ANALYSIS OF CANDIDATES’ RESPONSES TO PRIMARY SCHOOL LEAVING EXAMINATION QUESTIONS FOR THE YEAR 2017

SOCIAL STUDIES
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

ANALYSIS OF CANDIDATES’ RESPONSES TO PRIMARY SCHOOL LEAVING EXAMINATION QUESTIONS FOR THE YEAR 2017

SOCIAL STUDIES
# Table of Contents

PREFACE ................................................................................................................................. iv  
1.0 INTRODUCTION ........................................................................................................... 1  
2.0 ANALYSIS OF CANDIDATES’ RESPONSES ................................................................. 3  
  2.1 Section A Civics............................................................................................................. 3  
  2.2 Section B: History ......................................................................................................... 25  
  2.3 Section C: Geography .................................................................................................... 54  
3.0 PERFORMANCE OF CANDIDATES PER TOPIC ....................................................... 75  
4.0 CONCLUSION .................................................................................................................. 78  
5.0 RECOMMENDATIONS .................................................................................................... 79  
Appendix A ............................................................................................................................. 80
This report on the analysis of Candidates’ responses of the Primary School Leaving Examination in Social Studies subject 2017 has been prepared for the purpose of giving a 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, majority of the candidates who scored poorly 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 graph, pie charts and tables. Nevertheless, a comparison of performance of candidates in 2016 and 2017 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, the 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 Primary School Leaving Examination (PSLE), 2017 was held from the 6th to 7th September, 2017. In that examination, the Social Studies Subject was done on 6th September, 2017. The total number of candidates who registered for the Social Studies Subject examination was 916,885 of which, 909,902 (99.2%) sat for the examination. Analysis of candidates’ responses to the questions in Social studies subject indicates that 570,781 candidates (62.73%) passed the examination.

The Social Studies Subject, in the Primary School Leaving Examination (PSLE) for the year 2017, consisted of 50 multiple choice questions which were divided into three sections, namely; section A: Civics, which had 14 questions, section B: History, which had 18 questions and section C: Geography, which had 18 questions. Candidates were required to answer all questions in all the three sections. Moreover, in each question, the candidates were given five alternatives, one of which was the correct answer. The candidates were instructed to choose the correct answer and shade the respective letter on the answer sheet (Optical Mark Reader-OMR) provided.

This analysis will show the number and percentage of candidates in each option. The criteria for grading candidates’ performance in each question depended on the number of candidates who chose the correct answer. When only 0 to 39 percent of candidates were able to choose the correct answer, the performance in that question or topic will be termed as weak. On the other hand, if the percentage of candidates who were able to choose the correct answers ranges
between 40 and 59, such a performance will be termed average. Furthermore, if the percentage of the candidates who were able to choose the correct answer ranges from 60 and above, such a performance is termed as good.
2.0 ANALYSIS OF CANDIDATES’ RESPONSES

2.1 Section A Civics

Question 1: The people’s representative in Municipal, City and Town Councils meeting is

A the Ward Executive Officer
B the Village Chairperson
C the Councilor
D the Ward Education Officer
E the Ward Secretary.

Table 1: Number and percentage of candidates in each option

<table>
<thead>
<tr>
<th>OPTION</th>
<th>A</th>
<th>B</th>
<th>C*</th>
<th>D</th>
<th>E</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Candidates</td>
<td>117,936</td>
<td>134,485</td>
<td>584,872</td>
<td>40,818</td>
<td>28,905</td>
<td>10,068</td>
</tr>
<tr>
<td>% of Candidates</td>
<td>12.86</td>
<td>14.66</td>
<td>63.78</td>
<td>4.45</td>
<td>3.15</td>
<td>1.10</td>
</tr>
</tbody>
</table>

This question featured in the topic of Local Governments. It tested the candidate’s knowledge on the people’s representative in the Municipal, City and Town Councils meetings.

The question was performed well as shown in table 2.1 below whereby 584,872 (63.78%) candidates managed to choose the correct answer C, the Councilor. The candidates who opted for this response showed that they had the knowledge of the functions and responsibilities of the councilors and other leaders of the Municipal, City and Town Councils.

The Distracter A, the Ward Executive Officer attracted 117,936 (12.8%) candidates. Those candidates failed possibly because the
Ward Executive Officer is a person who does daily duties in their localities and they thought he/she represents the people in those meetings. Furthermore, other candidates 134,485 (14.66%) were wrongly attracted by B, the Village Chairman. These candidates probably chose such a distracter because the village chairman is closer to the people than all other officers at the grass root level of administration. Besides, 28,905 (3.2%) candidates chose the wrong option E, Ward Secretary the position which does not exist in the current administrative structure of the local government. Therefore, these candidates portrayed lack of enough knowledge on the administrative structure of the local government. Other 40,815 candidates (4.45%) chose D, the Ward Education Officer possibly because he/she visits their schools regularly.

The presence of a large number of candidates who selected the correct option shows that majority of them well understood the topic of Local Government and its structure, specifically the people’s representatives in the municipals, City and Town Councils in Tanzania.

**Question 2:** The head of government activities in the Parliament is

A  the Speaker of the National Assembly  
B  the Minister for Legal and Constitutional Affairs  
C  the President  
D  the Prime Minister  
E  the Attorney General

The question was derived from the topic Central Government. In this question, the candidates were required to identify the head of
government activities in the parliament. This question featured under the topic of Central Government.

The performance of candidates in this question was average as 438,938 (47.86%) candidates were able to choose the correct response *D, the Prime Minister*. This indicates that those candidates had the correct knowledge of the roles of Prime Minister in the parliament.

Some 307,747 (33.6%) candidates were attracted by distractor *A, the speaker of the National Assembly*. These candidates failed to understand that the speaker’s role is to chair parliamentary meetings and not to lead the government activities in the House. The choice of this distracter indicates that these candidates lacked enough knowledge on the pillars and leaders of the government. However, 37,128 (4.1%) candidates opted for *B, the Minister for legal and Constitutional affairs*. These candidates possibly thought that the minister for Legal and Constitutional Affairs is the minister who heads the law making body (i.e., parliament) due to the way the Minister in question explains various constitutional and legal related issues in the parliament. A total of 87,128 (9.5%) candidates chose *C, the president* and 35,721 (3.90%) candidates selected *E, Attorney General*. Possibly they thought that by holding such high positions in the country, the President and Attorney General must also head the government activities in the House.

In general, the fact that over fifty percent (50%) of the candidates failed in this question implies that many candidates did not
understand the topic of Central Government and that is the reason why they were attracted to such distracters.

![Bar chart showing the performance of candidates in selecting the correct answer.](image)

**Figure 1**: The performance of candidates in this question was average since 47.86 percent of the candidates were able to select the correct answer.

**Question 3**: Who is in-charge of the day to day activities of the Municipal Council?

- A Municipal Council Chairperson
- B Councilor
- C Mayor
- D District Executive Director
- E Municipal Executive Director
Table 2: Number and percentage of candidates in each option

<table>
<thead>
<tr>
<th>OPTION</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E*</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Candidates</td>
<td>186,860</td>
<td>137,563</td>
<td>288,876</td>
<td>97,667</td>
<td>193,194</td>
<td>12,924</td>
</tr>
<tr>
<td>% of Candidates</td>
<td>20.38</td>
<td>15.00</td>
<td>31.50</td>
<td>10.65</td>
<td>21.07</td>
<td>1.40</td>
</tr>
</tbody>
</table>

The question was set from the topic of *Local Government*. It required the candidates to identify the person in charge of the day to day activities in the Municipal Council.

The question was poorly attempted with 710,966 (77.53%) candidates failing to identify the correct answer and opted for the following distractors: A total of (20.38%) candidates chose A, *Municipal Council Chairperson*. These were wrong because the role of a chairperson is to summon and chair meetings of the council and not otherwise. Others (15.00%) wrongly opted for B, *Councilor* who is people’s representative in meetings of the municipal councils while a significant number of the candidates opted for C, *Mayor* due to their lack of understanding that being the head of Municipal Council, does not make the mayor become the executive officer. The rest (10.65%) opted for D, *District Executive Director* a title which does not exist in the structure of Municipal Councils.

Only 193,194 (21.07%) chose the correct response E, *Executive Director*. Certainly they got it right due to having the right knowledge on the functions of the officers of Municipal Councils.

The presence of a big number of candidates (77.53%) who failed to select the correct response shows that the candidates lacked sufficient understanding of the administrative structure in the
municipal and specifically the responsibilities of the Municipal Executive Directors.

**Question 4:** It is important to observe one of the following while singing the National Anthem

A  holding the national flag  
B  stand still and attentive  
C  look at the right side  
D  raise up the right hand  
E  sit down calmly

The question was set from the topic of *National Symbols*. The question required the candidates to identify an important thing, from the given five options worthy observing when singing the National Anthem. The dispersion of the candidates’ responses is shown in **Figure 2** below.

![Figure 2: The performance of candidates in this question was good since 82.24 percent of the candidates were able to select the correct answer.](image)
**Figure 2** shows that, 85.2 percent of the candidates answered correctly this question by choosing the correct response which is *B, stand still and attentive*. This shows that the candidates had the knowledge that the National Anthem is a national symbol which shows recognition of Tanzania, and therefore it should be sung with respect and calmness. The candidates were able to answer this question because it is a topic which is both theoretically and practically taught at school, especially during the morning assembly or in other important events at the school.

However, 5.18 percent of the candidates chose distracter *A, holding the national flag* which was not the correct answer as the flag is hoisted on a mast. Some candidates (2.2%) opted for the distracter *C, look at the right side* which was wrong because normally people stand and look forward when singing the anthem. Few candidates (4.3%) chose an incorrect option *D, raise up the right hand* because such event is not taking place when singing the national anthem and when government leaders and other civil servants are taking oaths. Few candidates (2.0%) lacked knowledge on what was worthy taking into consideration when singing the national anthem by choosing *E, sit down calmly* which was a wrong response.

**Question 5:** The symbol that represents workers in the National Emblem is:

A  Hoe
B  Spear
C  Elephant tusks
D  Uhuru torch
E  Axe
Table 3: Number and percentages of candidates in each option

<table>
<thead>
<tr>
<th>OPTION</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E*</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Candidates</td>
<td>519,107</td>
<td>49,479</td>
<td>74,140</td>
<td>125,340</td>
<td>136,388</td>
<td>10,314</td>
</tr>
<tr>
<td>% of Candidates</td>
<td>56.6</td>
<td>5.4</td>
<td>8.1</td>
<td>13.7</td>
<td>14.9</td>
<td>1.1</td>
</tr>
</tbody>
</table>

The question aimed at testing candidate’s knowledge on the meaning of various symbols that are in the National Emblem. The National Emblem or the coat of arms is the official government badge used in government documents, offices, in the national currency and in the Presidential flag. Moreover, the sign which represents workers in the National Emblem is an axe.

