

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEMS RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2017**

012 HISTORY

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FOREWORD

This is a report on the performance of the students in History Subject in Form Two National Assessment (FTNA) which was carried out in November, 2017. It has been prepared to provide a feedback on the students' progress in History subject.

The Form Two National Assessment (FTNA) marks the end of two years of Secondary Education. It is a formative evaluation, which among other things, measures the effectiveness of the educational System and the extent to which instructional objectives stipulated in the form one and two syllabi have been met.

This report presents issues which influenced the students' performance in each individual question. The report shows that higher achievers understood the requirements of each question and had enough knowledge of the subject matter. Mastery of English Language and good writing skills also helped them to score higher marks. Contrarily, the low achievers lacked such qualities.

The National Examinations Council of Tanzania believes that the feedback will enable various education stakeholders to take initiatives to enable the students to attain required skills and knowledge of history.

Finally, the Council would like to express its sincere appreciation to all who played a key role in the preparation of the report. Additionally, the Council will appreciate suggestions and recommendations on how to improve future FTNA reports.



Dr . Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This is an analysis of the performance of History students who sat for FTNA in 2017. The history paper assessed the students' competences according to the Form I and II History Syllabi.

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

A total of **485,166** students sat for the FTNA in 2017 in History subject, whereby **236,848 (48.97%)** students passed. In comparison to the 2016 results, in which **299,485 (73.56%)** students passed, the 2017 result shows a decrease in History performance by **24.59** percent.

The report reveals a requirement of each question on the paper and shows the students' strengths and weaknesses evident in their responses. Furthermore, the report presents percentages of scores in each group through charts, and graphs and the samples of good and poor responses, extracted from the students' scripts. Finally, the report provides a conclusion, recommendations and an attachment which show the percentages of the students' performance per each question. For the sake of this analysis, green, yellow and red colours are used to show good (65-100) percent, satisfactory (30-64) percent and weak (0-29) percent, respectively.

2.0 ANALYSIS OF THE STUDENT'S PERFORMANCE IN EACH QUESTION

2.1 Question 1: Multiple Choice Items

This question consisted of 10 multiple choice items derived from topics of Sources and importance of History, Evolution of Man Technology and Environment, Development of Economic activities and their Impact, Development of Social and Political Systems, Interactions among the People of Africa and Social Economic Development and Production in Pre - colonial Africa. It required the students to choose correct options from four given alternatives by writing their letters against the item number.

The question was attempted by 99.99 percent of all students who sat for this paper. The analysis shows that 8.6 percent scored from 0 to 2 marks, of which 0.4 percent, scored a 0 mark, 60.6 percent scored from 3 to 6 marks and 30.8 percent scored from 7 to 10 marks. Hence, the performance in the question was good considering that 91.4 percent of the students scored 30 percent and above marks (3 to 10 marks). Figure 1 gives the details.

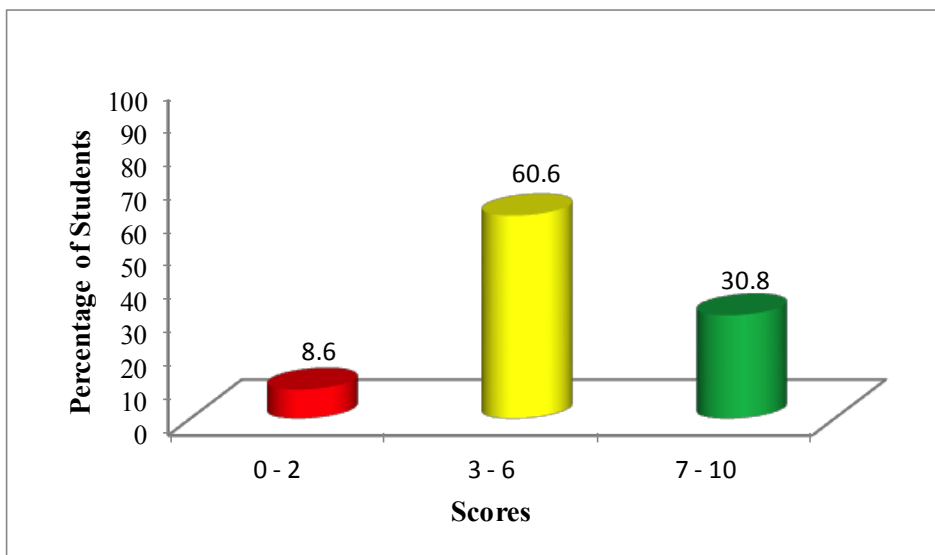


Figure 1: The performance of the students in question 1

Analysis of the items

Item (i) tested the ability of the students to recall what History as a field of study is all about. The students who opted for the correct answer which was C (past events) had enough knowledge of the subject matter of History. However, other students were lured by distractors which are also the content of the definition of History such as A (future events) and B (present events). These students failed to understand that history is about the past events which help us to understand the present as we plan for the future. Those who opted for the response D (all Africans events) lacked knowledge of what History is all about.

Item (ii) tested the ability of the students to identify a scientific method for determining dates of past remains. The students who chose the correct answer C (carbon 14) had knowledge of dating historical processes, particularly, the scientific method of showing dates. However, some students opted for distractor A (archaeology). Such students likely had an idea of a relationship between archaeology and carbons 14. That is; the archaeological findings of the age above 5000 years are determined by carbon 14. Moreover, other students either chose B (Time graphs) or D (times charts) as they failed to understand that these are not scientific methods for determining dates, but rather the methods used to show chronological order of historical events.

Item (iii) tested ability of the students to point out important outcomes of the shift of man from walking by four limbs to bipedalism. Students who were knowledgeable of the important achievements of man in the process of evolution opted for item B (making and using tools) which was the most prominent event in the evolution of man. However, the students who opted for A (defending against enemies), C (cooking and living in caves) and D (hunting and gathering) could not recall the prominent achievements that man had made as result of walking with two legs (upright). They failed to understand that making and using tools made the rest achievements to be possible.

Item (iv) required the students to identify the period in which pre – colonial Tanzania communities engaged in paintings and drawings at Kondoa Irangi. Students who were conversant with the stages of the evolution of

man chose the option A (late stone age). Those who failed in this question could not associate the given historical events with the time in which they occurred. On the other hand, the students whose choices were either B (Old Stone Age) or D (Early Stone Age) exhibited limited knowledge of recalling the relevant time in which various historical events took place during the Stone Age period. Moreover, the option B (Old Stone Age) and D (Early Stone Age) mean the same thing. Those who opted for C (industrial age) were totally unaware of the historical events which took place in different periods of man's evolution since industrial age was dominated by the use of machines but not painting and drawing in caves and rocks as those in Kondoa Irangi.

Item (v) tested the students' ability to identify factors for interactions that led to peace and intermarriage during pre-colonial period. Students with good knowledge of the subject matter opted for the correct answer A (Trade between neighbours). Those who opted for other distractors such as B (war between neighbours), C (conquest of neighbours) and D (war and slave trade) definitely faced language problems. Furthermore presence of the word "war or conquest" among the distractors signified lack of peace.

Item (vi) demanded the students to identify a statement which did not explain the characteristic of slavery mode of production. The candidates who chose C (slaves had a share over the surplus production) possessed greater knowledge of the characteristics of slave mode of production. Those who opted for A (existence of classes between slave and slave master), B (slaves had no right to own the major means of production), D (there was a class struggle between slaves and slave masters) probably read the question hurriedly, thus, could not consider the term **except**. Therefore, they opted for one of the distractors which explain the characteristics of slavery mode of production.

