

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**PRIMARY SCHOOL LEAVING EXAMINATION (PSLE)
ITEMS RESPONSE ANALYSIS BOOKLET FOR THE
YEAR 2015**

SOCIAL STUDIES

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PREFACE

This report on the analysis of Candidates' responses of the Primary School Leaving Examination in Social Studies subject 2015 has been prepared for the purpose of giving feedback to students, teachers, policy makers, curriculum developers and other stakeholders. Candidates' response in the examination is one of the indicators of what the candidates were able to learn and what they were not able to learn successfully in the seven-years of Primary Education.

In this report, various factors which led to the candidates' ability or inability to answer the examination questions correctly have been analysed. The analysis indicates that, the candidates who performed highly had enough knowledge which enabled them to identify the demands of the questions or transfer knowledge while the candidates with inadequate knowledge could neither identify the tasks of the questions nor transfer knowledge. Basically, the candidates who scored poorly, majority of them provided incorrect responses while the least either omitted some questions or chose more than one answer contrary to the examination instructions. The analysis of each question has been conducted whereas various weaknesses which candidates showed in answering the questions have been revealed by indicating the number of candidates who selected each of the given options by using bar graphs, pie charts and tables. Nevertheless, a comparison of performance of candidates in 2014 and 2015 in each topic has been made in order to reveal an increase or decrease in performance in a given topic.

The Examinations Council of Tanzania hopes that, this feedback will enable various stakeholders in education to take the necessary measures to improve teaching and learning. It is the expectation of the Council that respective authorities will make sure that the identified shortcomings in this report are addressed in order to improve knowledge and skills of students completing primary education.

Finally, the Council would like to express sincere gratitude to the Examinations Officers and all others who contributed to the preparation of this report. The Council will appreciate comments and recommendations from teachers, students and other educational stakeholders aiming at improving the quality of future reports.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Social Studies Examination Paper in the Primary School Leaving Examination was held on the 10th September, 2015. The total number of candidates who registered for this examination was **808,085** of which, **763,510** sat for the examination. Analysis of candidates' responses to the questions in Social studies subject indicates that **472,939** candidates (**61.94%**) passed the examination.

The Primary School Leaving Examination (PSLE) for the year 2015 for Social Studies subject consisted of 50 questions which were divided into three sections: A: Civics, B: History and C: Geography. Candidates were required to answer all questions in all the three sections. Nevertheless, the candidates were instructed to choose the correct answer and shade the respective letter on the answer sheet provided. The candidates' answers have been analysed by identifying the number of candidates who chose each option and possible reasons for their choices.

This report is divided into three sections. The first section deals with the analysis of Civics Responses. The second section deals with the analysis of History responses and the third section deals with the analysis of Geography responses.

2.0 ANALYSIS OF CANDIDATES' RESPONSES

2.1 Section A Civics

Question 1: The chairman of the ward development meeting is

- A the Ward Councillor
- B the extension Services Officer
- C the Ward Social Welfare Officer
- D the Ward Education Officer
- E the Ward Executive Officer

Table 2.1: Number and percentage of candidates in each option

Option	A*	B	C	D	E	Others
Number of Candidates	445,573	19,795	104,306	33,175	158,390	2,296
Percentage of Candidates	58.36	2.59	13.66	4.34	20.74	0.30

The question tested the candidates' understanding on the Chairperson of the ward development meeting. The question was performed averagely as shown in **Table 2.1** whereby 445,573 (58.36%) candidates managed to choose the correct answer A "the Ward Councillor". The distractor E "the Ward Executive Officer" attracted many candidates (20.74%) possibly because the ward executive officer is the over all in charge of the ward as far as development issues is concerned thus candidates might have thought that Ward Executive Officer is also a chairperson of the ward development meeting.

Other candidates (13.66%) opted for the distractor C "the Ward Social Welfare Officer". Possible the candidates selected this option because the Ward Social Welfare Officer is the head of social

development department and responsible for supervising social development at the ward level hence he /she can also be the chairman of the ward development meeting in the Ward.

Few candidates opted for the other distractors in the most close dispersion as follows: Option D “the Ward Education Officer” 4.34 percent and B “the Extension Services Officer” 2.59 percent. The presence of a significant number of candidates who failed to choose the correct answer shows that candidates were not familiar with the local Government organization structure and the distribution of duties and responsibilities at the Ward level.

Question 2: The District, Town, Municipal and City Councils fall under

- A the Parliament of Tanzania
- B the Local Government
- C the Central Government
- D elected Members of Parliament
- E The ruling party.

Table 2.2: Number and percentage of candidates in each option

Option	A	B*	C	D	E	Others
Number of Candidates	149,411	267,353	252,389	41,253	50,336	2,793
Percentage of Candidates	19.57	35.02	33.06	5.4	6.59	0.37

The question tested the candidates understanding of the topic concerning Local Government. In this question the candidates were required to identify the category under which the District, Town, Municipal and City Councils fall from the given five alternatives. The

performance in this question was weak as only 267,353 of candidates equal to 35.02 percent were able to identify the correct answer B “the Local Government” as shown in **Table 2.2**. The candidates who selected the correct answer were able to understand the structure of Local government. The distractor C “the Central Government” attracted many candidates (33.06 %) though it was not a correct response. Also, option A “the Parliament of Tanzania” attracted 149,411 candidates equal to 19.57 percent. Other distractors were closely dispersed as follows; D “elected Members of Parliament” 5.4 percent and E “The ruling party” 6.59 percent.

The presence of large number of candidates (64.99%) who failed to choose the correct answer is an indication that many candidates lacked knowledge on the structure of Local Government and therefore were unable to differentiate between the structure of Local Government and Central government.

Question 3: The responsibility of making bylaws in a District Council is vested to

- A District Commissioner
- B District legal and Security officer
- C Executive Director of the District council
- D The Full Council
- E Members of the Parliament of the District concerned.

Table 2.3: Number and percentage of candidates in each option

Option	A	B	C	D*	E	Others
Number of Candidates	16,3952	100,892	109,822	283,338	101,341	4,190
Percentage of Candidates	21.47	13.21	14.38	37.11	13.27	0.55

The question was set from the topic Local Government and the candidates were required to identify the authority with the responsibility of making bylaws in a District Council. This was among the poorly performed question as only 283,338 candidates equal to 37.11 percent were able to choose the correct answer D “The Full Council” as shown in **Table 2.3**.

A total of 163,952 Candidates equal to 21.47 percent chose option A “District Commissioner”. This distractor attracted candidates may be because of the presence of a word “district” in the stem of the question hence they associated it directly with the position of the District Commissioner. The candidates who opted for this response were not aware that a District Commissioner is not in the administrative structure of the District Council. Other candidates opted for other distractors in the following distribution: B “District legal and Security officer” (13.21%), C” Executive Director of the District Council” (14.38%) and E “Members of the Parliament of the District concerned” (13.27%).

The presence of a big number of candidates (62.88%) who failed to select the correct response shows that candidates lacked sufficient understanding on the administrative structure and responsibilities of the Full Council in the District Council.

Question 4: Which of the following symbol is found in the Presidents' flag?

- A Hammer.
- B Elephant tusks.
- C The national emblem.
- D The map of Tanzania.
- E The map of Africa.

The question required the candidates to identify a symbol which is found in the Presidents' flag from the five given alternatives. This question was performed well because 73.99 percent of the candidates were able to identify the correct response which is C "The national emblem" This shows that a greater percentage of candidates had a good knowledge of the National Symbols.

Furthermore, 198,613 candidates failed to identify the correct answer by selecting the remained distractors in almost similar pattern which is A "Hammer" (8.98%), B "Elephant tusks." (8.33%), D "The map of Tanzania" (6.02%) and E "The map of Africa" (2.29 %). Those who selected option A could not understand that hammer is not the symbol in the Presidents' flag. Moreover, candidates who selected B had no idea that elephant tusks are one of the symbols which is inscribed in the National Emblem.

Moreover candidates who opted for D were not aware that there is no map shown in the Presidents' flag while candidates who selected E "the map of Africa" were not aware that the map of Africa had no relation with the Presidents flag. Generally, failure of candidates to identify the correct answer is an indication that they had insufficient understanding on the topic of the National Symbols and in particular the President's flag.

Figure 2.1 The Percentage of Candidates' Responses in Each Option

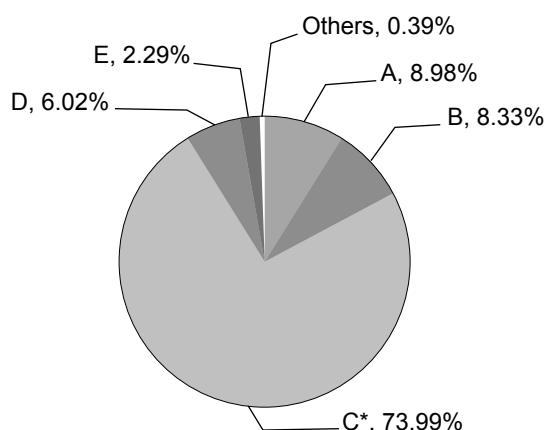


Figure 2.1: As shown in the figure the performance of candidates in this question was good as 73.99% of candidates selected a correct response.

Question 5 The symbol which represents natural resources in the National emblem is

- A the Kilimanjaro mountain B the spear C clove
D elephant tusk E the sea waves.

Table 2.4: Number and percentage of candidates in each option

Option	A	B	C	D*	E	Others
No. of candidates	141,366	68,191	81,996	411,032	57069	3,881
Percentage of Candidates	18.51	8.93	10.74	53.83	7.47	0.50

The question aimed at testing the candidates' knowledge on the symbol which represents natural resources in the National emblem. The candidates were expected to have enough knowledge since the National emblem is found in many places such as the government documents, government offices, national currency and the Presidential flag. The national currency and many government documents can easily be found in school environment or at home.

The National emblem symbolizes sovereignty, unity, freedom and state power. However, as shown in **Table 2.4**, about 411,032 candidates equal to 53.83 percent were able to choose a correct response D 'elephant tusks'.

A total of 348,622 candidates (45.65%) responded contrary to the question demands by choosing distractors in the following dispersion. Option A 'the Kilimanjaro mountain' 18.51 percent, B 'the spear' 8.93 percent, C 'clove' 10.74 percent and E 'the sea waves' 7.47 percent. The spear, clove, the Kilimanjaro mountain and the sea waves are symbols in the National emblem but do not represent natural resources of the nation. The Kilimanjaro mountain represents the highest mountain in Africa, the spear symbolizes defensive and protective weapons against enemies, clove symbolize cash crops cultivated in Tanzania and sea waves represents the Indian ocean, rivers and lakes found in Tanzania. Therefore, candidates lacked knowledge pertaining to the national emblem and the representation of each symbol in the national emblem.

Question 6: It is important for eligible voters to take part in the election of the President and Members of Parliament because

- A it is a peaceful way of changing State leadership
- B it is the only way to strengthen globalization
- C it is the principle of strengthening solidarity
- D it is the principle of multiparty system
- E it is the only way to effect constitutional changes.

Table 2.5: Number and percentage of candidates in each option.

Option	A*	B	C	D	E	Others
No. of candidates	365,338	44,885	55,933	84,965	101,341	4,302
Percentage of Candidates	47.85	5.88	7.33	11.13	27.26	0.57

The question tested the candidates' understanding of the importance for eligible voters to take part in the election of the President and Members of Parliament. The performance of the candidates in this question was average as shown in **Table 2.5** whereby a total of 365,338 candidates (47.85%) opted for A 'it is a peaceful way of changing state leadership'. The candidates who chose this option had knowledge on the specific objectives of the democratic process in electing the President and Members of Parliament of the United Republic of Tanzania.

The candidates who failed to choose a correct response had the following dispersion of responses. A total of 208,112 (27.26%) candidates opted for E 'it is the only way to effect constitutional changes'. It is likely that these candidates were attracted to this response because of the recent debate on the constitutional changes in the Constituent Assembly. The special Constituent Assembly also comprised of all Members of the Parliament of the United Republic of Tanzania. Therefore the candidates related the concept of citizens' election of Members of parliament and the debate on constitutional changes which was not a correct response. A total of 55,933 (7.33%) opted for C 'it is the principle of strengthening solidarity'. The candidates who chose this response lacked good knowledge on the question demands.

A total 84,965 (11.13%) opted for D 'it is the principle of multiparty democracy'. It is true that Tanzania is adhering to a system of many political parties which allows the competition of candidates for the position of the President, Members of Parliament and Councilors from various political parties to take part in the election with the intention seeking the consent of the citizens to form and lead the government. The candidates who chose this response failed to understand that the question was about the reason for the voters to take part in the election of the President and Members of the Parliament and did not aim at delineating the system of democracy which is in place. A total of 44,885 candidates (5.88%) opted for B 'it is the only way to strengthen globalization' which was also not a correct response since there is no relationship between citizens' participation in the election of the President and members of the parliament with the issue of globalization. These candidates demonstrated inadequate knowledge of the topic on Democratic Competition in Politics.

Question 7: Observing the law, human rights, truth and transparency, and freedom of the mass media are principles of

- A Bureaucracy
- B rule of law
- C African socialism
- D representative democracy
- E good governance.

Table 2.6: Number and percentage of candidates in each option.

Option	A	B	C	D	E*	Others
No. of candidates	31,950	92,281	42,080	144,838	448,334	4,052
Percentage of Candidates	4.18	12.09	5.51	18.97	58.72	0.53

The question was set from the topic Principles of Democracy and aimed at testing the candidates understanding of the principles of good governance which include observing the law, human rights, truth and transparency and freedom of the mass media. As shown in **Table 2.6**, the candidates performance in this question was average since 448,334 (58.72%) candidates were able to choose a correct response E 'good governance'. These candidates demonstrated knowledge on the principles of good governance hence they were not attracted by other distractors. A total of 144,838 (18.97%) candidates opted for D 'representative democracy' which was not a correct response. Such candidates were probably attracted to this distractor because of the presence of the word 'democracy' which is familiar to most of the candidates hence it was a plausible distractor to the candidates.