As shown in Table 3 above, majority of the candidates 655,260 (83.75%) failed to opt for the correct answer and had the following pattern of incorrect answers: 519,107 candidates (56.60%) chose A, Hoe which represents farmers; 74,140 candidates (8.08%) C, Elephant tusks which stands for the natural resources of our country; 125,340 candidates (13.67%) chose D, Uhuru torch which represents independence of our nation and 49,479 candidates (5.40%) chose B, Spear which stands for the defense of Tanzania’s freedom and independence.

it is only 136,388 (14.87%) candidates who were able to choose the correct answer E, axe as a sign which represents workers since an axe is a tool which is used by the government of the Republic of Tanzania in boosting the economy of the country. This indicates that majority of the candidates lacked correct knowledge on the interpretation of the signs which are seen on the National Emblem.
**Question 6:** Pedestrians are advised to walk along the road by

A  using the right side of the road
B  using the left side of the road
C  looking at the right and left side of the road
D  holding each other's hands
E  Looking at the traffic lights only

This question features under the topic of *Defense and Security*. The candidates were required to identify the correct direction for the pedestrians to walk when they are on the road.

The performance of candidates in this question was poor because 683,608 candidates (74.53%) failed to choose the correct answer. Of these, 343,995 candidates (37.51%) chose C, *looking at the right and left side of the road* which are skills used before crossing a road and not used when walking along a road. Distractor B, *using the left side of the road* attracted 193,131 (21.06%) candidates who wrongly thought pedestrians use the same side used by vehicles. Moreover, 115,353 (12.58%) candidates chose E, *looking at the traffic lights only* – an incorrect response since, in reality, traffic lights are commonly used at some road junctions in cities, and not everywhere all the time. Some candidates (31,129 equivalents to 3.4 percent) opted for D, *holding each other's hands* which is commonly practiced when helping children, aged and disabled people to cross the road. The failure of many candidates to choose the correct answer indicates limited knowledge of the candidates on the aspect of road safety.

A total of 221,647 (24.17%) candidates were able to choose the correct answer A, *using the right side of the road*. Certainly, this
The correct choice was due to having a good understanding of the road safety education and its application in daily life.

In the whole, most candidates scored poorly in this question due to insufficient knowledge and wrong experience in using the road in their day-to-day life.

![Figure 3: The performance of candidates in this question was poor since only 24.17% of the candidates were able to select the correct answer.](image)

**Figure 3:** The performance of candidates in this question was poor since only 24.17 percent of the candidates were able to select the correct answer.

**Question 7:** Advantages of defense and security in schools include

A  to increase the number of peoples enrolment

B  to ensure peaceful and orderly learning environment

C  to ensure teachers and students arrive at school on time

D  to broaden the scope of democracy in school

E  to facilitate the construction of classrooms and teachers houses
Table 4: Number and percentage of candidates in each option

<table>
<thead>
<tr>
<th>OPTION</th>
<th>A</th>
<th>B*</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Candidates</td>
<td>48,684</td>
<td>649,281</td>
<td>84,644</td>
<td>76,114</td>
<td>47,441</td>
<td>10,920</td>
</tr>
<tr>
<td>% of Candidates</td>
<td>5.31</td>
<td>70.80</td>
<td>9.23</td>
<td>8.30</td>
<td>5.17</td>
<td>1.20</td>
</tr>
</tbody>
</table>

The question was set from the topic of *Defense and Security*. It tested the candidates understanding on the advantages of defense and security is schools.

The performance of candidates in this question was good as 649,281 (70.80%) of the candidates chose *B, to ensure peaceful and orderly learning environment* which was the correct response. These candidates were able to identify the correct response because they might have linked it with the real situation in their schools, where defense and security results into the peaceful and orderly learning environment.

In the contrary, 48,648 (5.31%) candidates wrongly opted for *A, to increase the number of pupils enrolment* which was not directly related to advantages of peace and security in schools. Furthermore, 84,644 (9.23%) candidates chose *C, to ensure teachers and students arrive at school on time*. They were wrong because time for arriving at school is fixed by the school administration and not by the defense and security in schools. However, 76,114 (8.30%) candidates were attracted by distracter *D, to broaden the scope of democracy in schools*. These few candidates lacked knowledge that in schools democracy is promoted through pupils involvement in decision making like choosing
prefects, and that defense and security in schools has nothing to do with democracy. Lastly, 47,441 (5.17%) candidates opted for E, *construction of classrooms and teacher’s houses* which is the task of the respective local government authorities, thus not related to the objectives of defense and security in schools.

In the whole, the candidates who chose the correct option in this question had the required knowledge on the topic and specifically on the real advantages of defense and security in schools.

**Question 8:** Good governance can be strengthened in schools through the following ways except

A students to elect their leaders

B students to know income and expenditure of the school

C students to have a final say on any issue

D students leaders to respect the views of their fellow students

E students to accept advise from their teachers

Table 5: Number and percentage of candidates in each option

<table>
<thead>
<tr>
<th>OPTION</th>
<th>A</th>
<th>B</th>
<th>C*</th>
<th>D</th>
<th>E</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Candidates</td>
<td>74,768</td>
<td>208,190</td>
<td>502,608</td>
<td>50,539</td>
<td>69,280</td>
<td>11,699</td>
</tr>
<tr>
<td>% of Candidates</td>
<td>8.15</td>
<td>22.70</td>
<td>54.81</td>
<td>5.51</td>
<td>7.55</td>
<td>1.30</td>
</tr>
</tbody>
</table>

This question features in the topic of *Principles of Democracy* and it tested candidates’ understanding on a way that does not promote good governance in schools.
The question was averagely performed with 502,608 (54.81%) choosing the correct option C, *students to have a final say on any issue*. Certainly they scored well in this question because they were able to interpret the question correctly and they had the right knowledge on ways which promote or don't promote good governance in schools. These candidates were able to understand that it is not in all issues that the prefects are the last spokespersons or arbitrators.

The candidates who provided incorrect answers in this question, chose the following options; candidates 74,768 (8.15%) chose A, *Students to elect their leaders* which is an aspect of good governance in schools and not the reverse. Probably such candidates were not patient and keen enough in interpreting the question and understand its demands. However, 208,190 (22.70%) were attracted to distracter B, *candidates to know income and expenditure of the school*. Such as aspect, basically, improves good governance in schools and not otherwise. Some candidates (50,539 equal to 5.5%) opted for D, *student’s leaders to respect the views of their fellow students*. Truly, this is in line with good governance in schools and not the opposite. Lack of passion in understanding the question demands was possibly the candidates’ major weakness. Lastly, on the same grounds, 69,260 (7.55%) candidates wrongly chose E, *students to accept advice from their teachers*. Failure to interpret the question correctly continued to be the major problem which plunged the candidates in that same group of failures.
Generally, a significant number of candidates got the correct response due to keenness in interpreting and understanding the demands of the question.

**Question 9**: Which among the following sets represent registered political parties in Tanzania?

A  CCM, CHADEMA and TAMWA  
B  CCM, CHADEMA and LHRC  
C  CHADEMA, CCM and NCCR  
D  CHADEMA, MEWATA and TAMWA  
E  MEWATA, CCM and TAMWA

The question was set from the topic of *Democracy*. The candidates were required to identify from five given options an option which represents registered political parties in Tanzania.

It was an averagely performed question whereby 519,465 (56.64%) candidates were able to identify the correct response C *CHADEMA, CCM and NCCR*. These candidates had the correct knowledge on the names of the political parties registered in Tanzania.

However, a significant number of candidates 385,925 (42.08%) chose wrong options, in the following pattern: 239,614 (26.13%) candidates chose A, *CCM, CHADEMA and TAMWA*. These candidates failed to know that TAMWA is Tanzania Media Women Association, hence not a political party. Also, 67,029 (7.31%) candidates who opted for B, *CCM, CHADEMA and LHRC* failed to know that LHCR is the Legal Human Rights Centre, and therefore not a political party. Moreover, 33,501 (3.65%) candidates opted for
D, CHADEMA, MEWATA and TAMWA lacked knowledge that both MEWATA (Medical Women Association of Tanzania) and TAMWA are not political parties. Finally, 45,780 candidates (4.99%) who opted for E, MEWATA, CCM and TAMWA lacked the understanding that MEWATA and TAMWA are some women’s associations in Tanzania and not political parties.

Overall, the question was well attempted because most candidates had the required knowledge on the question, specifically on the political parties registered in Tanzania. However, some candidates who opted for distracters exhibited limited knowledge on the concept of multi-party system, hence failed to distinguish the political parties from the non-political parties in the given alternatives.

![Figure 4: The performance of candidates in this question was average since 56.64 percent of the candidates were able to select the correct answer.](image)

**Question 10:** The main objective of introducing multiparty system in Tanzania is
A to attract investors from outside the country
B to broaden and strengthen democracy
C to increase the number of political parties
D to implement investors conditions
E to form a government of national unity

Table 6: Number and percentage of candidates in each option

<table>
<thead>
<tr>
<th>OPTION</th>
<th>A</th>
<th>B*</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Candidates</td>
<td>46,505</td>
<td>589,698</td>
<td>89,258</td>
<td>48,281</td>
<td>131,380</td>
<td>11,962</td>
</tr>
<tr>
<td>% of Candidates</td>
<td>5.07</td>
<td>64.30</td>
<td>9.73</td>
<td>5.26</td>
<td>14.33</td>
<td>1.30</td>
</tr>
</tbody>
</table>

The question features under the topic of Democracy and it tested the candidates’ knowledge on the main objective of introducing multiparty system in Tanzania.

The question was well attempted with 589,698 (64.30%) candidates choosing the correct option B to broaden and strengthen democracy. Certainly these candidates had the correct knowledge on the reasons for introduction of multi-party system in Tanzania.

In the contrary, few candidates provided wrong responses as it follows: some 46,505 (5.07%) candidates chose A, to attract investors from outside the country. They possibly thought that foreign investors and multi-party system are interlinked as both were introduced to Tanzania in almost the same time, that is early 1990s. Furthermore, 89,258 (9.73%) candidates opted for C, to increase the number of political parties. Those candidates were possibly misled by the term multiparty system which they thought it meant increased number of political parties. Moreover, some 48,281 (5.26%)
candidates chose $D$, to implement investors’ conditions and missed the answer. Possibly the candidates thought multi-party as a system was formed to listen to and implement investors’ conditions instead of serving the broader people’s democracy. Lastly, there were 131,380 (14.33%) candidates who opted for the distractor $E$ to form a government of national unity. Possibly they failed to know that national unity had existed in Tanzania since independence and was not brought about by the introduction of multi-party democracy.

