



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE PRIMARY SCHOOL LEAVING
EXAMINATION (PSLE) 2023**

SOCIAL STUDIES AND VOCATIONAL SKILLS



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PREFACE

The National Examinations Council of Tanzania has prepared this report on the analysis of candidates' item responses for the Primary School Leaving Examination in the Social Studies and Vocational Skills subject for the year 2023. This report aims at giving feedback to candidates, teachers, policy makers, curriculum developers and other education stakeholders. The results of the analysis of candidates' responses in Social Studies and Vocational Skills subject is one of the indicators that shows the knowledge and skills which have been acquired or not acquired by the candidates at school.

In this report, the analysis of each question is done, various challenges that the candidates faced in answering the questions are identified. Also, the analysis of candidates' performance for each competence is shown so as to identify the competence which was more challenging among the candidates.

The analysis indicates that candidates who performed highly had adequate knowledge and skills that enabled them to identify the demands of the questions. The candidates with low scores had inadequate knowledge and skills in tested concepts and failed to identify the demands of the questions. In general, candidates who performed poorly provided incorrect responses. Some of them skipped some questions or provided more than one answer to questions 1 – 40, contrary to the examination's instructions.

The National Examinations Council of Tanzania hopes that, this feedback will enable various stakeholders in education to take necessary measures to improve teaching and learning. Moreover, the respective authorities will make sure that the identified challenges in this report will be addressed to improve knowledge and skills of the prospective candidates of the Primary School Leaving Examination in future.

The National Examinations Council of Tanzania would like to express its sincere gratitude to the Examination Officials and all others who participated to the preparation of this report.



Dr. Said A. Mohammed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Primary School Leaving Examination (PSLE) for Social Studies and Vocational Skills subject was held on September 14, 2023. The total number of candidates who were registered for this examination was 1,397,293, whereby 1,356,301 equals to 97.06 per cent sat for the examination, out of whom 1,049,779 (77.40%) candidates passed.

The Social Studies and Vocational Skills subject had a total of 45 questions divided into sections A and B. Section A consisted of 40 multiple choice questions, and section B consisted of 5 short answer questions.

The candidates were required to answer all the questions in both sections. Either, in questions 1 - 40, the candidates were given five options in each question, among which there was a correct answer. Candidates were instructed to choose the correct answer and then shade the letter of the correct answer in the special response form (Optical Mark Reader - OMR) provided. In answering questions 41 - 45, candidates were instructed to write their answers in the blank spaces using a blue or black ink pen, on the back of the OMR sheet.

In this report, the letter of the correct answer is marked with a star (*) in tables and charts. Moreover, the percentage of the candidates who did not follow the examination instructions is included in the analysis and named "Others". This indicates that those candidates did not respond to the question, or selected more than one option as shown in the tables. In this analysis, the number and percentage of the candidates in each option is shown. The candidate's performance in each question depends on the number of the candidates who selected the correct response. Also, the reasons that made candidates to select the correct or incorrect responses have been analysed.

The criteria for grading the candidates' performance depends on the number of candidates who chose or wrote the correct answer

as follows: If 0 to 39 per cent of the candidates have chosen or written the correct answer, the performance in the question is described as weak. If candidates between 40 and 59 per cent have chosen or written the correct answer, the performance in that question is described as average. In addition, the performance in the question is described as good if 60 percent or more of the candidates chose or wrote the correct answer.

The examined competences in the PSLE 2023 for Social Studies and Vocational Skills subject were tested on the following; *Applying economic principles in income generating activities* question 1 - 9 and 44; *Applying the knowledge of maps and the astronomy in daily life* question 10 - 16 and 43; *Identifying different events occurring in his or her surrounding environment* question 17 - 25, 42 and 45; *Identifying the principles of patriotism into the society* question 26 - 35 and 41; *Mastering cooking variety of foods* question 36; *Creating works of art* question 37 and *Applying good grooming practices* question 38 and 39 and *Applying entrepreneurial skills* question 40.

2.0 ANALYSIS OF CANDIDATES' RESPONSES IN EACH QUESTION

2.1 Section A: Multiple Choice Questions

Question 1: How is the act of implementing a new idea to improve the quality of goods or services called?

- A Business
- B Opportunity
- C Investment
- D Creativity
- E Entrepreneur

Table 1: Number and percentage of candidates for each option

Option	A	B	C	D*	E	Others
Number of Candidates	199,999	101,481	131,327	602,556	305,008	15,930
Percentage of Candidates	14.75	7.48	9.68	44.43	22.49	1.17

The question assessed the ability of the candidates to identify the skill used to improve the quality of goods or services. The general performance of candidates on this question was average because 602,556 (44.43%) selected the correct answer *D, Creativity*. Those candidates had adequate knowledge on entrepreneurship skills which enabled them to understand that, creativity is the act of implementing a new idea to improve the quality of goods and services.

On the other hand, a total of 606,488 (44.72%) candidates opted for distractors *A, Business*, *B, Opportunity* and *E, Entrepreneur*. Those candidates failed to understand that business is a system of selling and buying goods or services. An Entrepreneur is a person who uses resources around living premises to earn some income and an opportunity is the ability to identify the resources available in the living environment that can be used to make someone earn income. Likewise, 131,327 (9.68%) candidates who selected distractor *C, Investment*, failed to realize that an investment is the act of applying or using capital or deposit with the aim of getting profit.

Question 2: Kazimoto is an entrepreneur who helps the society in solving problems. What type of entrepreneur is he?

- A Businessman B Educator
- C Social D Civil servant
- E Resilient

Table 2: Number and percentage of candidates for each option

Option	A	B	C*	D	E	Others
Number of Candidates	254,596	649,899	137,003	169,726	129,121	15,956
Percentage of Candidates	18.77	47.92	10.10	12.51	9.52	1.18

The question demanded the candidates to identify the type of entrepreneurship that deals with solving societal problems. The

general performance on this question was weak because 1,203,342 (88.72%) candidates selected either distractors *A, Businessman B, Educator D, Civil servant* and *E, Resilient*. The 1,033,616 (76.21%.) candidates who chose distractors *A, Businessman B, Educator* or *E, Resilient* failed to understand that, a businessman is a person who sells goods and services for the purpose of getting profit, an educator is a person who provides instructions or teaches but not an entrepreneur and Resilient is the ability to withstand or recover quickly from difficult conditions something that does not relate with business issues. Likewise, 169,726 (12.51%) candidates who opted for distractor *D, Civil servant* had inadequate knowledge to understand that, this is the type of entrepreneurship that is carried out by a person employed by government with the aim of increasing his or her income and not helping the community.

However, 137,003 (10.10%) candidates selected the correct response *C, Social*. Those candidates were aware with the types of entrepreneurship, hence they identified that social is the type of entrepreneurship that deals with solving societal problem.

- Question 3:** Which one is not a challenge that micro entrepreneurs face in Tanzania?
- A Lack of raw materials
 - B Shortage of capital
 - C Less demand of goods
 - D Unreliable market
 - E Absence of bureaucracy

Table 3: Number and percentage of candidates for each option

Option	A	B	C	D	E*	Others
Number of Candidates	220,696	186,337	265,737	260,836	404,000	10,335
Percentage of Candidates	16.27	13.74	19.59	19.23	29.79	1.38

The question required the candidates to identify the factor which is not a challenge for micro entrepreneurship in Tanzania. The general performance on this question was weak since 933,606

(68.83%) candidates opted for distractors *A, Lack of raw materials B, Shortage of capital C, Less demand of goods and D, Unreliable market*. The choice of those distractors implied that, those candidates had insufficient knowledge about factors influencing the development of micro entrepreneurship in Tanzania. Those candidates were supposed to understand that lack of raw materials, shortage of capital, less demand of goods and unreliable market are the challenges facing micro entrepreneurs in Tanzania hence hindering their development.

On the other hand, 404,000 (29.79%) candidates selected the correct response *E, Absence of bureaucracy*. The candidates were aware of the challenges facing micro entrepreneurship in Tanzania. Therefore, they easily identified that, absence of bureaucracy facilitates easy provision of services that enables micro entrepreneurs' to perform their duties well.

- Question 4:** How is the type of livestock keeping conducted by individuals or organisations in large farms called?
- A Zero grazing
 - B Ranch
 - C Nomadic pastoralism
 - D Free range rearing
 - E Individual pastoralism

Table 4: Number and percentage of candidates for each option

Option	A	B*	C	D	E	Others
Number of Candidates	276,828	607,890	128,314	220,714	104,272	18,283
Percentage of Candidates	20.41	44.82	9.46	16.27	7.69	1.35

The question demanded the candidates to identify the type of livestock keeping conducted by individuals or an organization in large farm. The performance on this question was average since, 607,890 (44.82%) candidates selected the correct response *B, Ranch*. Those candidates had sufficient knowledge on the concept of productive activities especially on the different types of livestock keeping.

Contrary to that, 730,128 (53.83%) candidates chose distractors *A, Zero grazing, C, Nomadic pastoralists, D, Free range rearing* and *E, Individual pastoralism*. Those candidates had inadequate knowledge of different types of livestock keeping. They failed to understand that, zero grazing involves rearing of small number of animals in an enclosed unit (shed or stall) where feed and water are brought to them. Nomadic pastoralism is the practice of rearing livestock by moving them from one place to another in search of pasture and water. Free range system is a method of farming husbandry where the animals roam freely outdoors searching for pasture and water. However, individual pastoralism is not a system of animal keeping because an individual can be involved in any type of livestock keeping such as ranching, zero grazing, nomadic pastoralism and free-range rearing system.

Question 5: Standard Six pupils of Mafanikio primary school were given an offer to visit Serengeti National park after performing well in their annual examination. What type of tourism was that?

- A Pupils tourism B International tourism
- C Game reserve tourism D National park tourism
- E Domestic tourism

Table 5: Number and percentage of candidates for each option

Option	A	B	C	D	E*	Others
Number of Candidates	134,000	156,614	60,869	285,747	703,235	15,836
Percentage of Candidates	9.88	11.55	4.49	21.07	51.85	1.16

The question demanded the candidates to identify the type of tourism that is carried out by a group of people visiting a place within their country. Generally, the performance on this question was average since 703,235 (51.85%) candidates selected the correct response *E Domestic tourism*. Those candidates had knowledge about the types of tourism. They realized that, domestic

tourism involves travelling from one place to another within the country for leisure, recreation, business or study.

Conversely, a total of 637,230 (46.98%) candidates opted for distractors A, B, C and D. Distractor A, *Pupils tourism* is not the type of tourism although students visit different places for the purpose of learning. Distractor B, *International tourism* involves moving across the country's boarder for leisure, business, study and other reasons. Those who opted for distractors D, *National park* and C, *Game reserve* failed to understand that, those are not types of tourism rather they are tourist attractions and forest reserves.

- Question 6:** What is the main cause for an increase of sea level which erode the shore and destructs buildings along the Indian Ocean?
- A Melting of ice on the Mount Kilimanjaro
 - B Melting of ice at the poles of the earth
 - C Change of the seasons of the year
 - D Increase of livestock production
 - E Conducting agricultural activities along the coast

Table 6: Number and percentage of candidates for each option

Option	A	B*	C	D	E	Others
Number of Candidates	531,979	243,808	331,538	90,176	140,603	18,197
Percentage of Candidates	39.22	17.98	24.44	6.65	10.37	1.34

The question assessed the ability of candidate to identify the main cause for increase of sea level. The performance of candidates on this question was weak since 1,094,296 (80.68%) opted for distractors A, *melting of ice on the Mount Kilimanjaro*, C, *Change of the season of the year* D, *Increase in livestock production* and E, *conducting agricultural activities along the coast*. The 531,979 (39.22%) candidates who opted for the distractor A, *melting of ice on the Mount Kilimanjaro*, lacked clear understanding that it is very little ice that melts on mountain Kilimanjaro hence it cannot cause the increase in sea level.

