

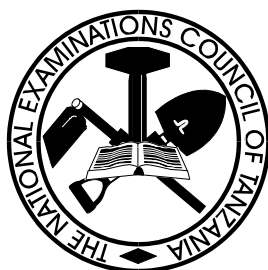
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**ANALYSIS OF CANDIDATES' RESPONSES TO
PRIMARY SCHOOL LEAVING EXAMINATION
QUESTIONS FOR THE YEAR 2018**

SOCIAL STUDIES

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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PRIMARY SCHOOL LEAVING EXAMINATION
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SOCIAL STUDIES

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PREFACE

The National Examinations Council of Tanzania is pleased to issue a Report on the Analysis of Candidates' Responses of the Primary School Leaving Examination in Social Studies subject for the year 2018. This report 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 and also they able to identify the demands of the questions while the low achievers lacked those attributes hence they failed to answer the questions correctly. The analysis of each question has been done and the challenges which faced the candidates in answering the questions have been identified. Nevertheless, a comparison of performance of candidates in 2017 and 2018 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 prospective candidates 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.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Primary School Leaving Examination (PSLE), 2018 was held from the 5th to 6th September, 2018. In that examination, the Social Studies Subject was done on 6th September, 2018. The total number of candidates who registered for the Social Studies Subject examination was **957,904** of which, **944,159 (98.60%)** sat for the examination. Analysis of candidates' responses to the questions in Social Studies subject indicates that **694,472** candidates **73.62%** passed the examination. However, this analysis excluded **6,164** candidates who attempted supplementary examination.

The Social Studies subject, in the Primary School Leaving Examination (PSLE) for the year 2018, consisted of 40 multiple choice questions and 5 short answer questions which were divided into two sections namely A and B. Section A consisted of 40 multiple choice questions which were divided into three parts. Part I: Civics which had 12 questions, part II: History which had 14 questions and part III: Geography, which had 14 questions. Section B consisted of 5 short answer questions. One question was set from Civics topics, two questions were set from the History topics and the last two questions were set from Geography topics.

The candidates were required to answer all questions in both sections. Moreover, in question 1 - 40 the candidates were given five options, 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. In answering questions 41 - 45 candidates were instructed to write their answers in the space provided by using a blue or black ink pen.

In this report, the letter of the correct answer is marked by a star (*) in the tables and charts. Moreover, the percentage of the candidates who did not follow instructions on how to answer the question was included in the analysis and named "Others" as it is seen in the tables and charts. 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 or wrote the correct answer.

When only 0 to 39 percent of candidates were able to choose or write the correct answer, the performance in that question or topic will be classified as weak. On the other hand, a performance will be classified as average if the percentage of candidates who were able to choose or write the correct answers ranges between 40 and 59. Furthermore, a performance is classified as good if the percentage of the candidates who were able to choose or write the correct answer ranges from 60 and above,

2.0 ANALYSIS OF CANDIDATES' RESPONSES

2.1 SECTION A

2.1.1 Part I: Civics

Question 1: A person who monitors the behavior of pupils in school is

- A the chairperson of the School Committee.
- B the discipline teacher.
- C the assistant head teacher.
- D the academic teacher.
- E the subject teacher.

This question was set from the topic of *Local Government* and aimed at testing the candidates' understanding on the role of the discipline teacher in school. The general performance in this question was good since 641,455 (68.39%) candidates were able to choose the correct response B, *the discipline teacher*. These candidates had adequate knowledge about leadership at school level especially on the structure of leadership and job description of school leaders. Option D, *the academic teacher* attracted 115,199 (12.28%) candidates who did not realize that the main responsibility of the academic teacher is to supervise all academic matters in the school. Thus, the candidates might have thought that, the academic teacher is also responsible for monitoring pupils' behaviours in the school as indicated in Figure 1.

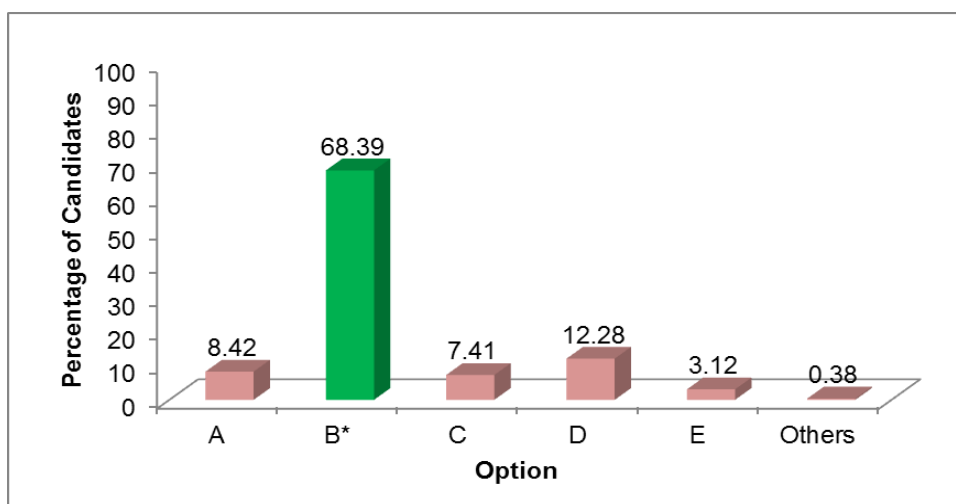


Figure 1: The performance of the candidates in question 1.

Other candidates opted for the other distractors as follows: option A, *the chairperson of the school committee* (8.42%), were not aware that the chairperson of the school committee main responsibility is to advise the school leadership on issues of school development. C, *the assistant head teacher* (7.41%), they were not aware that the responsibility of the assistant head teacher is to maintain the examination records of the whole school and E, *the subject teacher* (3.12%), these candidates did not realise that the subject teachers' responsibility is to teach his/her subject. Generally, these candidates were not familiar with the hierarchy of leadership and the job description at the school level.

Question 2: The highest organ in decision making in the Village is

- A the village government
- B the Defense and Security Committee
- C the village Assembly
- D the village Executive Officer
- E the village Development Committee

This question was set from the topic of *Local Government*. The candidates were required to identify the supreme organ in decision making in the village government. The performance in this question was weak since only 189,722 (20.23%) candidates chose the correct answer C, *the Village Assembly*, the candidates had adequate knowledge about the structure of the village government and they also knew the responsibilities of various committees of the village

government. The village assembly is the supreme organ in decision making at the village level and some of its duties are: to supervise the civil servants, to receive or not receive and discuss the development and financial reports from the village government and other related institutions. Figure 2 indicates the performance of candidates in question 2.

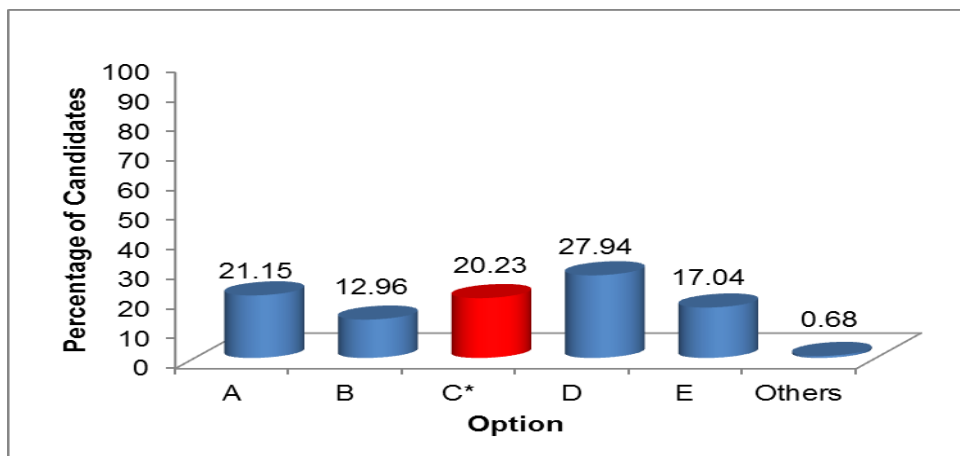


Figure 2: *The performance of candidates in question 2.*

On the other hand, the candidates opted for the incorrect responses as follows: The 262,057 (27.94%) candidates who opted for D, *the Village Executive Officer*, were influenced by the position and responsibilities assigned to the VEO, which is to prepare, convene and supervise the Village Assembly in collaboration with the Village Chairperson. The 198,358 (21.15%) candidates opted for A, *the Village Government*, this was incorrect response since they relied on their experiences that the village government has the supreme authority in executing daily activities pertaining to citizens i.e. participating in matters relating to defense and security for their lives and property.

The candidates (17.04%) who opted for distractor E, *the Village Development Committee*, thought that since the committee is responsible for development; obviously it has the mandate to make any decision in the village. Moreover, the 12.96% of candidates who opted for distractor B, *the Defense and Security Committee* were not aware of the duties and responsibilities of this committee which is ensuring peace and security at village level. They also failed to understand that the government and its institutions report their plans

to the citizens through the village assembly, and the village assembly has the duty to approve the decisions which have been made or put forward by the Village Council. These choices revealed that, the candidates lacked knowledge about the structure of the village government.

Question 3: The Chairperson of the District Council is elected by

- A the District Executive Directors.
- B The Full Council.
- C Minister in the President's Office.
- D Ward Executive Officer.
- E Village Chairpersons.

Table 1: Number and percentage of candidates in each option

Option	A	B*	C	D	E	Others
No. of Candidates	224,360	486,997	100,483	76,491	42,725	6,939
% of Candidates	23.92	51.92	10.71	8.15	4.55	0.74

This question was set from the topic of *Local government* and tested the candidates' knowledge on how the Chairperson of the District Council is elected. As indicated in Table 1, the performance in this question was good as 486,997 (51.92%) candidates were able to choose the correct answer B, *the Full Council*. These candidates understood that the Chairperson of the District Council is elected at a special meeting convened by the Full Council of the respective district.

A total of 224, 360 candidates (23.92%), were attracted by the distractor A, *the District Executive Director*, they were not aware of how the democratic electoral process is conducted in local government whereby the chairperson of the District Council is elected by the Full Council.

Another category of the candidates 100,483 (10.71%) were attracted by distractor C, *Minister in the President's Office*, did not realize that

the Minister is not responsible for the appointment of the Chairperson of the District Council.

Furthermore, the candidates who opted for D, *Ward Executive Officer* (8.15%) and E, *Village Chairpersons* (4.55%) they were not aware that the Ward Executive Officer is a government employee and the village chairperson is elected by the people hence they have no mandate to elect the Chairperson of the District Council.

Question 4: Which one of the following coins has a picture of the first President of Zanzibar?

- A One hundred shillings coin
- B Two hundred shillings coin
- C Fifty shillings coin
- D Twenty shillings coin
- E Ten shillings coin

This question tested the candidates' ability to differentiate the various currencies used in Tanzania. It was a question set from the topic on *National Symbols*. The candidates' general performance was good as indicated in Figure 3.

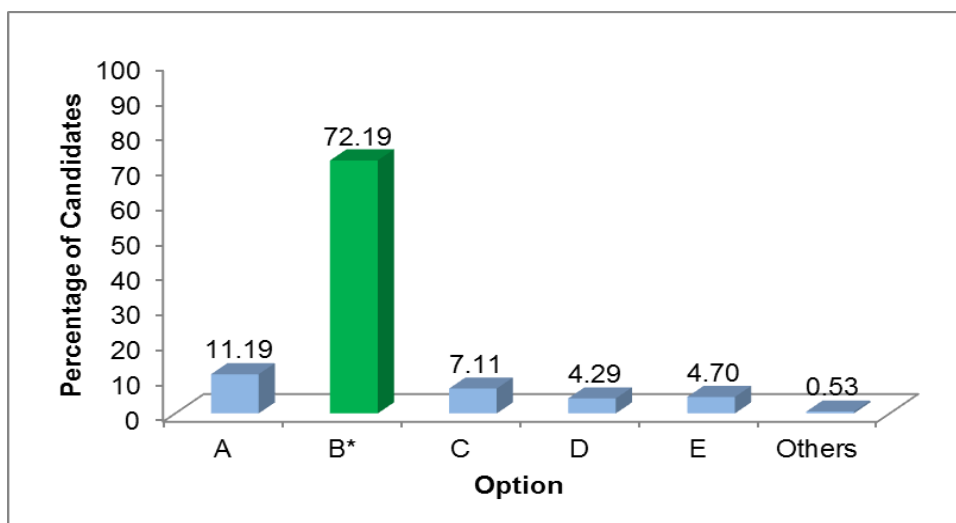


Figure 3: Good performance of the candidates in question 4.

A total of 937,995 candidates attempted this question, out of which 677,152 (72.19%) candidates chose the correct response B, *Two hundred shillings coin* which is an indication that the candidates

were familiar with the features inscribed on the Tanzania's coin. Also the two hundred shilling coin is the official bus fare used by candidates in most public transport in the country. Hence, some of the candidates transferred their daily life experiences to identify the correct response.

On the other hand, the remaining candidates who were attracted by other distractors lacked knowledge about the topic of *National Symbols* and Tanzanian currencies, consequently they failed to determine their differences, for instance, the candidates who opted for A, *One hundred shillings coin*, were not aware that the one hundred shilling has inscription of the picture of the father of the Nation the late J.K. Nyerere. other candidates 66,680 (7.11%) opted for distractor C, *Fifty shillings coin*, which has inscription of the picture of the second President of the United Republic of Tanzania Ally Hassan Mwinyi; while those who opted for E, *Ten shillings coin* 44,051 (4.70%) were not aware that the coin had inscription of the picture of the late J.K.Nyerere and D, *Twenty shillings coin* 40,195 (4.29%) has inscription of the picture of Ally Hassan Mwinyi.

Question 5: Natural resources that attract tourists and contribute to national economic growth is

- | | | |
|-------------|-------------------|--------------|
| A land. | B rivers. | C livestock. |
| D minerals. | E national parks. | |

This question was set from the topic of *Our Economy*. The question tested the candidates' knowledge and ability to identify different natural resources and their contribution to national economic growth. As indicated in Figure 4. The candidates' general performance in this question was good whereby 771,981 (82.30%) candidates chose the correct response E, *national parks*. These candidates had good understanding of the natural resources and the topic in general and hence were not attracted to other distractors which were closely related to the right answer. Tanzania is endowed with many national parks such as the Serengeti, Ngorongoro and Selous which attract tourists from many parts of the world.

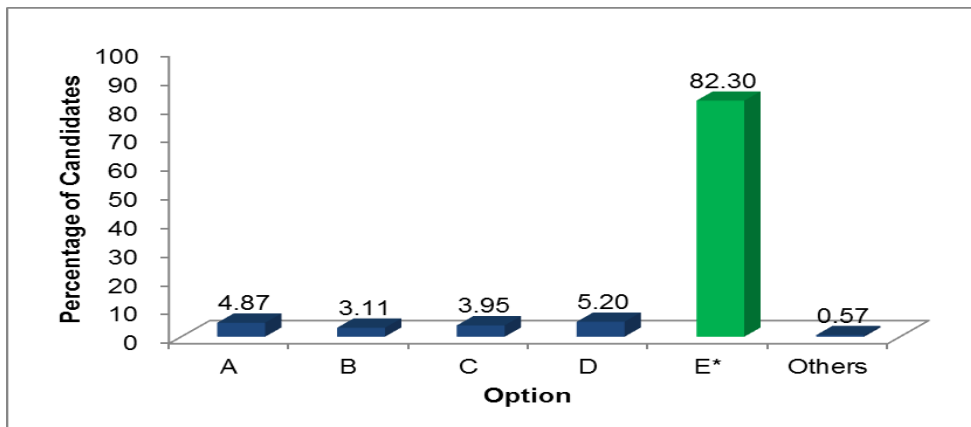


Figure 4: The good performance of candidates in question 5.

On the other hand, 48,814 (5.20%) candidates, who were attracted by distractor D, *minerals*, were not aware that minerals do not attract tourists but it attracts investors and it contributes to national economic growth. Also, these candidates were attracted to this incorrect option because of the recent mass media attention of the mineral sector following the government decision to suspend exportation of the mineral concentrates “*Makinikia*”.

Moreover, 45,650 (4.87%) candidates opted for distractor A, *land*. Land is the basic factor for national economic growth but usually it attracts investors and not tourists. The remained candidates who opted for B, *rivers* (3.11%) and C, *livestock* (3.95%) had inadequate knowledge about the natural resources that attract tourists in Tanzania.