In the whole, most candidates scored well in this question implying that they had proper understanding of the topic of Democracy.

**Question 11:** Which of the following traditions can spread HIV/AIDS?

A  Traditional dances  
B  food taboos  
C  bearing many children  
D  widow inheritance  
E  bride price

This question features in the topic of *Our Culture.* It measured the candidates understanding on the traditions that can spread HIV/AIDS.

This question was attempted very well by a total of 638,526 (69.63%) candidates who chose the correct option $D$, widow inheritance. This demonstrated that candidates had the required knowledge on the topic specifically on how HIV/AIDS can spread through negative cultural practices.
The candidates who failed in this question provided incorrect answers as it follows; some 75,588 (8.24%) candidates opted for A, *Traditional dances*. Perhaps they had a wrong conception that all traditional dances are associated with unsafe sexual practices which promote the spread of HIV/AIDS. Moreover, 58,941 (6.43%) candidates chose B, *Food taboos* which are negative cultural practices. Possibly, the candidates thought that because a food taboo is a negative cultural practice then it must spread HIV/AIDS. Also, 85,141 candidates (9.28%) who opted for C, *Bearing many children* might have thought that one can contact HIV/AIDS through frequent sexual intercourse with a mother who bears many children. Lastly, some 46,707 (5.09%) candidates chose E, *bride price*. These candidates went astray by thinking that all negative cultural practices like food taboos spread HIV/AIDS.

Many candidates were able to demonstrate good understanding of the topic, specifically on how HIV/AIDS is spread. All this suggests that the candidates had the required knowledge demanded by the question.
Figure 5: The performance of candidates in this question was good since 69.6 percent of the candidates were able to select the correct answer.

Question 12: How many groups of natural vegetation?

A Three
B four
C two
D five
E six

Table 7: Number and percentage of candidates in each option

<table>
<thead>
<tr>
<th>OPTION</th>
<th>A*</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Candidates</td>
<td>138,414</td>
<td>85,301</td>
<td>585,358</td>
<td>57,395</td>
<td>38,712</td>
<td>11,904</td>
</tr>
<tr>
<td>% of Candidates</td>
<td>15.09</td>
<td>9.30</td>
<td>63.83</td>
<td>6.26</td>
<td>4.22</td>
<td>1.30</td>
</tr>
</tbody>
</table>

The question featured in the topic of Our Economy. It tested the candidates understanding on the total number of groups of natural vegetation.

This was among the most poorly done question with 766,766 (83.61%) choosing the incorrect options as follows: B, four; (9.30%);
C, two (63.83%); D, five (6.26%) and E, six (4.22%). These candidates who chose the wrong options lacked the knowledge on the groups of natural vegetation.

Only 15.1 percent of the candidates were able to choose the correct option A, three. The presence of a big number of candidates who could not identify the correct response is an indication that there is a problem in the teaching and learning of this subtopic (Major National Resources) which is a section of the main topic (Our Economy).

**Question 13:** The main objective of the constitutional changes of 1962 in Tanzania were

- A to form a government of national unity
- B to form a federal government
- C to form local government
- D to form a republican government
- E to form a transition government

Table 8: Number and percentage of candidates in each option

<table>
<thead>
<tr>
<th>OPTION</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D*</th>
<th>E</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Candidates</td>
<td>255,561</td>
<td>63,159</td>
<td>113,710</td>
<td>398,703</td>
<td>72,360</td>
<td>13,591</td>
</tr>
<tr>
<td>% of Candidates</td>
<td>27.87</td>
<td>6.89</td>
<td>12.40</td>
<td>43.48</td>
<td>7.89</td>
<td>1.50</td>
</tr>
</tbody>
</table>

This question was set from the topic of the Constitution of Tanzania. The question measured the candidates understanding on the main objective of the constitutional changes of 1962 in Tanzania.

It was an averagely performed question with 398,703 (43.48%) candidates choosing the correct option D, to form a republican
government. They were certainly able to do so because they knew Tanzania became a republic in 1962 and that was the main objective of constitutional changes in that same year.

However, 255,561 (27.87%) candidates wrongly opted for A, to form a government of national unity. Possibly, the candidates thought that because Tanzania was newly independent, the most urgent constitutional objective was to form national unity. Some 63,159 (6.89%) candidates opted for B, to form a federal government. Perhaps they did not know the real meaning of a federal government, that is a central government formed from many sub-regional independent governments like in Nigeria. However, 113,710 (12.40%) candidates wrongly opted for C, to form local governments. Those candidates failed to know that by 1962 we did not have a local government system in the newly independent Tanzania. Moreover, 72,360 candidates (7.89%) opted for E, to form a transition government. Possibly, the candidates in the question wrongly thought constitutional changes meant a government which was in transition, hence they failed.

In the whole, candidates performed averagely in this question because they had correct understanding on the 1962 Republican Constitution of Tanzania.

**Question 14:** In which year was the African Union (AU) formally established?

A 2002  
B 2001  
C 1963  
D 1945
The question featured under the topic of *Co-operation between Tanzania and Other Nations*. It tested the candidates understanding on the year when the African Union (AU) was formally established.

This was one of the questions which was poorly performed since 715,921 (78.08%) candidates failed to choose the correct answer as follows: some 90,313 (9.85%) candidates opted for *B, 2001* perhaps because it was very close to the correct answer which was 2002. Moreover, 381,444 (41.59%) candidates chose *C, 1963*. Possibly, the candidates chose 1963 hoping the AU and the OAU stand for the same organization which was started in the year 1963. However, 146,120 (15.93%) were attracted by the distractor *D, 1945* which is the year when the UNO was founded and not the year for the establishment of the AU. Lastly, 188,147 (10.69%) candidates opted for *E, 1999* which was unrelated to the year for the establishment of the AU. Thus, such candidates might have chosen this option as a matter of lacking the specific knowledge required by the question.

Only 188,147 (20.52%) candidates selected the correct option *A, 2002*. These candidates scored well in this question because they had the correct specific information about the year when the AU was formally established.

Generally, 79.5% of the candidates scored poorly in this question because they lacked knowledge and ability to sort out the correct option, for example, some of the candidates could not even make a distinction between the dates for the establishment of the OAU, UNO and AU.
Figure 6: The performance of candidates in this question was poor since only 20.52 percent of the candidates were able to select the correct answer.

2.2 Section B: History

Question 15: An extended family is closely related to a social group known as

A tribe  B society
C lineage  D neighbour
E village.

The question measured the candidates’ ability to identify a social group which is more or less the same as the extended family. This question had a weak performance since it is only 302,267 (33%) candidates who opted for a correct response C, lineage. Such candidates who opted for the correct response were sufficiently knowledgeable in such a way that they were able to identify the correct alternative in relation to the extended family which its constituents include father, mother, children and relatives, such as
uncle, aunt, nephew and cousin who may at times stay with the nuclear family.

Moreover, a total of 602,293 (65.68%) candidates who opted for A, tribe, B, society, D, neighbour and E, village failed to understand the concept and kinds of families. The choice of such distractors indicates that the topic Our Family was not well understood by many candidates. For example, the candidates who chose D, neighbour related the good neighborhood between families to the extent that two families close to each other make an extended family. The candidates (12,524) who either omitted the question or provided multiple answers constituted 1.4 percent.

Figure 7 shows that only few candidates (32.96%) were able to identify a social group is more or less the same as the extended family.
**Question 16:** The Ubugabire feudal system is based on the ownership of

- **A** cattle
- **B** industries
- **C** land
- **D** migrant labourers
- **E** slaves.

The question was set from the topic of the *Development of Economic and Administrative System in Tanzanian societies up to the 19th century*. In this question, the candidates were required to identify the ownership on which the ubugabire feudal system is based.

The performance in this question was poor since 289,038 candidates (31.52%) opted for the correct response **A**, cattle. The candidates’ enough knowledge on the economic and political systems in East Africa before colonialism enabled them to identify the correct response. The candidates knew that ‘ubugabire’ was the feudal system which was practiced among the Ha. In such a system, a person who had cattle (mugabire) handed some cattle over to the person who had none for caring and after quite some time the one without cattle was rewarded a certain number of cattle as his wage. Moreover, a total of 441,604 (48.15%) candidates opted for **B**, *Industries* and **C**, *land*. These candidates failed to understand that industries are the economic enterprise on which capitalism rests, and that all together had not yet evolved in Africa and that land is the main factor of production in the feudal system of which in East Africa was represented by Nyarubanja.

The choice of such distractors is a proof that such candidates lacked adequate knowledge on different modes of production which existed in East Africa before colonialism. Also, (93,490) 10.19% candidates
chose distractor \textit{D, migrant laborers}. These candidates failed to
differentiate production systems and that such candidates were
supposed to understand that laborers working in large plantations
provided casual labor during colonial economy. Moreover, \((80,835)\
8.81\%\) candidates who selected distracter \textit{E, slaves} failed to
distinguish the production systems from their principles.

Generally, the presence of a total of \(615,929\) (67.15\%\) candidates
who opted for the distracters in this question shows that many of
them had little knowledge on the concept of production systems
before colonialism, colonial economy and slave trade. Moreover,
\(12,117\) (1.3\%) candidates, either omitted this question or provided
more than one alternative and so they lost marks.

\textbf{Question 17}: The earliest system of which a society owned all the
major means of production communally was called
\begin{itemize}
  \item[A] Feudalism
  \item[B] Communism
  \item[C] Socialism
  \item[D] Friendship
  \item[E] Communalism.
\end{itemize}

This question measured the candidates' ability of identifying the first
social system in which all members of the society owned the major
means of production communally.

The performance in this question was average since \(506,381\)
(55.22\%) opted for the correct answer, \textit{E, communalism}. Such
candidates had adequate knowledge on the social production
systems and the periods in which such systems existed. The
candidates were able to know that it was during communalism in
which the major means of production such as land and forests were
owned by the whole society. Some 159,452 (17.39%) candidates who were attracted by distractor A, *Feudalism*. These candidates were unable to identify different economic systems and their characteristics in the production processes. They were supposed to know that feudalism was not the first economic system of production, but a system which enabled few people to own land.

However, 163,580 (17.84%) candidates opted for distractor C, *Socialism* because of the almost similarity exhibited in the nature of communism and socialism. In communal mode of production, the major means of production were owned by all members of the society as it has been in socialism. Nevertheless, such candidates were supposed to know that *socialism* was not the first mode of production. This distractor might have attracted several candidates equivalent to 17.8% due to the famous Socialism and Self reliance political stance in the Arusha Declaration Policy of 1967-1985. Distractor B, *Communism*, attracted 4.30% of the candidates who were unable to get out of the trap of the question.

