

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE PRIMARY SCHOOL LEAVING
EXAMINATION (PSLE) 2019**

SOCIAL STUDIES

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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2019**

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PREFACE

This Candidates' Item Response Analysis (CIRA) Report for the Primary School Leaving Examination in Social Studies subject for the year 2019 has been prepared for the purpose of giving a feedback to students, teachers, policy makers, curriculum developers and other stakeholders. Candidates' response in examination is one of the indicators of what the candidates were able to achieve in their 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 well had enough knowledge which enabled them to identify the demands of the questions or transfer knowledge. Majority of the candidates who scored poorly provided incorrect responses whereas others either omitted questions or chose more than one option contrary to the examination instructions. The analysis of each question has been conducted and various weaknesses manifested by candidates in answering questions have been depicted by indicating the number of candidates who selected each of the given options via bar graphs, pie charts and tables. Likewise, a comparison of performance of candidates in 2018 and 2019 in each topic has been made in order to establish whether there was 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 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 its sincere gratitude to the Examination Officers and all others who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Primary School Leaving Examination (PSLE 2019) was held on 11th and 12th September, 2019. In that examination, the Social Studies examination took place on 11th September, 2019. The total 947,077 candidates were registered for the Social Studies examination of which, **933,335 (98.55%)** candidates sat for the examination. The results indicate that **714, 3417 (76.63)** candidates passed the examination.

The Social Studies examination, in the Primary School Leaving Examination (PSLE), consisted of 40 multiple choice questions and 5 short answer questions which were divided into two sections: A and B. Section A consisted of 40 multiple choice questions which were divided into three parts. Part I: Civics which composed 12 questions, part II: History that consisted of 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 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, out of which they were to choose 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 form 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 an asteric (*) both in the tables and charts. Moreover, the percentage of the candidates who did not follow the examination instructions were shown in the field named “Others” as it is shown in the tables and charts. These analysis shows the number and percentage of candidates in each option. The criteria for categorizing candidates’ performance in each question depend 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 wise was classified as weak. On the other hand, the performance was classified as average if the percentage of candidates who were able to choose or write the correct answers ranges from 40 to 59. Furthermore, the performance was classified as good if the percentage of the candidates who chose or wrote the correct answer ranged from 60 to 100 percent.

2.0 ANALYSIS OF CANDIDATES' RESPONSES IN EACH QUESTION

2.1 Section A

2.1.1 Part I: Civics

Question 1: Why is it important to have a school song?

- A It is an identity of the school
- B Promotes national culture
- C It unifies the nation
- D It inspires patriotism
- E It gives honour to teachers

The question was set from the *School /National symbols* topic and aimed at testing the candidates' understanding of the importance of having a school song. The performance of the candidates was good since 697,707 (74.75%) candidates selected the correct response A, *It is an identity of the school*. These candidates had sufficient knowledge on the importance of the school song as all schools have school songs which are often sung in the school. Besides that, candidates transferred their daily life experience to identify the correct response. Other symbols which identify the school are the school emblem, school motto and school boundaries. Figure 1 indicates the performance of the candidates in question 1.

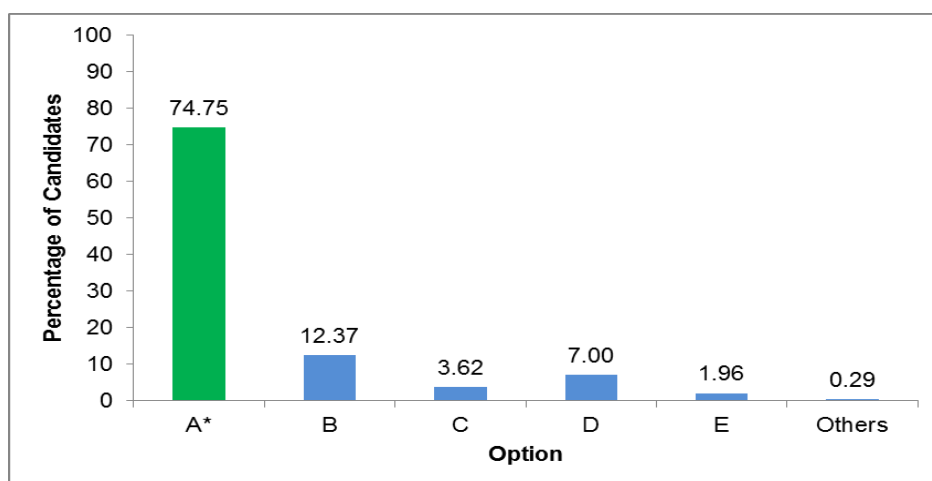


Figure 1: The performance of the candidates in question 1.