On the other hand, 331,538 (24.44%) candidates who opted for the distractor *C, Change of the season of the year*, failed to understand that, changes of the season of the year is a result of Earth's revolution therefore, it has no connection with sea level increase. Likewise, a total of 230,779 (17.02%) candidates opted for distractors *D, Increase in livestock production* and *E, Conducting agricultural activities along the coast*. Those candidates were supposed to understand that an increase of sea level is caused by climatic changes. They therefore lacked knowledge about causes and impact of climate change in the world because both distractors are not related to the factors for the increase of sea level. Increasing livestock production is a result of good livestock keeping habits in which animals are provided with abundant rearing areas with plenty of pasture and water. Also, the cattle are catered for medical services. Conducting agricultural activities along the coast is a forbidden activity as it causes soil erosion and destruction of coastal areas.

However, 243,808 (17.98%) candidates selected the correct response *B, melting of ice at the pole of the earth*. Those candidates understood the effect of climate change. Climate change leads to melting of ice at the poles of the earth. This melting of ice leads to the rise of sea level.

Question 7: Palm is one of the crops cultivated in Tanzania and it is used as the raw material for the production of palm oil. In which regions is this crop cultivated?

- A Kigoma, Tabora and Morogoro
- B Tabora, Kilimanjaro and Mara
- C Morogoro, Tabora and Mbeya
- D Dar es Salaam, Singida and Dodoma
- E Mara, Kagera and Geita

Table 7: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	500,431	155,120	268,874	193,390	218,260	20,226
Percentage of Candidates	36.90	11.44	19.82	14.26	16.09	1.49

The question demanded the candidate to identify the regions that cultivate Palm in Tanzania. The performance on this question was weak as 835,644 (61.61%) chose distractors *B, Tabora, Kilimanjaro and Mara, C, Morogoro, Tabora and Mbeya D, Dar es salaam, Singida and Dodoma* and *E, Mara, Kagera and Geita*. A total of 617,384 (45.52%) candidates who selected distractors *B, Tabora, Kilimanjaro and Singida, C, Morogoro, Tabora and Mbeya and D, Dar es salaam, Singida and Dodoma* failed to understand the types of crops cultivated in different regions of Tanzania. Those candidates were not aware that, Kilimanjaro region is famous for coffee cultivation, Singida for Sunflower, Mbeya for rice and maize, Dodoma for grapes and Mara for millet cultivation. The other 218,260 (16.09%) candidates who opted for distractor *E, Mara, Kagera and Geita*, lacked the knowledge that Kagera is famous for cultivation of banana and coffee and Mara and Geita is famous for Cotton cultivation.

However, 500,431 (36.90%) candidates chose correct response *A, Kigoma, Tabora and Morogoro*. Those candidates were aware of the regions that cultivate Palm crop in Tanzania, because they had sufficient knowledge about the economic activities in Tanzania particularly crop production.

Question 8: The Agriculture Extension Officer advised the farmers in the semi-desert areas to cultivate drought resistant crops. Which crops did he advise them to cultivate?

- A Millet and sorghum
- B Rice and beans
- C Yams and potatoes
- D Vegetables and fruits
- E Maize and bananas

Table 8: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	792,601	106,624	254,636	82,030	103,778	16,632
Percentage of Candidates	58.44	7.86	18.77	6.05	7.65	1.23

The question demanded the candidate to identify suitable crops to be grown in semi-desert areas. The performance on this question was average because 792,601 (58.44%) candidates selected correct response A, *Millet and Sorghum*. Those candidates were aware that, Millet and Sorghum are more tolerant to difficult weather climatic conditions than other cereal crops. They also knew that these crops survive in an area with low rainfall, poor soil and high temperatures.

Contrary to that, a total of 547,068 (40.34%) candidates selected distractors; B, *Rice and beans*, C, *Yams and potatoes*, D, *Vegetable and fruits* and E, *Maize and banana*. The choice of those distractors revealed that the candidates had inadequate knowledge on how climatic condition determines the type of economic activity to be carried out in a particular area. Those candidates were supposed to understand that, rice, potatoes, vegetable, fruits, maize and banana requires sufficient rainfall ranging from 700 to 2500 millimeters, fertile soil that retains moisture and moderate temperature.

Question 9: Which one is **not** a challenge that National parks in Tanzania face?

- A Increase of financial resources
- B Increase of modern communication facilities
- C Increase of water sources and pastures
- D Increase of interaction between animals and humans
- E Increase of illegal hunting

Table 9: Number and percentage of candidates for each option

Option	A	B	C*	D	E	Others
Number of Candidates	391,231	304,284	269,955	162,046	207,744	21,041
Percentage of Candidates	28.85	22.43	19.90	11.95	15.32	1.55

The question required the candidates to identify the factor which is not a challenge that face National parks in Tanzania. The general performance on this question was weak since 1,065,305 (78.54%) candidates selected distractors *A, Increase of financial resource B, Increase of modern communication facilities D, Increase of interaction between animals and humans and E, Increase of illegal hunting*. The 695,515 (51.28%) candidates who selected distractors, *A, Increase of financial resource and B, Increase of modern communication facilities*, were not aware that, to get financial resources there is a need to improve a particular department something which does not take short time. The modern communication facilities lead to chaos something that affects naturality of the environment which results to negative effects to animals.

Likewise, 369,790 (27.26%) candidates opted for distractors *D, Increase of interaction between animals and humans and E, Increase of illegal hunting*. Those candidates failed to understand that, increase of interaction between animals and human increases the cases of wild animals invading homes leading either to the destruction of farms and death of people or wild animals being killed. Apart from that, the increase of illegal hunting is the challenge because it leads to migration of wild animals and sometimes total disappearance of wild animals if not controlled by imposing strict measures.

Despite the majority of the candidate's failure to opt for the correct answer, 269,955 (19.90%) selected correct answer *C, Increase of water sources and pasture*. This revealed that, those candidates had enough knowledge about the challenges facing National parks

in Tanzania, since they were able to identify the issues which are not challenges to National park in Tanzania.

Question 10: Sikika drew a map of her village without indicating the scale. What problem do you think the map user will face?

- A Failure to identify the street boundary
- B Inability to identify symbols used
- C Failure to see the street shops
- D Failure to identify the actual size of the street
- E Failure to see clearly various things

Table 10: Number and percentage of candidates for each option

Option	A	B	C	D*	E	Others
Number of Candidates	496,084	166,616	65,211	521,095	89,518	17,777
Percentage of Candidates	36.58	12.28	4.81	38.42	6.60	1.31

The question required the candidates to identify the problem that map user will face if the map will lack a map scale. The general performance of candidates on this question was weak since 817,429 (60.27%) selected distractors, *A, Failure to identify the street boundary B, Inability to identify symbols used C, Failure to see the street shop and E, Failure to see clearly various things.*

The 496,084 (36.58%) candidates who selected distractors, *A, Failure to identify the street boundary*, were not aware that, boundary is used to show the end of an area and not for calculating the size of an area. Likewise, 231,827 (17.09%) candidates who opted for distractors *B, Inability to identify symbols used and C, Failure to see the street shop* were not aware that, those essentials are used for interpreting symbols or colours on the map. Furthermore, 89,518 (6.68%) candidates who opted for distractor *E, Failure to see clearly various things*, failed to understand that, this did not have direct relationship with map construction and calculation of area on the map.

However, 521,095 (38.42%) candidates selected the correct answer *D, Failure to identify the actual size of the street*. The candidates had enough knowledge about essentials of a map and their uses. Thus, they realized that, without scale, actual size of the street will not be obtained. This is due to the fact that, actual size of the area is determined by a scale, which is the ratio between the distance on the map and the actual distance on the ground.

Question 11: If Yombo villagers located at 45 ° East watch TBC news at 8:00 pm, at what time will the Tanzanians who live in Gambia 30° West of Greenwich Meridian watch the same news?

- A 7:00 pm B 7:00 am C 9:00 pm
 D 9:00 am E 3:00 pm

Table 11: Number and percentage of candidates for each option

Option	A	B	C	D	E*	Others
Number of Candidates	239,323	208,070	400,953	164,819	319,624	23,512
Percentage of Candidates	17.65	15.34	29.56	12.15	23.57	1.73

The question required the candidate to determine the differences in time between the two Cities. The performance of the candidates on this question was weak since 1,013,165 (74.70%) candidates opted for distractors *A, 7:00 pm, B, 7:00 am, D, 9:00 am* and *E, 3:00 pm*. Those candidates did not have sufficient knowledge on the use of longitude lines in finding the time of places. Moreover, they were not aware that, when you move to the east time increases and when you move to the west time decreases. As a result, some of them failed to distinguish between morning and evening. For example, those who opted for distractor B, 7:00 am failed to differentiate between morning and evening while others added the hours instead of subtracting.

Similarly, some 319,624 (23.57%) candidates selected the correct response *E, 3:00 pm*. Those candidates had sufficient knowledge

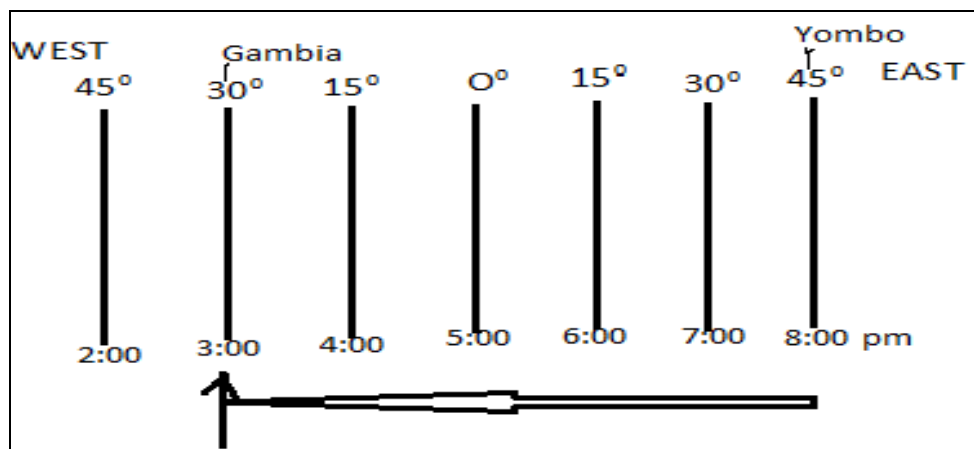
about latitude and longitude, specifically on the use of longitude to calculate time of different places. They calculated the differences between two towns located in different position from Prime meridian that is, East and West and added the degrees of the two towns ($45^\circ + 30^\circ = 75^\circ$). They also calculated the difference in time between Gambia and Yombo as follows;

$$\begin{aligned}
 1 \text{ hour} &= 15^\circ \\
 ? &= 75^\circ \\
 &= \frac{75^\circ \times 1 \text{ hour}}{15^\circ} \\
 &= 5 \text{ hours}
 \end{aligned}$$

The difference in time between Gambia and Yombo = 5 hours.

Those candidate were aware that, as you go east time increases and as you go west time decreases. As Gambia is at the west of Yombo, therefore, to get the time of Gambia they had to subtract the time of Yombo and that of Gambia by taking 08:00 pm minus five hours, hence they got 3:00 pm.

Some of them determined the time Graphically as follows:



This graphical representation involves longitude lines which differ by 15 degrees. For each 15 degrees time increases by one hour towards East from 0° and also decreases by one hour towards West. Therefore by using these lines candidates were able to write correctly the difference in time between the two cities.

Question 12: Teacher Chapakazi asked the pupils, “What happens on the Equator when the sun is overhead on 21st March and on 23rd September?” What was the pupil’s correct response?