- Question 6:** The responsibility of the government in developing leadership ethics is
- A to give car loans to all leaders.
 - B to strengthen the one political party system.
 - C to enforce the public service laws.
 - D to transfer unethical civil servants.
 - E to employ only civil servants with higher education.

Table 2: Number and percentage of candidates in each option

Option	A	B	C*	D	E	Others
No. of Candidates	32,757	168,161	580,098	89,467	61,646	5,866
% of Candidates	3.49	17.93	61.84	9.54	6.57	0.63

The question was set from the main topic of *Democracy* and the sub topic was *Good governance*. The question tested the candidates' understanding on the responsibility of the government in developing leadership ethics. As indicated in Table 2, the candidates' performance in this question was good as 61.84 percent of candidates identified the correct response C, *to enforce the public services laws*. This indicates that candidates had enough knowledge on the responsibility of the government in developing leadership ethics.

However, the 168,161 (17.93%) candidates who opted for B, *to strengthen the one political party system*, failed to understand that the public service laws help to regulate leaders' and public servants' ethics at large rather than strengthening one political party.

The candidates who opted for the incorrect response D, *to transfer unethical civil servants* (9.54%) failed to understand that transferring unethical civil servant does not address the problems but it rather shifts the problem from one area to another and the problem might spread to other civil servants. The candidates who selected option E, *to employ only civil servants with higher education* (6.57%) were not aware that ethics is not about the level of education it is an intrinsic behaviour of an individual. Those who opted for A, *to give car loans to all leaders* (3.49%) they failed to understand that leadership ethics are not built through provision of loans to civil servants but through putting in place systems and regulations that guide the public servants in executing their daily responsibilities. Generally, those candidates who failed to choose the correct response had inadequate knowledge on the responsibility of the government in developing leadership ethics.

- Question 7:** The difference between traditions and customs is
- A traditions change more often than customs.
 - B customs change more often than traditions.
 - C traditions are experiences while customs are actions.
 - D traditions are experiences that can change to customs.
 - E customs change more often than experiences.

Table 3: Number and percentage of candidates in each option

Option	A	B*	C	D	E	Others
No. of Candidates	159,003	266,592	312,179	150,692	40,990	8,539
% of Candidates	16.95	28.42	33.28	16.07	4.37	0.91

This question was set from the topic of *Our Culture* and candidates were required to show the differences between traditions and customs. As indicated in Table 3 the candidates' performance in this question was weak as only 28.42 percent chose the correct answer B, *customs change more often than traditions*. These candidates demonstrated understanding of the topic *Our Culture* especially on the characteristics of various cultural elements. They knew that customs being values or norms of conduct can change overtime and traditions cannot easily change simply because they are inherited from one generation to another.

On the other hand, the candidates 312,179 (33.28%) who opted for distractor C, *traditions are experiences while customs are actions*. The candidates failed to differentiate between traditions and customs. Traditions are the experiences of the past that are inherited from one generation to another, for example marriage procedures and initiation ceremonies while customs are the accepted ways of behaving or doing things and they are sometimes called norms of conduct or values such as showing respect when greeting people.

The candidates who selected option A, *traditions change more often than customs*, were 159,003 (16.95%). These candidates were not aware of the difference between traditions and customs. Hence, they thought the two words can be used interchangeably.

However, 150,692 (16.07%) candidates who selected the response D, *traditions are experiences that can change to customs*, lacked knowledge on the elements of culture. Furthermore, there were candidates (4.37%) who opted for distractor E, *customs change more often than experiences*. Those candidates failed to realize that customs and experiences sometimes mean the same in the sense that experiences are events or knowledge shared by all the members of a particular group in society, that influences the way someone thinks and behaves whereas customs are the accepted ways of behaving in a society.

Question 8: The use of public office for private gain is known as
 A hospitality. B corruption. C patriotism.
 D selfishness. E Entrepreneurship.

This question aimed at testing the understanding of candidates on the ethical issues among the public servants especially on the misuse of public office for private gain. The question was from the topic of *Democracy* specifically from the sub topic of *Good governance*. The candidates' performance in this question was weak as only 238,522 (25.43%) candidates chose the correct response B, *corruption*. The candidates had adequate knowledge of the topic and they understood the demand of the question. Apart from classroom knowledge the candidates transferred their daily life experience such as the ongoing government campaign against corruption in the public services to enable them identify the correct answer. The candidate's performance is presented in Figure 5.

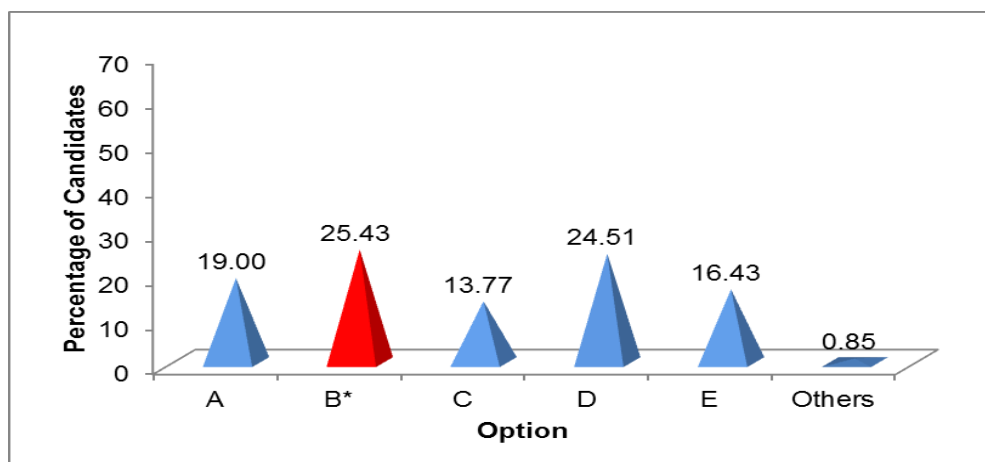


Figure 5: The weak performance of the candidates in question 8.

On the other hand, 229,933 candidates (24.51%) opted for the incorrect response D, *selfishness*. The candidates who selected this option were not aware that selfishness refers to caring only about yourself rather than about other people and indeed does not have any relationship with the use of public office for private gain.

Moreover, the candidates who opted for A, *hospitality*, (19.00%) could not understand that hospitality refers to friendly and generous behaviour towards guests. This kindness is done with no expectation of reciprocation. Furthermore, the candidates, who selected E, *entrepreneurship*, 154,143 (16.43%), were not aware of the fact that entrepreneurship is about discovering opportunities and using them without fearing the risks. Thus, candidates who opted for this distractor lacked knowledge of the concept of entrepreneurship, hence failure to distinguish between entrepreneurship and corruption. The candidates who opted for C, *patriotism* 129,180 (13.77%) failed to understand that patriotism simply refers to a situation of loving your country and being willing to defend it.

Question 9: Which of the following countries are members of the Commonwealth?

- A Botswana and Burundi
- B Mozambique and Rwanda
- C Kenya and Democratic Republic of Congo
- D Malawi and Burundi
- E Zambia and Democratic Republic of Congo

Table 4: Number and percentage of candidates in each option

Option	A	B*	C	D	E	Others
No. of Candidates	201,706	224,646	251,456	133,114	115,027	12,046
% of Candidates	21.50	23.95	26.81	14.19	12.26	1.28

The question was set from the topic of *Cooperation between Tanzania and other Nations* and aimed at testing the candidates' understanding of the Commonwealth, whereby the candidates were required to identify the members of the Commonwealth. The

Commonwealth is an intergovernmental organisation of 54 member states that are mostly former colonies of the British Empire established in 1931. As indicated in Table 4, the candidates' performance was weak as only 224,646 (23.95%) were able to choose the correct answer B, *Mozambique and Rwanda*. These candidates had knowledge about the Commonwealth and its member countries. Mozambique is an interesting case in the Commonwealth. Originally it was a Portuguese colony and only in 1995 was admitted as the first country to join the Commonwealth of Nations without historical links with Britain whereas Rwanda joined the bloc in 2009 becoming the second member to be admitted into the Commonwealth club of nations without any historical colonial ties with Britain. Generally, the candidates who were able to provide the correct response had adequate knowledge on the composition of the Commonwealth especially member countries which were not colonized by Britain.

On the other hand, a total of 251,456 (26.81%) candidates chose the incorrect response C, *Kenya and Democratic Republic of Congo*. These candidates were not aware that the Democratic Republic of Congo is not a member of the Commonwealth and the country had no historical ties with Britain.

Moreover, 201,706 candidates (21.50%) opted for A, *Botswana and Burundi*. Burundi is not a member of Commonwealth, though she has officially expressed interest in becoming a member, this probably influenced the candidates to opt for this. Besides that, 133,144 (14.19 %) candidates opted for D, *Malawi and Burundi* and other candidates 115,027 (12.26%) opted for E, *Zambia and Democratic Republic of Congo* in which the Democratic Republic of Congo is not a Commonwealth member because it was not colonised by the British empire. As a matter of fact, DRC was a French and Belgian colony. All candidates who opted for this distractor lacked knowledge of the Commonwealth membership.

Question 10: One of the events that violates human rights in Tanzania is

- A killing of elders and albinos.
- B cutting and planting trees.
- C to initiate charges against criminals.

- D to discharge from duty unethical leaders.
- E the government to supervise tax collections.

The question aimed at testing the candidates' knowledge on the human rights practices in Tanzania. The candidates were required to identify one event that violates human rights in Tanzania among many events listed. The performance in this question was good since a good number of candidate demonstrated knowledge on the events which violate Human rights in Tanzania as indicated in Figure 6.

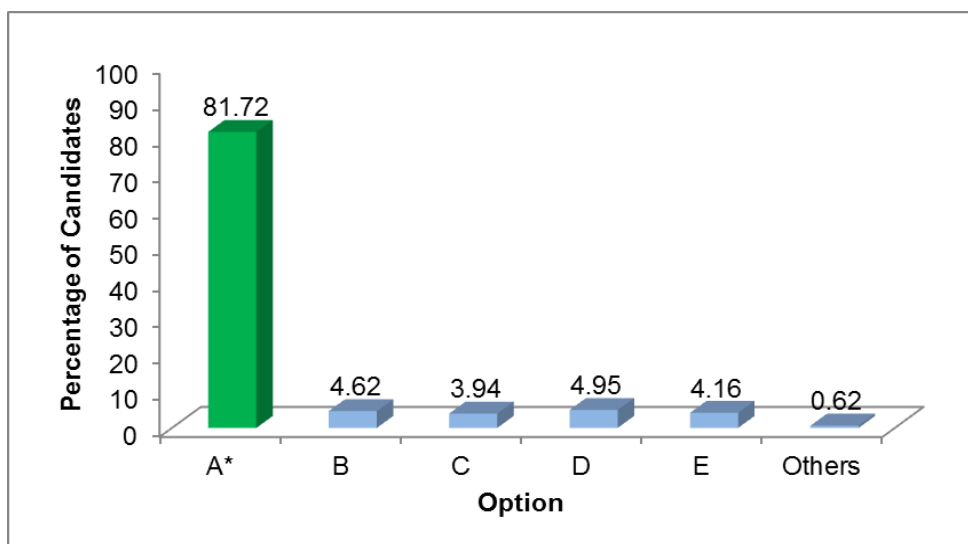


Figure 6: The good performance of candidates in question 10.

A total of 766,505 (81.72%) candidates were able to select the correct answer A, *killing of elders and albinos*. The candidates were familiar with the concept of human rights whereby one of the pillars of human rights is the right to life. Besides that, they were able to identify the correct response because of the on-going government campaign against the killing of elders and albinos and discussion in many forums, such as the mass media, political parties and non-governmental organizations. Hence, some of the candidates could easily transfer their knowledge outside the classroom situation to identify the correct response.

On the other hand, a total number of 46,397 (4.95%) candidates were attracted to distractor D, *to discharge from duty unethical*

leaders. They were not aware that disciplinary measures against unethical leaders are effected according to the regulations governing the civil service. Other candidates totaling 43,289 (4.62%) were attracted to the distractor B, *cutting and planting of trees* lacked knowledge of the concept of human rights since the response had no relation with the demand of the question. Moreover, 39,021 (4.16%) candidates were attracted to option E, *the government to supervise tax collections*. They failed to understand that paying tax is the duty of all citizens and the government to supervise the collection of tax has no relation with the violation of human rights. Other candidates 36,961 (3.94%) were attracted to distractor C, *to initiate charges against criminals*, these candidates were not aware that one of the pillars of rule of law is to initiate charges against a person accused of crime. Therefore, there was no relationship between the distractor with the violation of human rights.

Question 11: One of the method in which citizens can take part in security and defense is

- A to beat criminals.
- B to do physical exercise.
- C to kill criminals.
- D to unearth criminals.
- E to befriend criminals.

This question was set from the *National Defense and Security* topic and candidates were required to identify the method through which the citizens can take part in security and defense. As indicated in Figure 7. The candidates' performance was good since, 622,224 (66.34%) candidates chose the correct response D, *to unearth criminals*. These candidates had adequate knowledge of the topic on defense and security, particularly the strategies for maintaining peace and security in the society. Indeed one of the duties of a responsible citizen is to report to organs responsible for law and order any suspected criminal activity

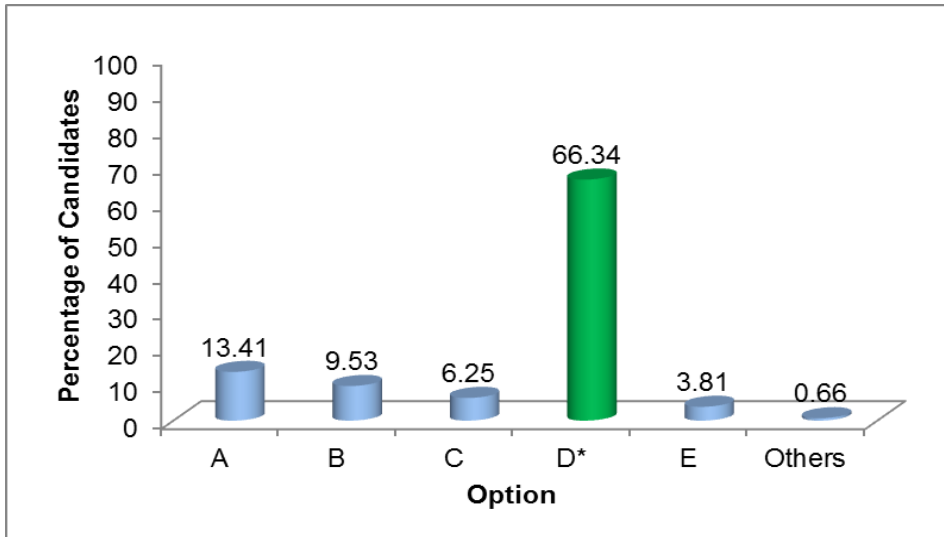


Figure 7: The percentages of the candidates' responses in each option in question 11.

On the other hand, distractor A, *to beat criminals* attracted 125,786 (13.41%) candidates, because of the existing behaviour of some members of the society to take the law into their own hands. Moreover, a total of 89,391 (9.53%) candidates, who were attracted to distractor B, *to do physical exercise*, did not understand the demand of the question and lacked knowledge of defense and security.

Other candidates 58,650 (6.25%) who opted for C, *to kill criminals* were influenced by the behaviour of some members in the society to take the law into their own hands by killing the criminals without taking them to the court of law. Likewise, 35,742 (3.81%) candidates were attracted to E, *to befriend criminals* probably they opted for this response because they observed this situation through life experiences where some parents and guardians collude with criminals in their residential areas.

Question 12: Indicator of globalization include

- A decrease in income differences.
- B free market economy.
- C poverty decrease.
- D competition in arms production.
- E abundance of commodities from local industries.

Table 5: Number and percentage of candidates in each option

Option	A	B*	C	D	E	Others
No. of Candidates	86,308	463,893	117,445	84,163	177,520	8,666
% of Candidates	9.20	49.46	12.52	8.97	18.93	0.92

This question was set from the topic of *Tanzania in World culture*. The candidates were required to identify the indicator of globalization. As indicated in Table 5 the candidates' performance in this question was average since 463,893 (49.46%) candidates were able to identify the correct response B, *free market economy*. These candidates had adequate knowledge of globalization since most of the distractors in this question were plausible and closely related. Free market economy is guided by market forces which are demand and supply, under globalization the role of government in managing the economy is minimal, the production of goods and services depend on the demand of the market at that particular time.