Item (vii) tested the students' ability to recognise a set of commodities which were used as currency during pre-colonial Africa. The correct response was C (salt, cloth and cowries shells) and was chosen by the students who had enough knowledge of the Development of Economic Activities and their Impact in pre-colonial Africa. Those who opted for A (pepper, gold and copper) and D (copper, silver and bronze) were attracted

by gold and copper. Furthermore, those who opted for B (iron hoes, wood and silver) were probably attracted by iron hoes, which were also used as currencies in pre-colonial African societies.

Item (viii) tested the ability of the students to identify a system whereby the major means of production were shared by all members of the society. The students who opted for C (communalism) displayed greater knowledge of features of communal mode of production. Those who opted for A (capitalism) and D (feudalism) lacked enough knowledge of the Social-Economic Development in Pre-colonial Africa. Likewise, those who opted for B (democracy) had mixed ideas of democracy and communalism, as one of the characteristics of the communalism is full democracy.

Item (ix) intended to measure the ability of the students to recognise major periods of Stone Age. Those who chose the correct answer B (Three) had enough knowledge of Stone Age era. However, the students who opted for A (four), C (two) and D (five) failed to understand the major periods of Stone Age which is the period of human development when most of man's tools were made of stones.

Item (x) required the students to identify the term which refers to duration of ten years. The knowledgeable students opted for B (decades). They portrayed greater understanding of how historians divide time and the historical terms used. Students who opted for A (a generation), C (a century) and D (a millennium) lacked the knowledge of the subject matter, hence failed to determine a period of time each term refers in dating historical phenomenon.

2.2 Question 2: Matching Items

This question consisted of 10 matching items. The students were required to match items in List A with corresponding items in List B by writing a letter of a correct response below a corresponding item number.

The question was attempted by 99.99 percent of all students who sat for this paper. The analysis reveals that 69.8 percent scored from 0 to 2 marks, 22.8 percent scored a 0 mark, 26.8 percent scored from 3 to 6 marks, while 3.4 percent scored from 7 to 10 marks. The performance in the question was therefore bad considering that only 30.2 percent of the students scored 30 marks and above (3 to 10 marks). Figure 2 displays the performance.

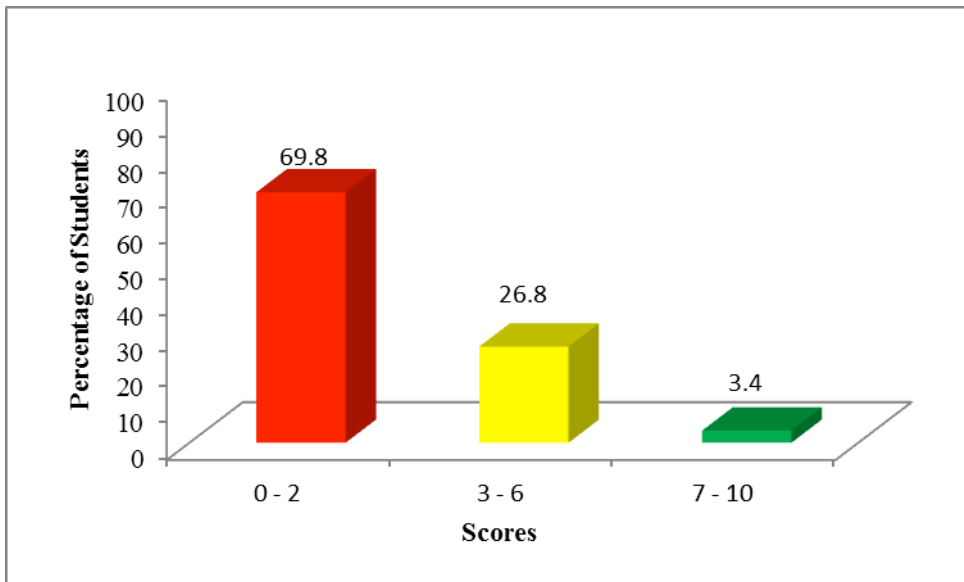


Figure 2: The performance of the students in question 2

Responses in List B were:

A Nyakyusa, B Zimba, C Baganda, D Ndebele, E Imbangala, F Yao, G Xhosa, H Tutsi, I Swahili, J Mwanamutapa, K Yoruba, L Kamba, M Haya, N Maasai and O Egyptians.

Item (i) required the students to identify a tribe whose feudal relation was known as Ubugabire. The students with adequate knowledge of feudal relations around interlacustrine region opted for H (Tutsi). Those who opted for (M) Haya and (C) Baganda failed to understand that these tribes, though found in the interlacustrine region, did not practise Ubugabire, but other forms of feudalism. What might have made these students to opt for either of these two societies was limited knowledge to associate each of the society with a correct form of feudalism they practised.

Item (ii) tested the ability of the students to identify a tribe in Zambezi region which attacked and resisted the Portuguese. The correct answer was B (Zimba). It was chosen by the students who had enough knowledge of the Portuguese intrusion in Central Africa as well as the Zimba's struggle to get rid of the Portuguese intruders. The students who failed in this item opted for either D (Ndebele) or E (Imbangala), probably because these tribes also resisted against European invasions of Africa.

Item (iii) tested the ability of the students to identify a society in the interlacustrine area in which busulo and nvunjo were forms of feudal relations. The correct response was C (Baganda). This option was chosen by the students who had adequate knowledge of feudal relations in East Africa, particularly the interlacustrine region. Some of the students were nonetheless attracted by distractors M (Haya) and H (Tutsi) which in spite of being feudal societies in the interlacustrine region did not practise busulo and nvunjo. These societies practised Nyarubanja and Ubugabire system respectively. This group of students therefore lacked an ability to associate a proper form of feudalism with a society which practised it. Actually, they relied on guessing.

Item (iv) required the students to identify a tribe in West Africa which was famous for using copper alloys to make ornaments. The students who were aware of economic activities carried out by societies in West Africa chose the response K (Yoruba). These students had knowledge of the tribes which engaged in copper mining and their uses in West Africa. Those who failed to provide the correct answer lacked knowledge of copper mining and processing among the people of West Africa.

In item (v), the students were supposed to identify an example of agricultural society which practiced age set system in Tanzania. Well prepared students with enough knowledge of the age set political system and their economic activities opted for A (Nyakyusa). Some students chose distractors N (Maasai) because it is the most famous society that practised age set system of organisation. These students failed to understand that the Maasai, though practised age set system of organization did not engage in agricultural activities, but rather were purely pastoralist by nature

Item (vi) tested the students' ability to identify pre-colonial professional traders in Angola. Those who chose the correct answer E (Imbangala) portrayed good knowledge of professional traders before the colonial era in Central Africa. Some were attracted by distractors like (B) Zimba, (D) Ndebele and (J) Mwanamutapa probably due to the fact that these societies were also in this region, despite their disengagement in trade.

In item (vii), the students were required to identify from the given options people who made and used iron tools first in African continent. The correct answer was O (Egyptians) which was opted for by the students who had enough knowledge of areas where iron technology was dominant in Africa. However, lack of knowledge of the subject matter, made some students to opt for other distractors.