- A Equal length of the day and night
- B A longer day than a night
- C Occurance of darkness and brightness on the earth
- D Differences on the lengths of day and night
- E A longer night than a day

Table 12: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	309,629	331,133	221,503	227,421	245,034	21,581
Percentage of Candidates	22.83	24.41	16.33	16.77	18.07	1.59

The question demanded the candidate to determine what happens in the Equatorial zone when the sun is overhead on March 21st and September 23rd. The performance of the candidates on this question was weak since 1,025,079 (75.58%) candidates opted for distractors; *B, A longer day than a night, C, The occurrence of darkness and brightness on the earth, D, Differences on the lengths of day and night and E, A longer night than a day*. The choice of those distractors revealed that, the candidates had inadequate knowledge about the Earth’s revolution and its effects. Those candidates did not realize that, A longer day than night occurs when the Earth turns towards the sun in the North Pole on March 21st and September 23rd. The occurrence of darkness and brightness on the earth is a result of the solar eclipse which occurs when the moon passes between the Earth and the Sun. Differences in the lengths of day and night occurs when the Earth revolves around the Sun and A longer night than a day occurs

when the Earth turns towards the sun in the South Pole on March 21st and September 23rd.

However, 309,629 (22.83%) candidates opted for the correct answer A, *Equal length of day and night*. The choice of this answer showed that, the candidates had sufficient knowledge about the revolution of the Earth and its effects.

Question 13: Astronomers classify the layers of the atmosphere according to its arrangement. Which arrangement is correct?

- A Troposphere, Stratosphere, Mesosphere and Thermosphere
- B Mesosphere, Stratosphere, Thermosphere and Troposphere
- C Stratosphere, Mesosphere, Troposphere and Thermosphere
- D Stratosphere, Troposphere, Thermosphere and Mesosphere
- E Stratosphere, Troposphere, Mesosphere and Thermosphere

Table 13: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	309,629	331,133	221,503	227,421	245,034	21,581
Percentage of Candidates	22.83	24.41	16.33	16.77	18.07	1.59

In this question, the candidate was required to determine the correct arrangement of the layers of the atmosphere. The general performance was weak because 916,902 (67.60%) candidates chose distractors; B, *Mesosphere, Stratosphere, Thermosphere and Troposphere*, C, *Stratosphere, Mesosphere, Troposphere and Thermosphere*, D, *Stratosphere, Troposphere, Thermosphere and Mesosphere* and E, *Stratosphere, Troposphere, Mesosphere and Thermosphere*. Those candidates chose those distractors due to

inadequate knowledge of the atmosphere and its layers because, those options were arranged incorrectly. Those candidates did not realize that, distractor B, starts with Mesosphere which is the fourth atmospheric layer from the earth's surface to the sky found above Stratosphere or between Stratosphere and Thermosphere. Thermosphere is the highest atmospheric layer from the earth's surface found above the Mesopause. Likewise, Troposphere is the first layer of the atmosphere from the earth's surface to the sky.

Moreover, the candidates who chose distractors; C, D and E, were not aware that, in distractor C, Stratosphere which is the third layer, Mesosphere is the third and Troposphere is the first layer. In distractor D, Stratosphere is the second layer, Troposphere is the first, Thermosphere is the fourth and Mesosphere is the third layer while in distractor E, Stratosphere is the second layer and the Troposphere is the first layer from the earth's surface to the sky.

However, 416,538 (30.71%) candidates chose the correct answer A, *Troposphere, Stratosphere, Mesosphere and Thermosphere*. This showed that, the candidates had sufficient knowledge of the atmosphere and the correct arrangement of its layers.

- Question 14:** A Standard Six pupil drew the sun, the moon and the globe respectively in a straight line. Which geographical phenomenon is presented by the arrangement of the drawings?
- A Solar eclipse B Lunar eclipse
 - C Solar system D Arrangement of the Planets
 - E Day and night

Table 14: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	309,629	331,133	221,503	227,421	245,034	21,581
Percentage of Candidates	22.83	24.41	16.33	16.77	18.07	1.59

This question demanded the candidate to identify the geographical phenomenon presented by the arrangement of the drawings of the sun, the moon and the globe respectively in a straight line. Candidates' performance on this question was weak as 911,200 (67.18%) candidates chose distractors; *B, Lunar eclipse, C. Solar system, D, Arrangement of the Planets* and *E, Day and night*. This selection proved that, the candidates had inadequate knowledge about the solar system, the Earth's revolution and its effects. The lunar eclipse is the geographical phenomenon presented by the arrangement of the drawings of the sun, the Earth and the moon respectively in a straight line. The solar system is an arrangement of eight planets and other heavenly bodies which revolve around the Sun. The arrangement of the planets is the way in which the planets are arranged from the Sun while day and night are the result of the rotation of the earth on its axis.

Despite the failure of the majority, 423,894 (31.25%) candidates were able to choose the correct answer *A, Solar eclipse*. The choice of this answer showed that the candidates had sufficient knowledge about the solar system and effects of the revolution of the earth. They were aware that the arrangement of sun, moon and globe (earth) leads to solar eclipse.

Question 15: Five Standard Four pupils were competing in drawing the solar system. Who arranged the planet from the sun correctly?

- A Venus, Earth, Mars and Mercury
- B Mercury, Venus, Mars and Earth
- C Mercury, Venus, Earth and Mars
- D Mercury, Earth, Venus and Mars
- E Earth, Venus, Mars and Mercury

Table 15: Number and percentage of candidates for each option

Option	A	B	C*	D	E	Others
Number of Candidates	96,090	147,331	894,224	79,825	128,059	10,772
Percentage of Candidates	7.08	10.86	65.93	5.89	9.44	0.79

In this question the candidate was required to identify the correct arrangement of planets in the solar system. The performance on this question was good since 894,224 (65.93%) candidates chose the correct response *C, Mercury, Venus, Earth and Mars*. Those candidates had sufficient knowledge about Solar system and the correct arrangement of planets from the sun.

On the other hand, a total of 451,305(33.27%) candidates who chose distractors *A, Venus, Earth, Mars and Mercury, B, Mercury, Venus, Mars and Earth, D, Mercury, Earth, Venus and Mars and E, Earth, Venus, Mars and Mercury*, were not aware of the correct arrangement of the planets in the solar system. Those candidates were supposed to understand that the series of arrangement of planets is based on the distance from the sun. The arrangement in the distractors did not follow the principle. For example, the arrangement in distractor A started with Venus which is the second in solar system. Likewise, distractor E, started with Earth which is the third planet in the solar system. Moreover, distractor B, was not correct because Mars is not the third in the solar system arrangement but is the fourth planet and the earth is not the fourth planet in the solar system.

Question 16: Suppose you were given an opportunity to explain why the moon cannot produce heat energy, which reason would you provide?

- A The moon reflects sun rays
- B The moon refract sun rays
- C The moon is smaller than the sun
- D The moon gives light at night only
- E The moon revolves around the sun

Table 16: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	439,213	263,968	129,171	406,624	103,543	13,782
Percentage of Candidates	32.38	19.46	9.52	29.98	7.63	1.02

The question demanded the candidate to give a reason why the moon does not produce energy. The performance on this question was weak since 670,592 (49.44%) candidates who chose distractors *B, The moon refract sun rays* and *D, The moon gives light at night* only did not understand that, moon absorbs sun rays and does not produce heat energy rather it reflect sun rays. Likewise, 129,171 (9.52%) candidates who opted for distractor *C, the moon is smaller than the sun* failed to understand that, the size of the moon cannot be the reason that make it not to produce its own light rather it does not have its own heat energy. Similarly 103,543 (7.63%) candidates who chose distractor *E, The moon revolves around the sun* did not understand that, the moon does not revolve around the sun but it revolve around the earth.

On the other hand, 439,213 (32.38%) candidates chose the correct response *A, the moon reflects sun rays*. Those candidates understood that, moon does not have its own heat energy rather it absorbs sun energy and reflect it during the night. The energy absorbed from the sun does not have a power to generate heat energy.

Question 17: If the temperature of Dar es Salaam city which is at sea level is 39°C, what will be the temperature of Moshi town which is at 5000m above the sea level?

- A 9°C B 39°C C 0°C
 D 69°C E 30°C

Table 17: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	250,526	231,421	282,193	275,128	292,009	25,024
Percentage of Candidates	18.47	17.06	20.80	20.29	21.53	1.85

The question required the candidate to find the difference in temperature between Moshi town and Dar es salaam City. The performance of the candidates on this question was weak since 1,080,751 (79.68%) failed to select the correct answer. The 292,009 (21.53%) candidates who chose distractor *E*, 30°C failed to understand that in order to get the temperature of Moshi town which is at the higher elevation from Dar es salaam, they were supposed to subtract temperature of Moshi from that of Dar es Salaam. Likewise, 506,549 (37.35%) candidates who chose distractor *B*, 39°C, and *D*, 69°C lacked knowledge about factors affecting temperature specifically altitude. They also lacked mathematical skills on how to calculate variation of temperature from one city to another in relation to the increase of altitude from the sea level. Furthermore, 282,193 (20.81%) candidates who chose distractor *C*, 0°C were not aware that, 0°C is the temperature at sea level. The question demanded the temperature of Moshi which is located at 5000m above the sea level.

On the other hand, 250,526 (18.47%) candidates selected the correct response *A*, 9°C. Those candidates had adequate knowledge and skills on the phenomenon that, temperature changes are the results of increase in altitude. It is true that temperature decreases at the rate of 0.6°C in every 100 metres increases from the sea level. Therefore, the candidates used the formula to compute differences in temperature between the two cities as follows;

$$100\text{m} = 0.6^{\circ}\text{C}$$

$$5000\text{m} = X$$

$$x = \frac{5000\text{m} \times 0.6^{\circ}\text{c}}{100\text{m}} = 30^{\circ}\text{C}$$

$$\therefore 39^{\circ}\text{c} - 30^{\circ}\text{c} = 9^{\circ}\text{c}$$

They subtracted 30°C from 39°C because temperature is decreasing from the sea level. Hence the temperature of Moshi town was 9°C .

Question 18: What advice would you give to people who live in an open space with the strong winds?

- A To migrate from that place
- B To build storey houses
- C To plant trees
- D To construct temporary
- E To build fence surrounding the place

Table 18: Number and percentage of candidates for each option

Option	A	B	C*	D	E	Others
Number of Candidates	182,454	62,174	962,213	54,039	82,535	12,886
Percent of Candidates	13.45	4.58	70.94	3.98	6.09	0.96

In this question, the candidate was required to identify an advice that she/he would have given to the people living in an open space with strong winds. The performance on this question was good since 962,213 (70.94%) candidates selected the correct response *C, To plant trees*. Those candidates had adequate knowledge about environmental conservation and management as they were aware of different ways of conserving environment including planting trees. Planting trees in an open space with strong winds help to protect land from soil erosion and retain soil fertility. Apart from that, trees help to retain soil moisture and reduce the wind speed so that it should not erode the soil.

On the other hand, 182,454 (13.45%) candidates who selected distractor A, *To migrate from that place* did not understand that migrating to other place is not a solution to conserve an open area with strong winds. 198,748 (14.65%) Candidates selected distractor B, *To build storey houses*, D, *To construct temporary houses* and E, *To build fence surrounding the place* Those candidates failed to realize that, those are not ways or methods of conserving the environment of a bare land experiencing strong winds.

Question 19: Chautundu took a thermometer from the Stevenson screen and put it in an open place for four hours. Later on she read the highest and the lowest temperature of that day as 38°C and 26°C respectively. What was the range of temperature for that day?

- A 12°C B 22°C C 26°C
D 38°C E 6°C

Table 19: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	880,621	137,060	117,621	104,162	100,570	16,267
Percent of Candidates	64.93	10.11	8.67	7.68	7.42	1.20

The question demanded the candidates to determine the differences in temperature during the day. The general performance on this question was good since 880,621 (64.93%) candidates opted for correct response A, 12°C. Those candidates knew the principle for determining daily temperature range which is to subtract the highest temperature from the lowest temperature of the day. Thus they were able to subtract 26 from 38 ie. 38°C – 26°C.