The candidates were supposed to know that communism is a kind of socialism which also proclaims a classless society and that there is no privately owned major means of production. Hierarchically, communism is the highest stage of a classless society and therefore, cannot be the first mode of production. Distractor D, *Friendship* which attracted 36,982 (4.0%) was chosen by the candidates with little knowledge on the topic of the Development of Economic and Administrative Systems in Tanzanian Societies up to the 19th century. They were also supposed to understand that friendship was not a system of production, whatsoever.
**Question 18:** Which treaty legalized slave trade in East Africa in 1873?

A) Moresby  
B) Hamerton  
C) Berlin  
D) Heligoland  
E) Frere.

The question was set from the topic of Slave Trade and it required the candidates to identify the treaty that legalized slave trade in East Africa in 1873. The performance of the candidates was poor as shown in Figure 8 below since only 23.80% of the candidates were able to choose the correct response E, Frere. These candidates were knowledgeable on the techniques and kinds of treaties which were used in the signing of the British and the Sultan of Zanzibar in order to end slave trade in East Africa.

The presence of 687,090 (76.20%) candidates who missed the right answer indicates little knowledge which the candidates had on the topic of Slave trade, Establishment of Colonial Rule in Tanganyika and Zanzibar and Colonial Invasion in Africa. For example, 15.46% of the candidates who opted for distractor B, Hamerton were aware of some treaties which were used to end slave trade in East Africa. However, they were unaware of the typical name of each treaty, the role it played (its strengths) as well as the year in which it was signed.

Distractor C, Berlin attracted 206,523 (22.52%) candidates due to its role in hosting the Scramble for and Partition of Africa conference from 1884-1885, under the chairmanship of Chancellor Otto von Bismarck. Generally, the candidates who opted for this distractor
failed to distinguish the techniques used to divide African continent and ending slave trade.

Candidates who selected distracter D, Heligoland were (148,279) 16.17%. These candidates failed to know that this treaty was signed in 1890 between Germany and Britain. The treaty identified boarders between the German and the British areas of influence in East Africa. In the contents of this contract, Germany agreed to exchange Witu area in Kenya and be compensated with Heligoland Island in Northern Germany, formerly under the British dominion. The candidates who opted for this question were unable to differentiate treaties which were concerned with partition of East Africa and the ones on ending slave trade in East Africa. The candidates who omitted this question were 1.08 percent and 0.2 percent opted for more than one alternative.

Figure 8 shows that only 23.80 percent of the candidates who chose the correct response pertaining to the name of the treaty which illegalized slave trade in East Africa in 1873.
**Question 19:** The total ways of life of human beings is called

- A  history
- B  culture
- C  customs
- D  democracy
- E  traditions.

The question required the candidates to identify the proper word which refers to permanent activities, norms and customs displayed in human life. Only 323,274 (35.25%) candidates opted for the correct response B, *culture*. The candidates were knowledgeable enough on the subject matter of what makes culture. They knew that culture is a social mirror, incorporating norms, customs, traditions, artifacts and language.

A sizeable number of the candidates, 265,269 (28.93%) was attracted to distractor C, *customs* and (118,426) 12.91% candidates were attracted to distractor E, *traditions* and all failed to differentiate the concepts of culture, customs, and traditions. The candidates were supposed to know that customs are more concerned with daily practices such as obedience, loving each other, greeting formalities. On the other hand, traditions are the practices of a particular society according to environmental setting, nature and the trend of the same society.

Moreover, 124,724 (13.60%) candidates opted for distractor A, *History*. These candidates lacked knowledge on the concept of ‘History’ and Culture. They were supposed to understand that History is a subject on past records which are taught in learning institutions, and therefore not total practices performed daily in human life.
Distractor \( D, \) democracy was opted for by (73,836) 8.05% candidates. It is possible these candidates were moved by the existing democratic cross-cutting issues over the radios, on the televisions, social networks, and in the newspapers. It is clear that these candidates lacked proper knowledge on democracy that it is not daily activities which people perform or cut across instead it is an administrative system which draws its power and authority from the people. Moreover, 12,502 (1.21%) candidates either omitted this question or provided more than one response.

**Question 20:** Globalization has changed the world to be like a

\[
\begin{array}{ll}
\text{A} & \text{country} \\
\text{B} & \text{district} \\
\text{C} & \text{ball} \\
\text{D} & \text{village} \\
\text{E} & \text{ward.}
\end{array}
\]

This question required the candidates to identify one of the advantages of globalization. A total of 341,150 candidates (37.20%) opted for the correct response \( D, \) village. These candidates had adequate knowledge on the improvement of information and communication technology which has facilitated communication and brought the world together into one big village. That is to say, anything taking place at one part of the village, news spreads to another end of the village in a very possible short time. However, 425,937 (46.44%) candidates who opted for distractors \( A, \) country (37.31%); \( B, \) district (6.16%) and \( E, \) ward (2.97%). These candidates had no adequate knowledge on impacts of globalization. Also, 137,486 candidates equivalent to 14.99% opted for distractor \( C, \) ball. The choice of this distractor might have been influenced by little knowledge on the topic of Culture. Also, 1.40% of the candidates
omitted this question or provided more than one alternative hence loose marks as shown in Figure 9 below.

Figure 9 shows that the performance of the candidates in this question was weak.

Figure 9 shows that the performance of the candidates in this question was weak.

Question 21: The United Nations was founded in

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage of Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>37.31</td>
</tr>
<tr>
<td>B</td>
<td>6.16</td>
</tr>
<tr>
<td>C</td>
<td>14.99</td>
</tr>
<tr>
<td>D*</td>
<td>37.20</td>
</tr>
<tr>
<td>E</td>
<td>2.97</td>
</tr>
<tr>
<td>Others</td>
<td>1.40</td>
</tr>
</tbody>
</table>

This question was set from the International Cooperation and it tested the candidates’ ability in identifying the year in which the United Nations was founded. The performance in this question was average as shown in Figure 10 below. In this question, more than half of the candidates, 539,913 (58.87%), opted for the correct response B, 1945. These candidates had adequate knowledge on the concept of the United Nations, origin, objectives and
achievements of the United Nations. A total of 157,810 (17.21%) candidates opted for distractor C, 1995, probably because of the political event that the first multi-party election took place in Tanzania.

Moreover, 115,917 (12.64%) candidates opted for distractor D, 1885 due to failure to identify the period in which Africa was partitioned and the founding of the United Nations. In general terms, the candidates who opted for this distractor failed to know that the scramble for and partition of Africa conference held in Berlin, Germany, ended in 1885. Thus, it had no relationship with the birth of the United Nations. The candidates were supposed to know that the United Nations was founded in 1945 after the Second World War.

The candidates who opted for distractor A, 1955 and E, 1950 lacked sufficient knowledge on the topic of International Cooperation and that such distractors had no relationship with the demands of the question whatsoever.
Figure 10 shows that the candidates’ performance in this question was average.

Question 22: The first Portuguese to reach the Southern part of Africa was called

A  King Henry  B  Bartholomew Diaz
C  Vasco Da Gama  D  David Livingstone
E  Cecil Rhodes.

The question was set from the topic of *Interactions between the Tanzanian and Asian and European Societies*. It required the candidates to identify the first Portuguese to reach the Southern part of South Africa. The performance was poor because only 292,907 (31.94%) candidates were able to attempt this question correctly by opting for response *B, Bartholomew Diaz* who was the first Portuguese to sail round the Cape of Good Hope up to the Fish River in South Africa in 1488.
Distractor C, *Vasco Da Gama* attracted 386,239 (42.12%) candidates probably because of the well-known Vasco Da Gama in the history of East Africa as the first Portuguese explorer at the East African Coast and India in 1498 via the Cape of Good Hope. Therefore, his name and pictures were still in the memories of some of the candidates.

However, 6.83% of the candidates opted for distractor A, *King Henry*. The choice of this distractor shows that some candidates were not knowledgeable enough on the names and role of the Portuguese who facilitated the exploration of the routes to Asia. The candidates were supposed to know that King Henry had never travelled to southern part of South Africa but his role was to finance such voyages and explorations in the 15th century. The names that appear in distractors D, *David Livingstone* and E, *Cecil Rhodes* had no relationship with exploration of the route to Asia. However, they are much known due to being in the list of the colonial forerunners. Perhaps, the popularity of such names was what attracted the candidates to choose the distracters bearing their names.

**Question 23**: One of the reasons for the abolition of slave trade was

A. Europeans’ sympathy over slaves’ torture  
B. The Africans fought for their independence  
C. To get markets for European manufactured goods  
D. The Europeans’ caring for the equality of all people  
E. Weaknesses of the slaves from Africa.

The question was set from the topic of *Slave Trade*. The candidates were required to identify one of the reasons for the abolition of slave
trade. The performance in this question was poor since 298,734 (32.57\%) candidates only opted for the correct response C, *To get markets for European manufactured goods.* These candidates knew that industrial revolution which occurred in Europe in the 18th and 19th centuries caused greater demand of raw materials and markets. Thus, the Africans were to remain in Africa in order to produce raw materials and become the consumers of the produced products from Europe. The candidates in this category had adequate knowledge on the concept of slavery, origin, consequences and the reasons behind the abolition of that trade. **Figure 11** below shows the performance of candidates in this question.

A total of 395,939 (43.17\%) candidates were attracted to distractor B, *The Africans fought for their independence.* This have been caused by inadequate knowledge of the candidates making a difference between slave trade and the independence struggles in Africa which started after the spread of colonial rule. The candidates were supposed to know that slave trade ended in the 19th century while the struggle for independence began after the Second World War.

Distractors A, *Europeans’ sympathy over slaves’ torture* and D, *The Europeans’ caring for the equality of all people,* were opted for by the candidates who were less knowledgeable on the origin and reasons for the growth of slave trade. These candidates were supposed to understand that such a business was also carried out by the Europeans. Therefore, if they were philanthropic and sensitive to human rights, they would not have indulged themselves in such dehumanizing trade at the highest level. It is also likely that efforts of the Europeans to abolish slave trade in the 19th century led
the candidates to believe that this was humanity in them. However, the fact that had they intended to do so, they would have stopped great torture on the part of the slaves that had ever existed for four hundred years from the 15th century to the 19th century. Moreover, 69,130 (7.54%) candidates who opted for distractor E, Weaknesses of the slaves from Africa had no sufficient knowledge as why the Africans were involved in slavery and the reasons for being spotted in the slave trade as well as abolition of slave trade.