Item (viii) tested knowledge of the students on identifying famous tribe that led Northern route which covered Mombasa and Central Kenya during the long distance trade. The correct response was L (Kamba); students who had enough knowledge of the participants of the East African long distance trade got the item right. Those who opted for F (Yao) had knowledge of the societies which participated in the long distance trade but failed to understand the routes which each group controlled. The Yao controlled the southern route, not the central route.

Item (ix) required the students to determine a tribe which resisted Boers between the Great Fish River and the Limpopo. The students who had adequate knowledge of Boers movement opted for the correct answer G (Xhosa). Those who opted for other alternatives had insufficient knowledge of Boers Trek.

Item (x) demanded the student to point out a pastoral society whose organization was based on age segments. The correct response was N (Maasai). The option was chosen by knowledgeable students. The Maasai is the best known example of a pastoralist society whose labour division is based on age and sex. However, due to limited knowledge of the subject content, some students chose other alternatives.

2.3 Question 3: True and False Items

This question consisted of 10 historical statements extracted from various topics. The students were required to write **True** for a correct and **False** for an incorrect statement. Each item carried 1 mark making a total of 10 marks.

The question was attempted by 99.99 percent of all students. The performance of the students was good considering that only 3.0 percent scored from 0 to 2 marks, the majority 64.1 percent scored from 3 to 6 marks while 32.9 percent scored from 7 to 10 marks. This means 97.0 percent of the students scored 30 percent marks and above (3 to 10 marks). Figure 3 presents the students' performance in the question.

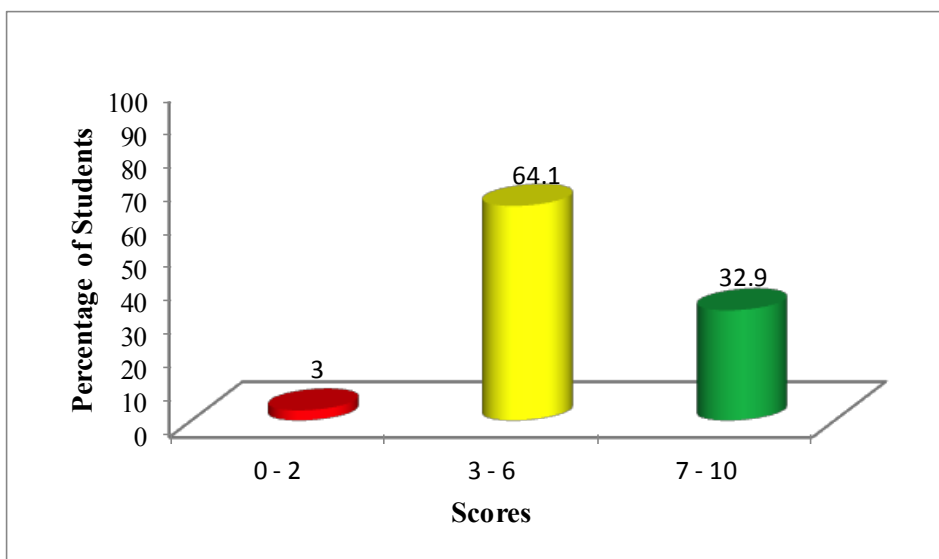


Figure 3: The performance of the students in question 3

Analysis of the items

Item (i) tested the students' agreement or disagreement whether Ngoni migration contributed to the formation of states in North Eastern Tanzania. Students with good understanding of the subject matter opted for "False". They realized that Ngoni migration had effects on the South, not North Eastern Tanzania. Societies through which Ngoni passed such as Hehe, Sangu and Nyamwezi were forced to form strong organizations to protect

themselves from Ngoni invasion. Those who opted for “True” had limited knowledge of Ngoni’s movement, their impact and their destination in Tanzania. It seems that, their responses were based on trial and error method.

Item (ii) intended to check the students' ability to judge as to whether history brings patriotism and nationalism or not. The students with adequate knowledge of importance of studying history opted for “True”. Those who opted for “False” had limited knowledge of the subject hence, failed to internalise the importance of studying history.

Item (iii) tested the students' ability to judge if archives are places where current government records are kept or not. Those who chose “True” displayed greater understanding of the term archives which are the collection of private and public documents including current documents of government parties and other organisations. However, those who wrote “False” were ignorant of the sources of historical information.

Item (iv) required the students to point out if primitive communal society lived by hunting and gathering. The students with greater knowledge of salient features of primitive communal society opted for “True”. However, the incorrect answer “False” was written by the students who failed to understand that during this period, people depended on nature for survival.

Item (v) tested the ability of the students to agree or disagree with whether mixed farming involves planting different crops on the same piece of land. The students who opted for correct response “False”, were aware that mixed farming involves cultivating both crop and rearing animals. It appeared easy for the students who had little knowledge to perceive ‘mixed farming’ as planting different crops in single piece of land. This is because they correlated the word farming to crop cultivation. It is therefore obvious that those who wrote “True” lacked a dip understanding of the concept of mixed farming.

Item (vi) tested the students' ability to verify if non - centralised states are also known as Kingdoms. Students who managed to write a correct response “False” had a greater knowledge of state organizations. They were able to make a distinction between non - centralised states from a Kingdom. A non-centralised state has a central ruler, but with other people ruling parts of the state while a Kingdom is a centralised state where a great deal of power is held by an individual (a King). Students who wrote “True” had no enough knowledge of a non - centralised versus centralised states or could not make a link between a Kingdom and a Centralised state.

Item (vii) required the students to verify whether Umwinyi was introduced by David Livingstone in Zanzibar or not. The correct response was “False”. This was chosen by the students who had knowledge of the ruling class in the feudal system practised along the coast of East Africa. These students knew that David Livingstone was a missionary and an explorer who engineered the abolition of slave trade. Hence, he did not advocate for this form of feudal relation (Umwinyi) in Zanzibar. Those who opted for “True” probably read the statement hurriedly or failed to recognise the distractor, David Livingstone.

Item (viii) tested the ability of the students to write **True** or **False** as whether Indian merchants provided capital for slave trade in East Africa. Students with adequate knowledge of the organization of the East African slave trade, particularly the suppliers of the capital essential to buy slaves, opted for “True”. These students recalled that Indian merchants called Banyans supplied the capital necessary for buying slaves. Those who provided the wrong response “False” revealed that their knowledge of the organization of the slave trade in East Africa was limited.

Item (ix) tested the students' ability to recall by writing either **True** or **False** to whether Bartholomew Diaz was the first European to go round the Cape in 1487. Students who opted for “True” possessed a greater knowledge of the organization, participants and the motives of the European voyages of exploration, especially their search for a route around Africa that was a vital direct link between Europe and Asia. Some of the students, whose knowledge of the subject matter was very limited, gave

incorrect answer “False”. These students did not know the Portuguese activities in Africa in the second half of the fifteenth century.

Item (x) tested the students’ agreement or disagreement with whether missionaries were not among the key agents of colonialism in Africa. Students who were conversant with the agents’ of imperialism who paved the way for colonialism opted for “False”. The students who opted for “True” probably read the question hurriedly and thus, did not notice the word ‘**not**’.

2.4 Question 4: Short Answer Questions

This question consisted of five short answers items derived from various topics. It required the students to give brief explanations of the provided historical concepts: Boer trek, Homo erectus, Museum, Legitimate trade and Mfecane. The question tested the students’ ability to explain the given historical terms using their own words. The task tested comprehension as well as writing skills.