On the other hand, 237,630 (17.52%) candidates who selected distractor B, 22°C and distractor E, 6°C, did not know the principle of calculating temperature range as a result they obtained wrong

responses. Likewise, a total of 221,783 (16.35%) candidates who opted for distractors C, 26°C and D, 38°C had insufficient knowledge on how to obtain temperature range. Contrary on, they opted for the lowest and the highest temperature measured in a day as it has been given in the question and supplied them as the answers without doing calculation to get the difference.

Question 20: Tanzania has been led by many Prime Ministers since her independence. Who was the first Prime Minister of the United Republic of Tanzania?

- A Rashid Mfaume Kawawa
- B Edward Moringe Sokoine
- C Cleopa Msuya
- D John Malechela
- E Edward Lowasa

Table 20: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	627,031	457,847	80,646	64,670	110,212	15,895
Percent of Candidates	46.23	33.76	5.95	4.77	8.13	1.16

The question required the candidate to identify the first Prime Minister of the United Republic of Tanzania. The performance on this question was average since 627,031 (46.23%) candidates selected the correct response A, *Rashid Mfaume Kawawa*. Those candidates revealed satisfactory understanding on different Prime Ministers who served the United Republic of Tanzania. Hence, were able to identify the first Prime Minister who served the United Republic of Tanzania from 1962 to 1977 during Mwalimu Julius K. Nyerere’s regime.

On the other hand, 457,847 (33.76%) candidates who opted for distractor B, Edward Moringe Sokoine, did not understand that, he served as the third Prime Minister of the United Republic of Tanzania from 1977 to 1984. Similarly, 80,646 (5.95%) candidates

who selected distractor *C*, *Cleopa David Msuya*, were not aware that, he served as the fourth Prime Minister from 1980 to 1983 and then from 1994 to 1995. Likewise, 64,670 (4.77%) candidates who opted for distractor *D*, *John Malecela*, were not aware that, he served as seventh Prime Minister of the United Republic of Tanzania from 1990 to 1994. The other 110,212 (8.13%) candidates who selected distractor *E*, *Edward Lowasa*, did not understand that, he was the ninth Prime Minister of the United Republic of Tanzania who served from 2005 to 2008,

Question 21: Why is Tanzania regarded as the original homeland of mankind?

- A Many historical sites are found in Tanzania.
- B The garden of Eden is found in Tanzania.
- C Larger part of Tanzania is covered by forest.
- D Dr. L. Leakey and Dr. M. Leakey conducted archeological excavation in Tanzania.
- E The remains of the oldest human beings were discovered in Tanzania.

Table 21: Number and percentage of candidates for each option

Option	A	B	C	D	E*	Others
Number. of Candidates	439,899	63,470	79,016	182,640	573,147	18,129
Percentage of Candidates	32.43	4.68	5.83	13.47	42.26	1.33

The question required the candidate to recognize the reason of Tanzania being regarded as the original homeland of mankind. The general performance on this question was average as 573,147 (42.26%) candidates who opted for correct response *E*, *The remains of the oldest human beings were discovered in Tanzania*, had adequate knowledge on the cradle of mankind.

Contrary to that, 182,640 (13.47%) candidates who selected distractor *D*, *Dr L. Leakey and Dr M. Leakey conducted archeological excavation in Tanzania*, did not understand that, those were archeologists who discovered the skull of ancient man

in 1959 at Olduvai Gorge. It is the skull which makes Tanzania to be regarded as homeland of mankind. Likewise, 439,899 (32.43%) candidates who opted for distractor; *A, Many historical sites are found in Tanzania*, did not understand that, also, in other countries in the World there are many historical sites, but that does not guarantee a site to be regarded as cradle of mankind. Additionally, 63,470 (4.68%) candidates who opted for distractor *B, The garden of Eden is found in Tanzania*, lacked knowledge that, the Garden of Eden is not found in Tanzania. Other candidates 79,016 (5.83%) selected distractor *C, Large part of Tanzania is covered by forest*, were incorrect because, there's no any relationship between presence of many forests and original homeland of mankind.

Question 22: Why is Mwalimu Julius K. Nyerere regarded as “The Father of the Nation”?

- A He was the teacher.
- B He volunteered to mobilize the struggle for independence.
- C He attended the United Nation Meeting.
- D He acted as mediator in the Burundi dispute.
- E He led Tanganyika after the independence.

Table 22: Number and percentage of candidates for each option

Option	A	B*	C	D	E	Others
Number of Candidates	92,538	878,178	79,992	49,690	241,914	13,989
Percentage of Candidates	6.82	64.75	5.90	3.66	17.84	1.03

The candidates were required to identify the reason why Mwalimu Julius K. Nyerere is regarded as the “The Father of the Nation”. The performance on this question was good as 878,178 (64.75%) candidates selected the correct response *B, He volunteered to mobilize the struggle for independence*. The choice of this answer reveals that the candidates had sufficient knowledge on the role played by Mwalimu Julius K. Nyerere on the prosperity of Tanzania.

On the other hand, 92,538 (6.82%) candidates who opted for distractor; *A, He was a teacher*, reveals narrow understanding on the role of Mwalimu Julius K. Nyerere in this Nation. Though, Mwalimu Julius K. Nyerere was a teacher at St. Mary's (Milambo Secondary School) and St. Francis (Pugu Secondary School), is not correct response because, there are many teachers in the country, but, they are not regarded as Fathers of the Nation. Therefore, being a teacher does not qualify a person to be a Father of the Nation. However, 79,992 (5.90%) candidates who selected distractor *C, He attended the United Nation Meeting*, showed inadequate understanding of honouring our heroes. Though, Mwalimu Julius K. Nyerere attended the United Nations meeting in March 1955 does not qualifies him to be regarded as the Faher of the Nation.

Similarly, 49,690 (3.66%) candidates who selected distractor *D, He acted as the mediator in the Burundi dispute*, they did not have understanding of the contribution of Mwalimu Julius K. Nyerere in Tanzania. Mwalimu Julius K. Nyerere mediated the Burundi conflict when he had already acquired the status of being the "Father of the Nation". The other 241,914 (17.84%) candidates who selected distractor *E, He led Tanganyika after the independence*, showed little understanding about Mwalimu Nyerere. It is true that Mwalimu Julius K. Nyerere was the first president after independence, but that does not qualifies him to be called the Father of the Nation. The status of being a "Father of the Nation" was given to honour his struggle in establishing an independent Nation of Tanzania.

Question 23: Historical sites keep different forms of historical information such as paintings and drawings, remains of weapons used in wars, ancient architectural buildings and trade development. What kind of historical information is found at Isimila in Iringa?

- A Remains of the buildings used for slave trade
- B Remains of Arab culture
- C Ancient civilization in Tanganyika
- D Colonial wars in Tanganyika
- E Remains of the Old Stone Age tools

Table 23: Number and percentage of candidates for each option

Option	A	B	C	D	E*	Others
Number of Candidates	229,788	86,621	88,781	88,659	843,598	18,854
Percent of Candidates	16.94	6.39	6.55	6.54	62.20	1.38

The question demanded the candidate to identify the kind of historical records found at Isimila in Iringa. The performance of candidates on this question was good as 843,598 (62.20%) candidates who selected the correct response *E, Remains of the Old Stone Age tools*, were conversant with historical sites in Tanzania with their historical records.

On the other hand, 229,788 (16.94%) candidates selected distractor *A, Remains of buildings used for slave trade*. Those candidates lacked the knowledge of historical sites. Thus, they failed to identify that, these remains are found in ancient cities along the coast such as Bagamoyo in Pwani region. Some, 86,621 (6.39%) candidates opted for distractor *B, Remains of Arab culture*. These candidates were not aware that, the remains of Arab culture are predominantly found along the coast in the cities like Kaole, Kilwa and Zanzibar. The other 88,781 (6.55%) candidates who opted for distractor *C, Ancient civilization in Tanganyika*, did not know that, such civilization spread in the coastal regions along the Indian ocean.

The other 88,659 (6.54%) candidates who selected distractor *D, Colonial wars in Tanganyika*, failed to relate Isimila historical site with the type of information it preserves. The wars against colonialists were fought in different parts of the country for instance; Lugalo, Kalenga, Songea, Kilwa, Mahenge, Tanga, Nyangao and Masasi. The choice of distractors indicated that the candidates had inadequate understanding of historical sites and the information they preserve.

Question 24: What is the effect of using explosives and drift nets in fishing activities?

- A Destruction of fish and their breeding grounds
- B Make fishermen spend much time for fishing
- C Make fisherman charged high fishing tax
- D Destruction of marine transport vessels
- E Presence of many fishes in industries

Table 24: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	1,037,435	79,500	66,102	105,682	54,544	13,038
Percentage of Candidates	76.49	5.86	4.87	7.79	4.02	0.97

The question required the candidate to identify the effects of bad or poor fishing methods. The performance of candidates in this question was good since 1,037,435 (76.46%) candidates selected the correct response *A, Destruction of fish and their breeding grounds*. These candidates had adequate knowledge about the negative effects of using poor fishing methods, specifically explosives and drift nets.

Contrary to that, a total of 305,828 (22.55%) candidates opted for distractors; *B, Spend much time for fishing*, *C, Make fishermen charged high fishing tax*, *D, Destruction of marine transport vessels* and *E, Presence of many fishers in industries*. These candidates had insufficient knowledge about fishing methods and their side effects. They failed to understand that, distractor B, is the side effect of using poor fishing tools which led into getting few fish. Distractors C and D, are the strategies for controlling improper fishing, and distractor E, is a limiting factor to the development of fishing industry.

Question 25: Which set represents the factors affecting the climate of a place on the earth's surface?

- A Gridline, Greenwich and topography
- B International dateline, topography and longitude
- C Latitude, altitude and topography
- D Greenwich, height above sea level and longitude
- E Topography, longitude and latitude

Table 25: Number and percentage of candidates for each option

Option	A	B	C*	D	E	Others
Number of Candidates	173,829	120,965	604,950	249,773	189,162	17,622
Percentage of Candidates	12.82	8.92	44.60	18.42	13.95	1.30

The question demanded the candidate to identify a set of factors that affects the climate of a place on the earth's surface. The general performance was average since 604,950 (44.60%) candidates selected the correct answer *C, Latitude, altitude and topography*. This shows that, the candidates had a good understanding of the concept of climate and the factors that affect climate on earth's surface. They new that latitude, altitude and topography affects the climate of the place.

On the other hand, 733,729 (54.10%) candidates opted for distractors; *A, Gridline, Greenwich and topography, B, international dateline, topography and longitude, D, Greenwich, height above sea level and longitude and E, Topography, longitude and latitude*. The choice of those distractors proved that, the candidates had inadequate knowledge about factors that affect the climate of a place on the earth's surface. These options mixed correct and incorrect responses. Those candidates did not realised that, Gridline is horizontal and vertical lines used to identify areas on the map. Greenwich is an imaginary line which runs from north to south pole dividing the earth's into two hemispheres (west and east). Topography is the arrangement of natural and artificial

physical features of an area. The International date line is an imaginary line on the earth's surface running from the north pole to the south pole and serving as the boundary between one calendar day and the next. Longitudes are imaginary lines that run from the North pole to the South pole to the East and West of the Prime Meridian. These lines are used to measure the increase of the vertical distance from the sea level. Thus, the distractors containing these items made those options incorrect.

Question 26: How can Tanzania promote her culture?

- A By collecting and storing modern European cultural things
- B By establishing and promoting cultural heritage centres
- C By borrowing traditions and customs from foreign modern European cultures
- D By preserving all ancient heritage centres of foreign cultures
- E By prohibiting foreigners from coming into our country

Table 26: Number and percentage of candidates for each option

Option	A	B*	C	D	E	Others
Number of Candidates	148,622	751,353	147,564	178,542	115,599	14,621
Percentage of Candidates	10.96	55.40	10.88	13.16	8.52	1.08

The question required the candidate to identify how Tanzania can promote her culture. The general performance on this question was average as 751,353 (55.40%) candidates selected the correct response *B, By establishing and promoting cultural heritage centres*. The candidates who opted for the correct answer had sufficient understanding on how Tanzanian culture is maintained.