On the other hand, distractor E, *abundance of commodities from local industries* attracted 177,520 (18.93%). The candidates who opted for this distractor failed to understand that globalization is turning the developing countries into markets for manufactured goods from industrialized countries. The 117,445 (12.52%) candidates, who were attracted to distractor C, *poverty decrease*, did not realize that globalization has never been a solutions to poverty in developing countries. Some of the candidates may have associated foreign aid from donor countries such as the United State of America (USA) and the influx of non-governmental organizations and international organizations that are dealing with poverty reduction in Tanzania such as USAID.

A total of 86,308 (9.20%) candidates were attracted to distractor A, *decrease in income differences*. These candidates were not aware of the economic impacts brought by globalization in developing countries such as the increase in income differences between the 'have' and 'have not' whereby wealth is concentrated into fewer hands. Though, this depends much on the government policies on how to reduce the negative impacts of globalization. The remaining 84,163 (8.97%) candidates who were attracted to distractor D,

competition in arms production were not aware that the competition in arms production was propelled by cold war between Western countries and Eastern countries. After the collapse of the Eastern bloc in the 1980s the cold war waned and so is the arms race. Hence, the response has no relation with indicators of globalization.

2.1.2 Part II: History

Question 13: The father of your father is called

- A father. B grandson. C uncle.
D grandfather. E nephew.

Table 6: Number and percentage of candidates in each option

Option	A	B	C	D*	E	Others
No. of Candidates	34,364	32,245	24,514	824,464	17,959	4,449
% of Candidates	3.66	3.44	2.61	87.90	1.91	0.47

The question required the candidates to identify the title of one's father's father. The performance of candidates in this question was good, since 824,464 (87.90%) were able to choose the correct response D, *grandfather*. Grandfathers play key roles such as promoting unity, instilling knowledge, values and wisdom over the generations. Also, grandfathers are affectionate, reliable to the grandchildren. Hence, adequate knowledge on family trees, family relationships as well as their ability to transfer the knowledge from their families enabled those candidates to identify the correct response.

On the other hand, a total of 109,082 (11.62%) candidates selected distractors A, *father*; B, *grandson*; C, *uncle* and E, *nephew*. The choice of these distractors indicates that those candidates lacked knowledge on relatives and extended family members. Generally, those candidates were supposed to understand that "father" is one's male parent; "grandson" is the son of one of your children; "uncle" is the brother (or brother-in-law) of your mother/father; and "nephew" is the male child of your brother/sister.

Question 14: Which capitalist nation ruled Tanganyika from 1891 up to 1918?

- A Germany B Britain C China
D Portugal E France

Table 7: Number and percentage of the candidates in each option

Option	A*	B	C	D	E	Others
No. of Candidates	531,565	221,787	40,357	79,644	58,068	6,574
% of Candidates	56.67	23.64	4.30	8.49	6.19	0.70

The question was set from the topic of *Establishment of Colonial Rule in Tanganyika and Zanzibar*. The question tested the candidates' ability to identify the capitalist nation which ruled Tanganyika from 1891 up to 1918. The performance of the candidates in this question was average, in which 534,565 (56.67%) candidates were able to choose the correct response A, *Germany*. Those candidates had adequate knowledge about the scramble for and partition of Africa among the European powers during the 19th century. In addition, those candidates were aware of the colonising nations of various African colonies Tanganyika inclusive. Hence, it was very easy to single out Germany- the colonizing master of Tanganyika in the given period. In actual fact, those candidates were familiar with different periods of colonial rule through which Tanganyika underwent from the scramble for colonies to the period when Tanganyika attained her political independence.

However, majority of the candidates (221,787 equal to 23.64%) opted for B, *Britain*. The choice of this distractor might have been caused by the popularity of Britain in the history of Tanganyika among the candidates. This is evidenced by the fact that Britain is the European nation that colonized Tanganyika for more than forty years (from 1919 to 1961) and she is the one that granted the independence of Tanganyika in 1961. In general, candidates who chose this option were aware of Tanganyika's colonial masters but

they failed to identify the specific time of ruling of each colonial master.

A total of 40,357 candidates equal to 4.30 percent opted for C, *China*. Those candidates lacked knowledge on the establishment of colonial rule in Tanganyika and Zanzibar. Those candidates were supposed to understand that China did not rule Tanganyika but rather it assisted Tanzania in building TAZARA (Tanzania-Zambia Railway) during the 1970s and of now, China is Africa's largest trading partner.

Other options D, *Portugal* and E, *France* were chosen by the candidates who had limited knowledge on the subject matter. It is true that Portugal and France had an impact in East Africa during the pre-colonial period, but none of them ruled Tanganyika during the stated period. What can be deduced from such responses is that those candidates were not conversant with the colonizers of Tanganyika and their historical timelines. In a nutshell, those candidates lacked knowledge on the specific time and colonizing powers of East Africa. For instance, those candidates were supposed to understand that Portugal ruled the coast of East Africa between the 15th and 17th centuries while the question based on the 19th and 20th centuries. Thus, it was incorrect for them to validate Portugal as the colonizing power of Tanganyika between 1891 and 1918.

Question 15: Why Berlin is the popular city in history?

- A it is the headquarters of the United Nations Organization.
- B it is the headquarters of the Commonwealth.
- C it is the city that was the center for slave trade.
- D it a France city in which assimilation policy was practiced.
- E it is a place where the partition of Africa was done.

The question was set from the topic of *Colonial invasion in Africa from 1880's* and it required the candidates to identify the reason for the popularity of the Berlin city in history. The general performance of the candidates in this question was good since 613,212 (65.37%) candidates were able to choose the correct response E, *it is a place where the partition of Africa was done*. Those candidates had

adequate knowledge about the scramble for and partition of Africa among the European powers. **Figure 8** presents the candidates' performance in this question.

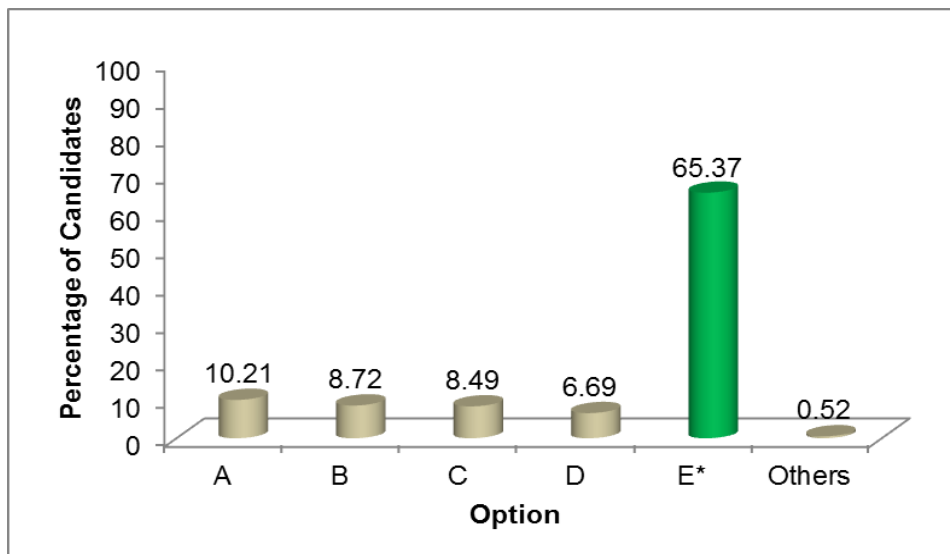


Figure 8: shows good performance of candidates since 65.37 percent of the candidates were able to choose the correct answer.

However, a total of 319,951 (34.11%) candidates who opted for distractors: A, *it is the headquarters of the United Nations Organization*; B, *it is the headquarters of the Commonwealth*; C, *it is the city that was the center for slave trade* and D, *it a France city in which assimilation policy was practiced* lacked enough knowledge on the colonial invasion in Africa from the 1880s, international cooperation, slave trade and colonial administrative systems. Those candidates were supposed to understand that the headquarters of the United Nations is in New York (USA), the headquarters of Commonwealth is in London (United Kingdom). Moreover, those candidates were supposed to understand that Berlin has neither been a city that was the center for slave trade nor a France city in which assimilation policy was practiced.

Question 16: The major capitalist nations that scrambled for Africa were

- A Britain, Germany, France, Belgium, Italy and Portugal.
- B Britain, Germany, France, China, Spain and USA.
- C Britain, Germany, France, Japan, Spain and Belgium.

- D Britain, Germany, France, Russia, China and Japan.
E Britain, Germany, France, Belgium, Italy and China.

Table 8: Number and percentage of candidates in each option

Option	A*	B	C	D	E	Others
No. of Candidates	591,708	111,056	104,572	72,487	51,513	6,659
% of Candidates	63.08	11.84	11.15	7.73	5.49	0.71

The question was set from the topic of Colonial Invasion in Africa from 1880's. The question tested the ability of the candidates to identify the capitalist nations that scrambled for Africa from the given options. The general performance of the candidates in this question was good since 591,708 (63.08%) candidates selected the correct answer A, *Britain, Germany, France, Belgium, Italy and Portugal*. Those candidates had adequate understanding of the imperialist scramble for Africa. Thus, it was easy for them to identify the correct option bearing the major capitalist nations that scrambled for Africa during the 19th century.

Yet, a total of 339,628 (36.21%) candidates opted for distractors B, *Britain, Germany, France, China, Spain and United States of America*; C, *Britain, Germany, France, Japan, Spain and Belgium*; D, *Britain, Germany, France, Russia, China and Japan* and distractor E, *Britain, Germany, France, Belgium, Italy and China*.

The choice of those incorrect options was brought about by the candidates' limited knowledge on the scramble for and partition of the African continent among the European capitalist powers. That is to say, in each chosen distractor there were nations that did not take part in the scramble for colonies in Africa. Such nations include China, Spain, Russia, Japan and the United States of America (United States of America attended the meeting as an observer). The choice of those distractors probably was caused by the candidates' limited knowledge on the colonial invasion in Africa from the 1880s as well as the influence of some of those nations (USA, Japan, Russia, Spain and China) in the economic, social, political and

technological platform of the world basically from the 20th century up to date.

Question 17: The founder of the Imperial British East African Company is called

- A David Livingstone B Karl Peters
C Mungo Park D William Mackinnon
E Seyyid Said

The question was set from the topic of *Agents of colonialism*. It required the candidates to identify the name of the founder of the Imperial British East African Company. The performance of the candidates in this question was average because 457,513 (48.78%) candidates were able to choose the correct response D, *William Mackinnon*. The choice of this option reveals that the candidates had adequate knowledge on the European individuals and the companies they founded that facilitated the colonization of Africa during the 19th century. The candidates' performance in this question is presented in **Figure 9**.

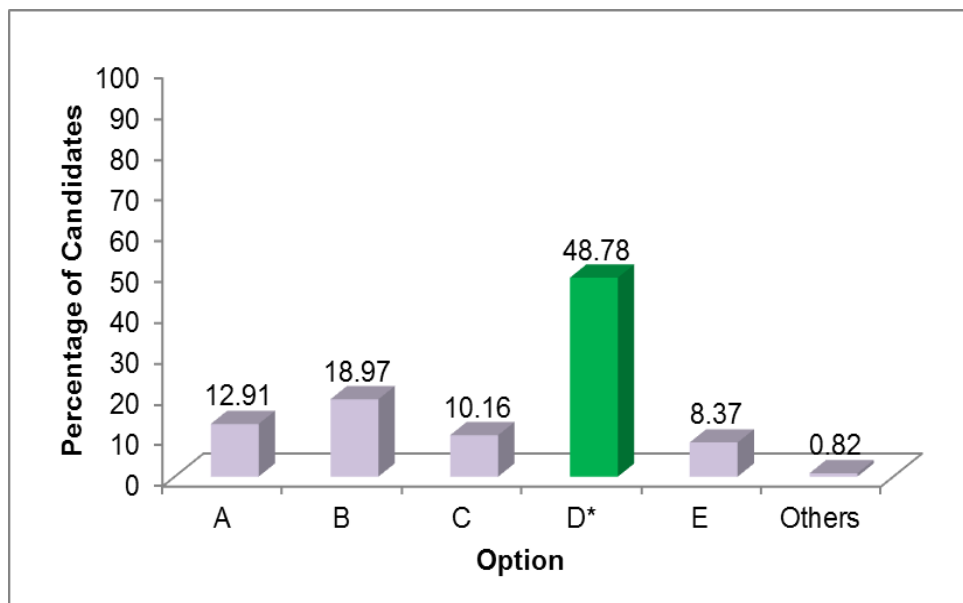


Figure 9: shows that the performance of candidates in this question was average for 48.8 percent of the candidates were able to identify the correct answer.

However, 177,898 (18.97%) candidates opted for distractor B, *Karl Peters*. The choice of this distractor shows that some candidates were not knowledgeable enough on the names of individuals and the roles they played in the establishment of companies that ultimately led to the colonization of East Africa. This distractor was chosen because of the popularity of Karl Peters among the candidates especially the roles he played in the colonization of Tanganyika through signing bogus treaties with local rulers such as Mangungu of Msowero.

However, 121,101 (12.91%) candidates opted for distractor A, *David Livingstone*. Those candidates opted for this distractor because of the fame of David Livingstone in East and Central Africa. As a matter of fact, those candidates failed to differentiate between the agents of colonialism who were explorers/missionaries and those who were traders. Such candidates were supposed to understand that David Livingstone was not a trader and he founded no company since he was a missionary-cum-explorer.

A total of 95,297 (10.16%) candidates opted for distractor C *Mungo Park*. These candidates probably had insufficient knowledge of the topic of agents of colonialism which made them to fail to distinguish various groups of the agents of colonialism, their roles and the places in which they operated. These candidates were supposed to understand that Mungo Park was an explorer who based in West Africa and not East Africa.

Option E, *Seyyid Said* was chosen by 78,529 (8.37%) candidates. Those candidates had limited knowledge on slave trade and agents of colonialism. Such candidates failed to understand that Seyyid Said is not one of the agents of colonialism but rather he was an Oman Arab who shifted his capital from Muscat to Zanzibar in 1840. The choice of this option probably is attributed to the influence of Seyyid Said as he facilitated the expansion of slave trade in the interior of East Africa. It should be borne in mind that the Sultan was neither one of the agents of colonialism in East Africa nor did he found any company in East Africa.

Question 18: Who was Julius von Soden?

- A the first British governor to Tanganyika.
- B the first German governor to Tanganyika.
- C the last German governor to Tanganyika.
- D the last British governor to Tanganyika.
- E the governor who introduced direct rule in Tanganyika.

Table 9: Number and percentage of candidates in each choice

Option	A	B*	C	D	E	Others
No. of Candidates	217,155	391,965	94,605	68,044	156,673	9,553
% of Candidates	23.15	41.79	10.09	7.25	16.70	1.02

This question was set from the topic *Establishment of Colonial Rule in Tanganyika and Zanzibar*. The question required the candidates to identify the title born by Julius Von Soden. The general performance in this question was average as 391,965 (41.79%) candidates were able to choose the correct answer B, *the first German governor to Tanganyika*. Those candidates had adequate knowledge in the topic *Establishment of Colonial Rule in Tanganyika and Zanzibar*. Moreover, those candidates were conversant of the names of the colonial officers, their mother countries as well as their chronological tenures in Tanganyika.

Distractor A, *the first British governor to Tanganyika* was selected by 217,155 (23.15%) candidates who lacked adequate knowledge of both the German and British rules in Tanganyika. It was very imperative for those candidates to understand that the first British governor to Tanganyika was Horace Byatt (from 1920 to 1924) and not Julius von Soden – a German governor to Tanganyika from 1891 to 1893. The choice of this distractor shows that those candidates had limited knowledge on the names and durations of various colonial administrators in Tanganyika. In actual fact, those candidates were supposed to understand that, six years after the

Berlin conference; Germany's first governor to Tanganyika was Julius Von Soden.

The other distractor that attracted many (156,673) candidates (equal to 16.70 percent) was E, *the governor who introduced direct rule in Tanganyika*. In reality, those candidates were not aware of the colonial governors as well as their tenures and roles during the colonial period in Tanganyika.