On the other hand, other candidates selected incorrect responses as follows: a total of 115,426 (12.37%) candidates selected distractor B, *Promotes national culture*. They opted for this response because they

thought that the school song is one of the elements of national culture. Similarly, 33,781 (3.62%) candidates opted for distractor C, *It unifies the nation*. These candidates failed to differentiate between the role of school song and that of the National Anthem. The National Anthem unifies the nation. For example, the verse “God bless Tanzania” in the National Anthem focuses on Tanzania as a whole while the school song focuses on school environment only. A total of 65,339 (7.00%) candidates opted for distractor D, *It inspires patriotism*. These candidates were not aware that a school song identifies the school and does not inspire patriotism. Patriotism refers to the love for the country and willingness to defend it. Lastly, a total of 183,389 (1.96%) candidates chose distractor E, *It gives honour to teacher*. These candidates lacked knowledge of the importance of the school song which identifies a particular school and helps to differentiate one school from the other.

Question 2: What is the role of the Village Executive Officer?

- A To chair all village government meetings
- B To appoint members of various committees
- C To supervise the village government elections
- D To collect revenue from various sources in the village
- E To punish offenders in the village

The question was set from the *Local government* topic and required the candidates to identify the role of the Village Executive Officer. The performance of the candidates in this question was weak as only 107,120 (11.48%) candidates were able to choose the correct response C, *To supervise the village government elections*. The Village Executive Officer is responsible for the supervision of the village government election, to organise village assembly meeting in collaboration with the village chairperson, to ensure the availability of social services in the area of his /her jurisdiction and to chair different committees of the village government. Figure 2 indicates the performance of the candidates in question 2.

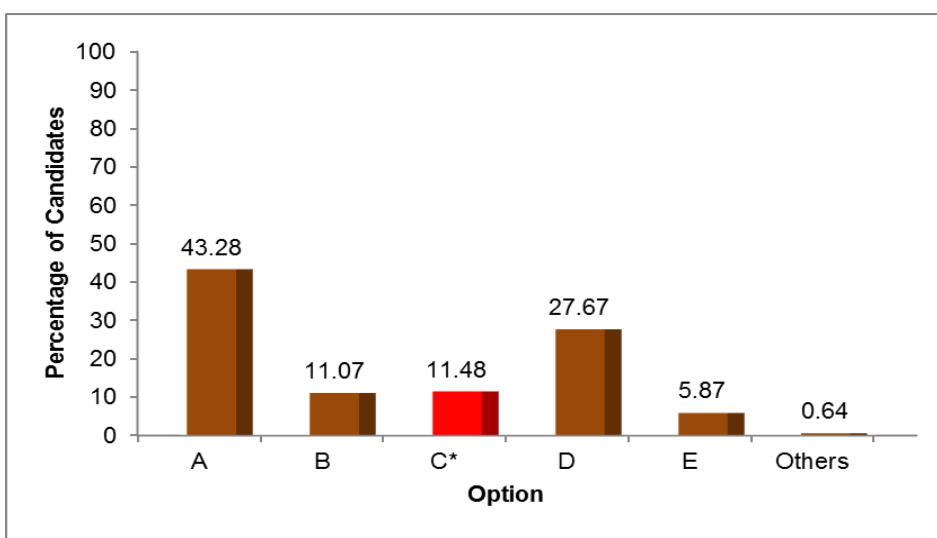


Figure 2: *The performance of the candidates in question 2.*

On the other hand, 403,924 (43.28%) candidates who opted for distractor A, *To chair all village government meetings* did not realize that the Village Chairperson chairs all meetings at village level. Similarly, 103,323 (11.07%) candidates opted for distractor B, *To appoint members of various committees*. These candidates did not realise that members of various committees are selected by the Village Council and not the Village Executive Officer. Other 258,246 (27.67%) candidates opted for the incorrect response D, *to collect revenue from various sources in the village*. All sources of revenue at the village level are managed by the village government and not the Village Executive Officer. Lastly, a total of 54,778 (5.87%) candidates who were attracted to distractor E, *To punish offenders in the village* did not realise that peace and security at village level is the responsibility of the defence and security committee of the village government, and not the Village Executive Officer.

Question 3: What is the indicator of good governance in the society?