On the other hand, 474,728 (35.00%) candidates who opted for distractors; *A, By collecting and storing modern European cultural things, C, By borrowing traditions and customs from foreign*

modern European cultures and *D, By preserving all ancient heritage centres of foreign cultures*, revealed insufficient knowledge on how to maintain Tanzanian culture. Those distractors express more on how to maintain foreign culture. Similarly, 115,599 (8.52%) candidates who selected distractor *E, By prohibiting foreigners from coming into our country*, were not conversant that the action can lead the country to lack foreign currency. Apart from that prohibiting foreigners from coming to our country may cause the country to be isolated from the international community. Those candidates were supposed to understand that these actions do not contribute in maintaining Tanzanian culture.

Question 27: Which one is **not** among the teachings given to youths during *Jando* and *Unyago* ceremony?

- A Respecting elders only
- B Love to society members
- C Self-reliance
- D Love for work
- E Youth care during adolescence

Table 27: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number of Candidates	708,152	152,440	185,079	93,012	201,474	16,144
% of Candidates	52.21	11.24	13.65	6.86	14.85	1.19

The question demanded the candidate to identify the teachings which is not given to youth during *Jando* and *Unyago* ceremony. The performance on this question was good since 708,152 (52.21%) candidates selected the correct response *A, Respecting elders only*. Those candidates had sufficient knowledge on how to maintain Tanzanian culture. They knew that during *Jando* and *Unyago* the youths are taught different aspects of life not only respecting elders, but also respecting all people in the society.

On the other hand, 632,005 (46.60%) candidates who opted for distractors; *B, Love to society members, C, Self-reliance, D, Love for work and E, Youth care during adolescence*, responded to the question incorrectly because the distractors constituted the teachings provided to youths during Jando and Unyago ceremony.

Question 28: Which instruments are used in traditional dances?

- A Flute, shakers and piano
- B Flutes, piano and guitars
- C Shakers, drums and zeze
- D Shakers, piano and lead guitars
- E Piano, zeze and drums

Table 28: Number and percentage of candidates for each option

Option	A	B	C*	D	E	Others
Number of Candidates	99,839	68,274	1,012,909	62,166	102,113	11,000
Percentage of Candidates	7.36	5.03	74.68	4.58	7.53	0.82

The question required the candidate to identify the instruments which are used in traditional dances. The general performance on this question was good since 1,012,909 (74.68%) candidates selected the correct response *C, Shakers, drums, and zeze*. The choice of this option revealed sufficient understanding of the candidates on the instruments used in traditional dances which maintains Tanzanian culture.

On the other hand, a total of 332,392 (24.51%) candidates opted for distractors; *A, Flute, shakers and piano, B, Flutes, piano and guitars, D, Shakers, piano and lead guitars and E, Piano, zeze and drums*. Such responses were incorrect because the options constituted modern instruments such as; piano, guitars and lead guitars which are used in foreign dances.

Question 29: The African indigenous education taught various skills such as self-hygiene, self-reliance, care for the environment and respecting others. How can that education be evaluated?

- A It provided relevant skills and knowledge.
- B It was suitable to be adopted by foreigners out of Africa.
- C It was based on memorising because learners did not take notes.
- D It prevented Africans from getting foreign education.
- E It was provided according to the classes.

Table 29: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number. of Candidates	750,344	223,923	145,418	111,909	110,833	13,874
Percentage of Candidates	55.32	16.51	10.72	8.25	8.17	1.02

The question required the candidate to identify the way African indigenous education can be evaluated. The performance in this question was average as 750,344 (55.32%) candidates selected the correct response *A, It promoted relevant skills and knowledge*. The candidates who opted for this item had adequate knowledge on themes of traditional education. They understood that indigenous education taught the things that enabled to live accordingly in the environment hence were able to select the correct response.

Contrary to that, 592,085 (43.62%) candidates selected distractors; *B, It was suitable to be adopted by the foreigners out of Africa*, *C, It was based on memorizing because learners did not take notes*, *D, It prevented Africans from getting foreign education* and *E, It was provided according to the classes*. Distractor B about to be adopted by the foreigners, it is not true that everything that is adopted by people is good hence this is not the correct answer. About memorizing as pointed out in C, the indigenous education

based on practice therefore, the students participated in learning. However writing notes only does not make a student understand the lesson. Indigenous education taught everyone in the society, no one was deprived from it. In distractor E about being provided basing on classes, the education was provided basing on age and sex and did not base on classes.

Question 30: Some capitalist nations divided East Africa through agreements or treaties. Which treaty gave the British possession of Uganda?

- A The Berlin Treaty of 1884 to 1885
- B The Heligoland Treaty of 1890
- C The Anglo-German Treaty of 1886
- D The Heligoland Treaty of 1886
- E The Anglo-German Treaty of 1885

Table 30: Number and percentage of candidates for each option

Option	A	B*	C	D	E	Others
Number of Candidates	502,671	340,800	188,252	181,806	123,799	18,973
Percentage of Candidates	37.06	25.13	13.88	13.40	9.13	1.40

The question required the candidate to identify the treaty which gave the British legal possession of Uganda. The general performance on this question was weak since 996,528 (73.47%) candidates selected incorrect options. The 502,671 (37.06%) candidates who selected distractor A, *The Berlin Treaty of 1884 to 1885*, were not aware that, Berlin conference aimed to divide Africa peacefully among the European powers. Additionally, other 188,252 (13.88%) candidates opted for distractor C, *Anglo-German Treaty of 1886*. In this treaty the Germans and British recognised the Sultan's sphere of influence that is, Zanzibar, Pemba, Lamu, Mogadishu, Merca, Brava and 10 miles of the coastal strip of the Indian ocean. The 181,806 (13.40%) candidates who opted for distractor D, *The Heligoland Treaty of 1886*, did not understand that, such a treaty did not exist. Similarly, 123,799 (9.13%) candidates who selected distractor E, *The Anglo-*

German Treaty of 1885, were not aware that, British and German did not make a treaty in 1885. This was the period when Karl Peters presented his treaty to Chancellor Bismark and President Kaiser William I. The treaty stated that the places visited by him were to be Germany colonies.

More over 340,800 (25.13%) candidates who selected the correct response *B, The Heligoland Treaty of 1890*, had enough knowledge on various treaties made by the capitalists in dividing East Africa. Hence, they easily identified the treaty which gave the British possession of Uganda.

Question 31: The following are effects that a girl who has undergone female genital mutilation might face **except:**

- A failure of the natural working of a female's body.
- B destruction of female reproductive organs.
- C heavy bleeding during delivery.
- D difficulties during delivery.
- E getting non communicable diseases.

Table 31: Number and percentage of candidates for each option

Option	A	B	C	D	E*	Others
Number. of Candidates	426,804	114,440	130,146	70,350	59,8417	16,144
Percentage of Candidates	31.47	8.44	9.60	5.19	44.12	1.18

The question required the candidate to identify what is not the effect to a girl who had undergone Female Genital Mutilation. The performance for this question was average since 598,417 (44.12%) candidates selected the correct response *E, getting non-communicable diseases*. Those candidates had enough knowledge about the effects of Female Genital Mutilation.

On the other hand, some candidates 741,740 (54.69%) selected distractors; *A, failure of the natural working of a female's body, B,*

destruction of female reproductive organs, C, heavy bleeding during delivery and D, difficulties during delivery. Those candidates were supposed to understand that these are the negative effects of Female Genital Mutilation. Hence, they were contrary to the demand of the question.

Question 32: The teacher asked Amina to mention the organ which approves the East African community budget. Which organ did she mention?

- A Secretariat of the community
- B Special Meeting
- C General Assembly
- D Council of Ministers
- E Legislative Assembly

Table 32: Number and percentage of candidates for each option

Option	A	B	C	D	E*	Others
Number. of Candidates	269,654	89,664	165,166	223,126	59,1464	17,227
Percentage of Candidates	19.88	6.61	12.18	16.45	43.61	1.27

The question required the candidate to identify the organ which approves the East African community budget. The performance on this question was average since 591,464 (43.61%) candidates selected the correct response, *E, Legislative Assembly*. The choice of the correct answer show that those candidates had adequate knowledge on the functions of different organs of the East African Community. Hence, they were able to recognize the organ which approves the East African Community budget.

Contrary to that, 269,654 (19.88%) candidates opted for distractor *A, Secretariat of the community*. Those candidates were not aware that this is the organ that deals with day to day operating of the community. Other 89,664 (6.61%) candidates who selected distractor *B, Special meeting*, failed to realize that, this is the meeting of the Heads of member countries for the purpose of planning and setting a vision on recognising goals and objectives

of the community. Similarly, 165,166 (12.18%) candidates who opted for distractor *C, General Assembly*, were not aware that the function of the general assembly is to formulate policies and to coordinate community activities. Normally the general meeting is held once in a year. Also, the chairperson of the meeting is elected by the General meeting. Additionally, 223,126 (16.45%) candidates who selected distractor *D, Council of Ministers*, were not aware that, the Council does not approve budgets rather it prepares the meeting of the Heads of the Member States and links the General meeting with the day to day operations of the community.

Question 33: Who led Africans in the resistance against Germans in Kilwa Kivinje in 1890?

- A Abushiri bin Sultani B Hassan bin Makunganya
 C Mtemi Machemba D Kinjekitile Ngwale
 E Bwana Heri

Table 33: Number and percentage of candidates for each option

Option	A	B*	C	D	E	Others
Number. of Candidates	256,426	233,328	196,482	483,252	168,506	18,307
Percentage of Candidates	18.91	17.20	14.49	35.63	12.42	1.35

The question required the candidate to identify the African leader who led resistance against German in Kilwa Kivinje in 1890. The performance on this question was weak since 1,104,666 (81.45%) candidates opted for distractors; A, C, D and E. Those candidates lacked knowledge of leaders who resisted against German rule. Other 10,437 (77%) candidates who selected distractor *A, Abushiri bin Sultani*, were not knowledgeable that Abuishiri led the resistance against German invasion on coastal region, especially at Pangani in Tanga. The other 196,482 (14.49%) candidates who opted for distractor *C, Mtemi Machemba*, lacked adequate knowledge of the leader who led Yao against German in 1890. Similarly, 483,252 (35.63%) candidates who selected distractor *D, Kinjekitile Ngwale* were not aware that, this was not a chief but inculcated the belief

that the water he provided protects them from being affected by bullets from the Germans during Majimaji War in 1905 to 1907. This war covered the larger area in Southern Tanganyika. The other 168,506 (12.42%) candidates who selected distractor *E, Bwana Heri*, did not address the demand of the question because, Bwana Heri was the leader of Zigua in the coastal region.

On the other hand, 233,328 (17.20%) candidates selected the correct response *B, Hassan bin Makunganya*. This choice indicated that those candidates had sufficient understanding of African heroes, their territories and contributions. They therefore identified African leader who resisted against German in Kilwa Kivinje in 1890.

Question 34: Why is Mwalimu Julius K. Nyerere and Kwame Nkurumah recognised as heroes?

- A They encouraged people not to unite during the struggle for independence.
- B They proposed and supervised techniques used in the struggle for independence.
- C They did not use their personal wealth in the struggle for independence.
- D They did not travel abroad during the struggle for independence.
- E They led many political parties in their countries.