A total of 92, 281 candidates (12.09%) opted for distractor B 'rule of law'. These candidates probably opted for this distractor because of the presence of the word 'law' in the stem of the question and hence associated the word with the concept of rule of law which is a legal principle which state that all people and institutions should be subjected to the same law and accountable to the law that is fairly applied and enforced.

A total of 42,080 candidates (5.51%) chose C 'African socialism' while other candidates 31,950 (4.18%) selected A 'bureaucracy' which were incorrect responses. The candidates who fall under this category demonstrated lack of understanding of the sub topic good governance.

Question 8: Which among the following represents the groups which deal with women rights in Tanzania?

- A UWT, TAWLA and TAMWA.
- B TAMWA, TGNP and TAWLA.
- C MEWATA, TGNP and TAWLA.
- D UWT, TGNP and TAMWA.
- E MEWATA, TGNP and UWT.

Question 8 aimed at testing candidates understanding of the groups which deal with women rights in Tanzania. The performance of candidates in this question was weak because only 208,289 candidates which is equal to 27.28 percent were able to choose the correct answer B “TAMWA, TGNP and TAWLA” as shown in **Figure 2.2**. These candidates had a good understanding of the groups which deals with women rights in Tanzania. Distractor A “UWT, TAWLA and TAMWA” attracted many candidates (43.36%). The candidates who opted for this distractor might have been attracted by the acronym “UWT” which is the short form of “Umoja wa Wanawake Tanzania.” Basically “UWT” is the Association of Women within Chama cha Mapinduzi (CCM) only.

Other distractors had the following pattern: C “MEWATA, TGNP and TAWLA” 13.82 percent, D “UWT, TGNP and TAMWA” 8.44 percent and E “MEWATA, TGNP and UWT” 6.41 percent. The presence of the majority of the candidates (72.03%) who failed to identify the correct answer indicates that many candidates lack enough knowledge on the groups which deals with women rights. Apart from being in the syllabus, textbooks, and different journals and magazines, sensitization about women’s rights has been provided

by these institutions in different ways such as the mass media and public rallies.

Figure 2.2 The Percentage of Candidates' Responses in Each Option.

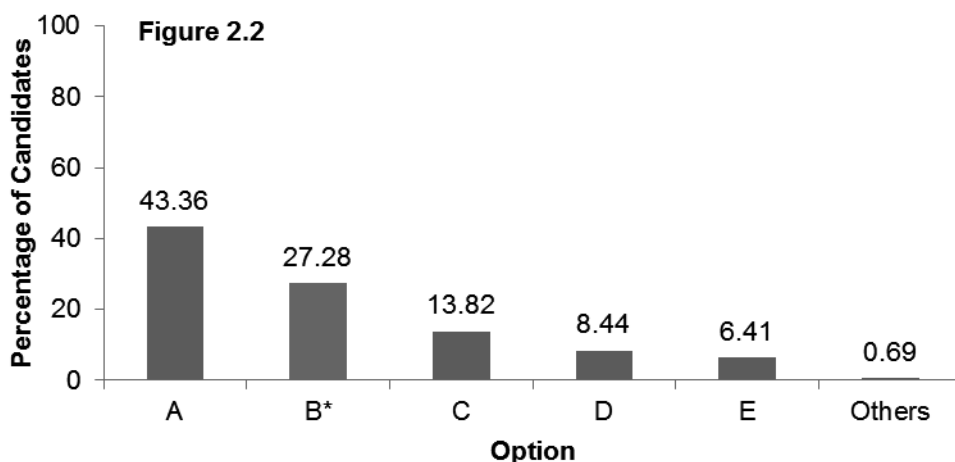


Figure 2.2: *The performance of candidates was weak as only 27.28 percent were able to select the correct response.*

Question 9: The responsibility of protecting citizens and their property in Tanzania is within the hands of

- A The Tanzania Peoples Defense Force
- B The Tanzania Intelligence and Security Services
- C Tanzania Prison services
- D The peoples Militia Services
- E The Police Force.

Table 2.7: Number and Percentage of Candidates in each Response

Option	A	B	C	D	E*	Others
Number of Candidates	256,723	72,813	29,699	35,693	364,271	4,336
Percentage of Candidates	33.62	9.54	3.89	4.67	47.71	0.57

The question was set from the topic of Defence and National Security. The question tested candidates' ability to identify the force which was responsible in protecting the citizen and their property.

The question was performed averagely as 364,271 (47.71%) candidates were able to identify the correct answer E "The Police Force" as shown in **Table 2.7**. The candidates who were able to choose this answer had a clear understanding about the force which has a primary responsibility of protecting the citizen and their property.

A total of 399,264 candidates (52.29%) failed to identify the correct answer in the following dispersion: 256,723 candidates which is equal to 33.62 percent chose A "The Tanzania Peoples Defense Force", 72,813 (9.54%) candidates opted B "Tanzania Intelligence and Security Services", 29,699 candidates (3.89%) chose C "The Tanzania Prison services" and 35,693 candidates (4.67%) selected D "Peoples Militia Services". The candidates who selected these distractors were not aware although there are many forces, every force has its basic function; and, the responsibility of protecting citizens and their properties is within the hands of the Police Force.

Question 10: The Tanzania Peoples Defense Force (TPDF) was established in

- A 1961
- B 1962
- C 1964
- D 1963
- E 1965.

Table 2.8: Number and Percentage of Candidates in each Response

Option	A	B	C*	D	E	Others
Number of Candidates	111,365	110,725	322,851	95,824	117,191	5,579
Percentage of Candidates	14.59	14.5	42.28	12.55	15.35	0.73

The question aimed at measuring candidates' ability to identify the year in which Tanzania Peoples Defense Force (TPDF) was established. As shown in **Table 2.8**, a total of 322,851 candidates which is equal to 42.28 percent were able to select the correct answer which is C "1964." This means that, those candidates had a clear understanding on the establishment of the TPDF.

The candidate who opted for the letter E, "1965" were 117,191. This was not a correct answer. These candidates might have been attracted by this option due to the fact that the years which were in other options had significant event in the history of the country hence they thought that the year 1965 might be the correct answer among the listed years. The candidates who opted for A "1961" were 111,365 (14.59%). This was not a correct answer because it was the year in which Tanganyika achieved her independence from the colonialists. A total of 110,725 candidates (14.5%) probably opted for the letter B "1962." Because that was the year in which Tanganyika was declared a republic. Therefore these candidates might have thought that the country established its Defence Force immediately after it was declared a republic. Option D "1963" which was not the correct answer attracted 95,824 candidates (12.55%). These candidates failed to understand that the year 1963 is when the National Service Force was established and not TPDF.

Question 11: It is important for Tanzania to promote Kiswahili Language because

- A It is spoken by many people in East Africa
- B It is a language of communication in the United Nations
- C It is a medium of instructions in schools
- D It unifies Tanzanians
- E It is a language of communication of the parliament in Tanzania.

Table 2.9: Number and Percentage of Candidates in each Response.

Option	A	B	C	D*	E	Others
Number of Candidates	191,540	74,322	55,257	404,491	33,988	3,937
Percentage of Candidates	25.09	9.73	7.24	52.98	4.45	0.52

The question required the candidates to identify the rationale of promoting Kiswahili Language in Tanzania from among the given alternatives. The candidates performed averagely as 404,491 candidates (52.98%) were able to identify the correct answer D “It unifies Tanzanians”. The candidates who opted for this answer showed the understanding of the importance of promoting Kiswahili Language hence they were not attracted by other options which had some deficiencies.

As shown in **Table 2.9**, other candidates opted for other options which were not correct are as follows: A “It is spoken by many people in East Africa” was opted by 191,540 candidates (25.09%). The candidates who opted for this distractor failed to understand that Kiswahili Language being spoken by many people in East Africa is

not the main reason for Tanzania to promote Kiswahili. A total of 74,322 candidates (9.73%) opted B “it is a language of communication in the United Nations” which was not the correct answer. Option C “It is a medium of instructions in schools” attracted 55,257 candidates (7.24%). Probably these candidates might have been attracted by this option since Kiswahili is the language of instruction in most primary schools from grade I up to grade VII but they failed to understand that it is not the only language of instruction since English is also used as a medium of instruction to all secondary schools and some of the primary schools hence the candidates were attracted by this option. Option E “It is a language of communication of the parliament in Tanzania” attracted 33,988 candidates (4.45%) who probably thought that so long as Kiswahili is officially used in the Parliament, there is a need of promoting it.

Question 12: There are three types of Economic planning which are

- A ten, fifteen and twenty five years plan
- B National, Regional and District
- C Agriculture, business and industrial plan
- D long, short and emergence plans
- E short, medium and long term plans.

The question aimed at assessing candidates’ understanding on the three types of Economic planning. The performance in this question was weak as only very few candidates 114,347 (14.98%) were able to identify the correct answer E “short, medium and long term plans” as shown in **Figure 2.3**. The candidates who selected this response demonstrated a good understanding of the sub topic policy and

economic policies and plans hence; they were not attracted by other distractors.

Other candidates selected incorrect options as follows: Option C “Agriculture, business and industrial plan” attracted 379,286 candidates which is equal to 49.67% percent. The candidates who selected this distractor were not aware that agriculture, business and industries are not among economic plans rather they are income generating activities. Option B “National, Regional and District” attracted 147,169 candidates (19.27%). Such candidates misconceived the fact that National, Regional and District are implementations platforms of the economic planning and not the types of economic planning. Moreover, 70,739 candidates (9.26%) selected D “long, short and emergence plans”. These candidates failed to understand the fact that “emergence” is not included in the economic planning. Either, these candidates were probably attracted by the presence of “long” and “short” term plans in this option but they failed to understand that the presence of “emergence” plan made option D to be incorrect response. Other candidates 47,588 (6.23%) opted for A “ten, fifteen and twenty five years plan”. This was not the correct response as economic planning is not categorized in such way.

Figure 2.3 The Percentage of Candidates' Responses in Each Option

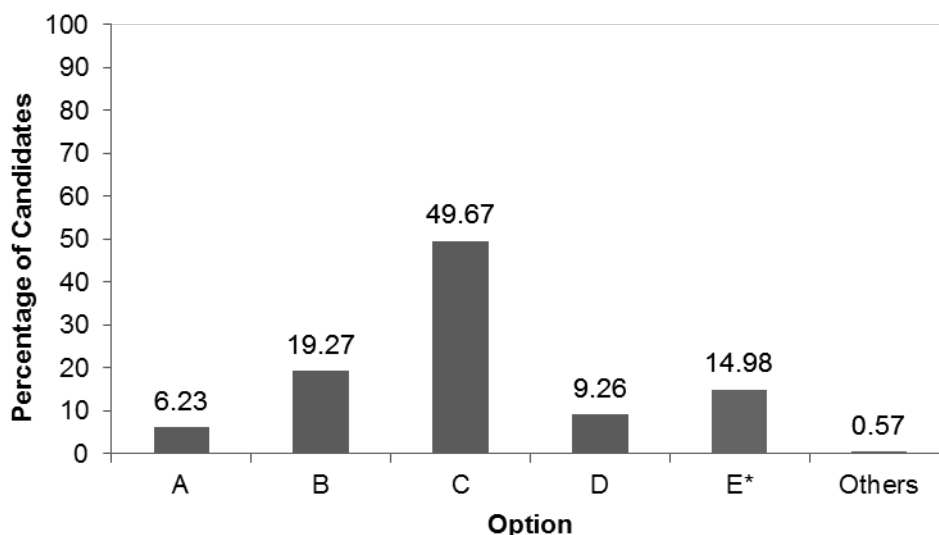


Figure 2.3: *The performance of candidates was weak as only 14.98 percent of candidates were able to select the correct response.*

Question 13: One of the negative effects of globalization to Tanzania is

- A an increase of foreigners in the country
- B erosion of moral values in the society
- C Increased enmity among political parties
- D Increased freedom of the mass media
- E Increased application of information technology.

The question assessed the candidates' ability to identify the negative effects of globalization to Tanzania. This was among the well performed questions since majority of candidates 491,521 (4.37%) were able to identify the negative effects of globalization to Tanzania by opting the correct response B "erosion of moral values in the society" as shown in **Figure 2.4**. The presence of many candidates

who were able to identify the correct response indicates that candidates had a good understanding of the negative effects of globalization to Tanzania.

The option A “an increase of foreigners in the country” attracted 86,283 candidates which is equal to 11.3 percent. Apart from the fact that globalization leads to an increase of interaction of people from one place to another; candidates did not understand that the increase of foreigners alone cannot stand as a negative impact to Tanzania, something which disqualifies this option.

Option C “Increased enmity among political parties” was selected by 89,576 candidates (11.73%). The candidates who selected this option failed to comprehend the fact that there is no enmity among political parties rather; there is a competition on policies to secure the mandate of citizens to form the government hence this was not the correct answer. Moreover, 54,134 candidates (7.09%) opted for E “Increased application of information technology” while 37,717 candidates (4.94%) opted D “Increased freedom of the mass media”. The candidates who selected these options were not careful in analysing the given responses to identify the response which entails the whole concept of negative impacts of globalization to Tanzania.

Figure 2.4 The Percentage of Candidates' Responses in Each Option

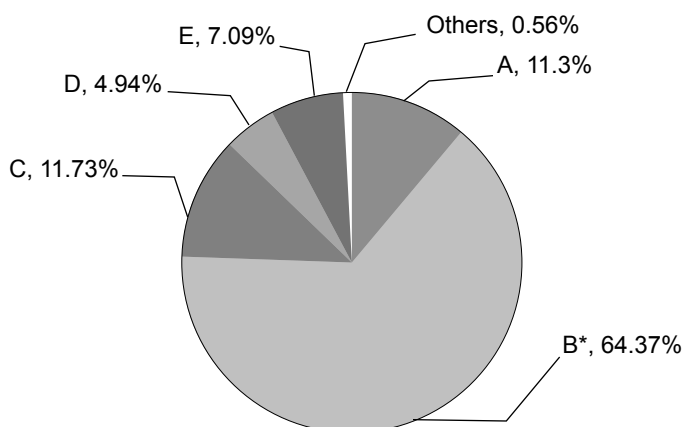


Figure 2.4: The performance of candidates was good as 64.37 percent of candidates were able to select the correct response.