- A A large number of lawyers
- B A large number of prisons
- C A large number of prisoners
- D A small number of prisoners
- E A leadership that observe the law

This question was set from the *Principles of Democracy* topic and aimed at testing the candidates' knowledge on the indicators of good governance. The performance in this question was good since 785,918 (84.20%) candidates were able to identify the correct response E; *A leadership that observes the law*. These candidates had a good understanding of the principles of good governance. Other indicators of good governance are the observance of human rights, the existence of democratic constitution, citizen participation, freedom of press and transparency. Figure 3 indicates the performance of the candidates in question 3.

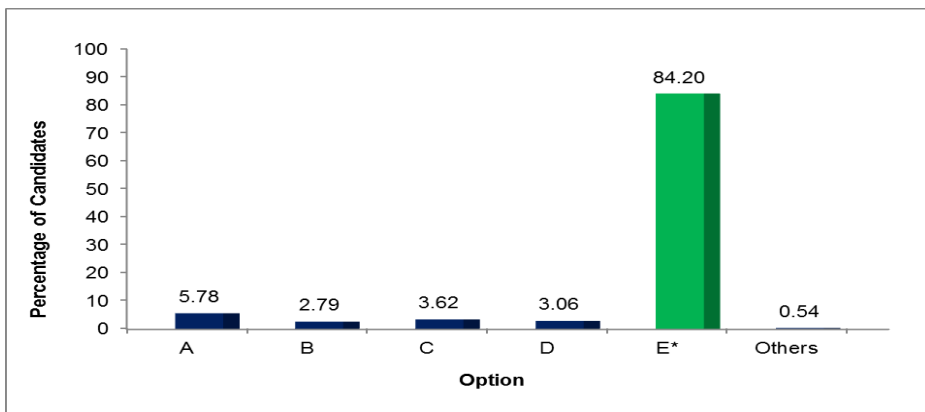


Figure 3: *The performance of the candidates in question 3.*

On the other hand, alternative A, *A large number of lawyers* attracted 53,946 (5.78%) candidates who were not aware of the fact that the presence of a large number of lawyers does not guarantee the existence of good governance. Also, 26,014 (2.79%) candidates chose the incorrect response B, *large number of prisons*, 33,787 (3.62%) candidates chose distractor C, *A large number of prisoners*. And lastly, 28,604 (3.06%) candidates opted for the incorrect response D, *A small number of prisoners*. All the candidates who selected these incorrect options were not aware of the fact that the prison is a place where people who were proved guilty of crime are kept and that the existence of a large or small number of prisoners is not an indicator of good governance. As a matter of fact, governments all over the world have Prison services regardless of the existence of good governance or otherwise.

Question 4: Who among the following is the leader of the secretariat of the parliament of the United Republic of Tanzania?

- A The Deputy speaker
- B The Prime Minister
- C The Clerk of the National Assembly
- D The Speaker
- E The Chairperson of the parliament

The question was set from the *Constitution of the United Republic of Tanzania* topic and required the candidates to identify the leader of the Secretariat of the Parliament of the United Republic of Tanzania. The candidates' performance was weak since only 132,381 (14.18%) candidates were able to choose the correct response C, *The Clerk of the National Assembly*. The Clerk of the National Assembly is the chief executive of the office of the parliament, chief advisor of the Speaker on issues pertaining to administration of the parliament and is the head of the Secretariat of the Parliament of the United Republic of Tanzania. The role of the Secretariat of the National Assembly is to ensure efficient discharge of the functions of the parliament. Figure 4 indicates the performance of the candidates in question 4.