Distractor C *the last German governor to Tanganyika* was chosen by 94,605 (10.09%) candidates. Those candidates lacked knowledge on the German colonial rule in Tanganyika. Overall, those candidates were supposed to understand that the last German governor to Tanganyika was Heinrich von Schene (1912 to 1917) and not Julius von Soden who governed the Tanganyika colony from 1891 to 1893.

The candidates who opted for distractor D, *the last British governor to Tanganyika* were 68,044 (7.25%). Those candidates failed to understand that Richard Turnbull was the last British governor in Tanganyika and not Julius von Soden.

Question 19: The archaeologist who discovered the skull of the earliest man in Olduvai Gorge was called
A Charles Darwin. B Zinjathropus.
C Homo Habilis. D David Livingstone.
E Louis Leakey.

The question was set from the topic of *Origin and evolution of Mankind*. The question required the candidates to identify the name of the archaeologist who discovered the skull of the earliest man in Olduvai Gorge. The general performance in this question was average since 559,107 (59.61%) candidates were able to opt for the correct response E, *Louis Leakey* who was the discoverer of the skull of earliest man (Zinjanthropus) in 1959.

However, 136,503 (14.55%) candidates selected distractor A, *Charles Darwin*. Candidates' choice of this incorrect alternative may be attributed to his popularity among themselves for he is the one

who explained the evolution of man. Hence, since there is a relationship between evolution and the skull of the earliest man (*Zinjanthropus*), some candidates considered Charles Darwin as its discoverer.

Also, 102,310 (10.91%) candidates chose distractor D, *David Livingstone*. This selection was caused by the candidates' limited knowledge on the evolution of man and agents of colonialism. These candidates failed to understand that David Livingstone never participated in the discovery of the skull of the ancient man instead; he was among the agents of colonialism who championed the colonization of Africa during the 19th century.

Distractor B, *Zinjathropus* was chosen by 82,292 (8.77%) candidates and another 50,940 (5.43%) candidates opted for distractor C *Homo Habilis*. These candidates lacked knowledge on the topic of *Origin and evolution of Mankind* since *Zinjathropus* and *Homo Habilis* were not archeologists but rather they were fossils of the pre-historic men discovered by Dr. Louis Leakey at Olduvai Gorge in 1959 and 1964 respectively.

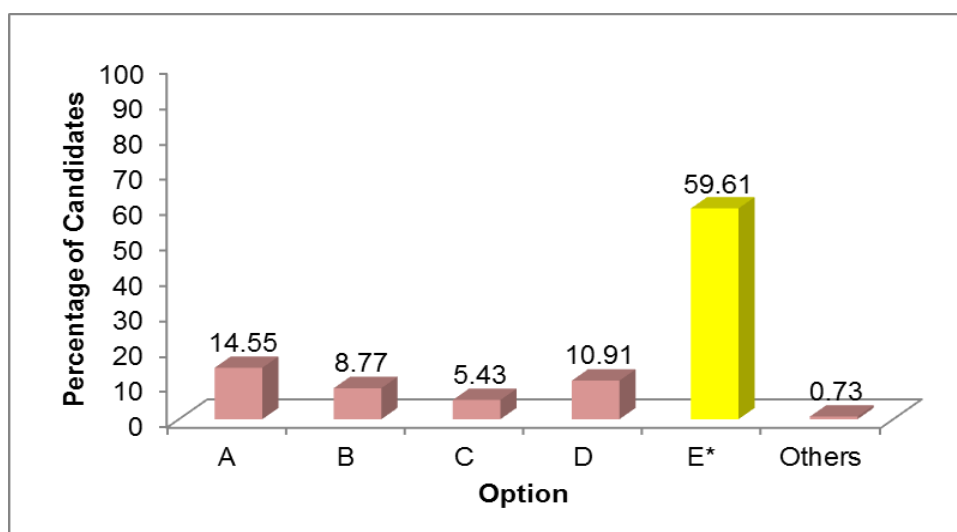


Figure 10: shows that the candidates' performance in this question was average for 59.61 percent were able to choose the correct response.

Question 20: When did man start to burn forest in order to chase away dangerous animals?

- A During the Iron Age
- B During the Early Stone Age
- C During the Old Stone Age
- D During the late Stone Age
- E During the Middle Stone Age

Table 10: Number and percentage of candidates in each selection

Option	A	B	C	D	E*	Others
No. of Candidates	89,131	72,169	72,366	190,825	505,619	7,885
% of Candidates	9.50	7.69	7.71	20.34	53.90	0.84

The question was set from the topic of *Stages of Development in Different Ages*. The question required the candidates to identify the period during which man started to burn forests in order to chase away dangerous animals. The performance in this question was average since 505,619 (53.90%) candidates were able to opt for the correct response E, *During the Middle Stone Age*. Those candidates understood that it was fire that enabled man to sleep on the earth at night since wild animals dreaded it. Moreover, it was fire that conquered the dark and began lessening man's fear. In general, fire cleared the forests through burning as well as serving as a torch that conquered man's fearsome enemy, the dark in which wild animals hid.

A total of 190,825 (20.34%) candidates were attracted to distractor D, *During the Late Stone Age*. This distractor attracted such a good number of candidates because they failed to differentiate various social and economic developments attained by man in different stone ages.

Those candidates were supposed to understand that during the Late Stone Age fire had already been discovered and man had already started using fire (during the Middle Stone Age) not only in burning the forest in order to chase wild animals away but also in roasting

his food. Popular achievements like rock paintings, domestication of crops and animals, division of labour and development of language during the Late Stone Age period might have attracted the candidates to opt for this distractor. In actual fact, those candidates failed to identify the specific social, economic and technological achievements of man in each stone Age period.

The candidates who opted for *B, Early Stone Age* and *C, Old Stone Age* were not conversant with the technological and economic development that accompanied this period. Those candidates were supposed to understand that *Early Stone Age* and *Old Stone Age* are the terms that are used interchangeably referring to a period that spans from 1,750,000 BC to 750,000 BC. In addition, it was during that time that man was only able to make and use very simple stone tools called chopping tools. Hence, the choice of those distractors portrays that those candidates had limited knowledge on the achievement of man during the Stone Age period.

Furthermore, a total of 89,131 (9.50%) candidates opted for *A, During the Iron Age*. Those candidates failed to differentiate the social, economic and technological achievements of man in different ages.

Question 21: In which economic system was the major means of production owned by all members of the society?

- A Slave mode of production
- B Feudal mode of production
- C Capitalist mode of production
- D Communal mode of production
- E Socialist mode of production

Table 11: Number and percentage of candidates in each selection

Option	A	B	C	D*	E	Others
No. of Candidates	94,517	313,956	188,948	183,797	123,929	32,848
% of Candidates	10.08	33.47	20.14	19.59	13.21	3.50

This question was set from the topic of *Development in Economic and Political Systems among Tanzanian Societies up to the 19th Century*. This question measured the candidates' ability to identify the economic system in which the major means of production were owned by all members of the society. The performance in this question was poor since 183,797 (19.59%) candidates were able to choose the correct answer D, *Communal mode of production*. These candidates had enough knowledge on the development of economic and administrative systems in Tanzanian societies during the pre-colonial period.

Distractor B, *Feudal mode of production* was selected by 313,956 (33.47%) candidates who failed to differentiate the characteristics between the communal mode of production and feudal mode of production. Candidates were supposed to understand that in feudal mode of production, land was the major means of production and it was owned privately by few individuals in the society. Also, in feudal mode of production there existed classes as well as exploitation of man by man since the class of land owners (landlords) exploited the class of the landless (peasants).

Distractor C, *capitalist mode of production* was chosen by 188,948 (20.14%) candidates who were not conversant with the characteristics inherent in the capitalist mode of production. Those candidates were supposed to understand that in the capitalist mode of production, the means of production are not owned by all members of the society but rather the means of production such as industries are owned by few individuals while the workers owned nothing but their labour.

Moreover, 123,929 (13.21%) candidates who opted for distractor E, *Socialist mode of production* had limited knowledge on the subject matter. Those candidates were supposed to understand that socialism is a political and economic system based on the belief that everyone has an equal right to the country's wealth and that the state should own and control the major means of production.

Distractor A, *Slave mode of production* attracted 94,517 (10.08%) candidates who lacked knowledge on the characteristics of various

modes of productions. The candidates were supposed to understand that in the slave mode of production a human being was owned and used as a tool of production, hence there is no way the slaves could be regarded as members who could own the major means of production.

Question 22: If Juma and Hawa are children of Masanja Muntente, how does Hawa call Juma?

- A Cousin B Uncle C Brother-in-law
D Nephew E Brother

This question was set from the topic *Our Family* and it tested the candidates' ability to identify how Juma and Hawa are related if both are children of Masanja Muntente. The performance of candidates in this question was good since 755,702 (80.57%) candidates were able to choose the correct answer E, *Brother*. Those candidates were able to choose the correct answer because they had adequate knowledge on the topic of *Our Family*. The choice of this answer might have been caused by the candidates' transfer of knowledge from their families or environment.

However, a total of 174,440 (18.6%) candidates opted for distractors A, *Cousin*; B, *Uncle*; C, *Brother-in-law* and D, *Nephew*. The choice of these distractors was possibly caused by poor candidates' understanding of the topic *Our Family* and also failure to transfer knowledge from their environment.

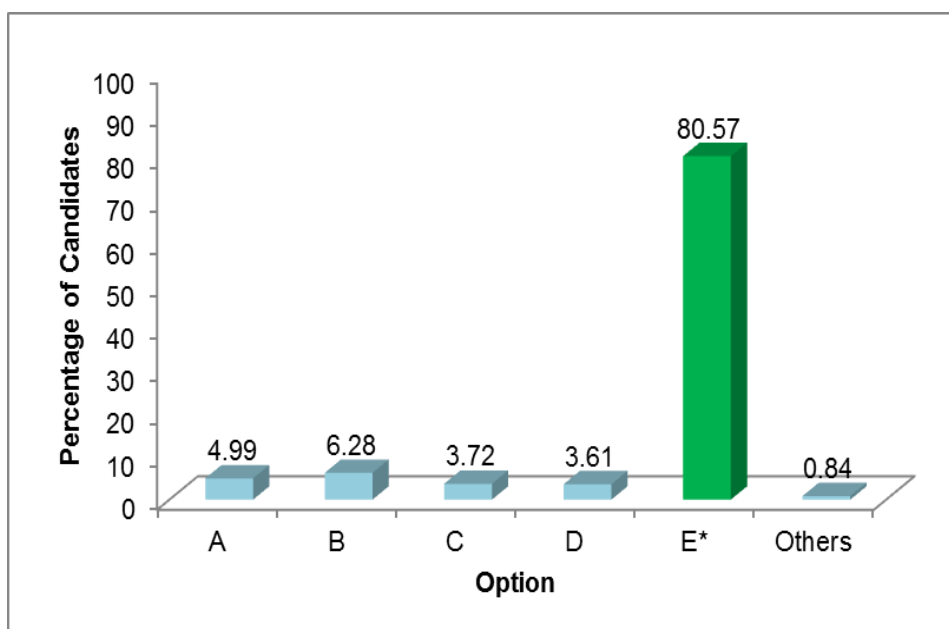


Figure 11: shows the percentage of the candidates' performance in each option where the performance is good.

Question 23: A daughter of your aunt is called

- A niece B cousin C mother-in-law
D sister-in-law E sister

The question required the candidates to identify the proper name for the daughter of one's aunt. The performance of the candidates in this question was good since 683,880 (72.91%) candidates were able to select correct response B, *cousin*. Those candidates understood that uncle's and aunt's children are called cousins. Also, candidates' selection of this response was probably motivated by their ability to transfer knowledge from their families/environment. However, a total of 247,984 (26.44%) candidates opted for distractors A, *niece*; C, *mother-in-law*; D, *sister-in-law* and E, *sister*. The choice of such incorrect options portrays that those candidates were not conversant with the family relationships.

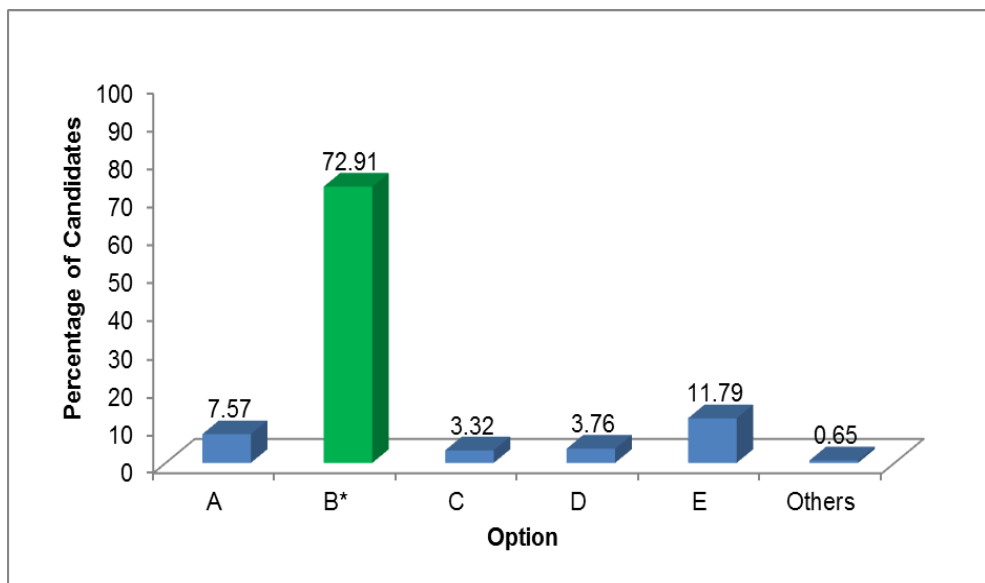


Figure 12: shows the percentage of the candidates' performance in each option where the performance is good

Question 24: Why did Maji Maji war occur?

- A Portuguese took Tanganyikans into slavery.
- B Kinjekitile was angered by enmity between the Germans and Arabs.
- C Tanganyikans were whipped by the British.
- D Germans forced the people to work in cotton plantations.
- E Sultan Seyyid Said tortured and enslaved the Africans.

The question required the candidates to identify the reason for the outbreak of Maji Maji resistance. The performance of candidates in this question was average since 415,982 (44.35%) candidates were able to choose the correct response D, *Germans forced the people to work in cotton plantations*. Those candidates were aware that Maji Maji resistance is one of the most popular African resistances against the exploitation and oppression of the German rule in Tanganyika.

However, 297,319 (31.70%) candidates opted for distractor B, *Kinjekitile was angered by enmity between the Germans and Arabs*. Those candidates were probably attracted by Kinjekitile Ngwale who

was a famous traditional medicine man who used water medicine to mobilize people of the southern part of Tanganyika to resist the German colonialists. In this regard, candidates were supposed to understand that the reason “Kinjekitile was angered by enmity between the Germans and Arabs” does not hold water since the enmity between the Germans and Arabs had nothing to do with the emergence of Majimaji.

Distractor E, *Sultan Seyyid Said tortured and enslaved the Africans* was opted for by 82,572 (8.80%) candidates who failed to understand that the torture of the slaves by Sultan Seyyid Said did not have impact in the occurrence of Majimaji since Sultan Seyyid Said died 49 years (in 1856) before the occurrence of Majimaji. In a nutshell, the candidates were supposed to understand that Sultan Seyyid Said was a ruler who shifted his capital from Muscat Oman to Zanzibar in 1840 for the aim of establishing clove and coconut plantations and to control the India Ocean slave trade. Therefore, his influence ended when he died in 1856.

Distractor C, *Tanganyikans were whipped by the British* was opted by 68,931 (7.35%) candidates who probably failed to understand that Tanganyika was a German colony since 1890s up to 1918 and then the British took the control until 1961. Therefore, those candidates were supposed to understand that Maji maji resistance occurred from 1905 to 1907 when Tanganyika was under the German colonial rule. That is to say that, Maji maji resistance occurred twelve years before the beginning of British rule in Tanganyika.

The distractor A, *Portuguese took Tanganyikans into slavery* was selected by 64,336 (6.86%) candidates who probably mixed-up the knowledge of resistances against colonial invasion in Tanganyika and Zanzibar with that of interactions between Tanzanian societies and European societies. The Portuguese were evicted from the East African coast in 1698, hence, it is impossible for their impact to cause Maji maji war 200 plus years after their eviction.

