students on how to carefully read the questions and consequently identify the demands of each question before attempting

them, are some of the mechanisms which once taken into consideration, good performance will be realized in future Form Two National Assessments.

## **5.0 RECOMMENDATIONS**

In order to improve the performance of the students in this subject, the following should be considered:

- (a) The students should be reminded to read the questions carefully before attempting them so as to identify the demands of each question. Moreover, teachers should impart this skill to the students.
- (b) The students are required to read books instead of memorizing class notes and pamphlets which cause them to produce partial and fragmented answers.
- (c) Students should be encouraged to establish and participate in debating clubs, discussions and presentations of various assignments so as to increase their knowledge and improve their English Language skills.
- (d) Teachers should use teaching and learning materials such as drawings and illustrations so as to enable the students to have a long lasting recalling on the topics taught. Moreover, students should be given enough exercises so as to boost their understanding and writing skills.
- (e) Internal assessment questions should be set in line with the Syllabus and Examination Format so as to improve and consolidate the thinking and reasoning ability of the students.
- (f) The Inspectorate Department should make follow-ups of the learning and teaching processes in schools so as to identify and redress the challenges observed in this report.

## ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION

S/N	Topic/ Subtopic	YEAR 2015			
		Questi-on no	% of the Students Who Scored the Average of 30 percent and Above	% of Average Performance	Remarks
1	Evolution of Man, Technology and Environment, Sources and Importance of History, Development of Social and Political Systems, Development of Economic Activities and their Impact, Industrial Capitalism, Africa and the External World.	4	94.8	94.8	Good
2	Evolution of Man, Technology and Environment, Sources and Importance of History, Development of Social and Political Systems, Development of Economic Activities and their Impact, Interactions Among People of Africa and Industrial Capitalism.	1	85.6	85.6	Good
3	Africa and the External World.	7	76.7	76.7	Good
4	Evolution of Man, Technology and Environment, Sources and Importance of History, Development of Social and Political Systems,	2	72.2	72.2	Good

	Development of Economic Activities and their Impact, Africa and the External World and Socio-Economic Development and Production in Pre-colonial Africa				
5	Evolution of Man, Technology and Environment, Industrial Capitalism, Sources and Importance of History, Development of Social and Political Systems, Africa and the External World.	3	49.8	49.8	Average
6	Africa and the External World.	6	41.5	41.5	Average
7	Evolution of Man, Technology and Environment, Sources and Importance of History, Development of Social and Political Systems, Industrial Capitalism.	5	28.7	28.7	Weak