Question 14: Rule of law means that the

- A citizens take the law into their own hands
- B police punish the law breakers
- C law takes its course
- D judiciary arrest law breakers
- E powers of the Judiciary to make law.

Table 2.10: Number and Percentage of Candidates in each Response.

Option	A	B	C*	D	E	Others
Number of Candidates	104,210	73,272	401,822	91,838	87,305	5,088
Percentage of Candidates	13.65	9.6	52.63	12.03	11.43	0.67

This question was set from the topic Principles of Democracy. It was aimed at assessing the candidates' understanding on the meaning of the rule of law.

The performance of candidates in this question was average as 401,822 candidates (52.63%) were able to identify the correct response C “law takes its course”. The candidates who selected this option demonstrated a good understanding of the meaning of the rule of law.

A total of 356,625 candidates which is equal to 46.71 percent selected the wrong answers in almost similar pattern (from 9.6 percent to 13.65 percent) as follow: 104,210 candidates (13.65%) opted for A “citizens take the law into their own hands”. Such candidates were not aware that taking the law into own hands is strictly prohibited under the rule of law. Option D “judiciary arrest law breakers” was selected by 91,838 candidates (12.03%). These candidates were not aware that it is not the duty of the court to arrest the law breakers rather to administer the law by judging those who are found guilty according to the law. The candidates who selected option E “powers of the Judiciary to make law” were 87,305 (11.43%). These candidates failed to understand that it is not the duty of the judiciary to make the laws. According to the constitution the parliament is the organ charged with the law making function. The candidates might have been attracted by the word “law” in the stem of the question and the word “Judiciary” in this option hence they thought that they relate with the rule of law.

Other candidates 73,272 (9.6%) opted B “police punish the law breakers” which was not the correct answer. These candidates lacked a clear understanding of the duty of the police force which is not to punish the law breakers rather to arrest and take the suspects to court. According to the law, the court is the organ charged with

this function. Generally these candidates lacked the clear understanding of the concept of rule of law hence they were attracted with wrong options.

2.2 Section B: History

Question 15: A family comprises

- A friends, children and relatives
- B father, mother and children
- C neighbours, relatives and children
- D neighbours, children and friends
- E father, mother and neighbours.

The question required the candidates to determine the people who comprise a family. This was among the questions with good performance since majority of the candidates (90.59%) managed to choose a correct answer B “Father, Mother and children” as shown in **Figure 2.2.1**. These candidates had enough knowledge on the topic “Our Family” probably due to the fact that they were able to transfer knowledge from their own families. However, 7.06 percent of the candidates who chose A “friends, children and relatives” C “neighbours, relatives and children”, D “neighbours, children and friends” and E “father, mother and neighbours” failed to understand that friends and relatives are not part of the family.

Figure 2.2.1: Percentage of Candidates' Responses in each Option.

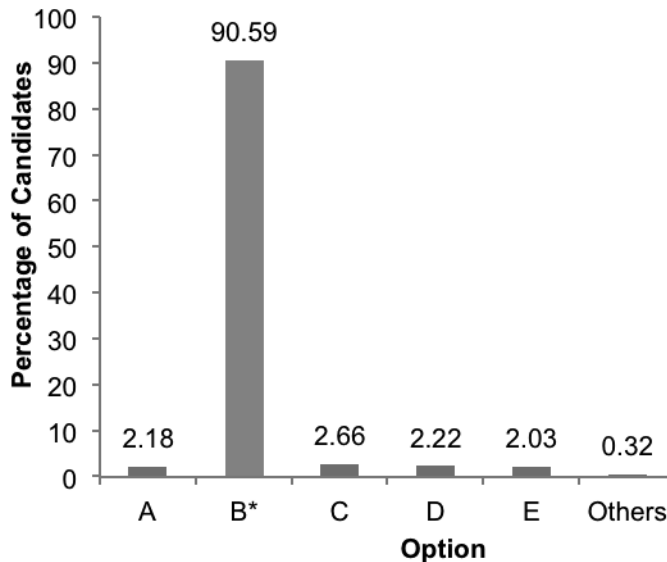


Figure 2.2.1 shows that many candidates were able to choose the correct answer.

Question 16: The basic needs of a family include

- A food, shelter and cars
- B food, clothing and television
- C clothing, shelter and food
- D food, shelter and television
- E clothes, food and cars.

This question measured the ability of the candidates to identify the basic needs of the family. As shown in **Figure 2.2.2**, majority of the candidates (86.24) chose the correct answer C “clothing, shelter and food. These candidates understood that in order to survive, a family needs food, shelter and clothes. However, 13.44 percent of the candidates who chose A “food, shelter and cars”, B “food, clothing and television”, D “food, shelter and television” and E “clothing, food and cars” failed to understand that cars and television are not basic

needs in the family. The choice of these distracters were probably caused by the current mode of life in most of the well-off families whereby cars and televisions are considered as the basic needs hence such candidates failed to differentiate between basic needs and other needs.

Figure 2.2.2: Percentage of Candidates' Responses in each Option

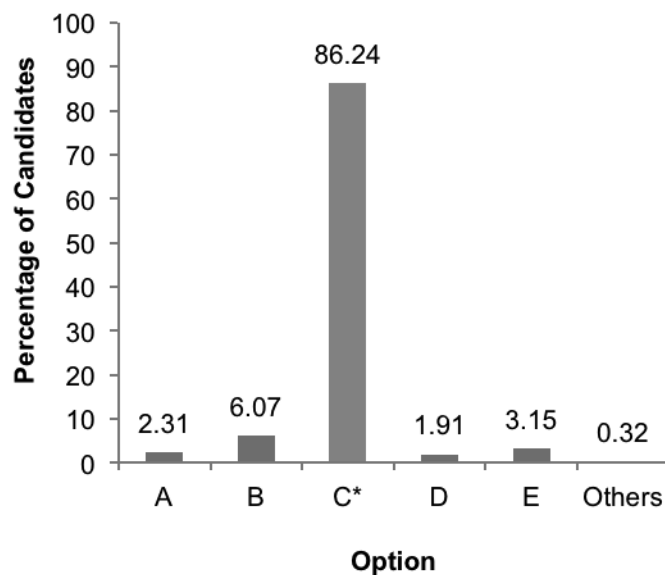


Figure 2.2.2 shows that many candidates were able to choose the correct answer.

Question 17: The early man domesticated crops and animals during the

- A Middle Stone Age
- B New Stone Age
- C Early Stone Age
- D Iron Age
- E Bronze Age.

This question required the candidates to identify the age in which man domesticated crops and animals. The correct answer B “New Stone Age” was chosen by 44.1 percent of the candidates (as shown in **Figure: 2.2.3**) who had enough knowledge on the stages of development reached by man in every Age. However, 27.57 percent of the candidates who chose A “Middle Stone Age” and 8.79 percent of the candidates who chose C “Early Stone Age” failed to understand that the most notable development reached by man in these two epochs were the discovery of fire and the manufacturing of various stone tools which were less superior than those of the New Stone Age. However, 15.84 percent of the candidates who chose D “Iron Age” were attracted to this distracter probably due to the role of iron in enabling man to control his environment. These candidates were supposed to understand that man domesticated crops and animals in the New Stone Age after adopting permanent settlement. Moreover, 3.19 percent of the candidates who chose E “Bronze Age” had inadequate knowledge on man’s economic, social and technological development.

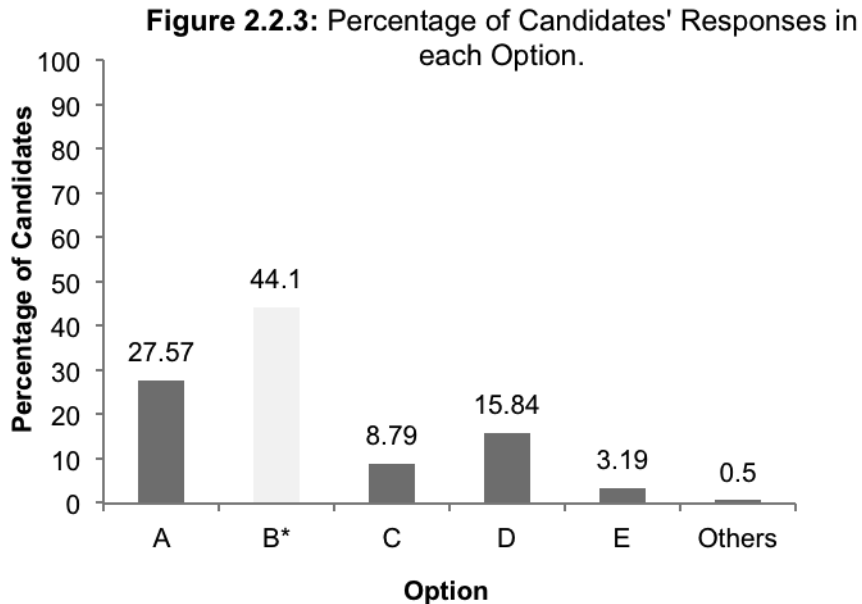


Figure 2.2.3: *shows that this question had an average performance.*

- Question 18:** The cave paintings at Kondoa Irangi are believed to be drawn during the
- A Old Stone Age
 - B Middle Stone Age
 - C New Stone Age
 - D Iron Age
 - E Discovery of fire.

This question measured the ability of the candidates to determine the period in which the cave paintings at Kondoa Irangi are believed to be drawn. **Figure 2.2.4**, shows that the correct answer C “New Stone Age” was chosen by few candidates (21.68%) who had knowledge on the stages of development reached by man in different epochs. Many candidates (66.83%) chose distracters A, B and D because they failed to determine man’s development in various ages. However, 10.95 percent of the candidates who chose E “discovery of fire” had inadequate knowledge on “Ages” since discovery of fire was not the “Age” but rather it was an historical

event which occurred on the Middle Stone Age. This signifies that such candidates failed to differentiate between “Age” and “events”

Figure 2.2.4: Percentage of Candidates' Responses in each Option

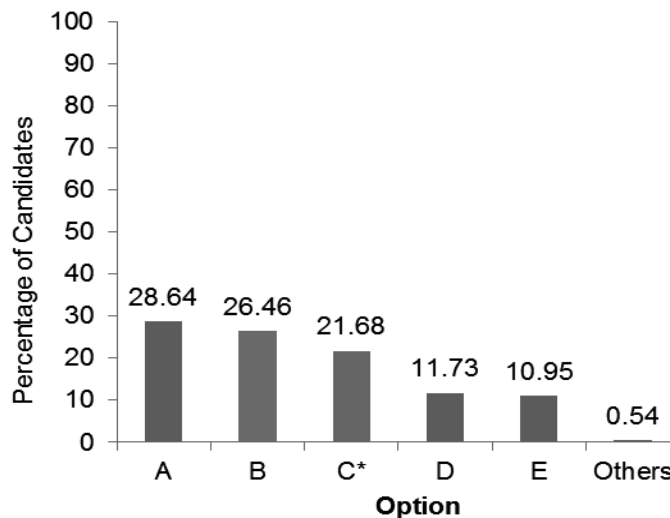


Figure 2.2.4 shows that only few candidates were able to choose the correct answer.

Question 19: The treaty which closed the Zanzibar slave market was signed in

- A 1822
- B 1845
- C 1885
- D 1884
- E 1873.

Table 2.2.1: Number and Percentage of Candidates' Responses in each Option

Option	A	B	C	D	E*	Others
Number of candidates	82,387	103,651	120,362	96,922	355,740	4,473
Percentage of candidates	10.79	13.58	15.76	12.69	46.6	0.59

The question required the candidates to identify the year in which the treaty which closed the Zanzibar Slave Market was signed. Nearly half of the candidates chose the correct answer E “1873” as shown in **Table 2.2.1**. These candidates had enough knowledge on various treaties which aimed at abolishing slave trade hence it was easy for them to determine the treaty which led to the closure of the slave market. However, candidates who chose distracters A “1822” (10.79%) and B “1845” (13.58%) had knowledge on the treaties which were signed to abolish slave trade but they failed to identify the year in which the treaty which led to the closure of the Zanzibar slave market was signed. These candidates failed to understand that the treaty which was signed in 1822 (Moresby treaty) aimed at forbidding Sultan Seyyid Said to export slaves outside his dominion while the 1845 treaty (Hamerton treaty) forbade Sultan Sayyid Said to export slaves out of East Africa. Candidates who chose distracter C “1885” (15.76%) and D “1884” (12.69%) failed to differentiate between slave trade and colonial invasion in Africa. These candidates failed to identify that such years were concerned with the conference which divided Africa among imperialist powers. Such candidates were probably attracted by these distracters due to the popularity of the 1884-1885 Berlin Conference. However, total of 4,473 candidates (0.59%) either omitted the question or provided multiple answers.

- Question 20:** One of the advantages of commercial contacts between Tanganyika and the foreigners was the
- A growth of the East Africa coastal city states such as Kilwa and Lagos
 - B expansion of the East Africa states like Buganda and Songhai
 - C availability of goods which were not domestically produced
 - D importation of weapons in Tanganyika
 - E abolition of slave trade.