Table 34: Number and percentage of candidates for each option

Option	A	B*	C	D	E	Others
Number. of Candidates	127,546	769,269	111,357	80,843	252,315	14,971
Percentage of Candidates	9.40	56.72	8.21	5.96	18.60	1.11

The question required the candidate to identify why Mwalimu Julius K. Nyerere and Kwame Nkurumah are recognized as heroes. The performance on this question was average since 769,269 (56.72%) candidates selected the correct response *B*,

They proposed and supervised techniques used in the struggle for independence. Those candidates demonstrated sufficient understanding of the competence on honouring our heroes who played a vital role in the struggle for independence for African countries.

However, the candidates who opted for distractors; A, C, D and E demonstrated lack of understanding of what constitute one to be recognized as a hero. For example; 127,546 (9.40%) candidates who selected distractor A, *They encouraged people not to unite during struggle for independence*, were not knowledgeable that, Mwl Julius K. Nyerere and Kwame Nkurumah encouraged more on unity and solidarity for Africans. Thus, this disqualified the response to be a correct response. Additionally, 111,357 (8.21%) candidates who selected distractor C, *They did not use their personal wealth in the struggle for independence*, did not recognise that, Mwl Julius K. Nyerere and Kwame Nkurumah were real patriotic leaders who sacrificed their lives and wealth for the interest of their people in their countries. Thus, it made the option incorrect.

Similarly, 80,843 (5.96%) who opted for distractor D, *They did not travel abroad during the struggle for independence*, did not understand that Mwl Julius K. Nyerere and Kwame Nkurumah travelled abroad for the purpose of attending different conferences so as to fight for their countries independence. For instance; Mwl Julius K. Nyerere attended the United Nations Organization meeting on March 1955 to request for the independence of Tanganyika. Also, Kwame Nkurumah attended the Pan Africanism conference in 1945 in Manchester in England. Other, 252,315 (18.60%) candidates selected distractor E, *They led many political parties in their countries*. Those candidates were not aware that, Mwl Julius K. Nyerere was a leader of Tanganyika National Union (TANU) a political party from 1954 to 1977. TANU was later joined with Afro Shirazi Party (ASP) to form Chama Cha Mapinduzi (CCM). Kwame Nkurumah on the other hand, led the CPP political party from 1949 to 1966. Hence, these heroes led single political parties and not many political parties in their countries.

Question 35: During the colonial invasion some heroes were not ready to be arrested by the European colonialists. Who committed suicide to avoid being captured by the Europeans?

- A Chief Mkwawa B Chief Mirambo
 C Chief Merere D Chief Isike
 E Chief Makunganya

Table 35: Number and percentage of candidates for each option

Option	A	B*	C	D	E	Others
Number. of Candidates	801,606	173,676	108,644	163,735	93,331	15,309
Percentage of Candidates	59.10	12.81	8.01	12.07	6.88	1.13

The question required the candidate to identify African hero who killed himself to avoid being arrested by the European colonialists. The performance of the candidates on this question was average since 801,606 (59.10%) candidates who selected the correct response *A, Chief Mkwawa*, showed good understanding on honouring our heroes. They identified that, Chief Mkwawa shot himself on 09th July 1898 in Iringa so as to avoid being arrested by Germans.

Similarly, candidates who selected distractors; B, C, D and E, showed lack of knowledge on the contribution of different leaders who opposed colonial invasion. For instance; 173,676 (12.8%) candidates who opted for distractor *B, Chief Mirambo*, lacked knowledge that, Mirambo was the powerful chief in Unyanyembe in Tabora who united the Nyamwezi clan into a powerful kingdom by the 1870s, he died in 1884. Additionally, 108,644 (8.01%) candidates who selected distractor *C, Chief Merere*, were not aware that Merere was the chief of Sangu at Mbarali in Mbeya region who was arrested and killed by the Germans in 1893. Similarly, 163,735 (12.07%) candidates who opted for distractor *D, Chief Isike*, lacked knowledge that Isike was the leader of Nyamwezi in Unyanyembe in Tabora from 1885 and died in 1893. Moreover, 93,331 (6.88%) candidates selected distractor *E, Chief*

Makunganya. The candidates were not conversant that chief Makunganya led Africans resistance against German in Kilwa Kivinje in 1890. He died on 26th November 1895 after being caught and killed by the Germans.

Question 36: Why is it important to wash hands with water and soap before meals?

- A To make parents happy
- B To prevent from getting diseases
- C To show modernity
- D To fulfil the rules
- E To imitate foreign cultures

Table 36: Number and percentage of candidates for each option

Option	A	B*	C	D	E	Others
Number. of Candidates	52,694	1,167,039	50,272	44,383	30,422	11,491
Percentage of Candidates	3.89	86.05	3.71	3.27	2.24	0.84

The question required the candidate to identify the importance of washing hands with soap and water before meals. The performance on this question was good since 1,167,039 (86.05%) candidates selected the correct answer *B, To prevent from getting diseases*. The choice of this answer showed that, the candidates had sufficient knowledge about personal hygiene especially the importance of washing hands with soap and water before meals.

On the other hand, 177,771 (13.11%) candidates opted for distractors *A, To make parents happy, C, To show modernity, D, To fulfil the rules* and *E, To imitate foreign cultures*. The choice of those distractors proved that the candidates had insufficient knowledge about personal hygiene especially the importance of washing hands with soap before meals. For example, the candidates who opted for distractor *A, To make parents happy* believed that it is the responsibility of the parents to teach their children and build the habit of washing hands with soap before

meals. Similarly 50,272 (3.71%) candidates who opted for distractor *C, to show modernity*, believed that washing hands with soap before meals is an act of civilization around the world. The other 44,383 (3.27%) candidates who selected distractor *D, To fulfil the rules* associated with their normal and customary practices of washing hands with soap before meals. Similarly, 30,422 (2.24%) candidates selected distractor *E, To imitate foreign culture* because they believed that washing hands with soap is not their culture but is imitated from foreigners.

Question 37: In which class of musical instruments does *Litungu* and *Zeze* belong?

- A Blown B Struck C Plucked
D Pressed E Shaken

Table 37: Number and percentage of candidates for each option

Option	A	B	C*	D	E	Others
Number. of Candidates	288,564	175,534	638,634	108,446	128,281	16,842
Percentage of Candidates	21.28	12.94	47.09	8.00	9.46	1.24

In this question, the candidate was required to identify the group of musical instruments in which *Litungu* and *Zeze* are found. The performance on this question was average since 638,634 (47.09%) candidates opted for the correct answer *C, Plucked*. The choice of this answer showed that, those candidates were aware of different musical instruments and how they produce sound and hence they realized that *Litungu* and *Zeze* are musical instruments that produce sound by plucking.

Conversely, 700,825 (51.67%) candidates who opted for distractors *A, Blowing, B, Knocking, D, Pressing* and *E, Shaking*, failed to recognize various musical instruments and how they are used to produce sound. Instruments such as flutes and trumpets produce sound by blowing. Drums and xylophones produce sound by striking, pianos and hand xylophones produce sound by pressing and shakers are examples of instruments that produce sound by shaking.

Question 38: Standard Five pupils learned how to clean different types of floors. Which type of floor did they learn to sprinkle with water before sweeping?

- A Wood B Soil C Concrete
D Terrazzo E Tiles

Table 38: Number and percentage of candidates for each option

Option	A	B*	C	D	E	Others
Number. of Candidates	55,625	788,657	223,670	93,176	178,239	16,934
Percentage of Candidates	4.10	58.15	16.49	6.87	13.14	1.25

In this question, the candidate was required to classify the floor that should be sprinkled with water before sweeping. The performance on this question was average since 788,657 (68.15%) candidates opted for the correct answer *B, Soil*. This showed that the candidates had good knowledge on how to clean different types of floors. Thus, they were able to determine that this soil needs to be sprinkled with water before sweeping to prevent dust that could be thrown if the floor was swept without sprinkling water.

Contrary to that, a total of 550,710 (40.60% candidates opted for distractors; *A, Wood, C, Concrete, D, Terrazo and E, Tiles*. The choice of those distractors revealed that the candidates did not have sufficient knowledge about how to clean different types of floors, because those are modern types of floors that do not create dusts when people walk on it. Concrete, terrazzo and tiles floors are cleaned by pouring some water and some soap, then they are scrubbed with a brush and dried using a clean towel. Meanwhile, wood floors do not need to be soaked in water but are cleaned by sweeping and wiping with a cloth that has been squeezed out of water.

Question 39: Which one indicates the occurrence of puberty to both girls and boys?

- A Deep voice
- B Breast development
- C Developing various emotions
- D Experience wet dreams
- E Start menstruation

Table 39: Number and percentage of candidates for each option

Option	A	B	C*	D	E	Others
Number. of Candidates	109,175	75,833	748,261	293,800	113,530	15,702
Percentage of Candidates	8.05	5.59	55.17	21.66	8.37	1.16

This question demanded the candidate to identify the sign of puberty that occur to both girls and boys. The performance of candidates on this question was average as 748,261 (55.17%) candidates opted for the correct answer *C, Developing various emotions*. The choice of this answer showed that those candidates had adequate knowledge about the symptoms of puberty in girls and boys.

However, 592,338 (43.67%) candidates opted for distractors *A, Deep voice, B, Breasts development, D, Experience wet dreams* and *E, Start menstruation*. The choice of those distractors demonstrated that the candidates did not have enough knowledge about the symptoms of puberty which are common in girls and boys. Because, deep voice and experience wet dreams are signs of puberty for boys, while breasts development and beginning of menstruation are signs of puberty for girls.

Question 40: Bahati sells milk tea and roasted meat to casual labourers of the sisal estate and gets few customers while Nyemo sells tea and cassava to the same casual labourers and gets a lot of customers. Why does Bahati get few customers?

- A She did not consider customer's income
- B She sells food which customers do not like
- C She is not tolerant to customers
- D She does not entertain customers
- E She does not know how to cook well

Table 40: Number and percentage of candidates for each option

Option	A*	B	C	D	E	Others
Number. of Candidates	363,982	495,969	238,462	142,803	99,125	15,960
Percentage of Candidates	26.84	36.57	17.58	10.53	7.31	1.17

In this question, the candidate was asked to explain the reason that led Bahati to get few customers. The performance on this question was weak since 976,359 (71.99%) candidates selected distractors; *B, She sells food which customers do not like, C, she is not tolerant to customers, D, she does not entertain customers and E, she does not know how to cook well.* The choice of those distractors demonstrated that the candidates did not have adequate understanding of entrepreneur skills especially on the types of customers and the commodity that is appropriate to them.

On the other hand, 363,982 (26.84%) candidates selected the correct answer *A, She did not consider customer's income.* The choice of this answer indicated that the candidates were aware of the various ways that an entrepreneur can use to attract customers and serve them according to their needs. In addition, they identified the things to consider in finding markets, especially to conduct a detailed investigation about customers or buyers so as to select the appropriate product with affordable price to them.

2.2 Section B: Short Answer Questions

Question 41: Tanganyika African National Union (TANU) party was formed in 1954. What was the major objective of its formation?

This question required the candidate to state the major objective for the formation of the Tanganyika African National Union (TANU) in 1954. The performance on this question was average because 735,816 (54.25%) candidates scored 01 and 02 marks and 620,485 (45.75%) candidates scored 0. Figure 1 illustrates the performance of the candidates for question 41.