The question had a weak performance considering that the majority of the students (79.8%) scored from 0 to 2 marks, 16.9 percent scored marks ranging from 3 to 6 and only 3.3 percent of the students who attempted the question scored marks ranging from 7 to 10. In this question, only 20.2 percent of the students passed by scoring 30 percent and above. Figure 4 has the details.

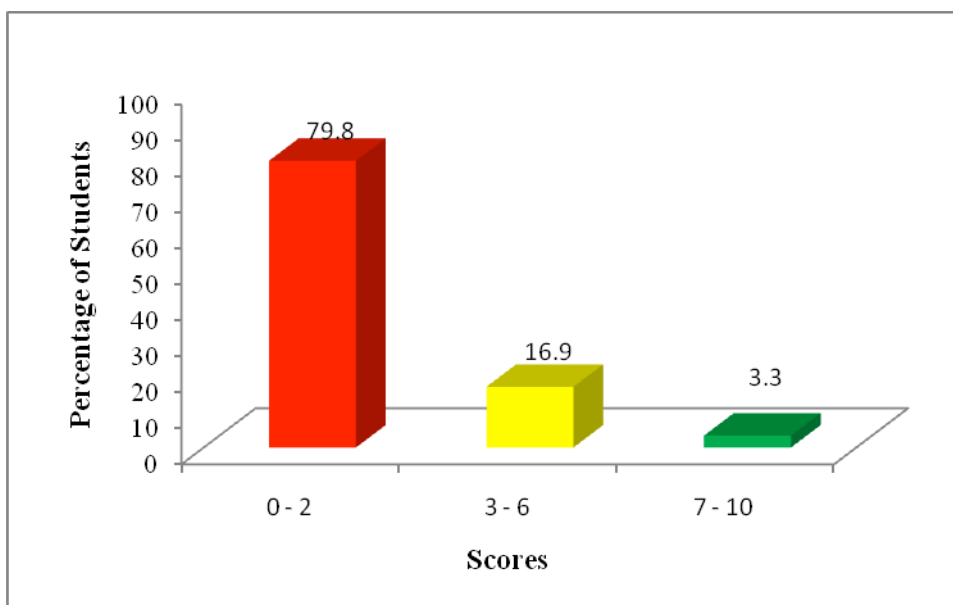


Figure 4: *The performance of the students in question 4*

The question was poorly performed due to inadequate knowledge of the students on the concepts that were asked. Language barrier is another problem which hindered some students from providing clear and meaningful phrases, sentences or statements which could enabled them to score high marks. Extract 4.1 is a sample of a poor response to this question.

Extract 4.1

4.	Briefly explain the following terms:
(iii)	Museum <u>is the portuguese merchants took over the</u> <u>in the 15th century.</u>
(iv)	Legitimate trade <u>the people who were the first to</u> <u>make and use iron tools in africa</u>
(v)	Mfecane <u>the zion sultanate established plantation</u> <u>economy in zanzibar and pamba</u>

Extract 4.1 shows a sample of a part of responses from the script of the student who copied some items from different questions (question 2 and 5) and supplied them as answers in question 4.

On the other hand, some students were conversant with the subject matter. These managed to explain all the concepts clearly. The variation of students' marks in the question depended on their level of relevancy and clarity. An example of a good response from a script of one of the students is portrayed in Extract 4.2.

Extract 4.2

4. Briefly explain the following terms:

- (i) Boer Trek Is the mass movement of the Dutch from the Cape of South Africa to the interior of Africa to search for land to establish their own settlement. It took place around 1840's. This was caused after the British to occupy the Cape, so due to this they were forced to move. The Boers went away because they did not want to stay, ~~or~~ and British rules such as the use of English language, while the Boers used Afrikaans and also they didn't like the court system of British.
- (ii) Homo Erectus ~~was~~ also known as "upright man". Homo erectus discovered fire in middle stone age. The fire discovered was used to roast food, chase away animals for defence purpose, warm ~~on~~ himself at night and to provide shelter. Homo erectus walked on ~~to~~ two limbs (bi-pedals), their bodies were covered with hair to prevent them from feeling cold. They developed speech, their main activities were hunting and gathering. They were found in Kechi forest and Olduvai Gorge.

- (iii) **Museum** This is a place where objects are kept and shown to public. There is local museums such as Kileleshwa museum and also there is National museum such as Arusha Declaration museum and House of Representatives of Zanzibar. The museums show objects to public which were used in the past, this helps a person to understand history because he/she is going to know how life was in the past, how people conducted different activities during the past and through which means and so on. But also museums are very expensive to operate and to construct them and they need specialists to work on these museums.
- (iv) **Legitimate trade** Is the exchange of goods and services and not slave. This trade replaced slave trade so as to stop the selling and buying of people or slaves and abolish this activity. And this was the result after the abolition of slave trade. And the freed slaves went to settle in Liberia and Sierra Leone. The Liberia received freed slaves from USA. And due to this the missionary activity was expanded such as spreading Christianity to the freed slaves and provision of Education to the freed slaves.
- (v) **Mfecane** This was the movement of Nguni speaking people from the South Africa to other parts of the world. It was caused by Population growth, where by when the number of people increased some people had no place so as to they had to move and find place for settlement. Natural calamities such as floods, drought this forced them to move so that they can get a good place to settle without any destructions and also rise of States and climatic conditions were causes. Their movement was successful because of they had cooperation, they used surprise attack and also used short stabbing spears called Assegai. Mfecane had many effects such as Insecurity, Displacement of Societies, Depopulation, Rise of some states especially for the ones who united to fight against the Nguni and also Decline of some states.

Extract 4.2 portrays a sample of responses from the script of one of the students who was able to provide correct responses demanded by the question.

2.5 Question 5: Arrangement of Sentences in Chronological Order

This question consisted of five historical statements in jumbled way. It thus required the students to show their ability to arrange them in a chronological order so as to make a complete historical fact. The historical events given were:

- (i) Before the intervention, the Coastal city states traded among themselves.
- (ii) Britain benefited from cloves and coconuts produced in the Islands.
- (iii) The Portuguese merchants took over the trade in the 16th century.
- (iv) The defeat of Portuguese caused the Oman to establish its control over the East African Coast.
- (v) The Oman Sultanate established plantation economy in Zanzibar and Pemba islands.

The correct chronological order is shown in the table below. The first row shows the Arabic numerals of the sentences arranged chronologically and the second row shows Roman numerals of the respective sentences.

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

The question was attempted by 485,109 students, of whom 76.1 percent scored marks ranging from 0 to 2, of which 47.3 percent scored a 0 mark. 23.7 percent of the students scored marks ranging from 3 to 6, while 0.2 percent scored from 7 to 10 marks. The general performance in the question was very poor considering that only 23.9 percent of the students scored 30 percent and above. Figure 5 presents an overview of the performance.