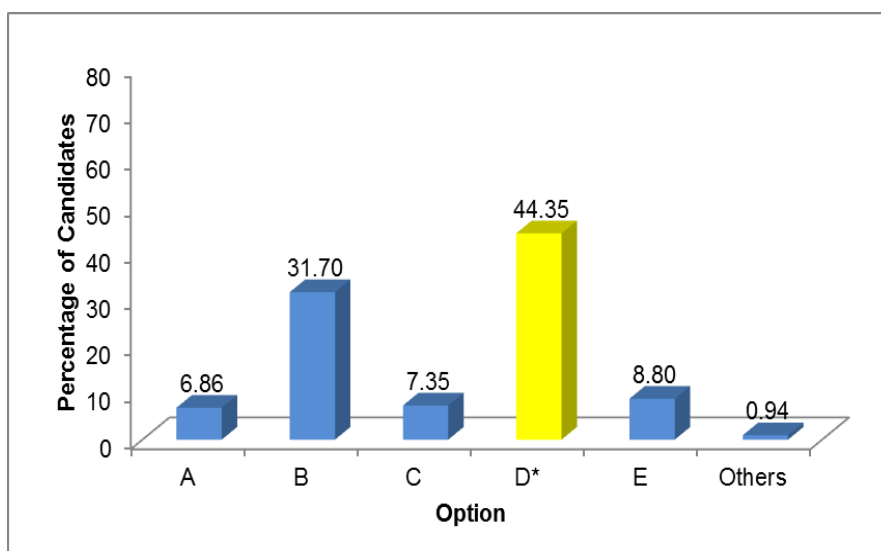


Figure 13: shows that the performance of candidates in this question was average.

Question 25: The President Julius Kambarage Nyerere and Kwame Nkrumah were

- A founders of the East Africa Community.
- B founders of the United Nations Organization.
- C founders of the League of Nations
- D founders of the Organization of African Unity
- E founders of the Commonwealth

This question was set from the topic *International Cooperation*. The question tested candidates' ability to identify the role shared by Presidents Julius Kambarage Nyerere and Kwame Nkrumah in international cooperation. The performance of this question was average since 487,302 (52%) candidates were able to choose the correct response D, *founders of the Organization of African Unity*. These candidates had adequate knowledge on the topic hence, they were able to recognize that Presidents Julius Kambarage Nyerere and Kwame Nkrumah championed the formation of the Organization of African Unity during the 1960s in Addis Ababa, Ethiopia.

A total of 210,257 (22.42%) candidates opted for distractor A, *founders of the East Africa Community*. Those candidates failed to understand that Kwame Nkrumah was a President of Ghana – a

country in West Africa, hence he could no way have participated in the formation of the East African Community.

Moreover, 119,659 (12.76%) candidates opted for distractor B, *founders of the United Nations Organization*. Though those candidates were aware of the membership of Tanganyika and Ghana to the United Nations but they were unaware that the United Nations was founded in 1945 and not during the 1960s when these Pan-Africanists were leaders in their countries. Deductively, those candidates failed to distinguish between the Organization of African Unity and the United Nations.

Distractor E, *founders of the Commonwealth* attracted 6.09 percent of the candidates. Those candidates failed to understand that the Commonwealth was founded in 1931 when Julius Nyerere was only 9 years old. Thus, the organization could not have been founded by the two leaders. Some 55,610 candidates (5.93%) opted for distractor C, *founders of the League of Nations*. The choice of this distractor portrays that the candidates had inadequate knowledge in the topic *International Cooperation*. What can be deduced from such a choice is that those candidates were not conversant with the specific dates of the formation of international organizations. Overall, those candidates were supposed to understand that the League of Nations was formed in 1920 when Julius Nyerere was even not yet born.

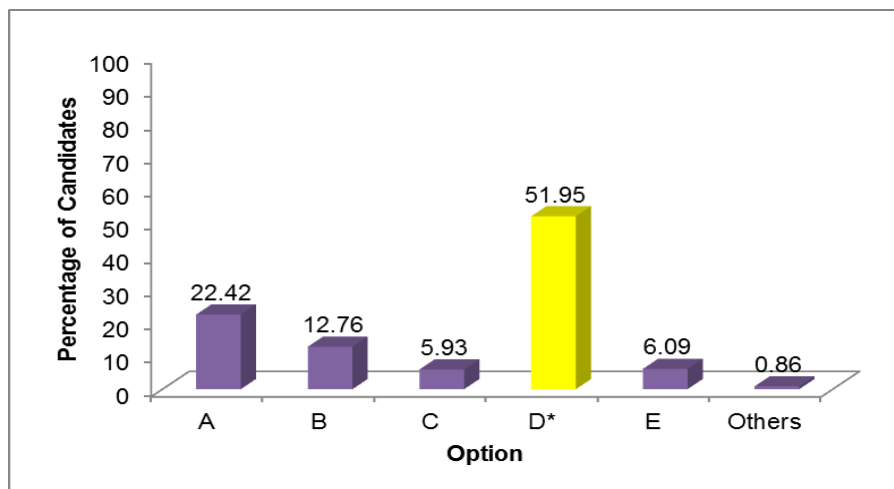


Figure 14: shows that the performance of the candidates in this question was average.

Question 26: The organization under the United Nations which deals with education and culture is known as
 A WHO. B UNICEF. C UNESCO.
 D UNHCR. E UNDP.

This question tested the candidates' ability to identify the organization under the United Nations which deals with education and culture. The performance in this question was good since 574,692 (61.27%) candidates were able to choose the correct answer C, *UNESCO*. Those candidates had adequate knowledge in the topic *International Cooperation*. Therefore, they were aware of various functions of different UN agencies.

However, 37.97 percent of the candidates chose incorrect options A, *WHO*; B, *UNICEF*; D, *UNHCR* and E, *UNDP*. Those candidates chose those distractors because they failed to differentiate the roles of various UN agencies.

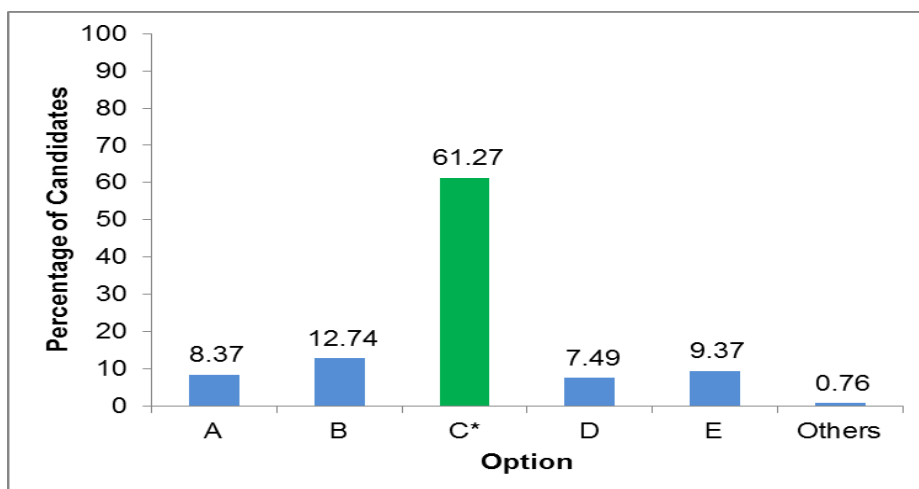


Figure 15: shows good performance of candidates in this question.

2.1.3 Part III: Geography

Question 27: During heavy rainfall accompanied with thunder storms, people are not advised to
 A wear red clothes. B use umbrella.
 C open doors and windows. D hide under the tree.
 E switch off TV and radio.

This question was derived from the topic of *Disasters*. The question required the candidates to identify the precautions to be taken by people during heavy rainfall accompanied with thunder storms. The performance of candidates in this question was average, since a total of 504,694 (53.81%) were able to choose the correct answer *D, hide under the tree*. These candidates had adequate knowledge that trees are always the tallest objects around and contain many pointy tips. These pointy tips can easily attract/trap thunderbolt. Once trapped the thunderbolt may leave the tree and jump over to the person taking shelter under it, hence causing death or injury.

The remained candidates selected the incorrect options, such that a total of 170,801 (18.21%) opted for *E, to switch off TV and radio*. These candidates had no knowledge on the precautions to be taken by people during heavy rainfall accompanied with thunder storms that it is advised to switch off radio and Television and other electrical devices especially in the buildings which do have earth rods.

Moreover, a total of 141,770 (15.11%) candidates opted for *A, to wear red clothes* whereas; red clothes have no relationship with thunderstorms. Also 60,395 (6.44%) candidates opted for *C, to open the doors and windows*. These candidates had inadequate knowledge concerning the precautions to be taken by people during heavy rainfall accompanied with thunder storms. Furthermore, 52,585 (5.61%) candidates who opted for *B, to use umbrella* showed their inability to differentiate heavy rainfall accompanied with thunder storms from normal rainfall that allows the possibility of using umbrellas. The remained 7,750 (0.83%) candidates either did not attempt this question or selected more than one answer.

Question 28: An environmental disaster which is caused by natural forces only is called

- | | |
|----------------------------|---------------|
| A drought. | B earthquake. |
| C soil erosion. | D famine. |
| E environmental pollution. | |

The question was intended to measure the candidates' ability to identify an environmental disaster which is caused by natural forces only. The distribution of candidates' responses and performance is shown in Figure 16.

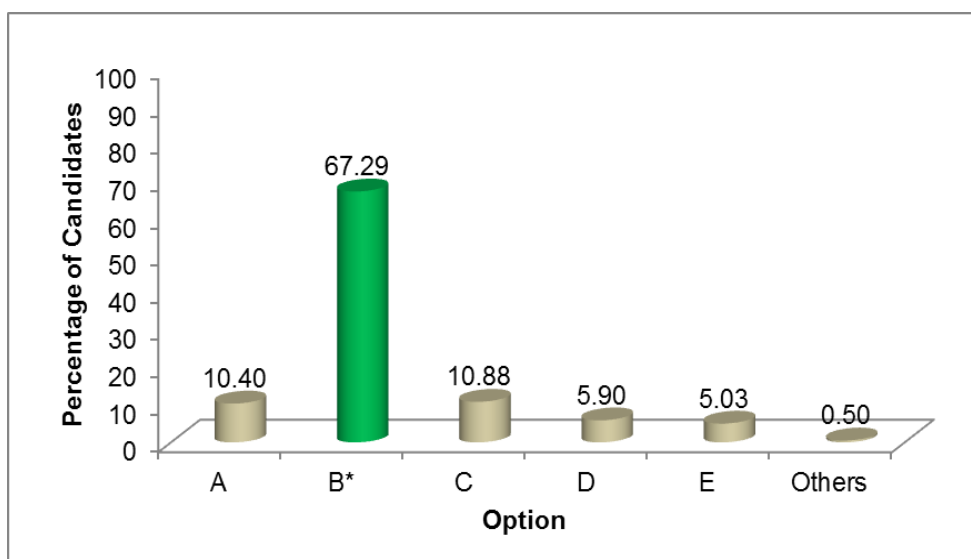


Figure 16: Shows good performance (67.29%) of the candidates in this question.

The performance of candidates in this question was good as a total of 631,132 (67.29%) were able to choose the correct answer *B, earthquake*. These candidates had adequate knowledge about the topic of disasters. They were also aware that earthquake as a disaster is mainly caused by natural forces such as volcanic eruptions and not human activities.

However, a total of 302,153 (32.21%) candidates opted for *C, soil erosion*; *A, drought* (10.40%), *D, famine* (5.90%) and *E, environmental pollution* (5.03%). These candidates had insufficient knowledge concerning the environmental disasters caused by natural forces as they were not aware that these options (A, C, D and E) are disasters that are mainly caused by human activities.

Question 29: Water pollution can be avoided by

- A random throwing of chemicals wastes.
- B proper sewage disposals.
- C use of artificial fertilizers.
- D fishing by using poison.
- E washing cars in rivers.

Table 12: Number and percentages of the candidates' in each option

Options	A	B*	C	D	E	Others
No. of Candidates	147,401	570,719	77,434	92,813	42,643	6,985
% of Candidates	15.71	60.84	8.26	9.89	4.55	0.74

The question assessed the candidates' ability to identify the ways of avoiding water pollution. The general performance of candidates in this question was good since a total of 570,719 (60.84%) chose the correct answer *B, proper sewage disposal*. Proper sewage disposal is done after treating sewage so as to kill germs and reducing other chemicals. In the end this water can be reused for other activities such as irrigation, instead of discharging them to the environment and causing pollution to other water sources.

However, a significant number of candidates 360,291 (38.41%), chose wrong options such as *A, random throwing of chemicals wastes (15.71%)*; *D, fishing by using poison (9.89%)*; *C, the use of artificial fertilizers (8.26%)* and *E, washing cars in rivers (4.55%)*. The choice of these options showed that they lacked knowledge concerning the ways of avoiding water pollution since options A, C, D and E are the causes of water pollution.

Question 30: Which of the following is the correct ecosystem?

- A antelope → lion → grass
- B cow → antelope → grass
- C grass → lion → antelope
- D antelope → grass → lion
- E lion → antelope → grass

This question was set from the topic of *Interdependency in the Environment*. The question assessed the candidates' ability to identify the correct ecosystem. The performance of candidates in this question was good since a total of 668,770 (71.30%) opted for *E, lion eats antelope eats grass*. These candidates had adequate knowledge concerning the way living and non living things relate or

depend on each other whereas a lion survives by eating meat (antelope) and antelope survives by eating plants (grasses).

However, a total of 260,697 (27.79%) candidates opted for wrong options of A, antelope **eats** lion **eats** grass (6.19%); B, cow **eats** antelope **eats** grass (10.24%); C, grass **eats** lion **eats** antelope (5.44%) and D, antelope **eats** grass **eats** lion (5.92%). By choosing these options it was clear that the candidates had inadequate knowledge concerning the way living and non-living things relate or depend on each other as they live within the environment. These candidates were not aware that, some animals cannot eat other animals. For example an antelope cannot eat a lion and a cow cannot eat an antelope. On the other hand, these candidates were not aware that some animals do not eat grasses for instance; a lion does not eat grasses and cannot be eaten by grasses. The candidates' performance is shown in Figure 17.

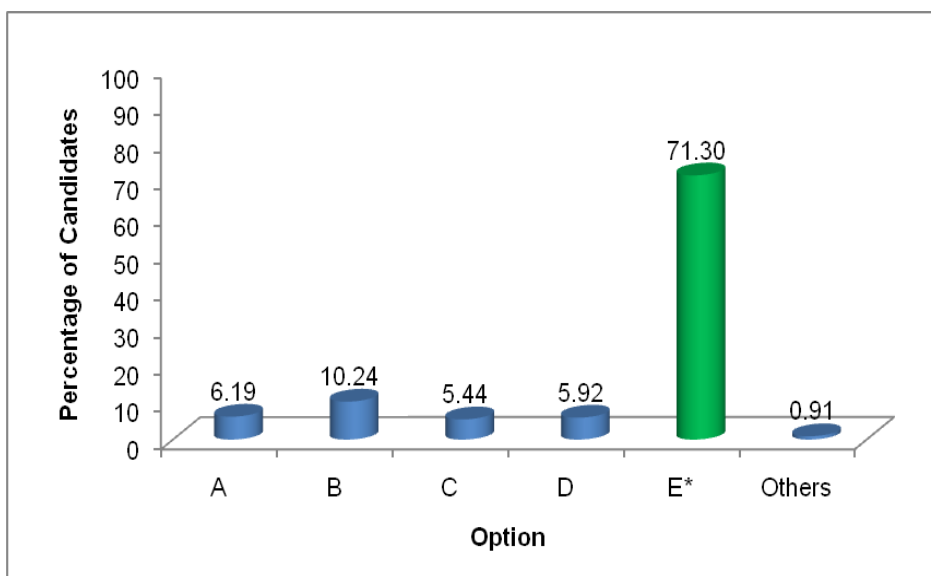


Figure 17: Shows good performance (71.30%) of the candidates in this question.

Question 31: The following are best methods of environmental conservation **except**

A to control air pollution. B shifting cultivation.
 C controlling industrial wastes. D planting trees.
 E conserving water sources.