Table 2.2.2: Number and Percentage of Candidates' Responses in each Option

Option	A	B	C*	D	E	Others
Number of candidates	146,801	99,103	347,117	39,260	125,785	5,469
Percentage of candidates	19.23	12.98	45.46	5.14	16.5	0.71

The question required the candidates to identify one of the advantages of commercial contact between Tanganyika and the foreigners. As shown in **Table 2.2.2**, nearly half of the candidates (45.46%) chose the correct answer C “availability of goods which were not domestically produced.” Such candidates were aware of the main reason which made Tanganyika to involve herself in trading activities was to acquire goods which were not found in their areas because of weather conditions and geographical reasons. However, 32.21 percent of the candidates who chose A “growth of the East Africa Coastal city States such as Kilwa and Lagos” and B “Expansion of East Africa States like Buganda and Songhai” were aware that contacts among various communities caused some

states and cities to grow but they failed to understand that “Songhai” and “Lagos” were not among the empires or cities in East Africa. Moreover, 16.5 percent of the candidates who chose E “abolition of slave trade” failed to understand that the abolition of slave trade facilitated the colonization of Africa while 5.14 percent of the candidates who chose D “importation of weapons in Tanganyika” failed to understand that the weapons which were brought in Tanganyika to a greater extent accelerated civil wars among the societies.

Question 21: Who was the first German governor in Tanganyika?

- A Julius Von Soden.
- B Albert Von Rechenberg.
- C Herman Von Wissman.
- D Friedrich Von Schele.
- E Carl Peters.

Table 2.2.3: Number and Percentage of Candidates' Responses in each Option

Option	A*	B	C	D	E	Others
Number of candidates	401,745	58,980	110,334	36,569	150,740	5167
Percentage of candidates	52.62	7.72	14.45	4.79	19.7	0.68

The question tested the ability of the candidates to identify the first German governor in Tanganyika. This question had an average performance as shown in **Table 2.2.3** since 52.62 percent of the candidates managed to choose the correct answer A “Julius Von Soden” who was the first German governor from 1891 to 1893. The

candidates who chose B “Albert Von Rechenberg”, C “Herman Von Wissman” and D “Freidrich Von Schele” were not aware that these were German governors in Tanganyika who succeeded Julius Von Soden as follows; Friedrich Von Schele (1893-1895), Herman Von Wissman (1895-1896) and Albert Von Rechenberg (1906-1912). Moreover, distracter E “Carl Peters” attracted 19.07 percent of the candidates probably due to the fact that Carl Peters is famous among historians due to his contribution the profess of German colonization of Tanganyika through signing bogus treaties with local chiefs.

Question 22: The founder of indirect rule policy in Africa was

- A Horace Byatt
- B Fredrick Lugard
- C Richard Turnbull
- D Donald Cameroon
- E Edward Twinning.

This question required the candidates to identify the founder of indirect rule policy in Africa. Only 26.08 percent of the candidates were able to answer this question correctly by choosing B “Fredrick Lugard” as shown in **Figure 2.2.5**. These candidates proved to have good knowledge on the British indirect rule policy which incorporated local chiefs in administering the colonies. The candidates who chose distracters A (17.7%), C (19.98%), D (20.78%) and E (15.2%) probably associated the British administration in Tanganyika with indirect rule policy since this policy was used in administering Tanganyika under these Governors but they failed to understand that this policy was first established by Fredrick Lugard in Nigeria.

Figure 2.2.5: Percentage of Candidates' Responses in each Option

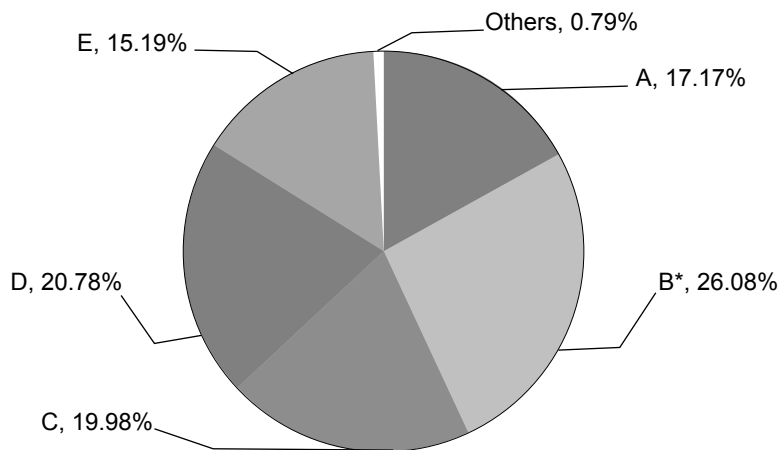


Figure 2.2.5: *shows that more than a quarter of all the candidates were able to choose the correct answer.*

Question 23: The Berlin conference of 1884-1885 was called by

- A Carl Peters
- B Johann Krapf
- C Henry Stanley
- D David Livingstone
- E Otto Von Bismarck.

In this question, the candidates were required to identify the leader who convened the Berlin conference of 1884 - 1885. The performance in this question was average since 400,547 candidates (52.5%) managed to choose the correct answer E "Otto Von Bismarck" as shown in **Figure 2.2.6**.

However, 140,700 candidates (18.43%) chose distracter A "Carl Peters". This distracter was opted by many candidates probably due to the popularity of Carl Peters who signed many bogus treaties with

local chiefs in Tanganyika. Moreover, 28.43 percent of the candidates who chose distracters B “Johann Krapf”, C “Henry Stanley” and D “David Livingstone” lacked the knowledge on who convened the Berlin Conference of 1884 – 1885. These candidates were supposed to bear in mind that Johann Krapf, Henry Stanley, and David Livingstone were famous explorers who contributed much to the colonization of Africa.

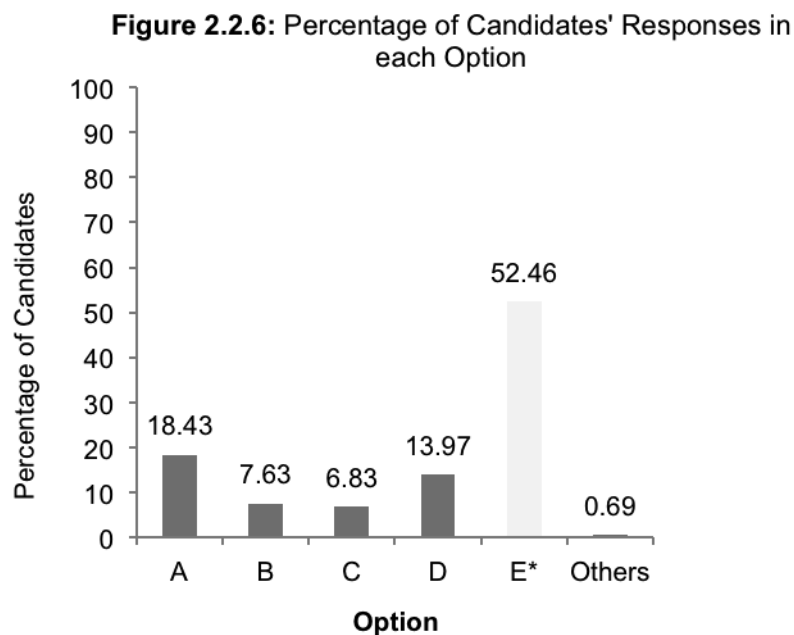


Figure 2.2.6: *shows that more than half of all the candidates were able to choose the correct answer.*

Question 24: The union between Tanganyika and Zanzibar took place in

- A 1964
- B 1961
- C 1962
- D 1977
- E 1963.

This question measured the ability of the candidates to identify the year in which Tanganyika and Zanzibar united. This was one of the questions which had good performance as depicted in **Figure 2.2.7** since 65.44 percent of the candidates managed to choose the correct answer A “1964.” Good performance in this question was probably accelerated by the popularity of the Union day which apart from being taught in the class, it is also celebrated annually and widely reported in the mass media. The candidates who chose distracter B “1961” (13.69%) failed to differentiate between the year in which Tanganyika attained her independence and the year in which Tanganyika and Zanzibar united. On the other hand, 20.37 percent of the candidates who chose distracter C “1962”, D “1977” and E “1963” knew that such years were concerned with different historical events which occurred in Tanganyika/Tanzania but they failed to understand that in 1962 Tanganyika became a republic, in 1963 Zanzibar attained her flag independence while in 1977 Tanganyika African Union (TANU) and Afro Shiraz Part (ASP) united to form Chama Cha Mapinduzi (CCM). The existence of the 34.06 percent of the candidates who chose the incorrect answers shows that, more than one third of the candidates lacked enough knowledge on the years of different historical events despite the fact that such events are announced on different mass media such as radio, newspapers and television and they are celebrated yearly.

Figure 2.2.7: Percentage of Candidates' Responses in each Option

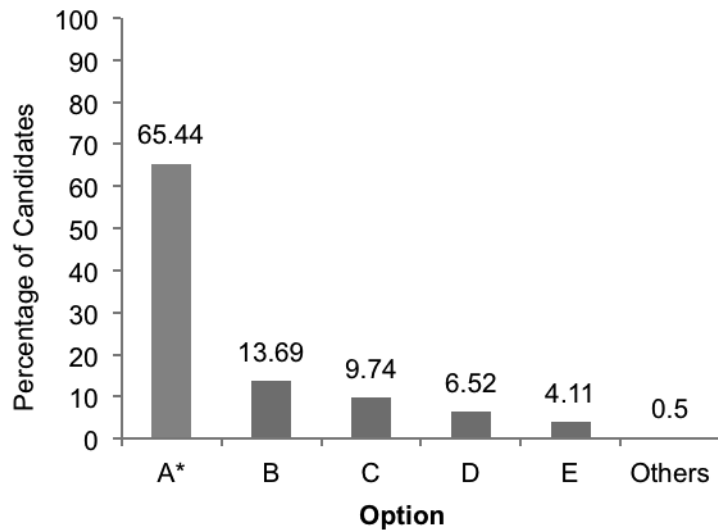


Figure 2.2.7: *shows that many candidates were able to choose the correct answer.*

Question 25: The Arusha Declaration aimed at

- A improving the rich peoples' living standard in the villages
- B confiscating and distributing Europeans' wealth to the poor
- C reducing income inequalities among the citizens
- D stopping racism in the country
- E maintaining peace in neighbouring countries.

The question required the candidates to identify one of the principles of Arusha Declaration. Only 27.22 percent of the candidates managed to choose the correct answer C "reducing income inequalities among the citizens" as shown in **Figure 2.2.8**. These candidates proved to have enough knowledge on the social, political

and economic changes in independent Africa. Distracter D “stopping racism in the country” probably attracted many candidates (38.16%) because they related decolonization process in South Africa which aimed at stopping racism with the Arusha Declaration.

Moreover, 33.94 percent of the candidates who chose distracters A “improving the rich peoples’ living standard in the villages”, B “confiscating and distributing Europeans’ wealth to the poor” and E “maintaining peace in neighbouring countries” lacked enough knowledge on Arusha Declaration and its aims. Poor performance (27.22%) in this question indicates that, the topic “Social, Political and Economic Changes in Independent Africa” was not well understood by the candidates.

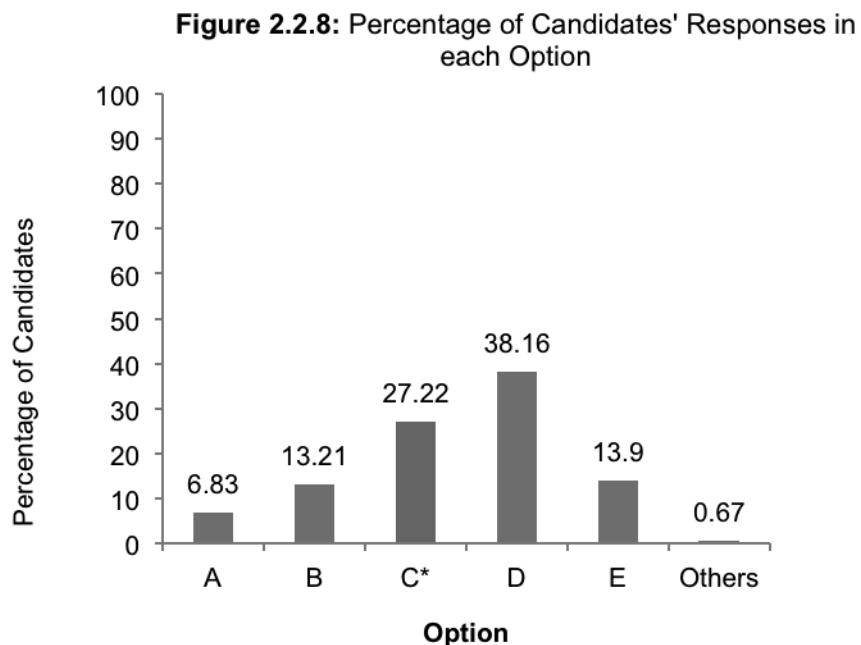


Figure 2.2.8: *shows that many candidates were not able to choose the correct answer.*

Question 26: Which of the following countries achieved her independence through armed struggle?

- A Zimbabwe.
- B Tanganyika.
- C Ghana.
- D Malawi.
- E Zambia.

Table 2.2.4: Number and Percentage of Candidates' Responses in each Option

Option	A*	B	C	D	E	Others
Number of candidates	322,731	142,774	144,163	87,977	60,927	4,963
Percentage of candidates	42.27	18.7	18.88	11.52	7.98	0.65

The question tested the ability of the candidates to identify a country which achieved her independence through armed struggle. This question had average performance since only 42.27 percent of the candidates managed to choose a correct answer A “Zimbabwe” as shown in **Table 2.2.4**. Such candidates had enough knowledge on the means used by different African countries in struggling for independence such as peaceful means and armed struggle.

However, 57.08 percent of the candidates who chose distracters B “Tanganyika”, C “Ghana”, D “Malawi” and E “Zambia” had no knowledge on the means which were used by each country to fight for her independence. Such candidates were supposed to understand that most of the countries which achieved their independence through armed struggle had many settlers. Such countries include Zimbabwe, Angola and Mozambique. Moreover, Tanganyika, Ghana, Malawi and Zimbabwe achieved their

independence through peaceful means since they had no many settlers.