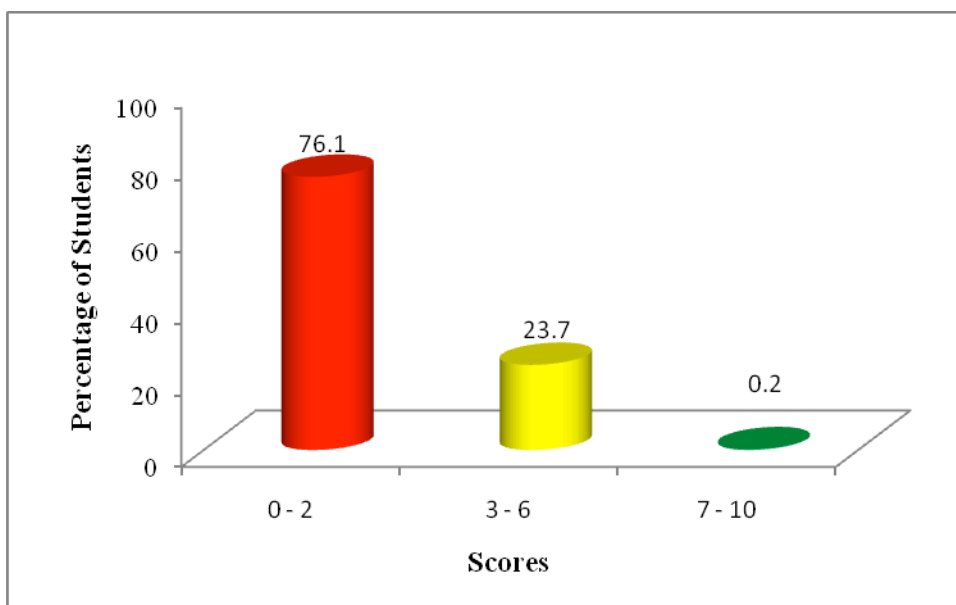


Figure 5: the performance of the students in question 5

The students with enough knowledge of the given historical facts arranged the sentences chronologically beginning with (i) Before the intervention, the Coastal city states traded among themselves, (iii) The Portuguese merchants took over the trade in the 16th century, (iv) The defeat of Portuguese caused the Oman to establish its control over the East African Coast, (v) The Oman Sultanate established plantation economy in Zanzibar and Pemba. Islands and (ii) Britain benefited from cloves and coconuts produced in the Islands.

On the other hand, the students who failed to arrange the sentences chronologically were either not familiar with the subject matter pertaining to Africa and external world or failed to understand the sequence of these historical events.

2.6 Question 6: Filling in the Blanks

This question consisted of five items (i-v) extracted from various topics. The students were required to complete the given statements with correct historical facts. The question tested the students' ability to recall different historical phenomena. It was attempted by 485,122 students of whom, 74.6

percent scored marks ranging from 0 to 2. Furthermore, 52.5 percent scored a 0 mark and 20.9 percent scored average marks ranging from 3 to 6. Only 4.5 percent scored from 7 to 10 marks. The general performance in the question was poor because only a quarter of the students scored 30 marks and above. Figure 6 shows the distribution of marks.

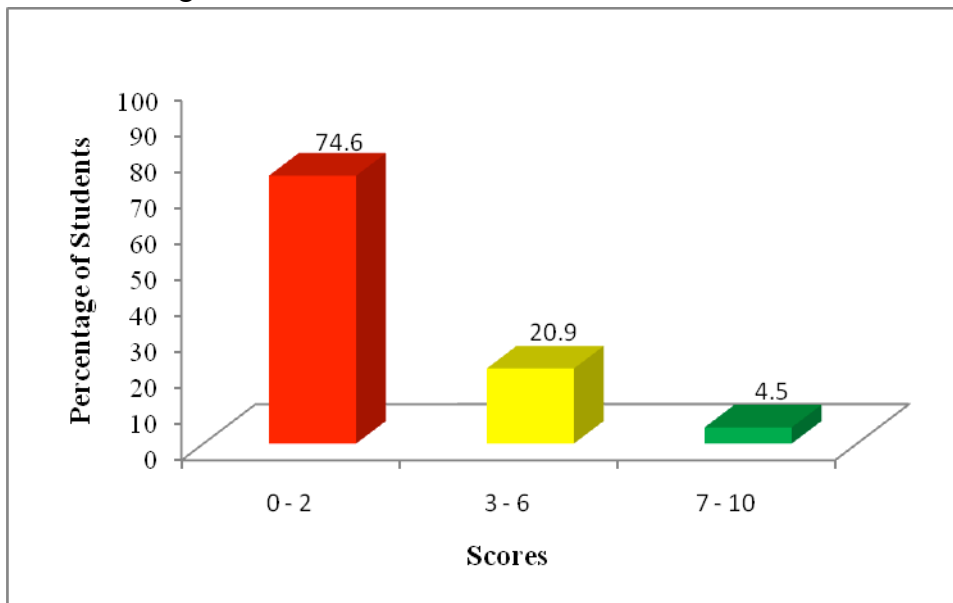


Figure 6: Shows the performance of the students on question 6.

Analysis of the items

Item (i) tested the students' knowledge of identifying a century in which Spain and Portugal emerged as the leading commercial powers along the Atlantic coast. The students who were knowledgeable of the chronological order of the coming of Europeans in Africa gave correct response "15th century". However, some of the students wrote 16th century, while others wrote 17th century the periods when Portuguese extended their attacks on several towns and city states along the coast so as to obtain ivory and slaves. This shows that such students had limited knowledge of the time when Spain and Portugal emerged as the leading commercial powers along the Atlantic coast.

Item (ii) required the students to identify a feudal system which developed in Buhaya Kingdom based on land ownership. The students who had adequate knowledge of feudalism as a mode of production including forms and societies which practised them wrote Nyarubanja. On the other hand,

students who had inadequate knowledge of the feudal relations which existed around the interlacustrine region and their forms failed to provide a proper response to the question. Others confused Nyarubanja with other forms of feudalism like Ubugabire which also existed in the interlacustrine region.

Item (iii) tested the students' ability to identify a treaty which closed down the Zanzibar Slave Market in 1873. The correct response for the item was Frere Treaty which concluded that, there should be no slave trade in the Sultan's territories. Students who gave the correct response possessed adequate knowledge of the subject matter. However, students with limited knowledge of abolition of slave trade particularly tactics used to abolish slave trade could not provide a correct answer. Some of them wrote the 1822 Moresby Treaty which confined slave trade within East Africa while others wrote the 1845 Hamerton Treaty which forbade Sultan Sayyid Said to export slaves outside East Africa. Such students had idea of the treaties that were signed to illegalise slave trade but were not sure of the treaty which completely banned the slave trade in East Africa.

Item (iv) required the students to mention an economic system which involve ownership of slaves. Students who were competent enough on different modes of production were able to write slavery mode of production. However, those who read the question hurriedly provided answers like "slave trade". These were attracted by the words "ownership of slaves" which was a characteristic of slave trade. On the other hand, the students with limited knowledge of the subject matter either left the blank space unfilled or gave irrelevant answers.

Item (v) required the students to name a title of a traditional king of Baganda. The correct response of this item was Kabaka. The question principally tested the students' knowledge of the centralised states. The students who were able to understand the core demand of the question provided the correct response. On the other hand, some of the students wrote Katikiro who was the Prime Minister in the Buganda kingdom. These students could not distinguish the title of the King from that of the prime minister of Buganda Kingdom. Those who failed to write anything had limited knowledge of the development of Social and Political Systems in pre – colonial Africa particularly the centralized states.

2.7 Question 7: Short Answer Questions

This question consisted of five items (i-v) which were derived from a topic of “Africa and the External World”. The question tested the students’ ability to identify major historical locations on a provided geographical sketch map.