The abolition of slave trade was influenced by the industrial revolution which made changes in the agricultural, industrial and transport sectors, in a way forcing the European capitalists to abolish slave trade and create room for availability of raw materials and markets easily. The candidates who omitted the question were 11,973 (1.30%) and others in this percentage opted for more than one alternative.

![Graph showing the percentage of candidates for each option.](image)

**Figure 11** shows that the candidates’ performed averagely (43.2%) in this question.
Question 24: Major groups of agents of colonialism which came to Tanganyika and Zanzibar were

A  Soldiers, missionaries and administrators
B  Missionaries, journalists and businessmen
C  Explorers, administrators and businessmen
D  Journalists, explorers and soldiers
E  Explorers, missionaries and businessmen.

This question was set from the topic of Agents of Colonialism in Tanganyika and Zanzibar. The question tested the candidates' knowledge on identification of the forerunner groups of colonialism in Tanganyika and Zanzibar. The performance of the candidates in this question was good because (679,477) 74.09% candidates opted for the correct response, E, Explorers, missionaries and businessmen (see Figure 12). The candidates had adequate knowledge on the concept of colonialism and colonial agents which arrived in Tanganyika and Zanzibar from Europe in the 19th century for their economic, social and political reasons. However, 224,549 (24.49%) candidates opted for distractors A, Soldiers, missionaries and administrators, B, Missionaries, journalists and businessmen, C, Explorers, administrators and businessmen and D, Journalists, explorers and soldiers. The candidates who opted for such distracters failed to know that journalists, administrators and soldiers were not among the forerunners of colonialism. Generally, the candidates failed to differentiate between what each group did specifically before and after colonialism. For instance, administrators and soldiers were not among the forerunners of colonialism but they participated fully in the process of invasion and during colonial administration in Tanganyika and Zanzibar. The Choice of the
distractors might have been caused by the role of such techniques in the due course of colonial invasion in East Africa. A total of 13,058 (1.4%) candidates either omitted this question or provided more than one response.

Figure 12 shows good performance (74.09%) of the candidates in this question.

**Question 25:** The 1890 treaty which divided East Africa to the Germans and British was known as

- A Hamerton treaty.
- B Heligoland treaty.
- C Moresby treaty.
- D East African treaty.
- E Frere treaty.

The question required the candidates to identify the treaty which divided East Africa to the Germans and the British in 1890. The performance was average since 435,447 (47.48%) candidates opted for the correct response B, *Heligoland treaty*. These candidates had
adequate knowledge on techniques and names that were used to re-divide East Africa between the Germans and the British.

However, a sizeable number 335,756 (36.6%) of candidates who had no knowledge opted for distractors A, *Hamerton treaty*, C, *Moresby treaty*, and E, *Frere treaty*. These candidates chose the names of the treaties used to divide East Africa between the Germans and the British. However, 335,756 (36.62%) candidates opted for distractors A, *Hamerton treaty*, C, *Moresby treaty* and E, *Frere treaty*. The candidates opted for the names of the treaties which were used to end slave trade in East Africa. The choice of these distractors is evidence that some of the candidates had inadequate knowledge on the topics of Slave Trade and Colonial Invasion in Africa. Generally, the candidates were unable to differentiate agreements concerned with Slave Trade and Colonial Invasion in Africa and agreements concerned with the re-division of East Africa between the Germans and the British.

The candidates (14.59%) who chose distractor D, *East African treaty* had no adequate knowledge on the concept of colonialism and the techniques that were used by the Germans and the British to partition East Africa. Perhaps, the existence of the phrase, East Africa in the stem of the question and at the same time in the distractor, trapped the unprepared candidates. In addition, having 9,826 (1.10%) candidates omitting the question and 2,260 (0.20%) candidates choosing more than one alternative provide a testimony that some candidates lacked adequate knowledge and skills in the examined subject matter.
Question 26: Some of the French colonies in Africa were

A  Togo and Morocco  B  Senegal and Ghana
C  Nigeria and Tunisia  D  Senegal and Morocco
E  Angola and Tunisia

The question tested the candidates’ ability to identify the former French colonies in Africa. In this question, the performance was poor since only 21.90% of the candidates opted for the correct answer D, *Senegal and Morocco*. These candidates had adequate knowledge on the partition of Africa after the Berlin Conference of 1884-1885.

However, 701,944 (76.54%) candidates got this question wrong because they opted for distracters A, *Togo and Morocco*; B, *Senegal and Ghana* and C, *Nigeria and Tunisia*, and E, *Angola and Tunisia*. These candidates failed to match colonial powers and the colonies even when they were mixed up. For example, Nigeria and Ghana were the colonies under the British rule while Angola was under the Portuguese. The choice of such distractors is an evidence that the candidates had no adequate knowledge on the topic of *International Invasion and Invasion to Africa*. In actual fact, 14,343(1.6%) candidates omitted this question or opted for more than one alternative.

Question 27: The Bunyoro leader who organized his subjects to fight the British in Uganda was

A  Kabaka Mwanga  B  Kabalega
C  Lobengula  D  Lewanika
E  Samori Toure
The candidates' knowledge was examined to know their ability to identify the Bunyoro leader who organized his people to fight the British in Uganda. This question is among the ones with poor performance because only 178,028 (19.41%) candidates were able to attempt the correct response B, Kabalega as indicated in Figure 13 below.

![Bar Chart](image)

**Figure 13** shows poor performance of the candidates since it is only 19.41 percent of the candidates who were able to choose the correct response. that candidates (19.4%) were able to choose the correct answer.

This indicates that the candidates who opted for this choice had adequate knowledge on the techniques used by the Africans to react against colonial invasion. The candidates knew full well that the Bunyoro people under their Chief Kabalega were opposed to the British invaders through wars in 1872. However, 379,273 (41.36%) candidates opted for distractor A, Kabaka Mwanga perhaps due to
the commonly known title of Kabaka of Buganda kingdom among the candidates.

As if it was not enough, distractors C, *Lobengula and E, Samori Toure* were opted by (257,590) 28.09% candidates who on the one hand had adequate knowledge on leaders who opposed colonial invasion through wars. On the other hand, they failed to identify that Lobengula and Samori Toure had never been the leaders of Bunyoro kingdom but of the Ndebele and Mandinka people, respectively.

However, 88,912 (9.70%) candidates were attracted to distractor *D, Lewanika*. These candidates failed to know that Lewanika was not a leader of the Banyoro people but was the leader of Lozi Kingdom who collaborated with the British seeking help from them in order to fight against the Ndebele people under their Chief Lobengula.

The attempt of the aforementioned distractors is a proof that the candidates had no adequate knowledge on the kingdoms and their leaders, in particular the names of the leaders who resisted against colonial rule by means of war or collaboration. A total of 10,655 (1.10%) candidates omitted this question and 2,616 (0.30%) opted for more than one alternative in this question.

**Question 28:** The Arusha Declaration emphasized that development of the country must be on the basis of

A dependency and aids
B international trade
C socialism and Self-Reliance
This question required the candidates to identify the basis of development of the country according to the Arusha Declaration. It had an average performance since 543,894 (59.31%) candidates opted for the correct answer C, *Socialism and Self-Reliance*. These candidates chose the correct response because they had adequate knowledge on the topic of *Economic Changes in Independent Tanzania*. However, 7.03 percent of the candidates who chose an incorrect alternative A, *dependency and aids* had no sufficient knowledge on the factors which affect development adversely in African countries. These candidates were supposed to understand that dependency and aids have been the major causes of the economic instability of many African countries as a result of big foreign debts arising from loaded loans with high rate of interest.

In addition to that, distractor B, *international trade* attracted 108,198 (11.8%) candidates who failed to understand that international trade has been a causative agent to underdevelopment in Tanzania. This is because of low priced raw materials from Tanzania at the international market compared to the prices which fetch machinery or spare parts from Europe. Therefore, the candidates who opted for such alternatives had no sufficient knowledge on the measures undertaken by the African countries to get rid of economic dependence. The candidates who opted for distractor D, *single party and democracy*, had no sufficient knowledge on the objectives of the Arusha Declaration. To a large extent, it is obvious that these
candidates failed to differentiate the economic and political concepts attached to economic and political changes in Tanzania from 1965.

A total of 79,274 (8.64%) candidates were attracted by distractor $E$, privatization and investment, perhaps because of the popularity of the privatization and investment policy. These candidates were supposed to know that free market economy was not among the principles of the Arusha Declaration. In general terms, the attempts from all incorrect alternatives, indicate that some of the candidates had little knowledge on the concepts of socialism and self-reliance, the re-introduction of multiparty system and globalization in Tanzania. The candidates who omitted this question were 9,992 (1.1%) while 2,403 (0.3%) candidates provided multiple answers.

**Question 29:** Tanzania adopted multiparty system for the second time in the year

A  1995  B  1992  
C  1963  D  1985  
E  1965

The question was set from the topic of Economic Changes in Independent Tanzania and it required the candidates to identify the year in which Tanzania re-adopted multi-party system for the second time. The performance in this question was average because 457,422 (49.88%) candidates were able to choose the correct answer B, 1992. The candidates who chose the correct answer had adequate knowledge on Political Changes in Independent Tanzania. These candidates knew that multi-party system in Tanzania was re-
introduced by the Commission led by Francis Nyalali, well known as Nyalali Commission of 1992.

Distractors A, 1995 attracted 210,119 (22.91%) candidates. These candidates failed to make a difference between the year in which plural politics were brought to surface and the year in which multi-party election was held in Tanzania. They were supposed to know that the first multi-party election was held in 1995 involving all registered political parties in Tanzania.

Other candidates (111,602) 12.217% were attracted to distractor C, 1963. This distractor had no relationship with the requirements of the question and perhaps the choice was contributed by the election conducted in that year in which the Afro-Shiraz Party won the election but it was not given an opportunity of forming the government instead the British transferred it to the Arabs through the coalition of Zanzibar Nationalist Party (ZNP) and Zanzibar and Pemba Peoples Party (ZPPP).

In addition, some of the candidates opted for distractor D, 1985, probably due to its notable political and economic scenario in Tanzania that President Ali Hassan Mwinyi gave way to free economy in Tanzania.

The candidates who opted for distractor E, 1965 had a concept of multi-partyism although they failed to differentiate between the year of 1965 in which multipartism was banned and B, 1992 which was the year in which the first multi-party general election was held in Tanzania after the re-introduction of multipartyism. Generally, the
choice of such distractors indicates that the candidates lacked adequate knowledge on the prominent political events which happened in the country since 1961. A total of 9,969 (1.09%) candidates omitted this question while 2,397 (0.3%) candidates opted for more than one alternative.