Question 27: One of the objectives for the establishment of UNO was to

- A unite the developing countries
- B bring unity among Africans
- C fight neo-colonialism
- D maintain peace
- E produce modern weapons.

The question required the candidates to identify one of the objectives for establishing UNO. As shown in **Figure 2.2.9**, the correct answer was D “to maintain peace” which was chosen by 291,295 candidates (38.15%). These candidates had enough knowledge on the objectives of establishing UNO. The distracter B “to bring unity among Africans” attracted many candidates (30.14%) probably due to the fact that they failed to differentiate between the objectives of the United Nations and that of the Organization of African Union (O.A.U). Such candidates were supposed to understand that the organ which was established to bring African Unity was the African Union (AU) and not the United Nations Organization (UNO). However, 31.1 percent of the candidates who chose A “to unite the developing countries”, C “fight neo-colonialism” and E “produce modern weapons” lacked understanding of the objectives for the establishment of UNO.

Figure 2.2.9: Percentage of Candidates' Responses in each Option

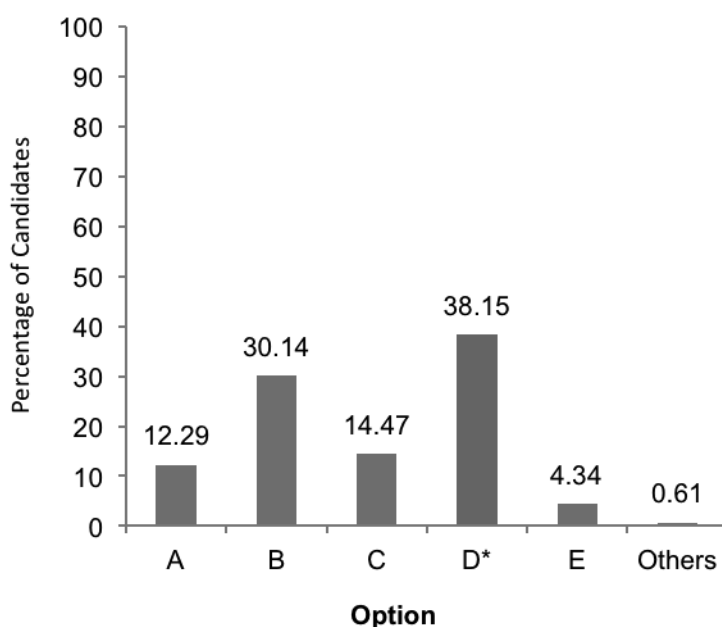


Figure 2.2.9: shows that it was only few candidates who were able to choose the correct answer.

Question 28: Katanga was a famous town in the production of

- A gold
- B copper
- C mica
- D diamond
- E petrol.

Table 2.2.5: Number and Percentage of Candidates' Responses in each Option

Option	A	B	C*	D	E	Others
Number of candidates	135,271	251,398	172,640	89,375	108,891	5,690
Percentage of candidates	17.72	32.93	22.61	11.71	14.3	0.71

The question tested the ability of the candidates to determine a kind of mineral which made Katanga to be famous. As it is observed in **Table 2.2.5**, a total of 251,398 candidates (32.93%) managed to choose the correct answer B “copper”. These candidates had knowledge on the interactions between Tanzanian societies and other African societies therefore, it was easy for them to recognize that copper was the popular trading item which people of Katanga exchanged with goods from other societies. However, a good number of candidates (66.34%) who failed for choosing distracters A “gold”, C “mica”, D “diamond” and E “petrol” signifies that these candidates were not aware of the areas which were famous in the production of various goods before colonialism.

Question 29: Before the British rule, Zanzibar was ruled by the

- A Chancellor
- B Governor
- C Queen
- D Sultan
- E Chief.

This question required the candidates to identify the ruler of Zanzibar before the British rule. As it is shown in **Figure 2.2.10**, many candidates (60.27%) were able to choose the correct answer D “Sultan” because they had enough knowledge on different colonial rules in Zanzibar. A total of 129,489 candidates (16.96%) probably were attracted to distracter B “Governor” because they failed to understand Zanzibar was ruled by the Sultan before the British rule. Candidates (13%) who chose A “Chancellor” and C “Queen” failed to understand that Chancellor and Queen were the highest Germany

and British leaders respectively who according to the system of colonial rule were given information pertaining to the development in the colonies by the Governors. However, 9.23 percent of the candidates who opted for E “Mtemi” failed to understand that Mtemi was the prime leader among the Nyamwezi and Sukuma societies.

Figure 2.2.10: Percentage of Candidates' Responses in each Option

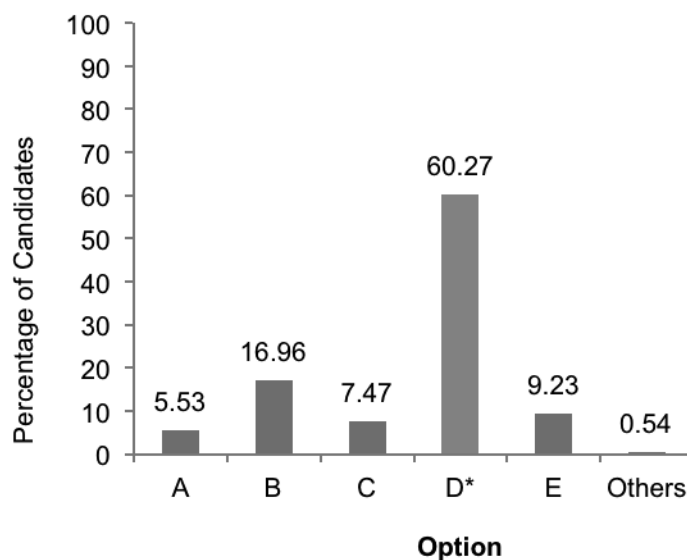


Figure 2.2.10 shows that more than half of all the candidates were able to choose the correct answer.

Question 30: The German East African company failed to administer Tanganyika due to

- A the arrival of the Portuguese
- B resistances from the Africans
- C presence of good infrastructure
- D bogus treaties
- E the departure of the British.

Table 2.2.6: Number and Percentage of Candidates' Responses in each Option

Option	A	B*	C	D	E	Others
Number of candidates	100,176	333,634	125,065	145,625	53,385	5,650
Percentage of candidates	13.12	43.7	16.38	19.07	6.99	0.74

The question required the candidates to identify the reason for the failure of the German East African Company to administer Tanganyika. As it is shown in **Table 2.2.6**, the correct answer B “resistances from the Africans” was chosen by 333,634 candidates (43.7%). These candidates acknowledged the role of African resistance which finally terminated the German company rule in East Africa.

Moreover, 13.12 percent of the candidates who chose distracter A “arrival of the Portuguese” failed to understand that the Portuguese were evicted from East Africa during the 17 century while the German company came in Tanganyika during the 19th century.

Similarly, 19.07 percent of the candidates who chose distracter D “bogus treaties” failed to understand that the treaties signed by Carl Peters enabled the Germans to establish their rule in Tanganyika, thus, this method could not weaken the power of this company. However, 23.37 percent of the candidates who opted for the distracters C “presence of good infrastructure” and E “the departure of the British” failed to understand that good infrastructure has a positive impact in the development of any company whereas “the

departure of the British” was an incorrect response because this company was not associated at all with the British.

Question 31: The search for the sea route to India was sponsored by

- A Vasco Da Gama
- B Bartholomew Diaz
- C Cecil Rhodes
- D King Henry
- E Henry Stanley.

The question required the candidates to identify the name of the person who sponsored the search for the sea route to India. As it is seen in **Figure 2.2.11**, only 123,572 candidates (16.18%) opted for the correct answer D “King Henry.” Moreover, many of the candidates (43.4%) were attracted to distracter A “Vasco Da Gama” who was the first Portuguese sailor and explorer to reach India through the Cape of Good Hope. These candidates were supposed to understand that all the exploration voyages to India undertaken by the Portuguese sailors and explorers such as Vasco Da Gama and Bartholomew Diaz during the 15th century were sponsored by the King. Similarly, 24.19 percent of the candidates who opted for B “Bartholomew Diaz” also failed to identify the sponsor of those voyages. The candidates (8.97%) who opted for C “Cecil Rhodes” and E “Henry Stanley” (6.46%) failed to differentiate between the sponsor of the exploration voyages and the agents of colonialism.

Figure 2.2.11: Percentage of Candidates' Responses in each Option

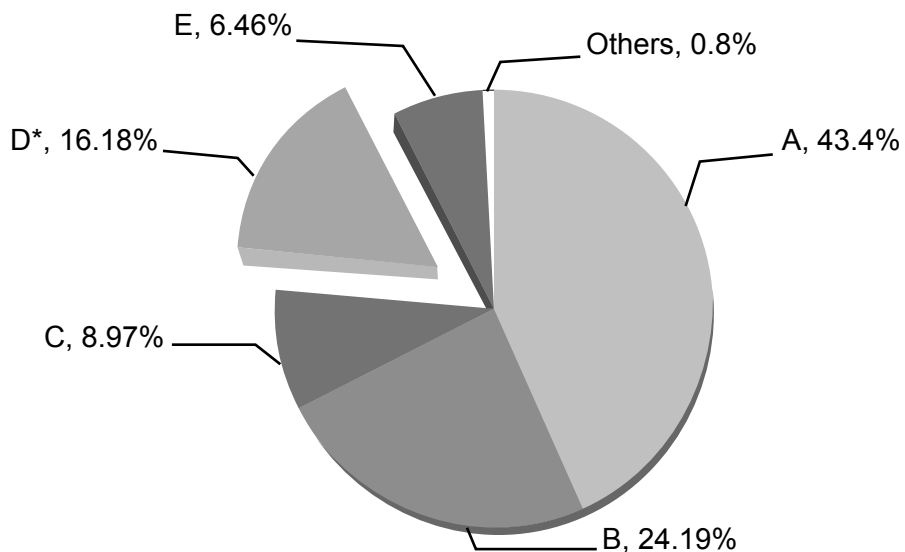


Figure 2.2.11 shows that majority of the candidates were not able to choose the correct answer.

Question 32: The major slave market in East Africa was in

- A Zanzibar
- B Mombasa
- C Kilwa
- D Bagamoyo
- E Nairobi.

This question required the candidates to identify an East African city in which there was a major slave market. The performance in this question was weak since it was only 269,858 candidates (35.34%) who were able to opt for the correct answer A “Zanzibar” (see **Figure 12**). Furthermore, many candidates (61.39%) who opted for distracters B “Mombasa”, C “Kilwa” and D “Bagamoyo” had knowledge on the slave markets in East Africa but they failed to identify which one was the major slave market. Moreover, 2.69 percent of the candidates probably opted for distracter E “Nairobi”

because Nairobi is the “capital city” they thought that even the “major” slave market could be found in that “city”.

Figure 2.2.12: Percentage of Candidates' Responses in each Option

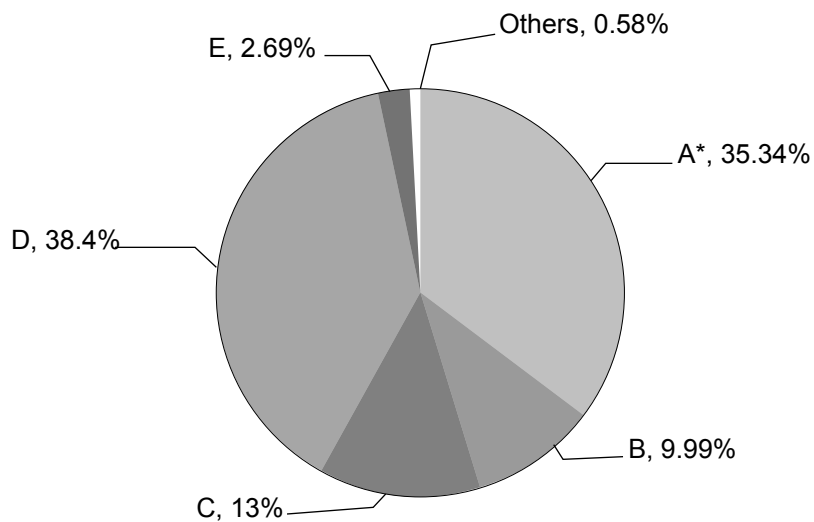


Figure 2.2.12 shows that it was only few candidates who were able to choose the correct answer.

2.3 Section C: Geography

Question 33: Japan is more capable of conducting trade than Tanzania because it has

- A a large population
- B a large commercial area
- C many business schools
- D more advanced technology
- E many traders.

This question assessed the knowledge of candidates about the reasons for Japan to have more capabilities in conducting trade than Tanzania. The candidates were expected to point out the fact that the

ability of Japan to conduct more trade than Tanzania is mainly a result of the differences in technological development between the two countries. As shown in **Figure 2.3.1**, the performance of candidates in this question was average since 453,464 candidates which is equal to 59.39 selected D “more advanced technology” which was the correct answer.

Despite the fact that option B “a large commercial area” also attracted 17.62 percent of the candidates, it does not adequately explain why Japan is more capable of conducting trade than Tanzania. The spread of candidates’ responses among the options A, B, C and E shows inadequate knowledge of candidates in this topic.

Figure 2.3.1: Percentage of Candidates’ Responses in each Option.