The question was attempted by 485,089 students of whom 83.1 percent, scored marks ranging from 0 to 2 of which 50.9 percent scored a 0 mark. 15.9 percent of the students scored marks ranging from 3 to 6, while, 1.0 percent scored from 7 to 10 marks. The general performance in this question was very poor. The graphical presentation of data below shows the performance.

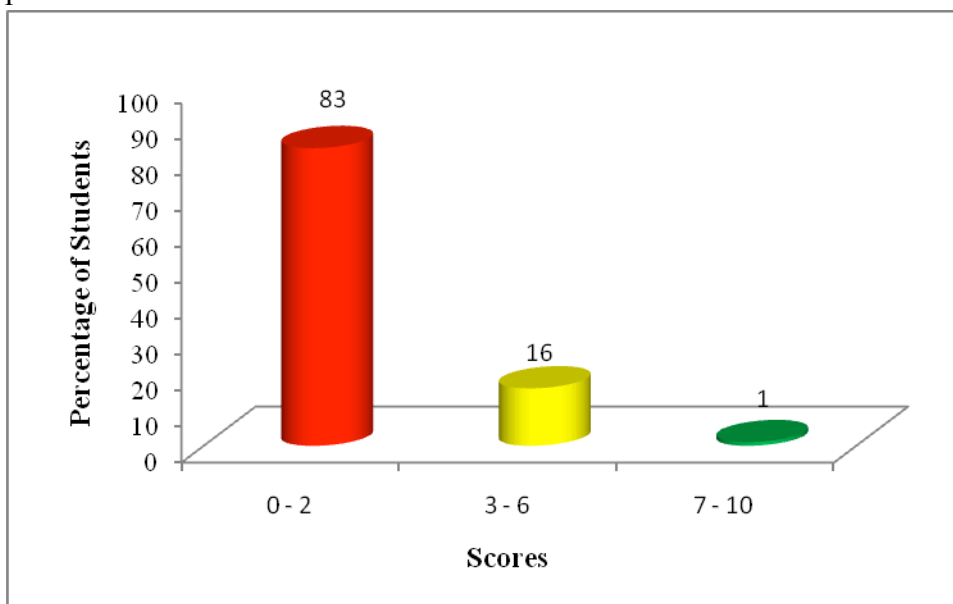


Figure 7: The performance of the students in question 7

Poor performance of the students in the question is attributed to limited knowledge of the subject matter. The students who scored a 0 mark in the question either failed to understand the task of the question or had no knowledge of map reading and interpretation skills. Worse still, some of the students even failed to fill in the blanks provided with the correct historical facts while the majority provided irrelevant answers.

On the other hand, students with enough knowledge of the subject matter understood the demands of the question and provided correct responses, hence scored full marks.

2.8 Question 8: Essay

This question was derived from a topic of “African and External World” and it tested the students’ ability to explain economic reasons for the abolition of slave trade.

It was attempted by 76 percent of all the students who sat for this paper. The students’ performance was bad considering that the majority of them (87.6) scored from 0 to 4 marks, of which 43.7 percent scored a 0 mark. Marks ranging from 4.5 to 9.5 were scored by 11.4 percent of the students, while only 1.0 percent of the students scored from 10 to 15 marks. The percentage of the students who scored 30 percent marks and above (4.5 to 15 marks) was 11.1 percent.

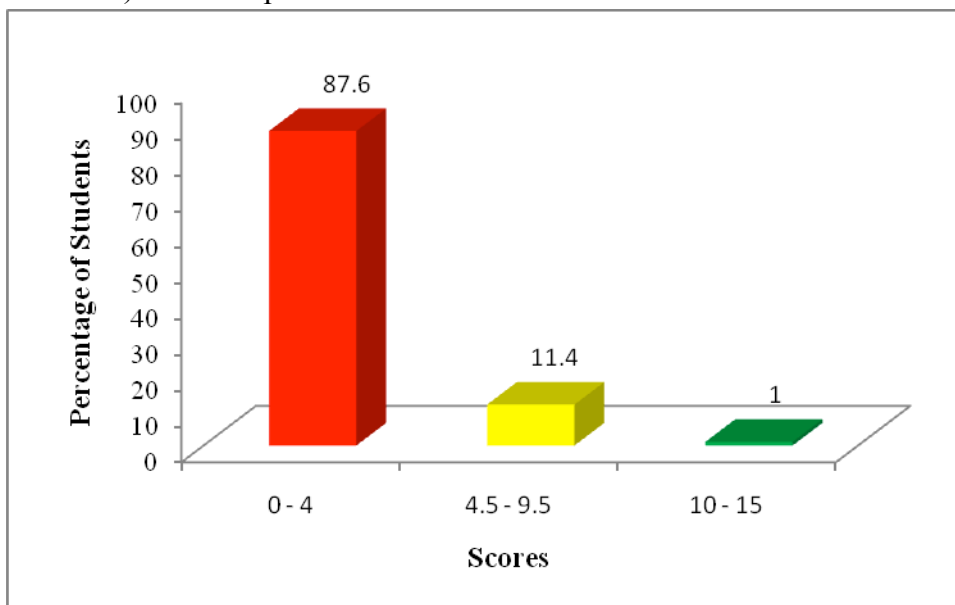


Figure 8.: The performance of the students in question 8

Students who performed poorly in this question lacked enough knowledge of the subject matter as the result, they failed to identify the demands of the question or were hindered by low language proficiency. Some of the students provided responses which were not related to the demands of question. For example, some of them explained the characteristics of

slavery mode of production. Extract 8.1 represents one of the poor responses of the question.

Extract 8.1.

8. There was existence of classes; people where do not know how to do work.
There was exploitation between man and man; because the slave masters were abolishing the slaves; and the slaves feel so bad to be abolished.
There was specialization; the slave masters were not doing any work just slaves were doing alot of work and also slaves were not getting the harvested materials the slave master who was owning the was taking All those material for his/her life.
Improvement of science and technology; People were Educated they can use machine in order to drive their industries and produce good materials by using machines.
Exchanging people; people were exchanged as a commodite people were be sold and the one who has sold he/she takes a thing like a Goat, Cow and other materials also people are doing alot of work

Extract 8.1 shows a sample of a part of poor responses from the script of one of the students who explained some of the characteristics of the slavery mode of production contrary to the demand of the question.

On the other hand, students who performed well were able to exhaust the required number of points. Their marks ranged from average to good due to variations in correctness and clarity of their responses. For example, the students who scored from 4.5 to 9.5 marks failed to exhaust the required number of points while others provided a few relevant points. Furthermore,

in this category, some students outlined some points but could not clarify them in essay form. Students who scored relatively higher marks (10 to 15 marks) understood the demand of the question and had enough knowledge on the subject matter. Extract 8.2 is a sample from one of such students.

Extract 8.2.

8. After America getting independence slaves who worked in plantations were freed because America has an independent nation didn't need slaves for production thus the slaves in America were freed, some of them remained in America and others came back to Africa. The plantations in America were used for production of raw materials for the European industries.

The areas for market for the products from Europe were needed and the major market was Africa, thus slaves were freed so that they can be part of market of their goods, this was done so as to increase their market because many European nations had already industrialized thus the products were sold to Africa.

The areas for investment were mainly found in Africa for their industries thus slaves were freed so that they return back to Africa in order to increase investment in their industries for economic gain, this was done so as to improve their markets so as to expand their profits in order their industries to be profitable to them.