**Question 30: What is the advantage of a single party system?**

A. It makes some African leaders to become dictators.
B. It enables citizens to have freedom of speech.
C. It allows more people to participate in political activities.
D. It reduces conflicts due to ideological differences.
E. It enables the people to criticize their government anytime.

The question required the candidates to identify the advantage of a single party system. This question had an average performance since 390,495 candidates (42.58%) were able to choose the correct response D, *It reduces conflicts due to ideological differences* as shown in **Figure 14** below.
Figure 14 shows that 42.58 percent of the candidates chose the correct answer and their performance was average.

These candidates had adequate knowledge on the topic of Social, Political and Economic Changes in Africa After Independence. Overall, those candidates had enough knowledge on the advantages and disadvantages of single-party or multi-party system in a country. Thus, it was easy for them to identify the correct answer from the given alternatives. The choice of a correct answer might have been caused by the exposure to mass media, speeches of political and religious leaders or witness political confrontations in parliament or during public meetings in different parts of our country and abroad.

A total of 512,614 candidates opted for distracters in the following proportion; A, It makes some African leaders to become dictators (12.57%); B, It enables citizens to have freedom of speech
(17.00%); C, It allows more people to participate in political activities (14.83%) and E, It enables the people to criticize their government anytime (11.49%). In reality, the distracters attracted the candidates in almost equal proportion.

The closeness in percentage of those distracters indicates that most candidates lacked the required knowledge of differentiating between the benefits of one party system and in the multi-party political system. A total of 13,975 (1.5%) candidates either omitted this question or chose multiple alternatives.

**Question 31:** Which one is **not true** about the characteristics of education in Tanzania before independence?

A It was given to all people.  
B It discriminated girls.  
C It was based on classes.  
D It was more theoretical than practical.  
E It was given on religious basis.

In this question, the candidates were required to identify the characteristic nature of the education which did not match with education provided in Tanzania before independence.

A total of (204,487) 23.30% candidates were attracted by the distracters B, *It discriminated girls*. This distracter was chosen by many candidates probably by lacking keenness in understanding the requirements of the question. The sentence, *It discriminated girls*, was a qualification of the education provided during colonialism contrary to the demands of the question. Perhaps this distracter
attracted attention of many candidates due to the recent emphasis of the government on the significance of education to female children.

Distracters C, *It was based on classes*, D, *It was more theoretical than practical* were chosen by the candidates who did not understand the demands of the question. The demands of the question were not what used to be in the colonial educational system. Therefore, they opted for the system of education provided before independence. The choice of these distracters shows two things, namely, 493,378 (53.7%) candidates which is more than half of them had neither adequate knowledge on the social services during colonialism nor sufficient knowledge and skills of identifying the requirements of the question. The candidates who omitted the question or provided multiple answers were 16,286 (1.8%).

**Question 32:** The re-introduction of multiparty system in Tanzania was proposed by

- A  Kisanga Commission
- B  Nyalali Commission
- C  Makweta Commission
- D  Karume Commission
- E  Warioba Commission.

The question required the candidates to identify the name of a commission which proposed the re-introduction of multi-party system in Tanzania. The candidates’ performance in this question was poor despite the concept of multipartism being prominent among the candidates. Only 233,856 (25.50%) candidates were able to choose the correct answer, *B, Nyalali Commission*. These candidates had adequate knowledge pertaining to the measures taken by the government to re-introduce multi-party system. The measures included the establishment of the Nyalali Commission which co-
ordinated proposals leading to the re-introduction of multi-party system in 1992.

Furthermore, 351,932 (38.38%) candidates were attracted to distractor D, *Karume Commission*, perhaps due to the popularity of the Karume family in the history of Tanzania. Abeid Aman Karume was involved in the Union of Tanganyika and Zanzibar and his son Aman Karume was involved in the reconciliation between the Chama cha Mapinduzi CCM) and Civic United Front (CUF) which led to the coalition government of Zanzibar. The candidates were supposed to know that Karume had never headed any commission whatsoever which co-ordinated the proposals from the people on the re-introduction of multi-party system in Tanzania.

In addition, 315,010 (35%) candidates who opted for distracters A, *Kisanga commission*, C, *Makweta Commission* and E, *Warioba Commission* were knowledgeable on the names of the people who happened to head various commissions. However, they failed to match the names with the commissions they headed. In general terms, these candidates were supposed to know that Kisanga was concerned with Human Rights, the Makweta Commission was concerned with Educational Reforms whereas the Warioba Commission was concerned with the New Constitution. So, in that context, the candidates had no sufficient knowledge on the objectives of various commissions which had ever been established in Tanzania. The candidates who omitted or provided multiple responses in this question were 16,286 (1.7%).
2.3 Section C: Geography

**Question 33:** Environment is

- A living and non-living organisms
- B living organisms, houses and water
- C all things that surrounds human beings
- D land, buildings and ocean
- E plants, domestic animals and houses.

This question assessing candidates’ ability in identify the meaning of the term environment. The dispersion of the candidates' answers is indicated in **Figure 15.** A total of 776,380 (84.66%) candidates were able to choose the correct response C *all things that surround human beings*. These candidates were able to identify easily the meaning of the term environment because it is the part of their daily life.

The remaining 130,360 (14.2%) candidates selected options A *living and non-living organism*, B living organisms, houses and water, D *land, buildings and ocean* and E *Plants, domestic animals and houses*. These candidates failed to understand that the options are the components of environment, hence they cannot individually complete the meaning of the word environment. However, 10,344 (1.1%) candidates either did not attempt this question or selected more than one option.
Figure 15: shows the percentages of the candidates’ responses in each option in question 33.

Question 34: The correct use of grid lines on the map is

A  to locate the place       B  to show east direction
C  to show the distance     D  to find the time
E  to show north direction

This question assessed the candidates’ knowledge about simple map skills, especially on the correct use of grid lines on the map. A total of 468,876 (51.13%) candidates answered this question correctly by selecting A to locate the place. These candidates had adequate knowledge that grid lines are used to locate the place on the map.

On the other hand, 85,504 (9.32%) candidates who selected option B to show east direction were not aware that grid lines are not used to show east direction on the map. A total of 196,405 (21.42%)
candidates who opted for distracter C to show the distance did not understand that a ruler, a pair of dividers, a thread, an edge of the paper and bearings are used to calculate distance on the map in correlation with the use of scale. Another group of 89,886 (9.8%) candidates who opted for distractor D to find the time did not understand that longitude lines are used to obtain time.

The 64,228 (7.00%) candidates opted for distracter E to show north direction. These candidates did not understand that north direction on a given map is shown by using compass direction. The choice of these distractors indicated that the topic of map reading was not well understood by the candidates. Besides, 12,185 (1.3%) candidates did not attempt this question.

**Question 35:** The main source of the solar system is

A  Earth  
B  Planet  
C  Sun  
D  Moon  
E  Star.

The question focused on assessing the ability of the candidates to identify the main source of the solar system. The performance of the candidates in this question was not satisfactory because it was only 183,301 (19.99%) candidates which are less than a quarter of all candidates who attempted this question, managed to choose C sun which is the correct answer. These few candidates had adequate knowledge concerning the solar system because the sun is the main source whereby planets and other heavenly bodies are revolving/moving around the sun.
A total of 403,485 (43.99%) candidates were attracted by option B *planet*. The choice of this incorrect alternative is evident that, they were not able to differentiate the sun and planet despite the fact that they are both the components of the solar system. Moreover, 136,783 (14.91%) candidates selected A *earth* and 72,384 (7.89%) candidates who chose option D, *moon* together with 110,189 (12.02%) who opted for E, *star* were not able to differentiate the sun which is the main source of energy in the solar system together with the moon, and other stars which are found outside the solar system. The choice of these distracters indicates insufficient knowledge possessed by the candidates about astronomy. Moreover, these candidates were unaware that the sun is the center of the solar system while other heavenly bodies revolve around it. Lastly, few candidates 1.20 percent did not attempt this question.

**Question No. 36:** The following are sources of water *except*

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<td>A</td>
<td>wells</td>
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<td>B</td>
<td>springs</td>
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<td>C</td>
<td>rivers</td>
</tr>
<tr>
<td>D</td>
<td>water tapes</td>
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<tr>
<td>E</td>
<td>lakes</td>
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This question assessed candidates’ knowledge about sources of water. The analysis of performance in this question shows good performance since 601,097 (65.54%) candidates selected D *water tapes* which is the correct answer. This performance could have been attributed to the fact that many candidates had adequate knowledge of the sources of water and the importance that water holds in the humans day to day activities. They were also aware that water tapes are the ways through which water from the water sources like rainfall, springs, rivers and lakes passes through.
Some 53,999 (5.89%) candidates selected A wells; 123,763 (13.50%) selected B springs; 40,591 (4.43%) selected C rivers and 86,411 (9.42%) opted for distracter E lakes. Generally, the candidates who opted for A, B, C and E failed to differentiate between the sources of water and the ways which are used to distribute water to the users. Furthermore, 11,223 (1.2%) candidates did not attempt this question. Further illustration of candidates’ responses is given in Figure 16.

**Figure 16:** shows the percentages of the candidates’ responses in each option.

**Question No. 37:** Air pollution in settlement areas can be controlled by

A the use of toilets
B burning of wastes
C disposing sewage in the streets
D boiling drinking water
E reducing the use of plastic bags.

This question assessed the ability of the candidates to identify various methods used in controlling air pollution in settlement areas. The performance of the candidates in this question was very weak since only 184,833 (20.15%) candidates managed to select the correct response A *the use of toilets*. This performance shows that it is only few candidates who were aware of the correct use of toilets.

The 318,606 (34.74%) candidates who selected B, *burning of the wastes* were not aware that burning of wastes leads to air pollution instead of controlling air pollution. Another 103,077 (11.24%) candidates were attracted by distracter C *disposing sewage in the streets* due to lack of knowledge of air pollution caused by lack of toilets in the settlement areas. Some 57,278 (6.25%) candidates opted for distracter D, *boiling drinking water*. These candidates failed to distinguish between boiling water as a safe way of avoiding water borne diseases and air pollution. On the other hand, 240,388 candidates (26.21%) opted for distracter E *reducing the use of plastic bags*. These candidates were not aware that uses of plastic bags lead to land pollution rather than air pollution. Moreover, the use of plastic bags can cause air pollution when burned. The 12,902 (1.40%) candidates did not attempt this question.