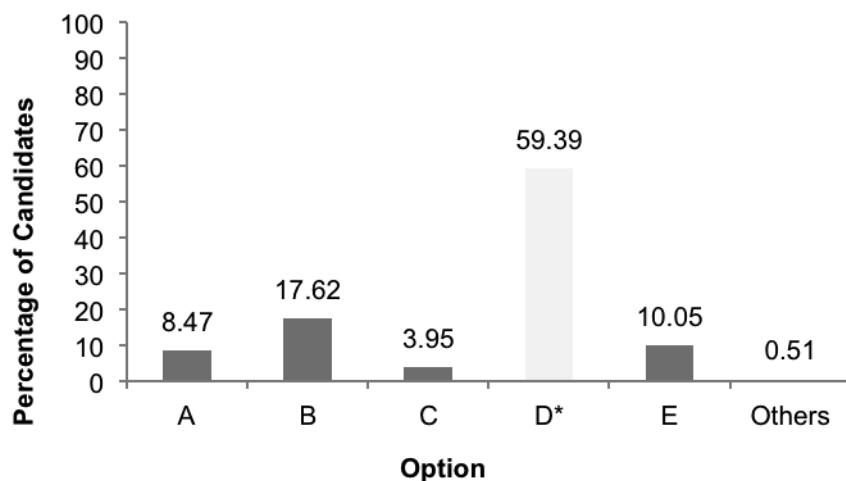


Figure 2.3.1 shows an average performance whereby 59.39 percent of candidates selected correct responses.

Question 34: A cross section from a map shows

A crops and environment

- B relief of the land
- C environment of the areas concerned
- D weather condition
- E human settlement and their economic activities.

In this question the candidates were expected to identify what is shown by a cross section. The performance of candidates as shown in **Figure 2.3.2** shows that, 48.82 percent of candidates who sat for the examination selected B “relief of the land” because they had knowledge that contour lines shows relief features and not other geographical information. For this reason, although options A, C, D and E also represent information which can be presented on maps they are not correct. For candidates to select options A, C, D and E is an indication of candidates’ poor map reading skills.

Figure 2.3.2: Percentages of candidates’ responses in each option

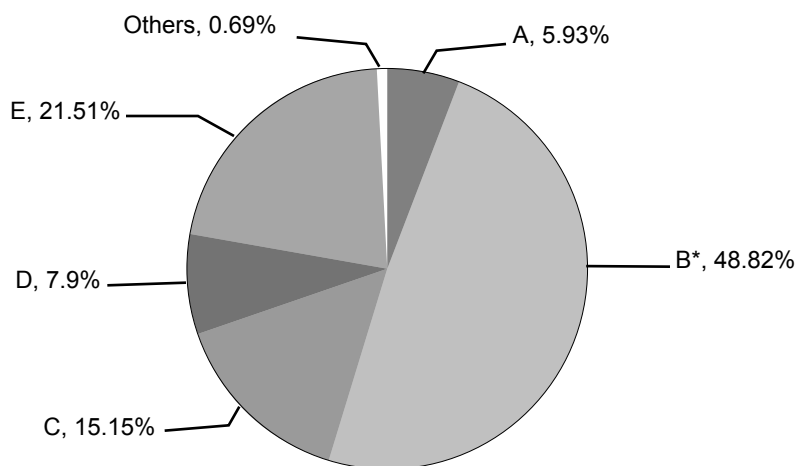


Figure 2.3.2 shows an average performance of Candidates whereby 48.82 percent select correct option.

Question 35: The highest mountain in Africa continent is

- A Drakensburg
- B Everest

- C Atlas
- D Kenya
- E Kilimanjaro.

The question assessed candidates' knowledge about physical features particularly the highest mountain in Africa. As **Figure 2.3.3** shows, 66.65 percent of candidates who sat for the examination were able to select E "Kilimanjaro" which was the correct answer indicating a good performance. This performance can be attributed to the fact that Mount Kilimanjaro is located in Tanzania and candidates get information from different sources such as tourism advertisements in the media. On the other hand, 10.88 percent of candidates who chose options A, C and D were aware of the fact that these mountains are found in Africa but could not distinguish which one is the highest. In addition, 22.08 percent of candidates selected option B "Everest". Despite the fact that, Mount Everest is the highest in the world, it is not found in Africa but in Asia.

Figure 2.3.3: Percentage of Candidates' Responses in each option

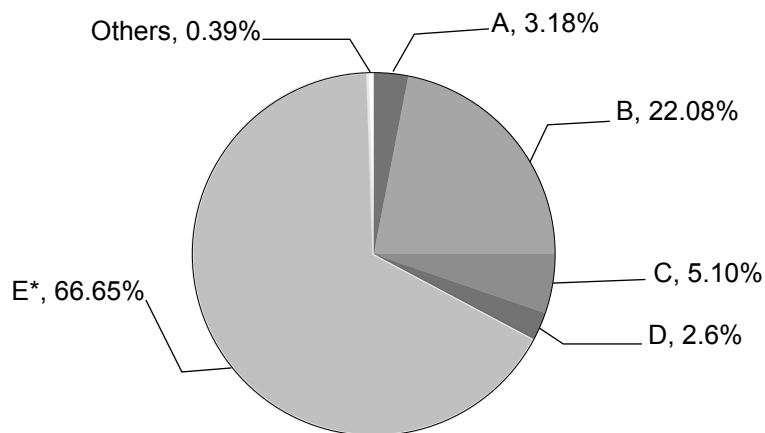


Figure 2.3.3 shows a good performance whereby 66.65 percent of candidates were able to select

Question 36: One of the following is the quality of a photograph

- A Its actual height is seen
- B All of its parts are seen
- C The image can be reduced or increased
- D The natural colour of an object is not seen
- E The colour of the photography cannot be changed.

Table 2.3.1: Number and percentages of Candidates' responses in each option.

Options	A	B	C*	D	E	Others
Number of candidates	108,335	135,785	359,016	54,269	102,227	3,903
Percentage of candidates	14.19	17.78	47.02	7.11	13.39	0,51

In this question, candidates were required to identify the quality of a photograph from the given alternative. As shown in **Table 2.3.1**, the performance in this question was average since 359,016 candidates which is equal to 47.02 percent of all the candidates who sat for the examination were able to select C “the image can be reduced or increased”. On the other hand, 52.47 percent of the candidates who selected options A, B, D and E were not able to analyze properly the weaknesses in the given options which led to their selection of incorrect alternatives. This implies candidates' inadequate knowledge on the qualities of photograph.

Question 37: The increase of the volume of ocean water due to snow melting at the northern and southern poles may cause

- A Drowning of fishermen
- B Disruption of coastal areas

- C Shortage of fish
- D El-nino
- E Occurrence of tsunami.

Table 2.3.2: Number and percentages of Candidates' responses in each option.

Option	A	B*	C*	D	E	Others
Number of Candidates	121,958	215428	140678	123812	154992	6,667
Percentage of candidates	15.97	28.21	18.42	16.22	20.3	0.87

This question assessed the ability of the candidates to identify the effects which may happen due to the increase in of the volume of ocean water due to the melting of ice at the northern and southern poles. As illustrated in **Table 2.3.2**, the performance in this question. was not satisfactory because 541,440 candidates which is equal to 70.91 percent of candidates selected options A, C, D and E which were not correct answers. It was only 215,428 candidates which is equal to 28.21 percent who selected B “disruption of coastal areas” which was the correct answer. The selection of the candidates' responses among the destructors A, C, D and E shows inadequacy of knowledge of candidates about the relationship between the melting of ice at the northern and southern poles and their effects in the coastal environment. However, 20 percent of of candidates who selected E “Occurrence of tsunami” indicates that they lacked a clear understanding of how tsunami happens.

Question 38: If it is 06.00 pm in Tanzania which is 45° East, what will the time be in Rwanda which lies at 30° East?

- A 07:00 pm.
- B 08:00 pm.

- C 05:00 pm.
- D 06:00 pm.
- E 04:00 pm.

Table 2.3.3: Number and percentages of Candidates' responses in each option.

Option	A	B	C*	D	E	Others
Number of candidates	144833	153018	324396	64959	70438	5861
Percentage of candidates	18.97	20.04	42.49	8.51	9.23	0.77

This question assessed candidate's skills in using lines of longitude to calculate time. In answering this question successfully, the knowledge of time zones would have helped in quick identification of the correct alternative. The data in **Table 2.3.3** shows that the performance in this question was average. A total of 324,396 candidates which is equal to 42.49 percent selected C "05:00 pm". This option was correct because Tanzania which is found at 45° East will be ahead by one hour than Rwanda which is found at 30° East. Because of this the 6.73 percent of candidates who selected options A, B, D and E did not have adequate knowledge in the use of longitude in calculating time and the knowledge of time zones which lead to their selection of incorrect responses. However, 5,861 candidates which is equal to 0.77 did not attempt this question.

Question 39: Which one of the following is the effect of volcanic eruption?

- A Destruction of infrastructures.
- B Reduction of farm land.
- C Increase of skin diseases.

- D Increase of El-nino.
- E Increase of drought.

In this question, the candidates were expected to demonstrate their knowledge of the effects of volcanic eruption. The performance as indicated in **Figure 2.3.4** shows that, 33.58 percent of candidates were able to select A “Destruction of infrastructures”. The remaining 65.45 percent of candidates who sat for the examination selected incorrect options which were not directly related to volcanic eruption. This implies lack of knowledge of the candidates on the effect of volcanic eruption. Option E “increase in drought” attracted 24.51 percent of candidates. However, the candidates were not able to identify that volcanic eruption have no direct relationship with changes in weather conditions which lead to increase in drought.

Figure 2.3.4: Percentage of Candidates' Responses in each option

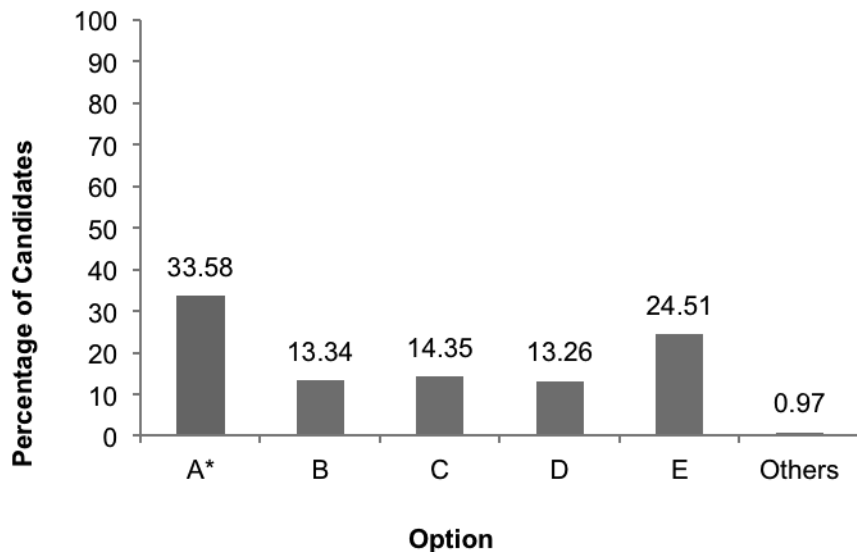


Figure 2.3.4 shows poor performance whereby only 33.58 percent selected correct option.

Question 40: Which country is famous for ship manufacturing in the World?

- A Russia.
- B United Kingdom.
- C Japan.
- D France.
- E Canada.

Candidates in this question were required to identify the country which is famous in ship building in the World. The performance of candidates as shown in **Figure 2.3.5** is good since 63.32 of all candidates opted for C “Japan” which was the correct answer. The remaining candidates (36.07%) chose option A “Rusia” (12.5%), B United Kingdom (9.27%), D France (5.77%) and E “Canada” (24.51%) . these candidates had insufficient knowledge on different

countries and the goods in which these countries are good at manufacturing.

Figure 2.3.5: Percentage of candidate's responses in each option

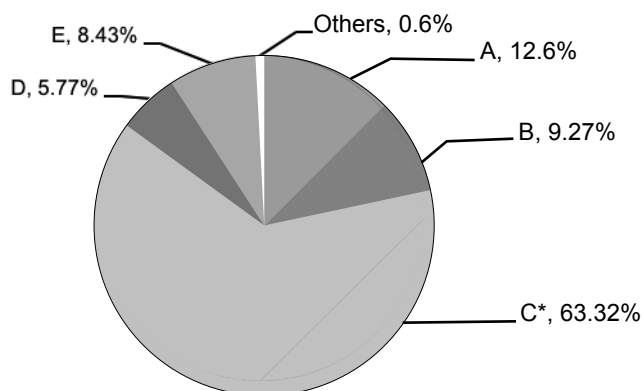


Figure 2.3.5: shows a good performance of Candidates' whereby 63.32 percent of candidate selected the correct response.

Question 41: The direction of a place on the map is determined by using

- A Compass
- B Margins
- C Scale
- D Key
- E Title.

Table 2.3.4: Number and Percentage of candidates' responses in each option.

Option	A*	B	C	D	E	Others
Number of Candidates	506900	41620	51635	121178	37538	4664
Percentage of Candidates	66.39	5.45	6.76	15.87	4.92	0.62

This question measured candidates' ability to understand the uses of essentials of the map. This is among the questions which were well performed as **Table 2.3.4** shows. A total of 506,900 candidates which is equal to 66.39 percent opted for A "Compass" which was the correct answer. On the other hand, 214,971 candidates which is equal to 32.98 opted for distractors B, C, D and E. Despite the fact that all these distractors are essentials of the map, a candidate was required to clearly identify essential of the map that is used to show direction which is a "compass". Among those candidates, 121,178 candidates which is equal to 15.87 percent opted for D "Key". The selection of this option is possibly influenced by candidates' lack of knowledge of the two terms.

Question 42: Indian Ocean is found in which direction of Tanzania?

- A South.
- B North.
- C West.
- D East.
- E South west.

Table 2.3.5: Number and Percentage of Candidates' responses in each option.

Option	A	B	C	D*	E	Others
Number of Candidates	74,342	92,561	116,725	422,070	53,285	4,552
Percentage of Candidates	9.74	12.12	15.29	55.28	6.98	0.60

In answering this question, the candidates were required to have the knowledge on borders of Tanzania in all directions the candidates were also required to have map reading skills to enable them to identify the position of Indian Ocean in Tanzania. As indicated in

Table 2.3.5, the performance of candidates in this question was average as 422,070 candidates which is equal to 55.28 percent managed to select the correct answer D “East”. On the other hand, 44.13 percent of the candidates who opted for A, B, C and E showed that they had little knowledge on boundaries of Tanzania.