This question was set from the topic of *Environment*. The candidates were required to identify an option which is not among the best methods of environmental conservation.

The performance of candidates in this question was good as a total of 697,283 (74.34%) candidates were able to choose the correct answer *B, shifting cultivation*. These candidates had sufficient knowledge about shifting cultivation that it is a farming system in which a piece of land is abandoned after losing its fertility and another piece of land is cleared and cultivated. This is not the best method of environmental conservation because it leads to deterioration of the natural vegetation.

However, a total of 234,354 (24.98%) candidates opted for incorrect answers *A, to control air pollution* (6.67%); *C controlling industrial wastes* (8.64%); *D, planting trees* (5.51%) and *E, conserving water sources* (4.16%). These candidates had insufficient knowledge concerning the methods of environmental conservation because those answers involved are the best methods of environmental conservation. These candidates either failed to relate their answers with the demand of the question or did not understand the use of the word “*except*” that has been used in the question. The remained 6,358 (0.86%) of the candidates either did not attempt this question or selected more than one answer.

Question 32: Which of the following scales can be used to represent a small area?

- A 1:50 B 1:500,000. C 1:50,000.
D 1:5,000. E 1:500.

The question was set from the topic of *Map Skills*. The question assessed the candidates’ ability to identify the scale which is used to represent a small area. The performance of candidates in this question was weak because only 217,779 (23.22%) candidates which is less than a quarter of the total candidates who attempted this examination, managed to choose the correct answer *A, 1:50*. These candidates had sufficient knowledge concerning the different types of scales and their uses and hence it was easy for them to choose a scale which is used to represent a small area with many details.

On the other hand, a total of 507,573 candidates (54.11%) who selected *B*, 1:500,000 were not aware that the option involved small scale which is used to represent a large area such as a country, a continent or the world contrary to the demand of the question. Moreover, 101,097 candidates (10.78%) opted for *distractors C*, 1:50,000 which is a medium scale used to represent a medium sized area. Other 59,895 (6.39%) candidates opted for *D*, 1:5,000 and 44,711 (4.77%) chose *E*, 1:500. The choice of options *D* and *E*, which both are the scales used to represent small areas but not compared with the scale of the correct answer which represents the smallest area. The candidates' performance has been shown in Figure 18.

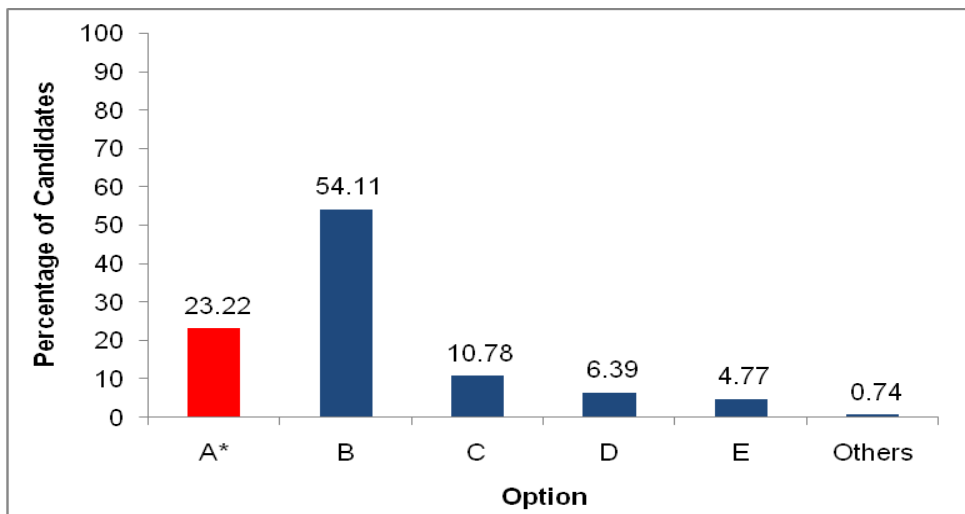


Figure 18: shows weak performance (23.22%) of the candidates in this question.

Question 33: Fold Mountains are formed in the area with

- A Sedimentary rocks. B Volcanic and igneous rocks.
- C Metamorphic rocks. D Igneous rocks.
- E Volcanic rocks.

This question was set from the topic of *Environment*. The candidates were required to identify the type of rock in which Fold Mountains are formed. The general performance of the candidates in this question was weak since only 218,184 (23.26%) candidates opted for the correct response *A*, *sedimentary rocks*. These candidates

were aware that Fold Mountains are formed in areas with sedimentary rocks, where compression forces cause folding or bending of layers of young sedimentary rocks. The candidates' performance has been shown in Figure 19.

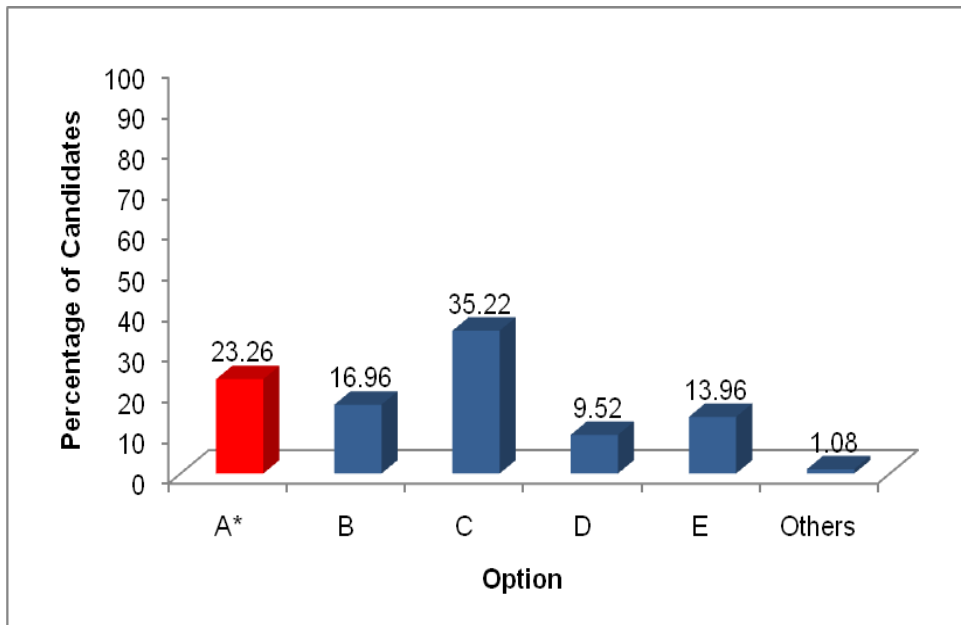


Figure 19: Shows weak performance only 23.26% of candidates selected the correct answer.

On the other hand, 709,649 (75.66%) candidates did not comply with the demand of the question and selected incorrect options as follows: Option *B*, *volcanic and igneous rocks* (16.96%); *C*, *metamorphic rocks* (35.22%) *D*, *igneous rocks* (9.52%) and *E*, *volcanic rocks* (13.96%). These candidates failed to understand that other rocks such as igneous and metamorphic are very hard and do not have layers, therefore, they normally break up when subjected to compression forces. Furthermore, volcanic rocks are formed as a result of volcanic eruptions.

Question 34: How many major parts does the atmosphere have?

- A Four. B Eight. C Two.
D Three. E Five.

The question assessed the candidates' ability to identify the major parts of the atmosphere. The general performance of candidates in

this question was weak since only 193,063 (20.58%) of the candidates which is less than a quarter of all the candidates who attempted this question were able to choose the correct answer A, *Four*. These candidates had adequate knowledge concerning the major parts of the atmosphere which are troposphere, stratosphere, mesosphere and thermosphere.

A significant number of candidates 734,326 (78.29%) who attempted this question opted for distractors B, C, D, and E as follows: B, *Eight* (9.38%); C, *Two* (33.89%); D, *Three* (27.00%) and E, *Five* (8.0%) which were not correct. The choice of these distractors indicated that the candidates had inadequate knowledge concerning the major parts of the atmosphere. The candidates' performance is shown in Figure 20.

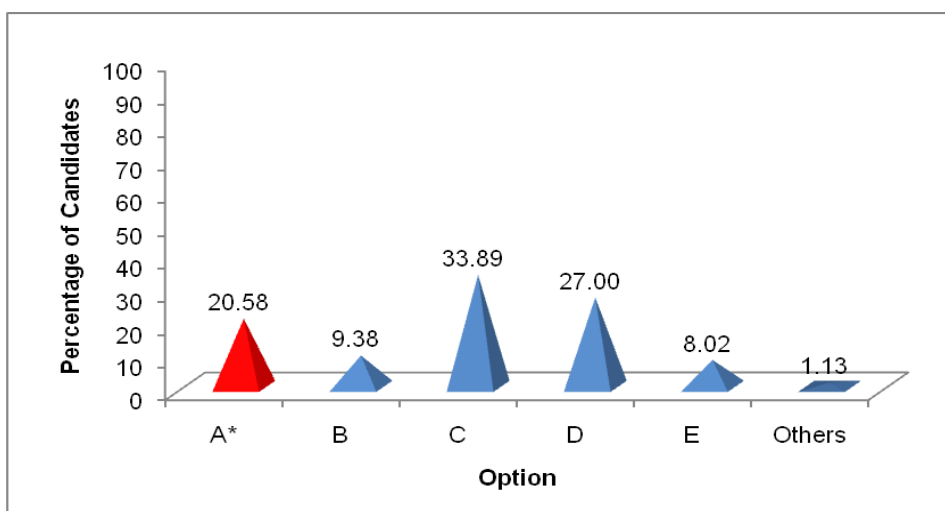


Figure 20: Shows weak performance of candidates in this question since only 20.58 percent of them were able to select the correct answer.

Question 35: The following are elements of weather **except**

- | | | |
|------------|------------|--------|
| A rainfall | B humidity | C wind |
| D sunshine | E soil. | |

This question was set from the topic of *Weather*. The candidates were required to identify an option which is not an element of weather. The overall candidates' performance in this question was good since 695,860 (74.19%) candidates selected the correct answer E, *soil*. This is an indication that the candidates had

sufficient knowledge about elements of weather that is why they were able to differentiate elements of weather and those which are not. Soil is not among the elements of weather rather it is the upper layer of the earth where plants grow while elements of weather extend from the earth's surface upwards.

Other candidates (25.81%) failed to understand the requirements of the question. These candidates probably overlooked the use of the word 'except' which has been used in the question therefore causing them to be attracted to other options which were elements of weather. For example, 87,747 (9.35%) candidates selected *D, sunshine*; 58,646 (6.25%) *B, humidity*; 50,063 (5.34%) *C, wind* and 38,960 candidates (4.15%) selected *A, rainfall*. All these options were elements of weather, therefore the candidates who selected any of these distractors probably were not very much careful to read and understand the requirements of the question. Moreover, 6719 (0.72%) of the candidates either did not answer this question or chose more than one answer.

Question 36: Which of the following is the effect of overpopulation?

- A Decrease of crime
- B Increase of employment
- C Decrease of capital
- D Decrease of small business
- E Inadequate social services

This question was extracted from the topic of *Population and Settlement*. The question intended to assess candidates' ability to identify the effects of overpopulation. The overall performance in this question was average since 559,716 (59.67%) candidates selected the correct answer E, *Inadequate social services*. These candidates had sufficient knowledge that people needs social services such as water, electricity, health services and education. Therefore, overpopulation increases demand of such services. If there will be no strategies of increasing such services, it will lead to their inadequacy.

The remaining candidates (40.33%) had insufficient knowledge in this sub-topic of *Effects of Overpopulation*. For example, 124,211

candidates (13.24%) selected *B, Increase of employment*. These candidates did not understand that increase of employment is not an effect of overpopulation rather overpopulation leads to shortage of employment due to the increase of competition in the labour market.

Nevertheless, 109,427 candidates (11.67%) selected *C, Decrease of capital*; 77,124 candidates (8.22%) selected option *D, Decrease of small business* and 59,694 candidates (6.36%) selected *A, Decrease of crime*. These candidates failed to understand that overpopulation lead to increase in crime, increase in small businesses, decrease of employment and capital. Moreover, 7823 (0.83%) of the candidates either did not answer this question or chose more than one answer.

Question 37: One of the main problems that East African farmers face include

- A presence of heavy rainfall throughout the year.
- B unreliable rainfall.
- C presence of reliable markets.
- D lack of enough area of farming.
- E application of industrial fertilizers.

This question came from the topic of *Economic Activities in East Africa and their Effects on the Environment*. The overall performance in this question was average since 430,093 candidates (45.85%) selected the correct answer *B, unreliable rainfall*. These candidates had sufficient knowledge on the agricultural activities conducted in East Africa depend largely on rainfall. Unreliable rainfall leads to ineffective farming activities.

About 54.15% of the candidates failed to comply with the requirement of the question. These candidates did not recognize the use of the word 'main' in the question and chose some of the options which are problems facing farmers in East Africa but they are not the main problems. For example, 211,179 (22.51%) selected *D, lack of enough area of farming* which is a problem in few a areas of East Africa such as Rwanda, Kenya and some places in Tanzania especially in Kilimanjaro region but in other areas such as Kigoma, Morogoro, Rukwa and Ruvuma land shortage is not a problem.

Therefore, lack of enough area of farming is not a main problem facing farmers in East Africa compared with unreliable rainfall.

Other distractors such as *A, presence of heavy rainfall throughout the year* attracted 126,454 candidates (13.48%). In fact there are some places which receive heavy rainfall such as Kagera region while other areas such as Singida, Dodoma and Northern part of Kenya do receive little amount of rainfall. Moreover, 99,298 candidates (10.59%) opted for *C, presence of reliable markets* and 63,110 candidates (6.73%) selected *E, application of industrial fertilizers*. These problems are minor and localized in some places not in all areas of East African region. The remained 7,861 (0.84%) of the candidates either did not answer this question or chose more than one answer.

Question 38: The activity which involves buying, selling or exchanging of goods is called
 A investment. B entrepreneurship. C trade.
 D capital. E research.

Table 13: Number and percentages of the candidates' in each option

Option	A	B	C*	D	E	Others
No. of Candidates	56,193	202,097	605,152	44,450	24,256	5,847
% of Candidates	5.99	21.55	64.52	4.74	2.59	0.62

This question came from the topic of *Communication, Trade and Transport*. The candidates were required to identify the activity that involves buying, selling or exchanging goods. The overall performance in this question was good since 605,152 candidates (64.52%) selected the correct answer *C, trade*. These candidates had sufficient knowledge on the meaning of word 'trade'.

On the other hand, option *B, entrepreneurship* attracted 202,097 candidates (21.55%). These candidates failed to differentiate entrepreneurship which is the process of doing something new and different for the purpose of creating wealth for the individual and adding value to the society, with trade which is the name that refers to the range of activities that involve buying, selling or exchanging of

goods. Furthermore, 56,193 (5.99%) selected *A, investment*; 44,450 (4.74%) selected *D, capital*; 24,256 (2.59%) selected *E, richness*. These options are related with trade in one way or another but they does not carry the meaning of the word trade.

Question 39: International trade involves

- A import and export of goods.
- B import of goods only.
- C export of goods only.
- D trading by using money.
- E getting loan from outside the country.

Likewise this question came from the topic of *Communication, Trade and Transport*. The candidates were required to identify the elements of international trade. The general performance in this question was good since 677,495 candidates (72.23%) selected the correct answer *A, import and export of goods*. These candidates had sufficient knowledge that international trade involves importation and exportation of goods.

Of the remaining options, *C, export of goods only* attracted 83,179 candidates (8.87%) and *B, import of goods only* attracted 62,300 candidates (6.64%). Those candidates who selected 'B' and 'C' failed to understand that international trade involves two major elements which are import and export of goods and not only import or export of goods.

Moreover, 65,304 candidates (6.96%) opted for *D, trading by using money* and 43,247 candidates (4.61%) opted for *E, getting loan from outside the country*. They failed to understand the demand of the question since these options were not related with the definition of international trade. However, 6,470 (0.69%) candidates did not attempt this question or chose more than one option. The candidates' performance is shown in Figure 21.