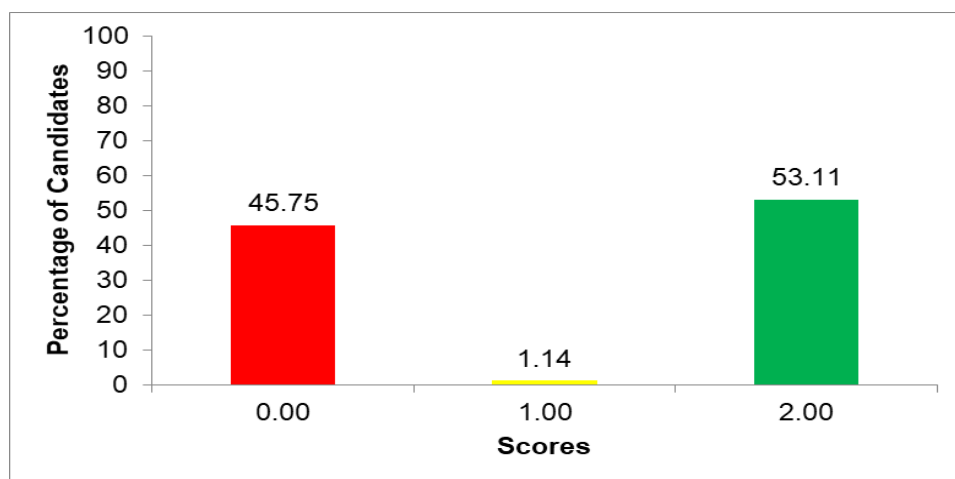


Figure 1: *The Performance of candidates on question 41*

A total number of 720,355 (53.11%) candidates scored 02 marks, because they named correctly the main objective for the formation of the party which was to unite the people of Tanganyika in fighting for their independence. The correctness of this answer proved that the candidates had a good understanding of the methods used in the struggle for independence in Tanganyika. Tanganyika African National Union Party (TANU) was formed due to the extreme exploitation, especially after the Second World War. Extract 1.1 shows a sample of the correct answer from the candidate with adequate knowledge in question 41.

QUESTION NO. 41
To unite Tanganyikans in struggling for independence.

Extract 1.1: A sample of a correct response to question 41

On the other hand, 620,485 (45.75%) candidates who scored zero, had several weaknesses in their responses, for example, one candidate in this category wrote “to support political parties”, this candidate failed to understand the major aim of TANU was to unite the people of Tanganyika to fight for their independence and not to support political parties. The other candidates in this group wrote “to strengthen TAA”, was not aware that, Tanganyika African association (TAA) was formed in 1929. Therefore, in order to strengthen it, was transformed into Tanganyika National Union (TANU) in 1954. Hence, it was TANU not TAA which united all Tanganyika’s to fight for independence in 1961. Similarly, another candidate responded “in order to bring the policy of self-reliance”. This candidate was not aware that, the policy of self-reliance was introduced by Mwl. Julius K. Nyerere during Arusha declaration in 1967. This reveals that, those candidates lacked knowledge on the objective of TANU. Extract 1.2 shows a sample of a incorrect response in this question.

QUESTION NO. 41
To oppose German.

Extract 1.2: A sample of an incorrect response to question 41

In Extract 1.2, the candidate wrote to oppose German, instead of to unite the people of Tanganyika in fighting for their independence.

Question 42: Mr. Maina owns 2,800 cows and moves with them from one place to another. Last year he was in Singida, last month he was in Dodoma and is currently in Morogoro. Why do Mr. Maina move from one place to the other? Give two reasons.

The question demanded the candidate to give two reasons for a nomadic pastoralism. The performance on this question was good because 884,107 (65.19%) candidates scored 01 and 02 marks and 472,194 (34.81%) candidates scored 0. Figure 2 illustrates the performance of the candidates on question 42.

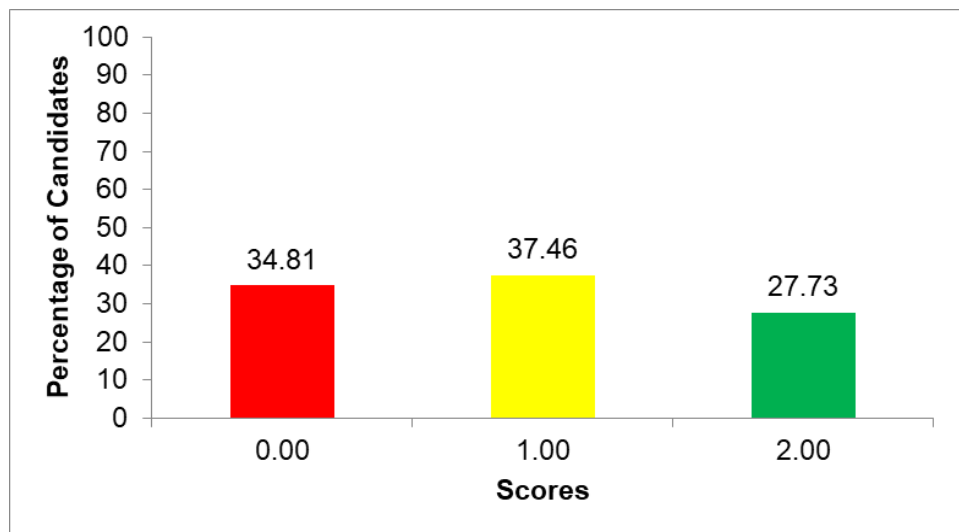


Figure 2: *The Performance of Candidates on Question 42*

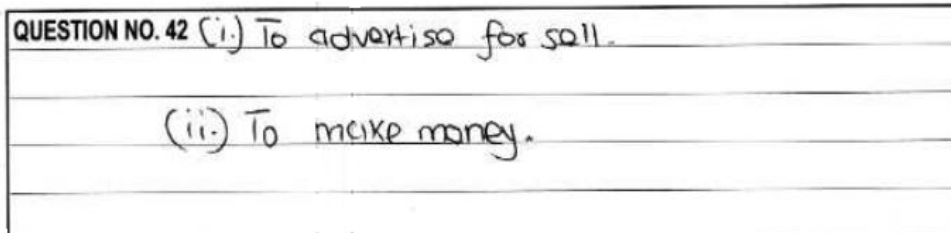
In this question, a total number of 376,074 (27.73%) candidates scored 02 marks by giving two reasons correctly. The reasons they gave include lack of pasture and lack of water. The correctness of the answers shows that the candidates had sufficient understanding about the reasons for nomadic pastoralism which in most cases is caused by climatic change. Extract 2.1 shows a sample of a correct response from the candidate.

QUESTION NO. 42
i) To find pasture for animals
ii) To find water for animals

Extract 2.1: A sample of a correct response to question 42

Likewise, 508,03 (37.46%) candidates scored 01 marks, because they gave a correct and incorrect answer. Their answers confirmed that the candidates had a moderate understanding on the type of livestock keeping in Tanzania. These candidates were supposed to understand that nomadic pastoralism is conducted by people with large number of livestock as they incapable of obtaining pasture and water in a single area. This situation causes livestock to die. For example one candidate wrote to search for pasture and cows market whereby search for cows' market is not correct answer therefore scored 01 mark.

In contrast, 472,194 (34.81%) candidates scored 00 mark. This indicate that, the candidates lacked knowledge about the reasons for nomadic pastoralism. They gave irrelevant answers and some of the candidates related the question to the effects of overgrazing which destroys all the grass and vegetation cover and leaves the bare land, it also makes the land unstable and causes the wind and rain to erode it easily. For example, one candidate wrote that nomadic pastoralism leads into cutting down of trees to make cow sheds, houses and obtain firewood. The other candidates wrote, the old man moves to avoid causing soil erosion. Such responses reveals lack of knowledge of effects of climate change in Tanzania. Extract 2.2 shows a sample of an incorrect response to question 42.



Extract 2.2: A sample of an incorrect response to question 42

In Extract 2.2 the candidate wrote to advertise for sell and to make money, instead of reasons for nomadic pastoralism.

Question 43: Pupils measured the distance in a village map from the water well to the dispensary and got 5 centimetres. Find the actual distance if the map scale is 1:300,000.

The question required the candidate to find the actual distance from the water well to the dispensary, if the distance on the map is 5 centimeters and the scale of the map is 1:300,000. The performance on this question was weak because 1,271,156 (93.72%) candidates scored 0. On the other hand, 12,314 (0.91%) candidates scored 01 mark and 72,831 (5.37%) candidates scored 02 marks. Figure 3 illustrates the performance of the candidates on question 43.

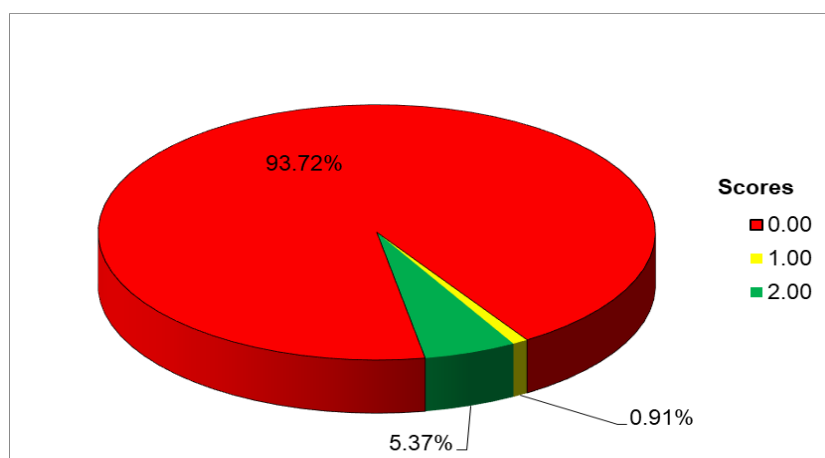


Figure 3: The Performance of Candidates on Question 43

The 1,271,156 (93.72%) candidates who scored 0, could not answer the question correctly because, some of them used the wrong principle to derive the answer due to lack of enough knowledge about the principles used to find the actual distance on the ground using the scale given in the map. For example, one candidate wrote $300,000 \times 5 = 1,500,000$. In this question majority of the candidates lacked competence of associating units of measurements as they failed to change centimeter to kilometers. Extract 3.1 shows a sample of an incorrect response from one of the candidates in this category.

QUESTION NO. 43
1: 300,000

Extract 3.1: A sample of an incorrect response to question 43

In Extract 3.2 the candidate copied from the question the map scale given (1:300,000) instead of calculating the actual distance from water well to the dispensary.

Moreover, 72,831 (5.37%) candidates who scored 02 marks, had adequate knowledge about the principle of finding the actual distance when given the map scale. These candidates were competent on the units of measurements hence, were able to convert centimeter to kilometer and obtained 15 km. others followed the following steps;

$$\begin{array}{l} 1 \text{ cm} = 3 \text{ km} \\ 5 \text{ cm} = M \end{array}$$

$$\frac{1 \text{ cm} \times M}{1 \text{ cm}} = \frac{5 \text{ cm} \times 3 \text{ km}}{1 \text{ cm}}$$

$$M = \frac{15 \text{ km}}{1}$$

$$M = 15 \text{ km}$$

Extract 3.2: shows a sample of a correct response from one of the candidates.

QUESTION NO. 43	
Map distance = 5cm	
Ground/Actual = x	
Map Scale = 1:300000	$x = 15km$

Extract 3.2: A sample of a correct response to question 43

Question 44: Transportation is one of the important economic activities for the development of the nation. Which two basic requirements are needed for transportation to be efficient?

In this question, the candidate was required to name two basic requirements that are needed for transportation to be efficient. The performance of candidates on this question was good as 961,233 (70.87%) candidates scored 01 and 02 marks. On the other hand, 395,068 (29.13%) candidates scored 0. Figure 4 illustrates the performance of the candidates on question 44.