Finally as seen above those are reasons why the economic factors were responsible for the abolition of slave trade, these reasons led to abolition of slave trade which was an important thing to both the Africans who were freed and the Europeans who abolished it for the reasons of their economic gain.

Extract 8.2 an example of a good response to this question.

2.9 Question 9: Essay

This question was avoided by a big number of students (83.1%) probably due to either lack of adequate knowledge of the subject matter or due to the

availability of other options in the section. The students' performance in the question was also bad. The majority of them (90.1%) scored from 0 to 4 marks, 66.9 percent scored a 0 mark, 8.3 percent scored average marks ranging from 4.5 to 9.5 and very few students (1.6%) scored from 10 to 15 marks. Generally, the performance in the question was very weak since only 9.9 percent of the students scored 30 percent marks and above (4.5 to 15 marks). Figure 9 shows the performance of the students in this question.

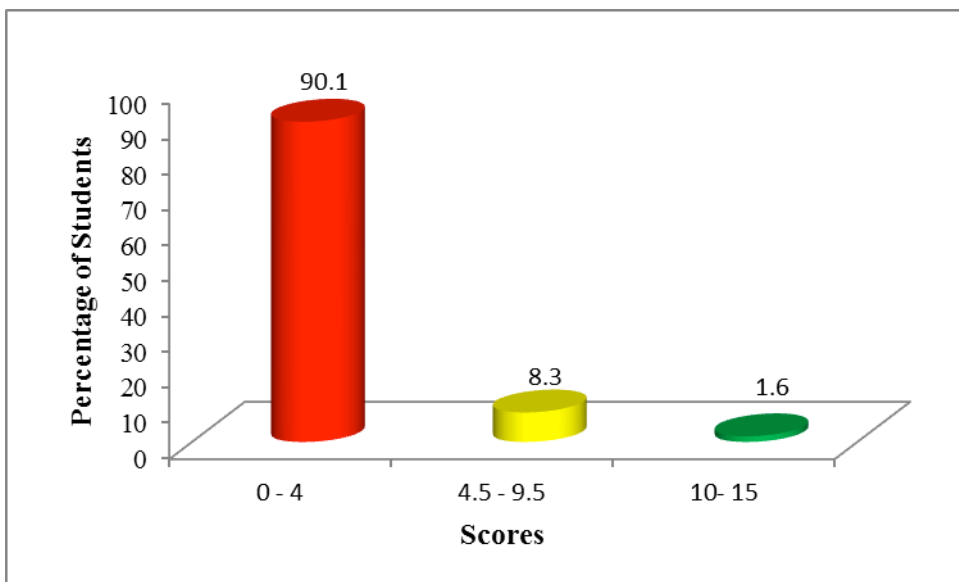


Figure 9: *The performance of the students in question 9*

The poor performance of the students in the question was caused by the students' inadequate knowledge of the subject matter, inability to clarify ideas in the English Language as well as the inability to identify the task of the question. Majority of the students failed to explain ways in which companies and associations assisted in the colonization of Africa. Some of the students centred their explanations on the demands of the industrial capitalism while others gave irrelevant historical facts.

Extract 9.1

9. Assisted of colonization of Africa is the way of removing the right of Africa the following down are the assisted of companies and Association of colonization of Africa.

Some companies was formed forexample {BEACO} which formed by Karl Peter and {IBEACO} of William Macknon so that they assist this because of trade.

The formed of {IBEACO} which formed by William macknon It assist more the colonization of Africa at that time.

The formed of {BEACO} which formed in by Karl peter who was the trader of slave and this also assist more the colonization of Africa.

The companies like {BEACO} was deals with the buying and selling the human beings so that became very cruel.

The cruel of Karl Peter who is founder of British East Africa company {BEACO}.

The companies like {BEACO} and {IBEACO} was comparing the colonization of Africa because they selling and buying the human beings as a commodities in a market.

Generally I can say the companies and Association was assist more the colonization of Africa.

Extract 9.1 shows a sample of a response from a script of a student who explained irrelevant factors though he/she managed to mention the names of founders of some companies.

The students who scored averagely provided few correct responses; some could not exhaust fully the required number of points while others outlined some points without giving explanations.

The students who scored higher (10 to 15) marks, satisfactorily explained ways in which companies and associations assisted in the colonization of Africa. Additionally, they demonstrated a good essay writing skills and logical flow of ideas. However, the variation in scores was due to the relevancy of their points and clarity in their arguments. Extract 9.2 is a sample of good response from a student.

Extract 9.2

9. WAYS IN WHICH COMPANIES AND ASSOCIATIONS ASSISTED
..... COLONIZATION OF AFRICA :
..... Companies and associations were also among the agents of colonialism.
..... They were the last agents. They emerged in Africa in the late 19th century.
..... Examples of these companies are Imperial British East Africa company
..... (IBEACO) which was established in 1886 and was under William Mackinnon
..... and the German East Africa company (GEACO) was established in 1884
..... and was under Carl Peters. The following are the ways in which Companies
..... and Associations assisted colonization of Africa:
..... signing false treaties with chiefs; Companies and Associations signed
..... treaties with chiefs claiming that they were only there to make benefit
..... for the chief by giving him an authority to rule the area and the
..... chief accepted. Example Carl Peters signed with chief Manderu in
..... 1886.
..... Construction of roads and railways; The companies and associations
..... construction roads and railways that would be used to transport
..... raw materials and manufacturing goods and therefore paving a
..... way to colonialism.
..... Establishment of large plantations and farms; Companies established
..... large plantations like cotton plantation and coffee plantation so that
..... the colonial government would get enough raw materials for
..... their industries back in Europe. Examples of ~~cotton~~ plantation in
..... Tanzania is the sisal plantations in Tanga.

Extract 9.2 indicates a part of a good response from the script of one of the students who explained relatively well the ways in which Companies and Associations assisted colonization of Africa.

2.10 Question 10: Essay

The question demanded the students to give factors for the rise of Centralized states in Africa. It was attempted by 40.8 percent of all the students. The majority of them (60.8 %), scored from 0 to 4 marks, of which 24.3 percent scored a 0 mark, 31.8 percent scored from 4.5 to 9.5 while 7.4 percent scored from 10 to 15 marks. The percentage of the students who scored 30 percent and above (4.5 to 15 marks) was 39.2 percent. The performance in the question was thus poor as shown in the figure below.