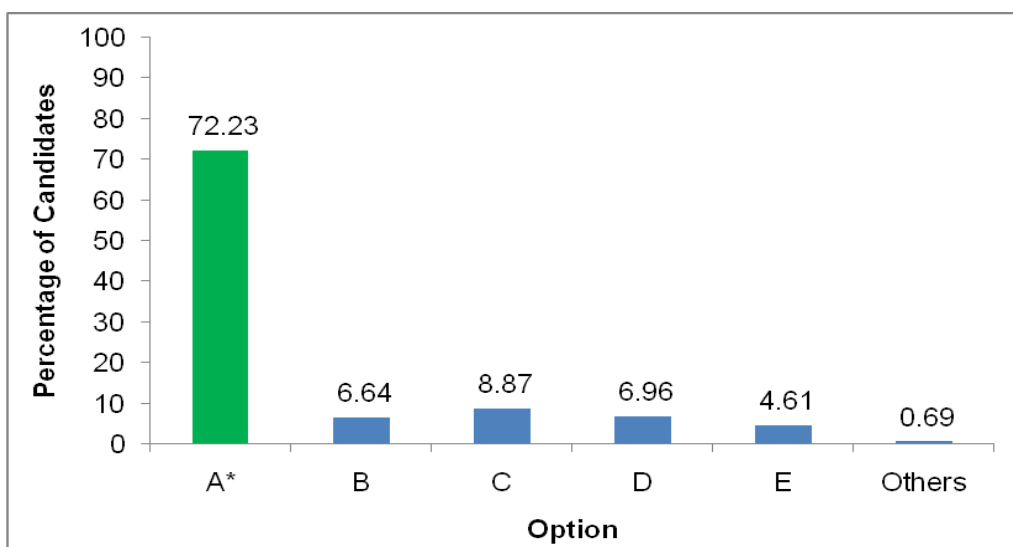


Figure 21: Shows that candidates' performance in this question was good since 72.23% selected the correct answer.

Question 40: Which regions conduct transportation through the Indian Ocean?

- A Mwanza, Pemba, Zanzibar and Mtwara
- B Tanga, Mtwara, Kigoma and Pwani
- C Zanzibar, Pemba, Mwanza and Kigoma
- D Kilimanjaro, Kigoma, Tanga and Zanzibar
- E Dar es Salaam, Tanga, Mtwara and Zanzibar

This question came from the topic of *Communication, Trade and Transport*. The candidates were required to identify the regions in Tanzania that conduct transportation through the Indian Ocean. The overall performance in this question was average since 557,389 candidates (59.42%) selected the correct answer *E, Dar es Salaam, Tanga, Mtwara and Zanzibar*. These candidates had sufficient knowledge on the regions that are located along the Indian Ocean and that allow the water transport through the respective ocean.

The other candidates opted for distractors as follows: option *A, Mwanza, Pemba, Zanzibar and Mtwara* attracted 102,556 candidates (10.93%); option *B Tanga, Mtwara, Kigoma and Pwani* attracted 100,984 candidates (10.77%). Option *C, Zanzibar, Pemba, Mwanza and Kigoma* attracted 102,220 candidates (10.9%), and

option *D*, *Kilimanjaro, Kigoma, Tanga and Zanzibar* attracted 68,250 (7.28%) candidates. Those candidates failed to understand that some of the regions in those options are not bordered by the Indian Ocean. The candidates' performance is shown in Figure 22.

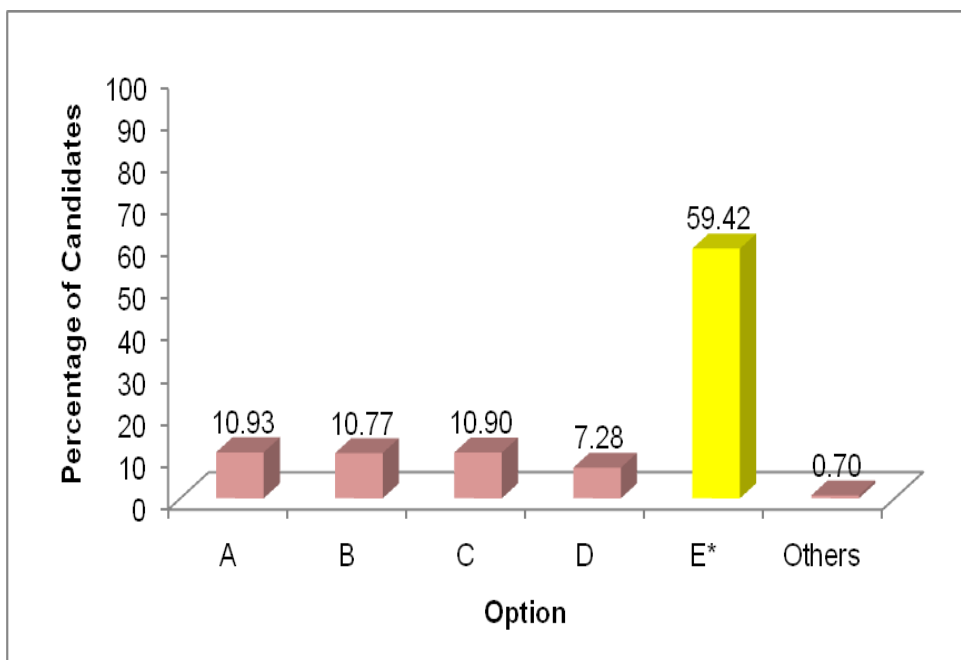


Figure 22: Shows that candidates' performance in this question was average since 72.23% of them selected the correct answer.

2.2 Section B

Question 41: A leadership system which observes and adheres to the principles of justice and law is called

This question was set from the topic of *Democracy* sub topic *Good Governance*. The question required the candidates to give a response with regards to a leadership system which observes and adheres to the principles of justice and law by writing the correct response in the space provided. This question intended to test the candidates' knowledge on the concept of good governance. The performance in this question was weak since, 756,089 (80.61%) candidates scored 0.0 mark and only 181,706 (19.37%) candidates scored 2.0 marks as shown in Figure 23.

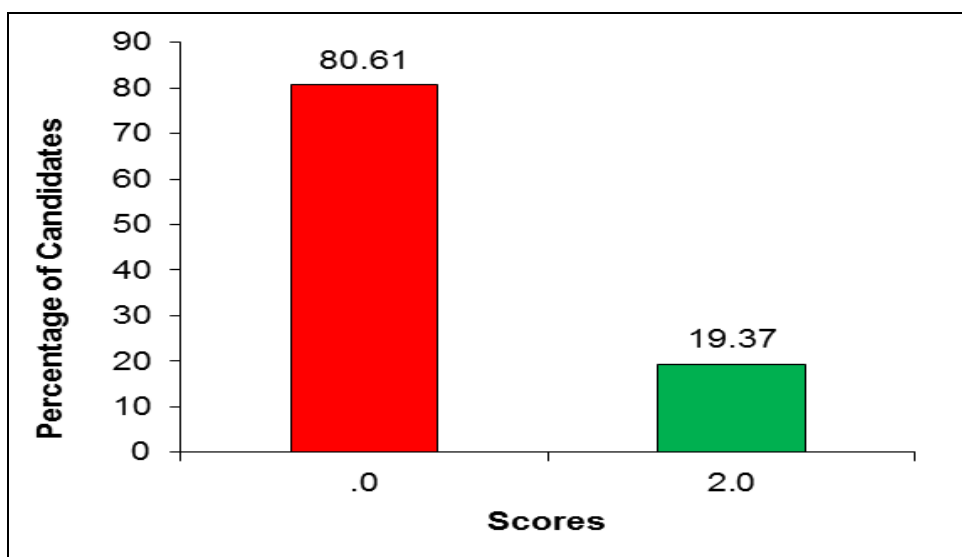


Figure 23: *The performance of the candidates in question 41.*

The candidates who scored 0 mark (80.61%) failed to address the requirement of the question, in which many of them went astray. Most of the candidates wrote democracy as a correct response. As opposed to good governance, the candidates were not aware that democracy is a system of government in which the ultimate political authority is vested on the people, is the leadership system which allows people to express themselves and to decide their matters; as a result, they failed to differentiate democracy from good governance. As a matter of fact, democracy is one of the principles of good governance, thus, candidates were not knowledgeable enough to differentiate the two concepts democracy and good governance. Other principles of good governance includes rule of law, prevention of corruption, respect to human rights, citizens participation in decision making, accountability and transparency, to mention just a few. Other candidates provided irrelevant responses including modes of production achieved by different countries such as *socialism*, *capitalism* and *feudalism*. Maybe the presence of the term system was a challenge to them.

Moreover, there are candidates who wrote irrelevant answers such as *human rights systems*, *parliament*, *court* and *Judiciary* as well as *rule of law*. Others wrote *chief speaker*, *attorney general* and *local government leadership*. In a nutshell, these candidates lacked knowledge of the concept of good governance that is why they

41. A leadership system which observes and adheres to the principles of justice and law is called _____

PARLIAMENT, COURT AND JUDICIARY

On the other hand, a total of 181,706 (19.37%) candidates who scored 2.0 marks have shown good understanding of the demands of the question by mentioning the leadership system and not a type of government which observes and adheres to the principles of justice and law, which is *Good governance*. These candidates ability to identify the concept asked is an indication that they had adequate knowledge of the topic. Extract 2 presents a sample of good responses from a candidate.

41. A leadership system which observes and adheres to the principles of justice and law is called GOOD GOVERNANCE

Question 42: Which nation started to rule Tanganyika after the First World War?

53

1918) and Britain started ruling Tanganyika from 1919 to 1961. In general, candidates' failure to write the correct answer was caused by lack of knowledge on the invasion of Africa during the 1880s.

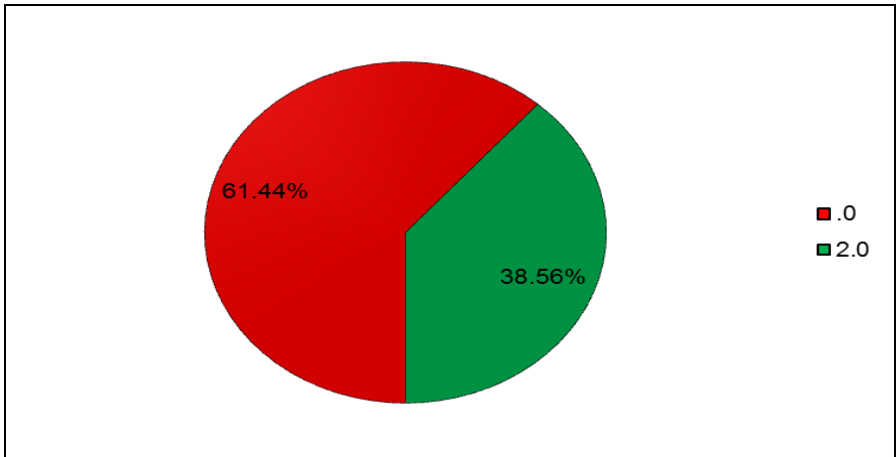


Figure 25: shows weak candidates' performance in question 42.

However, a total of 361,676 (38.56%) candidates were able to write the correct answer *Britain*. Those candidates had adequate knowledge on the invasion of Africa by the European powers. **Extract 3** shows a sample of the correct answer from the script of one of the candidates who was conversant with the subject matter as well as the demand of the question. Those candidates were able to identify the correct timeline for colonial rule in Tanganyika.

42. Which nation started to rule Tanganyika after the First World War?	
<div>The nation that started to rule Tanganyika after the first World War is Britain.</div>	

Extract 3: presents a sample of a correct response from one of the candidates who were able to write the name of the nation that ruled Tanganyika after the First World War.

Question 43: Why did Otto Von Bismarck call other leaders to attend the Berlin conference in 1884?

This question required the candidates to explain the reason for Otto Von Bismarck to call other leaders to attend the Berlin conference in 1884. The performance in this question was average (see **Figure 26**) since 505,942 (53.94%) candidates were able to write the correct reason.

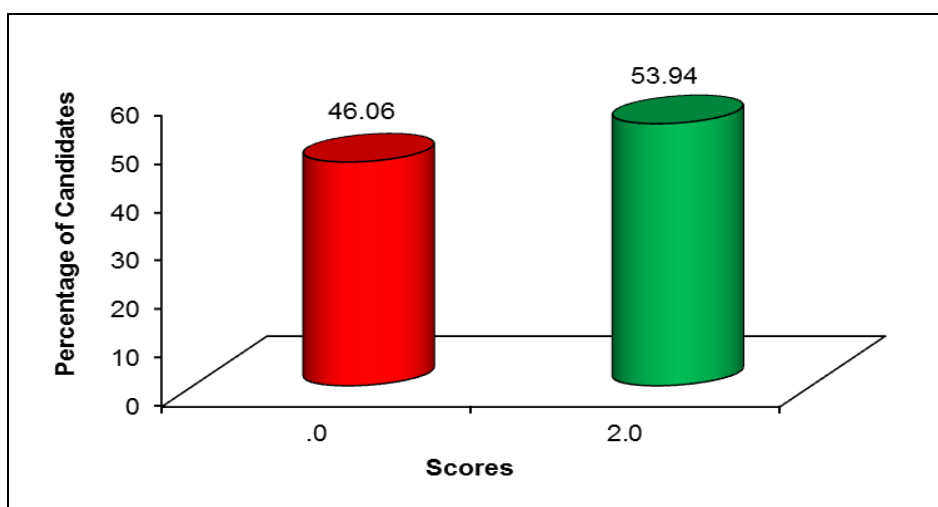


Figure 26 shows that the candidates' performance in this question was average.

The analysis done on the candidates' responses shows that 505,942 (53.94%) candidates managed to give the correct reason *in order to divide the African continent peacefully among the European powers*. Bismarck was anxious to avoid involving Germany in quarrels with other European states over African colonies. He was therefore to secure a peaceful division of Africa. For this purpose he called a conference in 1884 at Berlin of representatives of all the leading powers. In reality, those candidates were aware of the processes through which the partition of Africa was carried out since it was at this conference where the great Powers decided on their main "spheres of influence" in Africa. **Extract 4** presents a sample of correct response from one of the candidates who was familiar with the role played by Otto Von Bismarck towards the colonization of Africa.

<p>43. Why did Otto Von Bismarck call other leaders to attend the Berlin conference in 1884? <u>IN ORDER TO PARTITION AFRICA TO THE EUROPEAN COUNTRIES PEACEFULLY.</u></p> <p>_____</p> <p>_____</p>	
--	--

Extract 4: shows a sample of one of the good responses in this question.

Further analysis reveals that 431,963 (46.06%) candidates who scored 0 marks had inadequate knowledge on the role of Otto Von Bismarck and the Berlin conference in the colonization of Africa.

Extract 5 illustrates poor response from one of the candidates.

<p>43. Why did Otto Von Bismarck call other leaders to attend the Berlin conference in 1884? <u>BECAUSE TO BE WITH THEM IN DOING THINGS.</u></p> <p>_____</p> <p>_____</p>	
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Extract 5: shows poor response from the pupil who failed to explain why Chancellor Otto Von Bismarck called the Berlin conference during the 1880s.

Question 44: The seventh planet in the solar system is called

This question was derived from the topic of *Solar System*. The question instructed the candidates to give the name of the seventh planet in the solar system. The question intended to assess candidates' knowledge on arrangement of planets in the solar system. Generally, the performance of the candidates in this question was weak considering that only 306,437 candidates (32.67%) scored all two (02) marks and most of the candidates 631,457 (67.33%) scored zero (0) mark. (See Figure 26).

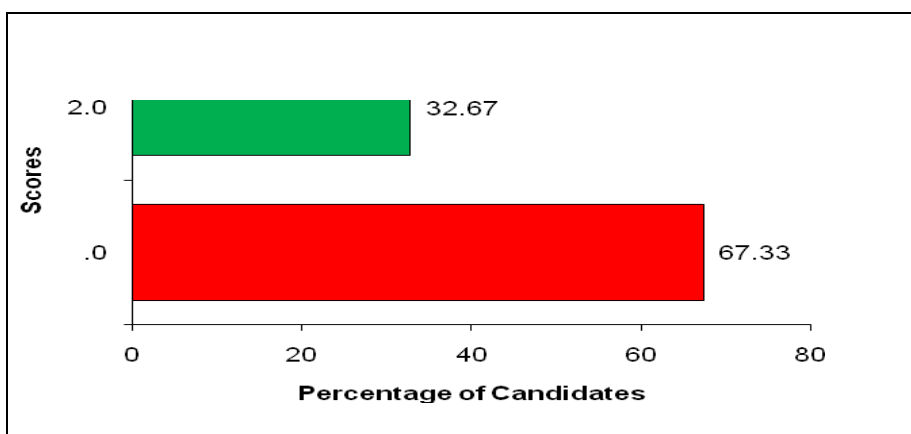


Figure 26: Shows that the candidates' performance in this question was weak since only 32.67% of them provided the correct answer.