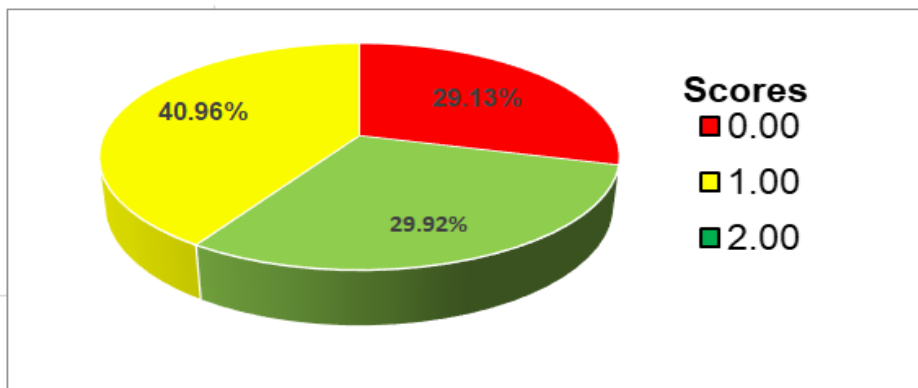


Figure 4: The Performance of Candidates on Question 44

A total of 405,757 (29.92%) candidates scored 02 marks because they mentioned correctly two basic requirements that are needed for transportation to be efficient. Those candidates mentioned answers such as; presence of people, presence of goods, capital and infrastructures. The correctness of the answers shows that the

candidates had sufficient knowledge about the concept of transportation especially basic requirements that are needed for transportation to be efficient. Extract 4.1 shows a sample of answers from one of the candidates with sufficient knowledge.

QUESTION NO. 44
- Goods and Services
- Human beings

Extract 4.1: A sample of a correct response to question 44

On the other hand, 555,476 (40.96%) candidates scored 01 mark in this question as they gave one correct and one incorrect response. Those answers showed that the candidates had average knowledge about the concept of transportation, especially the factors that make transportation to be efficient. For example one candidate wrote commodities and land transport. The candidate was wrong on the second point as it was about the types of the means of transportation.

In contrast, 395,068 (29.13%) candidates scored 0 marks because they did not have enough understanding about the concept of transportation, especially the factors that make transportation to be efficient. Some candidates mentioned means of transport. For example, one candidate wrote a boat and a plane. This candidate failed to identify that a boat is a vessel used to travel on water and a plane is a means of air transport. Other candidates wrote factors such as the presence of good weather. For example, one candidate wrote about the absence of much rain. The candidate related the effects of rain on infrastructures such as roads, railways and airports. Extract 4.1 shows a sample of an incorrect response from the candidate with lack of knowledge.

QUESTION NO. 44
<u>a) Road</u>
<u>b) Water</u>

Extract 4.2: A sample of an incorrect response to question 44

In Extract 4.2 the candidate wrote means of transportation which are water, road (land) and air instead of basic requirements for efficient transportation.

Question 45: (a) Which instrument is used to measure sunshine?
 (b) Mention the unit of measurement for sunshine.

The question had two parts (a) and (b). In part (a), a candidate was required to identify instrument used to measure sunshine and part (b), required the candidate to name the unit of measurement for sunshine. The general performance was weak because 881,864 (65.02%) candidates scored 0, 371,828 (27.41%) scored 01 mark and 102,609 (7.57%) candidates scored 02 marks. Figure 5 illustrates the performance of the candidates on question 45.

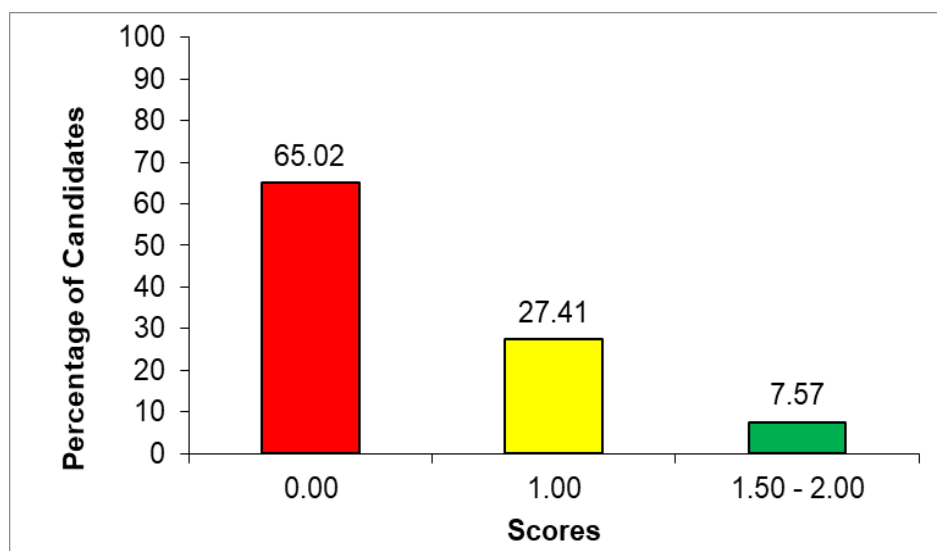


Figure 5: The Performance of Candidates on Question 45

The 881,864 (65.02%) candidates who scored 0 in this question gave incorrect answers due to lack of enough knowledge about the relevant topic. Many candidates confused the equipment and measurement units of the weather elements. For example, one candidate wrote percentage in parts (a) and (b). This candidate failed to identify that this is a measurement unit that presents or records humidity. Another candidate in item (a) wrote hygrometer and (b) sunshine recorder. The candidate failed to identify that a hygrometer is used to measure humidity and sunshine recorder is used to measure sunshine and not the measurement units of sunshine. However, another candidate in part (a) wrote Mercury and (b) millimeter, this candidate failed to identify that mercury is a substance used in the thermometer and millimeter is a unit of measurement to present or record the amount of rain. Extract 5.1 shows a sample of an incorrect response to question 45.

QUESTION NO. 45
Oktas
Sun shine recorder

Extract 5.1: A sample of an incorrect response to question 45

In Extract 5.1, the candidate wrote Oktas in part (a), instead of Sunshine recorder/Campbell stoke and (b) sunshine recorder, instead of Hour. The candidate failed to realize that, Oktas is used to measure clouds while sunshine recorder is not the unit of measurement for sunshine but is an instrument to measure sunshine.

On the other hand 371,828 (27.41%) candidates scored 01 mark. These candidates gave correct and incorrect answers. The candidates had an average understanding of the weather

especially the elements of the weather, how they are measured and their measurements units. Some candidates gave a correct answer in part (a) and an incorrect answer in (b). For example, one candidate wrote millibars in part (b), failed to recognize that this is the measurement units of air pressure.

Moreover, 102,609 (7.57%) candidates scored 02 marks. Those candidates gave correct answers in all parts. In part (a) they wrote Sunshine recorder/Campbell stoke and in part (b) they wrote Hour. The correctness of the answers proved that the candidates had adequate knowledge about the weather especially elements of weather, how they are measured and the respective units of measurement. Extract 5.2 shows a sample of the candidate's responses who answered the question correctly.

QUESTION NO. 45
a) Sunshine recorder.
b) Hours.

Extract 5.2: A sample a correct response to question 45

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH COMPETENCY

The Social Studies and Vocational Skills subject was examined in eight (08) competences. Those competences were; *Applying economic principles in income generating activities, Applying the knowledge of maps and the astronomy to daily life, identifying different events occurring in his or her environment, Identifying the principles of patriotism into the society, Mastering cooking a variety of foods, creating works of art, applying good grooming practices and Applying entrepreneurial skills.*

The performance of candidates was at different level in each competence. The good performance was in the competence of Mastering cooking a variety of foods (86.05%). Four (04) competences had average performance which are identifying the principles of patriotism into the society (47.97%), identifying different events occurring in his or her environment (53.73%), creating works of art (47.09%) and applying good grooming practices (56.66%). However, the three (03) competences had weak performance; Applying economic principles in income generating activities (39.10%), Applying the knowledge of maps and the astronomy to daily life (31.42%) and Applying entrepreneurial skills (26.84%).

4.0 CONCLUSION

The analysis of candidates' responses in Social Studies and Vocational Skills examination 2023 showed that, 1,049,779 (77.40%) candidates scored between A, B and C grades which depict a good performance. The good performance was influenced by the candidate's competence in the examined concepts. However, 306,445 (22.60%) candidates who failed the examination lacked the mentioned competence. Among the assessed competence, the performance was good in one competence, average in four competence and weak in three competences. These findings imply that more effort is required so that the performance improves. It is hoped that this report will help concerned authorities to take appropriate measures.

5.0 RECOMMENDATIONS

To improve the performance of candidates in the tested competences, the following are recommended:

- (a) Teachers should conduct study tour to students to enable them to learn in real life situation on equipment used to measure weather condition and the way they are used. To visit historical sites and areas where cash crops are cultivated in the country. This will improve the performance in the

competency of identifying different events that occurs in his/her environment and applying economic principles for income generating activities.

- (b) Teachers should use project as a teaching strategy in the competence of creating works of art and applying good grooming practices by performing different activities such as drawing pictures, weaving, sculpturing, sewing, modelling, pottery, and modelling. This will enable students to acquire long term memory in the competency of identifying different events occurring in his or her environment and applying economic principles in income generating activities.
- (c) Use of diagrams, maps and photographs to interpret different phenomenon during teaching and learning process especially on the competency of applying the knowledge of maps and the astronomy to daily life.
- (d) Students should perform different mathematical operations so as to acquire skills of finding time differences between cities, calculate difference in temperatures and adopt skills of changing units of measurement.
- (e) Students should be advised and emphasized to read texts and supplementary books widely and extensively to boost their knowledge and skills that will help them in answering examination questions correctly.

**COMPARISON OF PERFORMANCE IN EACH COMPETENCY
BETWEEN 2022 AND 2023**

No.	Competency	2022 Examination				2023 Examination			
		Performance for each question		Average of performance (%)	Remarks	Performance for each question		Average of performance (%)	Remarks
		Number of question	Performance of candidates (%)			Number of question	Performance of candidates (%)		
1.	Applying economic principles in income generating activities	1	60.2	54.7	Average	1	44.43	39.1	Weak
		2	73.87			2	10.1		
		3	19.2			3	29.79		
		4	81.62			4	44.82		
		5	52.33			5	57.85		
		6	24.59			6	17.98		
		7	58.7			7	36.9		
		8	57.34			8	58.44		
		41	64.47			9	19.9		
						44	70.87		
2.	Applying the knowledge of maps and the astronomy to daily life	24	74.3	53.8	Average	10	38.42	31.42	Weak
		25	47.7			11	23.57		
		26	52			12	22.83		
		27	57.8			13	30.71		
		28	40.5			14	31.25		
		45	50.2			15	65.93		
						16	32.38		
						43	6.28		
3.	Identifying different events occurring in his or her environment	26	50.67	39.42	Weak	17	18.47	53.73	Average
		27	17.48			18	70.94		
		28	57.49			19	64.93		
		29	18.45			20	46.23		
		30	28.85			21	42.26		
		31	23.86			22	64.75		

No.	Competency	2022 Examination				2023 Examination				
		Performance for each question		Average of performance (%)	Remarks	Performance for each question		Average of performance (%)	Remarks	
		Number of question	Performance of candidates (%)			Number of question	Performance of candidates (%)			
		32	42.97			23	62.2			
		33	43.88			24	76.49			
		34	59.09			25	44.6			
		35	28.92			42	65.19			
		43	53.04			45	34.98			
		44	48.34							
4.	Identifying the principles of patriotism into the society	14	27.94	47.49	Average	26	55.4	47.97	Average	
		15	55.09				27			52.21
		16	17				28			74.68
		17	46.58				29			55.32
		18	63.19				30			25.13
		19	62.11				31			44.12
		20	46.49				32			43.61
		21	22.72				33			17.2
		22	68.3				34			46.72
		23	46.48				35			59.1
		24	57.39				41			54.25
		25	71.43							
		45	32.71							
5.	Mastering cooking a variety of foods	38	83.02			83.02	Good			36
6.	Creating works of art	39	74.59	74.59	Good	37	47.09	47.09	Average	

No.	Competency	2022 Examination				2023 Examination			
		Performance for each question		Average of performance (%)	Remarks	Performance for each question		Average of performance (%)	Remarks
		Number of question	Performance of candidates (%)			Number of question	Performance of candidates (%)		
7.	Applying good grooming practices	36	22	19.38	Weak	38	58.15	56.66	Average
						39	55.17		
8.	Applying entrepreneurial skills	40	49.48	49.48	Average	40	26.84	26.84	Weak