**Question No. 38:** A pass is an area in land surface that shows

A an area with a rift valley  
B an area with block mountains  
C the mountain summits  
D a flat landscape  
E a gap between two mountain range
This question aimed at assessing the candidates’ knowledge about the natural features found on the earth’s surface. Also, the question assessed the ability of the candidates to differentiate the shape of a pass from shapes of other natural features found on the earth’s surface. Generally, the performance of the candidates in this question was average since 461,247 (50.29%) candidates selected E a gap between two mountains range. The choice of this correct answer is evident that most of the candidates were able to distinguish the shape of different features which are found on the earth’s surface, specifically the shape of a pass and other features.

The remained candidates failed to choose the correct answer due to lack of adequate knowledge on how a pass is formed. A total of 128,999 (14.07%) candidates who opted for A, an area with rift valley were not able to distinguish the appearance of a rift valley from a pass. Moreover, 54,072 (5.90%) candidates who opted for distracter B, an area with Block Mountain were not aware that a pass is normally formed between the ranges of Fold Mountains and not block mountains. A group of 123,282 (13.44%) candidates selected C, mountain summits were not aware that a pass is a valley or depressed area which is different from mountain summit. Moreover, 136, 491 (14.88%) candidates who opted for D a flat landscape were not aware that a pass is formed between two raised mountains not at a flat landscape. However, 12,993 (1.40%) candidates did not attempt this question.
**Question 39:** Find the actual distance in kilometer between points R and S if the map distance is 15cm and map scale is 1:100,000.

A 50 km  
B 0.15 km  
C 100,000 km  
D 7.5 km  
E 15 km.

This question assessed candidates’ ability to use correctly different ways of presenting scales and converting scales from one way to another. The candidates were expected to demonstrate their knowledge on how to convert the map distance into the actual ground distance in kilometers. The performance of candidates in this question was weak because only 248,896 (27.14%) candidates managed to select E 15 km which is the correct answer. These candidates showed adequate knowledge and skills on how to convert the map distance into the actual ground distance.

On the other hand, 220,869 (24.08%) candidates who opted for B, 0.15 km did not have adequate knowledge of converting map distance to actual ground distance. Also 176,859 (19.28%) candidates opted for distractor C, 100,000 km. These candidates were not able to convert the map distance to the actual ground distance. They were also attracted by figures of the scale of the map (100,000) as shown in the question.

The other 252,833 (27.57%) candidates selected distractors A, 50 km and D, 7.5 km which were not related to the question. Lastly, 17,624 (1.90%) candidates did not attempt this question.
Question No. 40: The regions that grow banana in Tanzania are

A. Kagera, Kilimanjaro and Mbeya
B. Mbeya, Kagera and Lindi
C. Kagera, Singida and Shinyanga
D. Arusha, Morogoro and Shinyanga
E. Singida, Lindi and Kagera.

This question aimed at assessing the candidates’ knowledge about crops cultivated in different regions in Tanzania. In order for the candidates to answer this question successfully, they were required to have adequate knowledge concerning regions of Tanzania and the crops they produce. The performance of the candidates in this question was average because 381,786 (41.63%) candidates selected A Kagera, Kilimanjaro and Mbeya which is the correct answer. The choice of this correct response reveals that these candidates had sufficient knowledge on the climatic conditions which favors cultivation of bananas which are cool areas with moderate rainfall or moisture which is found in Kagera, Kilimanjaro and Mbeya regions in Tanzania.

A total of 158,198 (17.25%) candidates selected B Mbeya, Kagera and Lindi. However, among these regions, bananas are not grown in Lindi due to its climatic condition of having one rainfall season. Moreover, 154,382 (16.83%) candidates opted for D Arusha, Morogoro and Shinyanga. These candidates were not aware that despite the fact that bananas are also grown in Arusha and Morogoro regions, they are not grown in Shinyanga because it is a semi-desert region. Moreover, 208,257 (22.82%) candidates opted for distracter C Kagera, Singida and Shinyanga and E Singida, Lindi
and Kagera because these regions included Kagera where bananas are grown. These candidates failed to understand that climatic conditions of Singida, Lindi and Shinyanga regions do not support cultivation of bananas. Lastly, a total of 13,461 candidates (1.50%) did not attempt this question. Figure 17 below shows the responses of the candidates in each alternative.

![Figure 17](image)

**Figure 17 shows that performance of the candidates in question number 40 is average (41.63%).**

**Question 41:** The rainfall average of 500mm per year, high temperature range of $28^0 - 39^0$ during the day and very high cold condition at night is the characteristic feature of

A  Tropical climate  B  Desert climate
C  Semi desert  D  Equatorial climate
E  Mediterranean climate

The question assessed the candidates’ ability to distinguish the climatic characteristics of various places. The candidates were required to identify the climatic region with rainfall average of
500mm per year, high temperature range of \(28^\circ\) - \(39^\circ\)C during the day and very high cold condition at night. Generally, the performance of candidates in this question was poor because it was only 163,086 (17.78%) candidates who selected \(B,\) Desert climate which is the correct answer. These candidates had adequate knowledge concerning the characteristics of desert climate. The 193,668 (21.12%) candidates opted for \(A,\) tropical climate. These candidates failed to understand that the tropical climate experiences average temperature during the day and at night. A total of 184,448 (20.11%) candidates opted for \(C,\) semi desert. These candidates were not able to differentiate characteristics of desert and semi desert climates because some of them are similar with only variations on the amount of rainfall, whereas semi desert climate receives high rainfall (up to 750 mm per year despite the fact that they are not reliable) compared to desert climate where the average rainfall is very low. On the other hand, 222,008 (24.21%) candidates who opted for \(D,\) Equatorial climate were not aware that this climate experiences heavy rainfall and high temperature throughout the year. The 138,605 (15.11%) candidates who opted for \(E,\) Mediterranean climate failed to understand that it is the only climate which receives rainfall during the winter while other climates receive rainfall during the summer. However, 1.70 percent did not attempt this question.

Study the following photograph carefully and then answer question number 42 and 43.
Question 42: The major economic activity which can take place in the area is

A agriculture       B livestock keeping
C fishing            D tourism
E industries.

In this question, the candidates were required to interpret the given photograph and identify the major economic activity which can take place in the area. Most of the candidates had good understanding of the question since more than half of the candidates 668,057 (72.85%) managed to select D, Tourism which is the correct answer. This performance shows that the candidates had high knowledge of map reading and interpretation. However, 143,246 (15.62%) candidates selected distracter B, livestock keeping. These candidates were not able to differentiate between wild and domestic animals. The animals shown on the photograph are wild animals meaning that the photograph was taken in a national park or a game reserve where livestock keeping is not allowed.

On the other hand, 74,625 (8.14%) candidates opted for A, agriculture and C, fishing. These candidates lacked the knowledge of the signs of presence of these economic activities in the area.
shown on the photograph as there was no sign of existence of such economic activities in the area. Another group of 19,986 (2.18%) candidates did not understand the requirement of the question as they opted for distracter E, *industries* while the photograph showed wild animals. However, 11,170 (1.22%) candidates did not attempt this question. The candidates’ responses are shown in **Figure 17** below.

![Figure 17: Percentage of candidates' selection in each option in question 42.](image)

**Figure 18:** shows the percentage of the candidates’ selection in each option in question 42.

**Question 43:** One of the benefits of the animals seen on the photograph is
A. increase of the number of wild animals
B. environmental conservation
C. increase of national income
D. increase of forests
E. increase of rainfall.
This question was also related to the photograph that was presented in question number 42 where by the candidates were required to identify the economic activity which can take place in the area. In the question number 43, the candidates were required to identify one of the benefits of the animals seen on the photograph. This is among the questions which were well performed by the candidates because more than half of the candidates 573,191 (62.50%) who attempted this question managed to select the correct answer C, *increase of national income*. These candidates showed high understanding of the tourism activities and the benefits that a country secures from the sector. However, 169,187 (18.45%) candidates who opted for distracter A, *increase of the number of wild animals* did not understand that the question required them to identify the benefits of the wild animals.

In addition, 81,704 (8.91%) candidates who opted for distractor B, *environmental conservation* did not understand that wild animals are not able to conserve the environment. Also tourism activities may cause environmental pollution if it is not well managed. A total of 46,914 (5.12%) candidates who opted for distracter D, *increase of forests* failed to understand that some of the wild animals eat tree branches and leaves which can lead to destruction of forests. Moreover, 34,241 (3.73%) candidates who selected distracter E, *increase of rainfall* showed that they did not understand the requirement of the question because there is no any relationship between availability of wild animals and increase of rainfall. However, 11,847 (1.30%) candidates did not attempt this question.
**Question 44:** Which of the following disaster is caused by human beings?

A. War  
B. Drought  
C. Volcanic eruptions  
D. Earthquake  
E. Cyclone

The question aimed at assessing the knowledge of the candidates concerning human induced disasters. Most of the candidates 628,506 (68.53%) selected A, War which is the correct answer. These candidates managed to select the correct answer may be because war is highly happening in the societies and is being broadcasted by Mass Media. The impacts of war which is death and presence of refugees has also led to the candidates to easily remember this disaster.

A total of 166,413 (18.15%) candidates who were attracted to distracter B, drought failed to understand that drought is a disaster which can be caused by both natural forces and human activities such as shifting cultivation and pastoralism. On the other hand, 41,947 (4.57%) candidates who selected distracter C, Volcanic eruption; 42,394 (4.62%) of the candidates who opted for D, Earthquake and 26,326 (2.87%) of the candidates who selected option E, cyclone were not able to differentiate between natural and human induced disasters. The choice of these distracters indicates that the topic of disasters was not well understood. Lastly, the remained 11,498 (1.25%) candidates did not attempt this question.

**Question 45:** Sisal, tea and coffee are

A. food crops  
B. commercial crops  
C. leguminous plants  
D. seasonal crops
This question aimed at assessing candidates’ ability on understanding categories of crops. In order for the candidates to answer this question correctly, they were supposed to have knowledge on different groups of crops cultivated in Tanzania and their uses. This question required the candidates to identify the group of crops which include sisal, tea and coffee. The performance of the candidates in this question was good since more than three quarter of the candidates 764,249, (83.33%) selected the correct response B, commercial crops. These candidates demonstrated sufficient knowledge about types of crops and their uses which enabled them to choose the correct answer.

However, 44,540 (4.86%) candidates who selected option A, food crops were attracted by tea and coffee because they are food crops forgetting that sisal is not edible. Another 36,159 (3.94%) of the candidates opted for C, leguminous plants. These candidates failed to select the correct answer may be due to lack of understanding the types of crops and their uses or the meaning of leguminous plants.

Another 30,139 (3.29%) candidates selected D, seasonal crops. By selecting this option reveals that these candidates did not understand that sisal, tea and coffee are long time crops as they take years from being planted and giving their harvests.