Question 43: The vegetation which affects the environment of Lake

Victoria is

- A Tall grasses
- B Shrubs
- C Mangrove
- D Thorns
- E Hyacinth.

Table 2.3.6: Number and Percentage of Candidates’ responses in each option.

Option	A	B	C	D	E*	Others
Number of Candidates	97,815	95,531	134,440	55,522	373,783	5,444
Percentage of Candidates	12.81	12.51	17.61	7.27	49.09	0.71

This question assessed candidates’ ability in identifying the vegetation which affects the environment of Lake Victoria. The analysis of performance in this question as shown in **Table 2.3.6** shows an average performance. A total of 373,783 candidates which is equal to 49.09 percent managed to opt for E “Hyacinth” which was the correct answer. On the other hand, the 17.61 percent of candidates who opted for C “Mangrove” could not differentiate the fact that mangrove vegetation are found along seas or oceans and not along lakes. Other candidates 12.81 and 12.51 percent opted for

A and B respectively, which were incorrect alternatives. These candidates showed that they mixed these types of vegetation, a sign of inadequate knowledge in the topic.

Question 44: The vegetation found in equatorial region is

- A savannah vegetation
- B shrubs with tall grass
- C dense forest
- D dense forest and short grass
- E shrubs and short grass.

In this question candidates were required to identify the vegetation found in Equatorial region. Generally, the performance in this question as presented in **Figure 2.3.6** was not satisfactory. It was only 35.65 percent of candidates who were able to choose the C “dense forest” which was the correct answer. Option “savanna vegetation” attracted 25.44 percent of candidates. On the other hand, option B “shrubs with tall grass” attracted 12.01 percent while D “dense forest and short grass” attracted 19.73 percent and E “shrubs and short grass” 19.73 percent. The choice of these incorrect alternatives is evident that the candidates lacked understanding of the location of the Equatorial region and its characteristics.

Figure 2.3.6: Percentage of candidates’ responses in each option

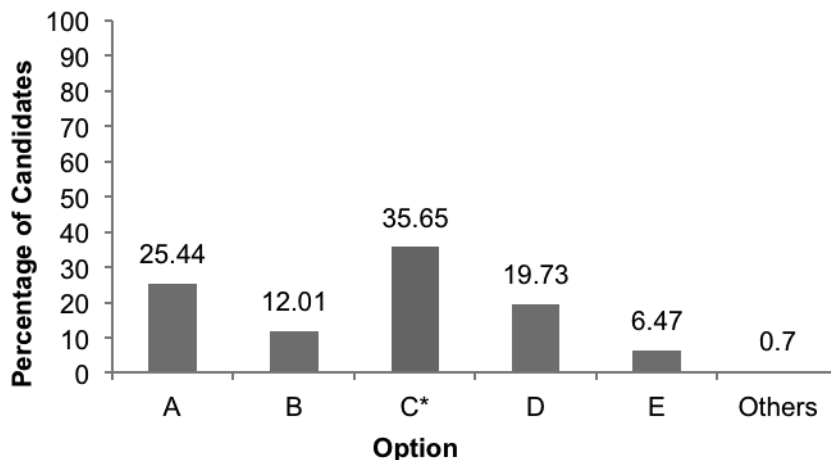


Figure 2.3.6: poor performance of candidates' whereby only 35.65 percent select option c which was the correct answer.

Question 45: The deepest lake in East Africa is

- A Natron
- B Turkana
- C Victoria
- D Tanganyika
- E Nyasa.

This question aimed at assessing candidates' ability to understand the depth of the lakes found in East Africa. As the data shows in figure 2.3.7, this is one of the questions whose performance was average. The data shows that, 55.9 percent of the candidates who sat for the examination attempted this question correctly by opting D "Tanganyika". Otherwise, 22.15 percent opted for C "Victoria". The reasons for most of the candidates to opt for this distractor may be due to the fact that Lake Victoria is the largest in East Africa. Therefore, the candidates may have associated the size of the lake and its depth. However, answers of the candidates who opted for A "Natron" (5.85%), B "Turkana" (9.1%) and E "Nyasa" (6.42%)

showed candidates little understanding of these lakes and their characteristics.

Figure 2.3.7: percentage of candidates' responses in each option.

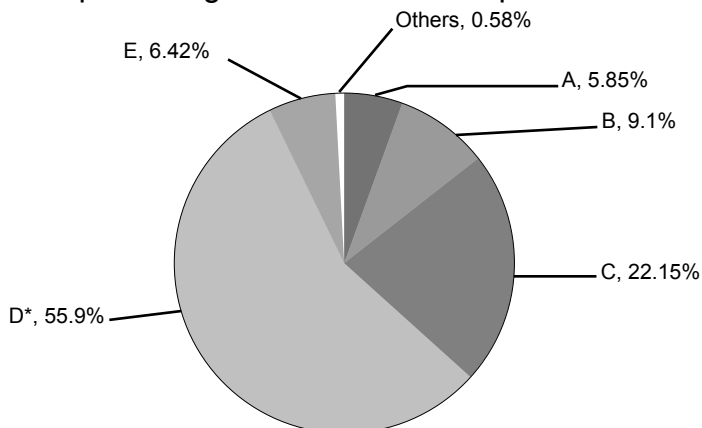


Figure 2.3.7 shows an average performance where by 55.9 percent of the candidates selected the correct response.

Question 46: The essential of a map which is used to show the relationship between the map distance and the ground distance is called

- A Scale
- B Compass
- C Key
- D Margin
- E Title.

Table 2.3.7: Number and Percentage of Candidates' responses in each option.

Option	A*	B	C	D	E	Others
Number of Candidates	471,578	108,115	94,435	61,450	23,468	4489
Percentage of Candidates	61.76	14.16	12.37	8.05	3.07	0.59

In this question, candidates were required to identify the essential of a map which is used to show the relationship between the map distance and the ground distance. The analysis of performance in this question shows good performance. As **Table 2.3.7** indicates, 61.76 percent of candidates opted for A “Scale” which was the correct answer. Otherwise, the candidates who opted for distractors B, C, D, and E lacked clear understanding of functions of the essentials of the maps which led them to select incorrect answers. For example, candidates who opted for B “Compass” (14.16%) did not know that it is used to indicate north direction and C “Key” (12.37) shows the interpretation of different symbols used in the map, D “Margin” (8.05%) shows demarcation of the map and E “Title” (3.07%) indicates the region and aim of the particular map. However, 0.59 percent of the candidates did not attempt this question.

Question 47: Which of the following energy sources can cause environmental degradation?

- A Solar.
- B Wind.
- C Water.
- D Charcoal.
- E Dung.

This question assessed candidates’ ability to identify energy sources that can cause environmental degradation. The analysis of candidates’ performance shows that the performance of the candidates in this question was average. As indicated in **Figure 2.3.8**, only 41.66 percent of candidates who sat for the examination

opted for D “Charcoal” which was the correct answer. The responses of the remaining candidates varied within the incorrect options showing that they were sure of the correct answer. Candidates who opted for A “Sun” (9.38%), B “Wind” (20.05%), C “Water” (7.96%) and E “Dung” (20.35%) failed to understand that these energy sources are environmental sources of energy.

Figure 2.3.8: Percenetage of candidates’ responses in each option.

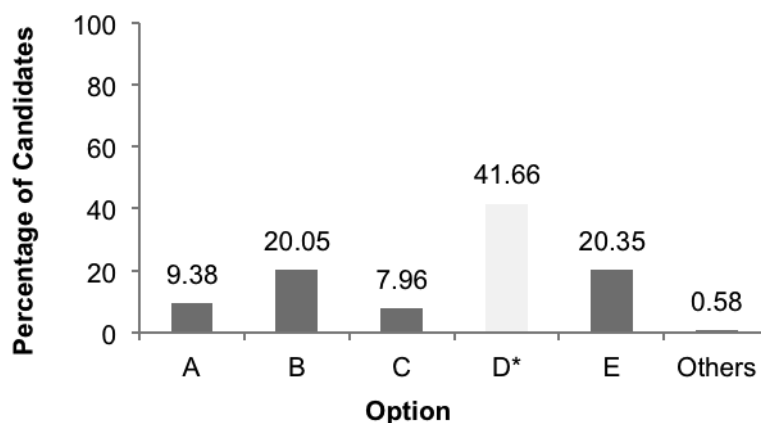


Figure 2.3.8 shows an average performance whereby 41.66 percent selected the correct option.

Question 48: What does the modern animal husbandry consider?

- A Culture of the society.
- B Quality of animals and their products.
- C Presence of abundant land.
- D Natural pasturing areas for feeding animals.
- E Weather condition.

The question assessed the ability of the candidates to identify things to consider on modern animal husbandry. The analysis in this question indicates a weak performance. As presented in **Figure**

2.3.9, only 38.9 percent of the candidates who sat for the examination managed to answer it correctly by selecting B “quality of animals and their products”. The candidates who opted for A “culture of the society” (6.42%), C “presence of abundant land” (23.24%) and D “Natural pasturing areas for feeding animals” (17.55%) and E “Weather condition” (13.26%) failed to distinguish between the characteristics of traditional animal husbandry and that of modern animal husbandry.

Figure 2.3.9: percentage of candidates’ responses in each option.

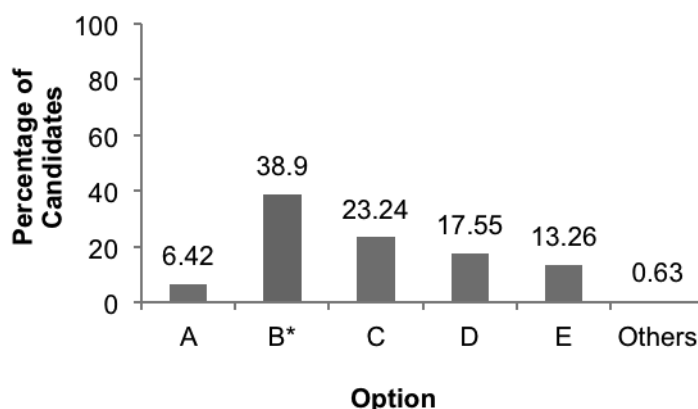


Figure 2.3.9 shows a poor performance whereby only 38.9 percent of candidate’ selected a correct option.

Question 49: Seasons of the year occurs due to

- A lunar eclipse
- B revolution of the moon around the earth
- C revolution of the earth around the sun
- D solar eclipse
- E increase of temperature.

In attempting this question the candidates were required to identify the event that causes seasons of the year. As the performance is

As presented in **Figure 2.3.10**, candidates' performance in this question was good. The analysis shows that, 64.64 percent of the candidates selected C "revolution of the earth around the sun" which was the correct answer. However, the candidates who opted for A "lunar eclipse" (11.94%), B "revolution of the moon around the earth" (10.36%), D "solar eclipse" (8.51%) and E "increase of temperature" (4.05%) were not aware of the solar system and especially the earth's movements and their effects, an indication of little knowledge in this topic. However, 0.51 percent did not attempt this question.

Figure 2.3.10: Percentage of candidates' responses in each option.

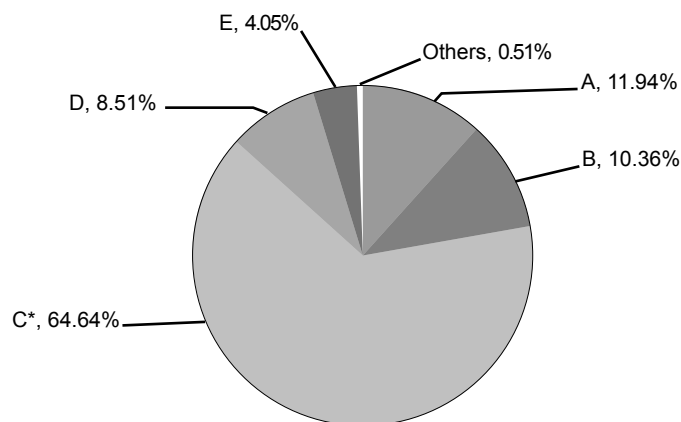


Figure 2.3.10 shows a good performance whereby 64.64 percent selected a correct option.

Question 50: Which regions have large tea farms?

- A Coast and Iringa.
- B Ruvuma and Morogoro.
- C Morogoro and Iringa.
- D Kilimanjaro and Mbeya.

E Mbeya and Iringa.

Table 2.3.8: Number and Percentage of Candidates' responses in each option.

Option	A	B	C	D	E*	others
Number of Candidates	104,648	96,101	141,474	151,606	265,630	4076
Percentage of Candidates	13.71	12.59	18.53	19.86	34.79	0.53

The question assessed the candidates ability to identify regions which have large Tea farms. The analysis shows that, most of the candidates had little understanding in this question. As presented in **Table 2.3.8**, only 265,630 candidates which is equal to 34.79 percent opted for E “Mbeya and Iringa” which was the correct answer. Otherwise, answers from the candidates who opted for A, B, C and D show that they had little understanding of this topic. However, 4,076 candidates which is equal to 0.53 percent did not attempt it.

3.0 PERFORMANCE OF CANDIDATES PER TOPIC

The analysis has been done on poorly, averagely and well performed topics. The poorly done topics had an average performance between 0 – 40 (red), averagely performed topics had an average performance between 41 – 60 (yellow) and well performed topics had an average performance between 61–100 (green). Some topics depicted good, average and poor performances.

The topics which were well attempted are National symbols, Tanzanian in the World Culture, Cooperation between Tanzania and other Nations, Our Family and Communication and trade.

The topics which had average performance include, Leadership at Family/School Level, Democracy, Defence and Security at School/Nation, Principles of Democracy, The Establishment of Colonial rule in Tanganyika and Zanzibar, Agents of Colonialism, Colonial Invasion in Africa from 1880s, The Struggle for Independence in Tanganyika and Zanzibar and Social, Political and Economic changes in independent Africa, Map reading skills, Photograph, Solar system and Environment.