Further analysis shows that few candidates who wrote the correct name of the seventh planet as: *Uranus* had inadequate knowledge of the solar system and the overall arrangement of planets in the system. Extract 6 illustrates a sample of a good response from a candidate who wrote the seventh planet in the solar system correctly.

<p>44. The seventh planet in the solar system is called</p> <p>The seventh planet in the solar system is Uranus.</p> <p>_____</p> <p>_____</p>	
--	--

Extract 6 Presents a response from a candidate who correctly named the seventh planet.

However, many candidates failed to satisfy the demand of the question by wrongly naming the seventh planet in solar system as Venus, Neptune, Satan and Jupiter. These choices were not correct since Venus is the second planet, Neptune is the eighth planet, Satan is the sixth planet and Jupiter is the fifth planet in the solar

system. Extract 7 portrays a sample of incorrect response from question 44.

44. The seventh planet in the solar system is called <u>The seventh planet in the solar system is Venus</u> _____ _____ _____	
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Extract 7 Presents a response from a candidate who named the second planet instead of the seventh

Question 45: Calculate the ratio scale if the map distance is 5 centimeters and the actual ground distance is 1 kilometer. _____

This question came from the topic of *Map Skills* and it intended to measure candidates' ability to calculate the ratio scale by using appropriate formula and finally to present the answer in the space provided.

The overall candidates' performance in this question was weak in view of the fact that only 56,353 candidates (6.01%) correctly showed the procedure of calculating the ratio scale and arriving at the correct answer as instructed in the question. The majority of the candidates 881,443 (93.98%) failed to correctly calculate the ratio scale and so arrived at incorrect answers. (See Figure 27).

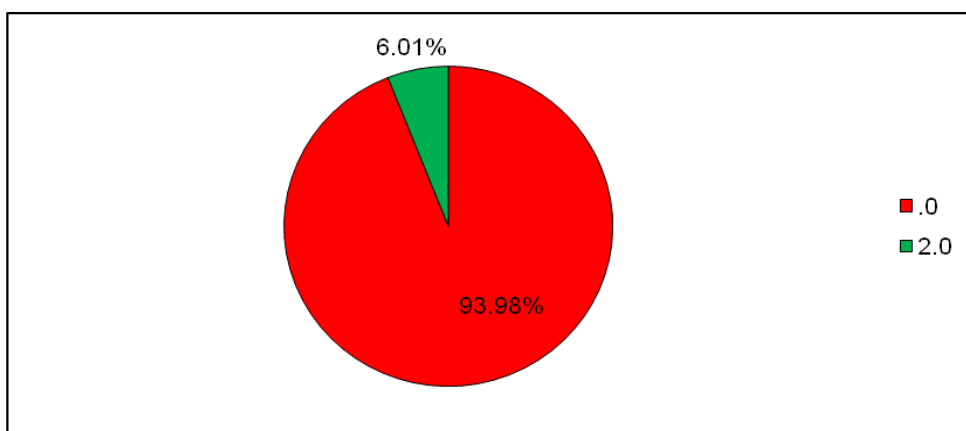


Figure 28: Shows that the candidates' performance in this question was weak as majority of the candidates (93.98%) scored zero in this question.

Few candidates succeeded to satisfy the demand of the question and hence scored all marks (2 marks) in this question. These candidates managed to interpret the question that 1 Kilometer is equal to 100,000 centimeters; therefore 5 centimeters on the map will represent how many kilometers on the ground? The candidates who approached the question correctly did as shown here under:

Interpretation of the question $5\text{cm} = 1\text{km}$

Change Kilometer to Centimeter to obtain the same unit

$1\text{km} = 100,000\text{cm}$

Therefore: $5\text{cm} = 100,000\text{cm}$ (From the question)

In order to get the ration scale divide the smallest number both sides:

$$\frac{5\text{cm}}{5\text{cm}} = \frac{100,000\text{cm}}{5\text{cm}} = 20,000$$

Therefore, the ratio scale is 1:20,000

The candidates who successfully followed the procedures had sufficient knowledge on map scale calculation. On the other hand some of the candidates wrote the correct answer 1:20,000 without showing the actual steps; probably they calculated it in a separate sheet and awarded 2 marks for the correct response. Extract 8 shows the correct response from a candidate who was able to calculate the ratio scale from the given map distance and ground distance.

45. Calculate the ratio scale if the map distance is 5 centimeters and the actual ground distance is 1 kilometer.	
<u>Soln</u>	
$MD = \cancel{5} \text{ cm} \quad MD = 1 \text{ km} = 100,000 \text{ cm}$	
$GD = 100,000 \text{ cm}$	
$MD = 5 \text{ cm}$	
$5 : 100,000 \text{ cm} = 1 : 20,000$	$SC = 1 : 20,000$

Extract 8 Shows a sample of candidates who calculated the ratio scale correctly for question 45.

However, many candidates failed to write the formula for calculating ratio scale which is the ratio between map distance and ground distance. For example, some of the candidates failed to show correctly the procedures for calculating the map scale which led them to get incorrect answers such as 1:2,000; 1:500,000; 1:50,000. Other candidates wrote answers with ought calculations.

Moreover, many candidates failed to convert 1 kilometer into centimeter unit, a situation revealing that candidates had inadequate knowledge concerning the formula and procedures of interpreting ratio scale by converting 5 centimeter map distance on the map versus 1 kilometer ground distance. Extract 9 presents a sample of incorrect response from a candidate for question 45.

45. Calculate the ratio scale if the map distance is 5 centimeters and the actual ground distance is 1 kilometer.	
<u>Soln.</u>	
$1 \text{ km} = 500,000 \text{ cm}$	
$1 \text{ km} = 5 \text{ cm}$	
$1 \text{ km} \times 5 \text{ cm} = 1 \text{ km} \times 500,000 \text{ cm}$	
5 cm	$500,000 \text{ km}$

Extract 9: Shows a candidate who failed to calculate the ratio scale

3.0 CANDIDATES' PERFORMANCE ANALYSIS IN EACH TOPIC

The analysis of all the 28 topics in Social Studies (2018) reveals a varied performance of the candidates. The performance of the candidates was weak in seven topics, average in 10 topics and good in 11 topics. The candidates were categorized to have a weak performance if the average performance was within 0-39 percent. This is presented in the table with red colour. Similarly, the performance was classified as average if the average performance ranged from 40- 59 percent. This is indicated by using yellow colour in the table. On the other hand, good performance ranged from 60-100 percent which is indicated by green colour in the table.

The analysis further shows that, the performance of candidates in some topics has increased in performance in 2018 as compared to 2017. The performance of the candidates in three topics improved from weak to good. Such topics include *Our Economy* (67.20%), *Our Family* (47.46%) and *Weather* (47.47%), while there is improvement from average to good in three topics namely *National Symbols* (22.19%), *Defense and Security in Schools/Nation* (18.84%) and *Colonial Invasion in Africa from the 1880s* (27.35%). On the other hand, the performance of the candidates in the topics of *Our Culture* (41.18%) and *Agents of Colonialism* (25.32%) deteriorated from good to weak. Likewise, the performance in *Map Skills* (28.19%) and *Environment* (13.06%) declined from average to weak.

Generally, the comparison of the performance of the candidates in the year 2018 shows improvement when compared to 2017 performance, in which most of the assessed topics registered good performance. However, a few topics showed a decreasing performance. Further information on candidates' performance is given in Tables and appendix.

Table 13: Topics Which Showed Increase in Performance

SN	Topics	Mean performance in 2017 (%)	Mean performance in 2018 (%)	Mean increase (%)
1	National Symbols	50.0	72.19	22.19
2	Defense and Security in Schools/Nation	47.5	66.34	18.84
3	Our Economy	15.1	82.30	67.20
4	Local Government	34.5	36.08	1.58
5	Cooperation between Tanzania and Other Nations	20.5	23.95	3.45
6	Our Family	33.00	80.46	47.46
7	Colonial Invasion in Africa from the 1880s	33.45	60.80	27.35
8	Establishment of Colonial Rule in Tanganyika and Zanzibar	44.80	45.70	0.90
9	Weather	26.72	74.19	47.47

Table 14: Topics Which Showed Decrease in Performance

SN	Topics	Mean performance in 2017 (%)	Mean performance in 2018 (%)	Mean Decrease (%)
1	Our Culture	69.6	28.42	41.18
2	International Cooperation	58.90	56.61	2.29
3	Agents of Colonialism	74.10	48.78	25.32
4	Map Skills	42.8	14.61	28.19
5	Environment	52.45	39.39	13.06

4.0 CONCLUSION

Overall, the analysis of the candidates' responses in the Social Studies shows an increase of 10.89 percent in the candidates' performance (that is, from last year's 62.73 percent to this year's 73.62). The performance of the candidates in 28 topics shows that the performance of candidates has increased from poor to good in the three topics namely *Our Economy*, *Our Family*, *Colonial Invasion in Africa from the 1880s* and *Weather*.

Moreover, in some topics the performance of candidates has improved from average to good. Such topics include: *National symbols* and *Defense and Security in Schools/Nation*.

Additionally, the candidates' performance in the topic of *Our Culture* declined from good to poor, while the topic *Agents of Colonialism* declined from good to average. The topics whose candidates' performance declined from average to poor include *Map Skills* and *Environment*.

Overall, topics of *Local Government* and *Cooperation between Tanzania and other Nations* maintained poor candidates' performance.

5.0 RECOMMENDATIONS

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

- (a) Teachers who are teaching the subjects that constitute Social Studies examination (Civics, History and Geography) are required to completely teach all the topics as stipulated in the syllabus.
- (b) Teachers and students should put more efforts including the use of well-prepared teaching and learning aids on this years' poorly performed topics namely Local Government, Cooperation between Tanzania and other Nations, Our Culture, and Map Skills and Development of Economic and Administrative Systems in the Tanzanian Societies up to the 19th century.
- (c) Students should be advised and emphasized to read widely and extensively text and supplementary books so as to boost their knowledge and skills that will help them in answering examination questions correctly.
- (d) Teachers and students should read the report on the analysis of the candidates' responses in the Primary School Leaving Examination that is issued by the National Examinations Council of Tanzania in order to identify the reasons for the failure of some candidates in some of the questions.
- (e) Respective authorities should continue monitoring the teaching and learning processes in the Civics, History and Geography subjects by putting much emphasis on topics whose performance has declined in order to identify the challenges that have inhibited the learning and teaching and consequently re-dressing them in order to improve the standard of performance.

Appendix

Comparison of Performance between 2017 and 2018

SN	Topic	2017 Examination				2018 Examination			
		Performance in each Question		Average performance (%)	Remarks	Performance in each Question		Average Performance (%)	Remarks
		Question Number	Performance (%)			Question Number	Performance (%)		
1.	Leadership in the Family and School	-	-	-	-	1	68.39	68.39	Good
2.	Local Government	1	63.80	44.70	Average	2	20.23	36.08	Weak
		3	21.10			3	51.92		
3.	*Central Government	2	47.90	47.90	Average	-	-	-	-
4.	*Democracy	9	56.60	60.50	Good	-	-	-	-
		10	64.30						
5.	National symbols	4	85.20	50.00	Good	4	72.19	72.19	Good
		5	14.90						
6.	Defense and Security in Schools/Nation	6	24.20	47.50	Average	11	66.34	66.34	Good
		7	70.80						
7.	Our Economy	12	15.10	15.10	Weak	5	82.30	82.30	Good
8.	Our Culture	11	69.60	69.60	Good	7	28.42	28.42	Weak
9.	Cooperation between Tanzania and Other Nations	14	20.50	20.50	Weak	9	23.95	23.95	Weak
10.	*The Constitution of the United Republic of Tanzania	13	43.50	43.50	Average	-	-	-	-
11.	Principles of Democracy	8	54.80	54.80	Average	6	61.84	47.12	Average
						8	25.53		
						10	81.72		
						41	19.37		
12.	Tanzania in World Culture	-	-	-	-	12	49.46	49.46	Average
13.	Our Family	15	33.00	33.00	Weak	13	87.90	80.46	Good
						22	80.57		
						23	72.91		
14.	Origin and Evolution of	-	-	-	-	19	59.61	59.61	Average

SN	Topic	2017 Examination				2018 Examination			
		Performance in each Question		Average performance (%)	Remarks	Performance in each Question		Average Performance (%)	Remarks
		Question Number	Performance (%)			Question Number	Performance (%)		
	Man								
15.	Stages of Development in Different ages	-	-	-	-	20	53.90	53.90	Average
16.	Development of Economic and Administrative Systems in the Tanzanian Societies up to the 19 th century.	16	31.50	43.35	Average	21	19.59	19.59	Weak
		17	52.20						
17.	Culture	19	35.30	36.25	Weak	-	-	-	-
		20	37.20						
18.	Interactions between Tanzanian Societies and Asian and European Societies	22	31.90	31.90	Weak	-	-	-	-
19.	Slave Trade	18	23.80	28.20	Weak	-	-	-	-
		23	32.60						
20.	Resistance Against Colonial Invasion in Tanganyika and Zanzibar	-	-	-	-	24	44.35	44.35	Average
21.	Establishment of Colonial rule in Tanganyika and Zanzibar	31	44.80	44.80	Average	14	56.70	45.60	Average
						18	41.80		
						42	38.36		
22.	Agents of Colonialism	24	74.10	74.10	Good	17	48.78	48.78	Average
23.	Colonial Invasion in Africa From the 1880s	25	47.50	33.45	Average	15	65.37	60.93	Good
		27	19.40			16	63.08		
						43	53.94		
24.	Decolonization of the African	26	21.90	21.90	Weak	-	-	-	-

SN	Topic	2017 Examination				2018 Examination			
		Performance in each Question		Average performance (%)	Remarks	Performance in each Question		Average Performance (%)	Remarks
		Question Number	Performance (%)			Question Number	Performance (%)		
	Continent								
25.	Social, political and Economic changes in African Independence	28	59.30	44.32	Average	-	-	-	-
		29	49.90						
		30	42.60						
		32	25.50						
26.	International Cooperation			58.90	Average	25	52.00	56.61	Average
		21	58.90			26	61.30		
27.	Communication, trade and transport	45	83.3	71.85	Good	38	64.52	65.39	Good
		50	60.4			39	72.23		
						40	59.42		
28.	Environment	33	84.7	52.45	Average	31	74.34	39.39	Weak
		37	20.2			33	23.26		
						34	20.58		
29.	Economic Activities	40	41.6	51.56	Average	37	45.85	45.85	Average
		46	50.6						
		47	54.1						
		48	41.5						
		49	70.0						
30.	Disasters	44	68.5	68.5	Good	27	53.81	60.55	Good
						28	67.29		
31.	Map Skills	34	51.1	42.8	Average	32	23.22	14.61	Weak
		38	50.3			45	6.01		
		39	27.1						
32.	Water	36	65.5	65.5	Good	29	60.84	60.84	Good
33.	Solar System	35	20.0	20.0	Weak	44	32.67	32.67	Weak
34.	Weather	41	17.8	17.8	Weak	35	74.19	74.19	Good
35.	Interdependence in the environment	-	-	-	-	30	71.30	71.30	Good
36.	Population and settlements	-	-	-	-	36	59.67	59.67	Average
37.	Photograph and Map Interpretation.	42	72.8	67.6	Good	-	-	-	-

The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes.

The second part of the paper focuses on the methodology used in the study. It describes the process of selecting participants, collecting data, and analyzing the results. The authors emphasize the importance of using a mixed-methods approach to gain a comprehensive understanding of the research topic.

The third part of the paper presents the findings of the study. It discusses the results of the quantitative data analysis and the insights gained from the qualitative interviews. The authors conclude that there are significant cultural differences in the way that students learn and that these differences should be taken into account when designing educational programs.

The final part of the paper discusses the implications of the findings for future research and practice. It suggests that further studies should be conducted to explore the cultural factors that influence learning outcomes. Additionally, it recommends that educators should be trained to recognize and respond to the cultural needs of their students.