However, 30,947 (3.37%) candidates who selected E, export crops did not understand that both cash and food crops can be exported. Also they were not aware that sisal, tea and coffee crops are also being consumed by local industries. On the other hand, 11,050
(1.2%) candidates did not attempt this question. The candidates’ responses are shown in Figure 19 below.

Figure 2.19: Percentage of candidates’ selection in each option in question number 45.

**Question 46:** Ranch is an area reserved for

- A crop cultivation
- B cattle slaughtering
- C cattle keeping
- D cattle dipping
- E growing grasses.

In this question, the candidates were required to identify the correct uses of ranches. The performance of the candidates in this question was average since 464,052 (50.60%) of the candidates opted for C, *cattle keeping* which is the correct answer. These candidates managed to identify the correct answer because they had sufficient knowledge on the meaning of ranching, that is, a method of livestock keeping where animals are kept freely in a large farm in an open land. On the other hand, they were aware of different ranches which
are found in Tanzania, such as Ruvu at Pwani, Azimio at Tanga, Dakawa at Morogoro and Kongwa at Dodoma.

A total of 101,911 (11.11%) candidates selected distracter A, *crop cultivation*. These candidates failed to understand that ranching is concerned with animal keeping and not otherwise.

Another 100,424 (10.95%) of the candidates who opted for B, *cattle slaughtering* were seen not having the knowledge of the difference between areas that are used for ranching and those that are used for animal slaughtering. Most of the cattle slaughtering areas have been specifically reserved for animal slaughtering only and not for cattle keeping.

On the other hand, a total of 125,404 (13.67%) candidates opted for D, *cattle dipping*. These candidates were not aware that the major reason of conducting ranching is not sending the animals so that they can be dipped but for cattle keeping. The 111,554 (12.16%) candidates selected E, *growing grasses* which is also not a major reason for conducting ranching. Moreover, 13,739 (1.5%) candidates did not attempt this question.

**Question 47:** In Africa, sheep rearing is mostly done in

A Namibia  B Tanzania  
C South Africa  D Lesotho  
E Botswana.

This question assessed the candidates’ ability to identify a country in Africa which deals with sheep rearing in large amount. The performance of the candidates in this question was average since
496,038 (54.09%) candidates managed to select C, South Africa which is the correct answer. These candidates managed to identify the correct answer because they had sufficient knowledge on the sheep rearing in Africa.

In addition, 100,370 (10.94%) candidates were attracted by distracter A, Namibia due to lack of sufficient knowledge concerning sheep rearing in Africa. Also 76,932 (8.4%) selected distracter B, Tanzania. These candidates had the knowledge that sheep rearing is also conducted in Tanzania at Makete district. However, they did not understand that in our country sheep rearing is conducted in very small scale.

On the other hand, 91,269 (9.95%) candidates who opted for D, Lesotho and 138,976 (15.15%) candidates who selected E, Botswana showed insufficient knowledge about sheep rearing in Africa. The selection of these distractors may have been caused by the fact that Lesotho and Botswana countries are found in southern Africa and are bordered with South Africa. However, 13,499 (1.47%) candidates did not attempt this question.

**Question 48:** Unsustainable fishing is conducted by using

A traps  B big ships
C small net squares  D lines
E big net squares.

In answering this question, the candidates were required to identify the illegal fishing methods. The performance of the candidates in this question was average since 380,749 (41.52%) candidates only who opted for the correct answer C, small net squares. These
candidates had sufficient knowledge on different methods used to conduct illegal fishing activities. Distracter A, traps attracted 20.36 percent of the candidates due to uses of different traps such as baskets and lines, which are locally used by small scale fishers in their daily life.

Another group of 75,575 candidates (8.24%) were attracted by distracter B, big ships not knowing that big ships are used in fishing large fishes in international seas. They did not know that it is the most recommended way of fishing instead of small scale fishing activities that use small net squares which destroy fish breeding grounds.

On the other hand, 193,165 (21.06%) candidates opted for D, lines and 68,104 (7.43%) candidates opted for E, big net squares. By selecting these options the candidates showed insufficient knowledge concerning different fishing methods. The candidates were supposed to understand that the small scale fishers are required to use sustainable fishing methods. It is also possible that the candidates had inadequate knowledge about unsustainable fishing methods. However, 12,809 (1.40%) candidates did not answer this question.

Question 49: Which mineral is found in Tanzania only?

A Gold.  
B Uranium.  
C Diamond.  
D Tanzanite.  
E Coal.

In this question, the candidates were required to choose the mineral which is found only in Tanzania. This is among the questions which
were attempted well by most of the candidates. A total of 641,530 (69.95%) candidates were able to choose D, Tanzanite which is the correct answer. By selecting Tanzanite, it showed that these candidates had sufficient knowledge on different types of minerals and their distribution around the World despite the fact that Tanzanite has resemblance with the name of Tanzania.

Another group of 91,975 (10.03%) candidates who selected option A, Gold did not understand that the question required them to select the mineral which is found in Tanzania only despite the fact that gold is also found in Tanzania. On the other hand, 4.38 percent of the candidates who opted for B, Uranium, 9.71 percent C, Diamond and 4.69 percent E, Coal. These candidates just decided to select any option regardless of the demand of the question. However, 1.24 percent of the candidates did not attempt this question.

**Question 50:** Movement of people and goods from one location to another is known as

A transportation
B tourism
C trade
D communication
E migration.

In attempting this question, the candidates were required to have the knowledge on the topic of communication, trade and transportation. The performance of the candidates in this question was good since most of the candidates 553,853 (60.39%) opted for A, transportation which is the correct answer. These candidates had sufficient knowledge of different activities conducted so as to bring economic development. The candidates were aware of transportation activities as they are using different means of transport while moving from one area to another, such as motorcycles, mortar bikes and busses.
Moreover, 60,369 (6.58%) candidates who opted for B, *tourism* had general understanding about tourism. However, they failed to understand that it is transportation which facilitates tourism activities. A total of 292,347 (31.88%) candidates selected distracters C trade, D communication and E migration. These candidates selected these distracters due to their inability to differentiate transportation from trade, communication and migration. These candidates showed insufficient knowledge about movement of people and goods from one place to another. The 10,515 (1.15%) candidates either did not answer this question or selected more than one options.

![Figure 20: Percentage of candidates’ selection in each option in question number 50.](image)

### 3.0 PERFORMANCE OF CANDIDATES PER TOPIC

The Social Studies examination had a total of 30 topics. The 2017 analysis of the candidates’ performance in this subject shows a general decline in performance when compared with that of 2016.
However, 7 topics had good performance, 13 topics had average performance and 10 topics had weak performance.

In comparison, the 2017 and 2016 performance shows that, some topics in this year increased in performance. In Our Culture topic the performance increased (from average to good) by 25.77 percent and Map Reading topic the performance changed from weak to average. The performance in the topics of Disasters and Water changed from weak to good by 41.78 and 45.96 respectively.

On the other hand, the performance in 3 topics declined from good to weak. Such topics include; Our Economy (57.42%), Our Family (37.42%) and Decolonization in Africa (49.77%). Moreover, the performance in Interactions Among Tanzanian Societies and other Asian and European Societies declined from average to weak. Basically, the topics with maintained performance are 4 and they include; Democracy, Agents of Colonialism, Photograph and Map Interpretation, Communication and Trade and Transport. The topics whose performance has remained weak are 2 and they are Cooperation Between Tanzania and other Nations and Slave Trade.

Table 9: Topics which Showed Increase in Performance

<table>
<thead>
<tr>
<th>SN.</th>
<th>Topics</th>
<th>Mean performance in 2016 (%)</th>
<th>Mean performance in 2017 (%)</th>
<th>Mean increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Our Culture</td>
<td>43.83</td>
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<td>25.77</td>
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<tr>
<td>2.</td>
<td>Agents of Colonialism</td>
<td>61.02</td>
<td>74.1</td>
<td>13.08</td>
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<tr>
<td>3.</td>
<td>International Cooperation</td>
<td>53.20</td>
<td>58.9</td>
<td>5.7</td>
</tr>
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<td>4.</td>
<td>Disasters</td>
<td>26.72</td>
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<td>41.78</td>
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<td>Water</td>
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<td>6.</td>
<td>Map reading</td>
<td>21.95</td>
<td>42.8</td>
<td>20.85</td>
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### Table 10: Topics which Showed decrease in Performance

<table>
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<th>SN.</th>
<th>Topics</th>
<th>Mean performance in 2016 (%)</th>
<th>Mean performance in 2017 (%)</th>
<th>Mean increase</th>
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<td>SN.</td>
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### 4.0 CONCLUSION

In general, the analysis of the candidates’ responses to the Social Studies examination indicates a declined performance. The performance of the candidates in 25 topics which were examined in 2016 and 2016 indicates a decline except in six topics which are *Our Culture, Agents of Colonialism, International Cooperation, Disasters, Water and Map Reading*.

The declines of candidates’ performance have been observed in nineteen topics. Among these topics, the performance of the candidates declined from good to average (*Central Government, National Symbols, Environment* and *Economic Activities*), good to poor performance (*Our family, Our Economy* and *Decolonization of the African Continent*) and other topics declined from average to poor performance (*Local government, Colonial Invasion in Africa from the 1880s* and *Interaction Between Tanzanian Societies and Asian and European Societies*). Moreover, the topics of *Cooperation*...
between Tanzania and Other Nations and Slave Trade had poor performance in 2016 and they have remained poor.

On the other hand, the performance of the candidates improved from poor to good in the Disasters and Water.

5.0 RECOMMENDATIONS

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

(a) Teachers teaching who are teaching Civics, History and Geography subjects which constitute Social Studies examination in Primary Schools are required to fully participate in the teaching and learning processes in all topics as stipulated in the syllabus.

(b) Teachers and pupils should identify the poorly performed topics in this year’s examination and put more efforts on them. This will ensure good performance in the topics in future.

(c) Pupils should be emphasized and advised to read widely various text books and supplementary books/readers so as to boost their knowledge and skills. This in turn will help them to answer the examination questions correctly.

(d) Respective authorities should continue monitoring the teaching and learning processes in the Civics, History and Geography subjects, particularly on the nineteen topics in which the performance of the candidates have declined. This will help to identify the challenges that inhibit the learning and teaching processes, and consequently re-dress these challenges to boost the standard of performance.
## Appendix A

### Comparison of Performance between 2016 and 2017

<table>
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<tr>
<th>S/N</th>
<th>Topic</th>
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<th>PSLE 2017</th>
<th>Remarks</th>
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<td>7 44.16</td>
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<td>72.32</td>
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