The topics which had weak performance include: Local Government, Our Economy, Stages of the Development in different Ages, Interactions between Tanzanian Societies and other African Societies, Interactions between Tanzanian Societies and other Asian and European societies, The Establishment of Colonial rule in Africa and International Cooperation and Economic activities.

The **appendix A and B** show the analysis of performance in each topic. Generally, the performances of 12 topics in Social Studies for the year 2015 have increased in comparison to 2014. Moreover, performance in 9 topics has decreased.

4.0 CONCLUSION

Generally, the analysis of the candidates' responses indicates that majority of the candidates were able to choose correct answers in some questions which is an indication that they had enough knowledge and skills in the respective topics. On the other hand, there are some questions which were not performed well by candidates as they selected wrong options. This indicates that either the candidates lacked the required knowledge in the respective topics or they did not understand the requirements of the questions.

5.0 RECOMMENDATIONS

In order to improve the standard of education and performance in general the National Examinations Council of Tanzania recommends the following:

- (a) Teachers should put more effort in teaching all the topics and particularly topics which showed poor performance as analyzed in this report.
- (b) Pupils should be taught how to read the questions carefully so as to identify the demands of the questions before they hurried in answering them.

- (c) Students should be encouraged to read text and reference books in order to gain a wide understanding of the taught topics.
- (d) Teachers should set tests and examinations questions which will develop students' ability to answer questions which require high order thinking.
- (e) Respective authorities should make follow up so as to eliminate all the shortcomings which occur during the teaching and learning process.

Appendix A

Comparison of Performance between 2014 and 2015

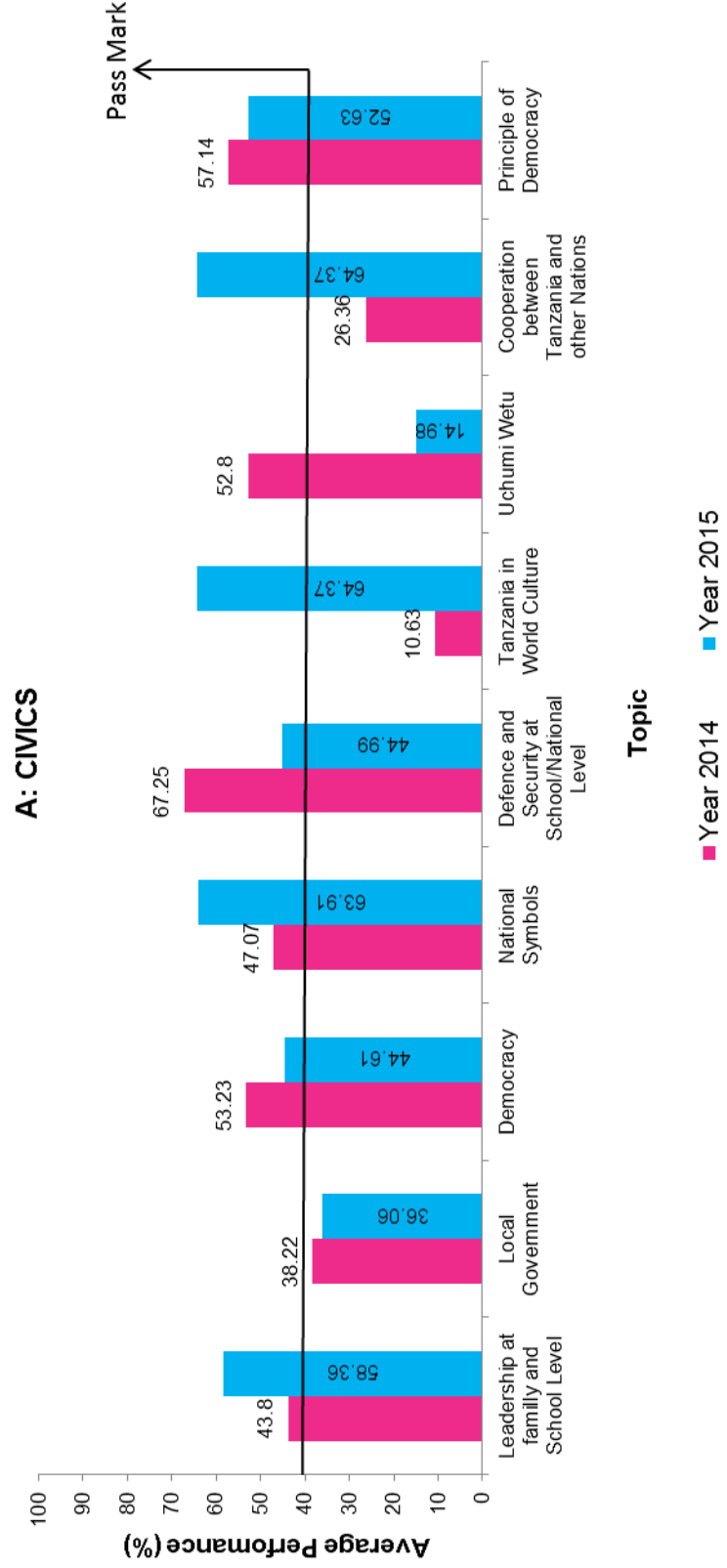
S/N	TOPIC /SUBTOPIC	PSLE 2014				PSLE 2015			
		PERFORMANCE PER QUESTION		AVERAGE PERFORMANCE (%)	REMARKS	PERFORMANCE PER QUESTION		AVERAGE PERFORMANCE (%)	REMARKS
		QUESTION NUMBER	PERFORMANCE (%)			QUESTION NUMBER	AVERAGE PERFORMANCE (%)		
1.	Leadership at Family and School level	1	43.80	43.8	Average	1	58.36	58.36	Average
2.	Local governments	2	62.20	38.22	Weak	2	35.02	36.06	Weak
		3	14.23			3	37.11		
3.	Democracy	6	57.60	53.23	Average	6	47.85	44.61	Average
		7	62.10			7	58.72		
		8	40.00			8	27.28		
4.	National symbols	4	77.73	47.07	Average	4	73.99	63.91	Good
		5	16.4			5	53.83		
5.	Defence and security in School/Nation	9	60.5	67.25	Good	9	47.71	44.99	Average
		10	74			10	42.28		
6.	Tanzanian in world Culture	11	10.63	10.63	Weak	13	64.37	64.37	Good
7.	Our economy	12	52.8	52.8	Average	12	14.98	14.98	Weak
8.	Cooperation between Tanzania and other Nations	13	26.36	26.36	Weak	13	64.37	64.37	Good
9.	Principles of Democracy	14	57.14	57.14	Average	14	52.6	52.63	Average
10.	Our Family	25	69.22	69.22	Good	15	90.59	88.4	Good
						16	86.24		
11.	*Our clan	16	56.65	56.65	Average	-	-	-	-
12.	*The origin and Eevolution of Mankind	20	8.33	22.5	Weak	-	-	-	-
		32	36.66						
13.	Stages of development in different ages.	19	51.61	51.61	Average	17	44.1	32.89	Weak
						18	21.68		
14.	Interaction among Tanzanian societies and other African societies	-	-	-	-	20	45.46	39.2	Weak
						28	32.93		

S/N	TOPIC /SUBTOPIC	PSLE 2014				PSLE 2015			
		PERFORMANCE PER QUESTION		AVERAGE PERFORMANCE (%)	REMARKS	PERFORMANCE PER QUESTION		AVERAGE PERFORMANCE (%)	REMARKS
		QUESTION NUMBER	PERFORMANCE (%)			QUESTION NUMBER	AVERAGE PERFORMANCE (%)		
15.	Interaction among Tanzanian, Asian and European societies	15	15.09	19.87	Weak	19	46.6	33.71	Weak
		28	22.54			31	16.18		
		29	21.99			32	35.34		
16.	Establishment of colonial rule in Africa	27	57.04	57.04	Average	22	26.08	26.08	Weak
17.	Establishment of colonial rule in Tanganyika and Zanzibar	24	19.67	19.67	Weak	21	52.62	56.45	Average
		29	60.27			30	43.7		
18.	Agents of colonialism	23	46.69	46.69	Average	30	43.7	43.7	Average
19.	Colonial invasion in Africa from the 1880s	17	65.64	39.14	Weak	23	52.5	52.5	Average
		26	32.86						
		30	18.91						
20.	Struggles for independence in Africa	21	24.63	36	Weak	26	42.27	42.27	Average
		31	47.37						
21.	Social, political, and economic changes in Africa after independence	18	36.62	39.6	Weak	24	65.44	46.33	Average
		22	42.57			25	27.22		
22.	International cooperation	-	-	-	-	27	38.15	38.15	Weak
23.	Water	36	67.73	67.73	Good	-	-	-	-
24.	Environment	34	78.7	49.39	Average	35	66.7	47.12	Average
		35	47.7			39	33.6		
		39	49.99			43	49.1		
		42	80.88			44	35.7		
		44	41.58			45	55.9		
		47	26.87			47	41.7		
		41	48.57						
		48	42.5						
		49	42.4						
25.	Photograph	38	50.43	50.43	Average	36	47	47	Average
26.	Solar system	33	34	30.21	Weak	38	42.5	53.55	Average
		43	26.42			49	64.6		
27.	Map	37	18.93	34.83	Weak	34	48.82		

S/N	TOPIC /SUBTOPIC	PSLE 2014				PSLE 2015			
		PERFORMANCE PER QUESTION		AVERAGE PERFORMANCE (%)	REMARKS	PERFORMANCE PER QUESTION		AVERAGE PERFORMANCE (%)	REMARKS
		QUESTION NUMBER	PERFORMANCE (%)			QUESTION NUMBER	AVERAGE PERFORMANCE (%)		
	interpretation	40	48.58			41	66.4	58.08	Average
		45	62.21			42	55.3		
		50	9.62			46	61.8		
28.	*Disasters	46	34.03	34.03	Weak	-	-	-	-
29.	Communication Trade and Transport					40	63.3	63.3	Good
30.	*Economic activities	-	-	-	-	37	28.7	34.13	Weak
						48	38.9		
						50	34.8		

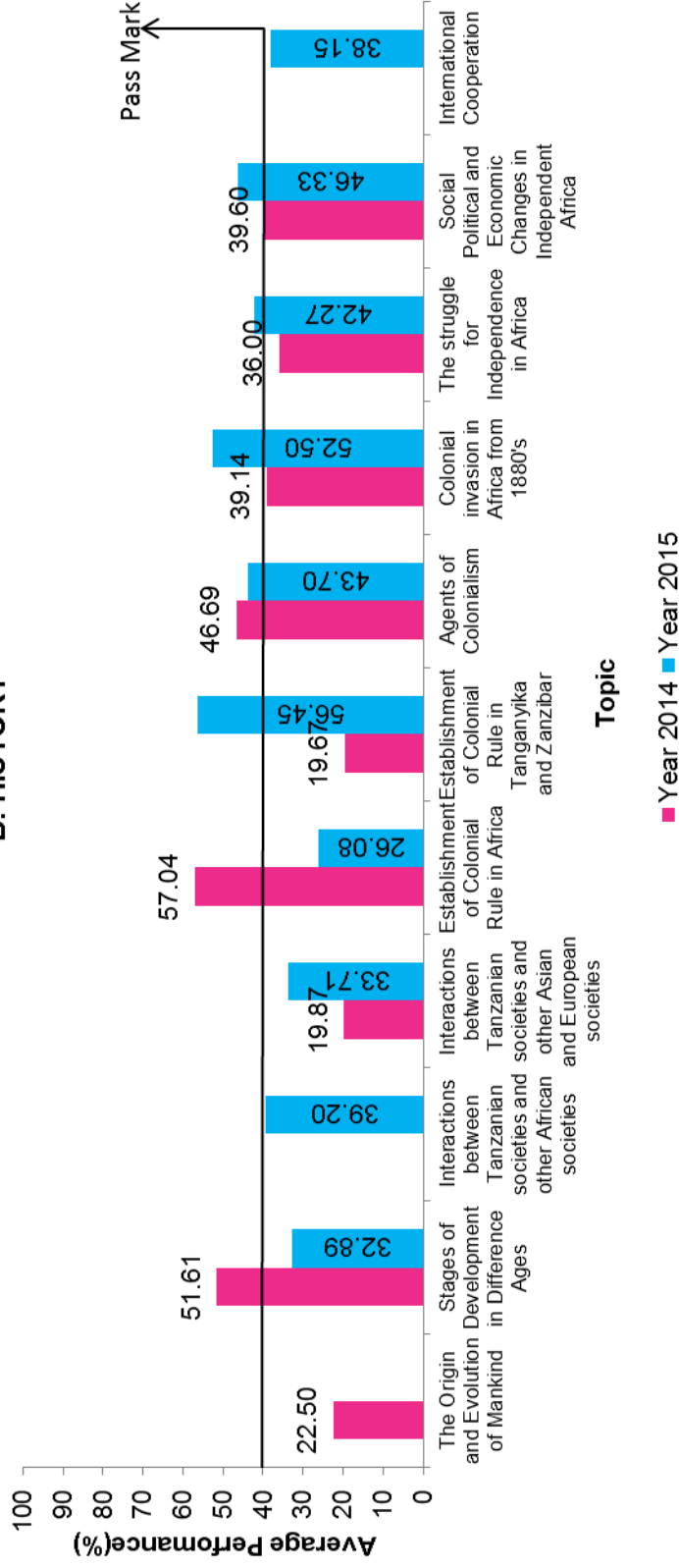
Appendix B

Performance of Candidates' in each Topic in Social Studies in 2015 Compared to 2014



Performance of Candidates' in each Topic in Social Studies in 2015 Compared to 2014

B: HISTORY



Performance of Candidates' in each Topic in Social Studies in 2015 Compared to 2014