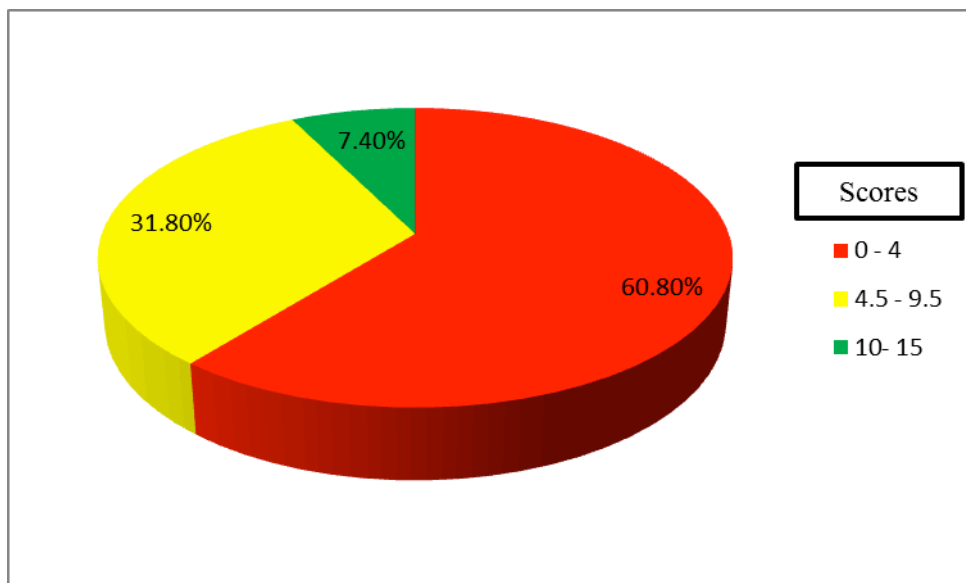


Figure 10: shows the percentage of students' performance in question 10

The students who scored a 0 mark failed to identify the requirements of the question and lacked enough knowledge on the subject matter, therefore their explanations were illogical and irrelevant as illustrated in extract 10.1.

Extract 10.1

10 Centralized
Before: the intervention Coastal City - states traded
among themselves.
Britain: benefited from cloves and Colanuts pro-
duced in the islands
the portuguese: merchants took over the trade in
the 16th Century
the defeat: of the portuguese caused the Oman
to establish its control over the East African Coast.
the Oman: Sultanate established plantation
economy in Zanzibar.

Extract 10.1 shows a sample of a part of responses from the script of the student who provided irrelevant answers in this question. The student just copied the items in questions 5 and supplied them as answers to question 10.

The students who scored averagely from (4.5 to 9.5 marks) failed to exhaust the required number of points. Some students in this category explained few correct points, others mixed correct with incorrect responses while the rest outlined some points without giving explanations.

The students who scored from 10 to 15 marks understood the task of the question and had enough knowledge on the subject matter. However, the variation in their performance depended on the degree of relevancy and clarity of their explanations as illustrated in extract 10.2.

Extract 10.1

10. Centralized states these are states which were controlled under a centralized power. In Africa there were various centralized states grouped as Western Sudanic states which are Ghana, Songhai and Mali, Interlacustrine states which are Buganda, Bunyoro and Bahayakagwe, Forest states which are Benin, Calicut, Oyo and Asante and lastly Congo-Zambezi states which are Congo, Lubalunda, Maravi and Mwenemutapa. They have several factors that led to their rise.

The following are some of the factors that led to the rise of centralised states.

Trade, Most of centralized states used to engage themselves in trade activities for instance Western Sudanic states engaged themselves in the Trans Saharan trade. They charged various traders with tax this led to its growth.

Good geographical location, Most of these states had a good geographical location. They were located in areas of good climate. This supported various activities that they passed through. This led to their growth.

Presence of strong, stable and standing army, Most of these states had armies which were well trained and were very strong. These armies assisted in activities like collecting tributes and also fighting against the enemy of the state.

Conquering of weaker states, Most of these states grew due to conquering of neighbouring weak states by doing so they found themselves building a very large kingdom.

Extract 10.2 Portrays a sample of a part of responses from the script of one of the students who was able to explain the factors which accelerated the rise of Centralised states in Africa.

3.0 PERFORMANCE OF THE STUDENTS IN EACH TOPIC/QUESTIONS

In this analysis the students' performance is grouped into three categories, namely: good (65 to 100 percent), average (30 to 64 percent) and weak (0 to 29 percent). The categories are presented by green, yellow and red colours, respectively. (See appendix).

The analysis shows that question 3, which consisted of the True or False items set from various topics had the highest performance (97%). The question was followed by question 1 which comprised the multiple choice items derived from various topics (91.4%). Good performance in these questions is attributed to the nature of the questions, students' wide knowledge of the topics from which the items were derived and the ability to understand the demands of the questions.

Question 2 which comprised of the matching items set from various topics and question 10 which was set from a topic of Development of Social and Political Systems had average performance. In these questions, students who scored an average of 30 marks and above were 30.2 and 39.2 percent, respectively.

Furthermore, the analysis shows that question 4 in which students were required to give brief explanations on various historical concepts; question 5 arranging sentences in a chronological order; question 6 completion items, question 7 sketch map and questions 8, 9 and 10 essay questions, had the weakest performances. The percentages of the students who scored 30 marks and above in these questions were 20.2, 23.9, 25.4, 16.9, 12.4 and 9.9, respectively. This reveals that students were mostly challenged by questions which demanded them to supply answers. Inadequate knowledge of the subject matter and the language barrier were the prominent setbacks in the students' responses to these questions.

4.0 CONCLUSION

Generally, the performance in this assessment was poor. That is, 51.03 percent of students failed the assessment. The majority of the students had

average and poor performance in three (3) questions and weak performance in five (5) questions. However, most students had relatively poorer performance in subjective questions than in objective questions. The poor performance in these questions is attributed to the students' inadequate knowledge of the subject matter, poor essay writing skills and the language barrier. The analysis established that, wide knowledge of the topics from which the questions were derived, good mastery of English Language and the students' ability to understand the demands of the questions enabled some of the students to score higher marks in some questions.

5.0 RECOMMENDATIONS

For the sake of improving and maintaining good performance, the following are recommended.

- (a) Teachers should make sure that all form one and two syllabuses are covered and the students have ample time to revise.
- (b) English as the medium of instruction should be emphasized to enable students improve their language proficiency.
- (c) Teachers should equip students with techniques of identifying the demands of questions.
- (d) Students should be encouraged to read different history materials to widen up their knowledge of the subject. Teachers should not rely on textbooks. They should also use reference books to enrich themselves and be up to date.
- (e) Teachers should encourage students to follow instructions as they are part and parcel of assessment. That is, they should be aware of instructions given in each question.
- (f) Teachers should teach and put emphasis on writing skills so as to improve the quality of students' essays.

Appendix

ANALYSIS OF STUDENTS' PERFORMANCE PER QUESTION

S/N	Topic	Question Number	% of the students who scored 30 marks and above	Remarks
1.	Sources and Importance of History, Social - Economic Development, Development of Economic Activities and their Impact, Development Of Social and Political Systems, Interactions Among the People of Africa, Africa and The External World and Industrial Capitalism.	3	97.04	Good
2.	Sources and Importance of History, Evolution of Man, Technology and Environment, Development of Economic Activities and their Impact, Interaction among the People of Africa, Social – Economic Development and Production in Pre-Colonial Africa, Development of Social and Political Systems.	1	91.41	Good
3.	Development of Social and Political Systems	10	39.17	Average
4.	Development of Social and Political Systems, Development of Economic Activities and their Impact and Africa and the External World.	2	30.22	Average

S/N	Topic	Question Number	% of the students who scored 30 marks and above	Remarks
5.	Development of Social and Political Systems and Africa and The External World.	6	25.39	Weak
6.	Africa and The External World.	5	23.93	Weak
7.	Sources and Importance of History, Evolution of Man, Technology and Environment, Interaction among the people of Africa, Africa and the External World and Industrial Capitalism.	4	20.21	Weak
8.	Africa and The External World.	7	16.90	Weak
9.	Africa and the External World	8	12.44	Weak
10.	Industrial Capitalism	9	9.91	Weak