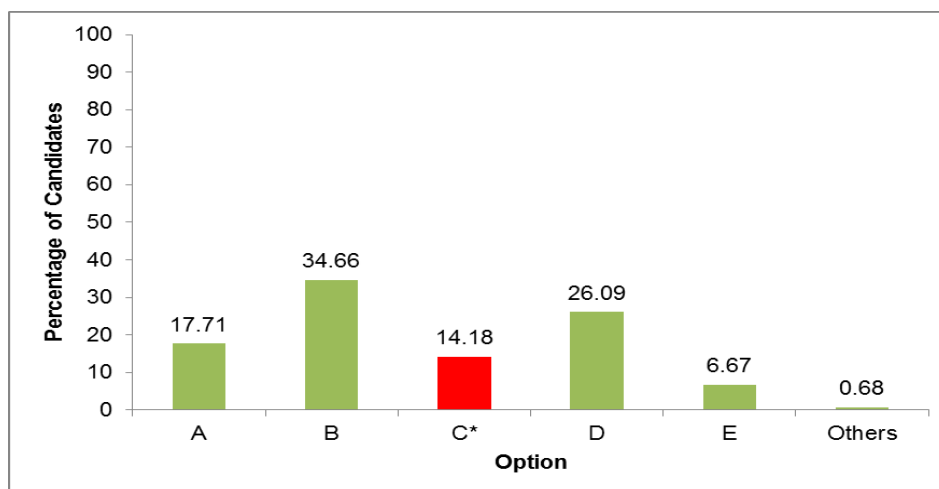


Figure 4: The performance of the candidates in question 4

On the other hand, alternative A, *The deputy speaker* attracted 165,292 (17.71% candidates who were not familiar with the role of the Deputy Speaker. The Deputy Speaker chairs the National Assembly meetings when the speaker is not present. While 323,487 (34.66%) candidates opted for distractor B, *The Prime Minister*. These

candidates were unaware of the fact that the Prime Minister is the leader of the government issues in the National Assembly. Furthermore, alternative D, *Speaker* attracted 243,511 (26.09%) candidates who did not realise that the Speaker is the leader of all activities connected to the Parliament of the United Republic of Tanzania. He also represents the Parliamentarians in the meetings outside the Parliament of the United Republic of Tanzania.

Lastly, 62,300 (6.67%) candidates opted for distractor E, *the Chairperson of the parliament*. These candidates were not aware of the fact that the chairperson of the Parliament chairs the National Assembly meetings when the Speaker and Deputy Speaker are not present during parliamentary sessions. Generally, those candidates who opted for the incorrect responses were not familiar with the leadership structure of the Secretariat of the Parliament of the United Republic of Tanzania.

Question 5: Which among the following is a characteristic of free and fair election?

- A The presence of election observers from other countries
- B The freedom of the electorate to celebrate in the street
- C The police to be vested with powers to count votes
- D People vote through secret ballot box
- E People vote by raising their hands

Table 1: Number and percentage of candidates in each option

Option	A	B	C	D*	E	Others
No. of Candidates	154,036	87,772	96,702	484,852	103,133	6,848
% of Candidates	16.50	9.40	10.36	51.95	11.05	0.73

This question was set from the Democracy topic and tested the candidates' knowledge of the characteristics of free and fair elections. As indicated in Table 1, the performance of candidates was average since 484,852 (51.95%) candidates were able to choose the correct response D, *People vote through secret ballot box*. A secret ballot is

one of the characteristics of free and fair elections. It enables the electorates to exercise their democratic right of electing leaders of their choice without fear or intimidation. Other characteristics of free and fair elections include equal ground and platform for political parties and candidates, free campaigns to all political parties, all political parties to be accorded equal chance to reach the voters country wide, the presence of free and independent organ which administers elections, and equal access to the media during the election campaigns.

However, 154,036 (16.50%) candidates opted for the distractor A, *The presence of election observers from other countries*. The candidates did not realize that election observers from other countries are not involved in the supervision of election, hence their presence does not guarantee a free and fair election. A total of 103,133 (11.05%) candidates who opted for incorrect response E, *people vote by raising their hands*, did not realize that raising the hands during voting exercise does not guarantee the people the right to vote for the leader of their choice without fear or intimidation. As a matter of fact, the exercise is an aspect of direct democracy which is most suitable to a small geographical area or population. Also, 96,702 (10.36%) candidates chose distractor C, *Police to be vested with powers to count votes*. In a free and fair election the police force has the responsibility to provide security to candidates and all political parties during election campaign meetings and on the polling day. Lastly, 87,772 (9.40%) candidates chose distractor B, *The freedom of the electorates to celebrate in the street*. The candidates did not realize that freedom of the electorates to celebrate in the street does not characterize a free and fair election. What is important is the electoral process which observes the code of conduct agreed by all stakeholders during the election.

Question 6: Which of the following safety measures should be taken before crossing the road in an area where there is no zebra crossing or traffic lights?

- A looking left and right before crossing the road
- B looking right, left and right again before crossing the road
- C looking behind, right, ahead and left before crossing the road
- D looking ahead and behind before crossing the road
- E looking right, left and run while crossing the road

The question was set from the *Defence and Security at the School /National level* topic and tested the candidates' understanding of the road safety measures. The candidates' performance was weak as only 357,640 (38.32%) candidates were able to choose the correct response B, *looking right, left and right again before crossing the road*. The candidates who opted for the correct response were aware of the road safety measures to be taken while crossing to the other side of the road. Another road safety measure includes pedestrians to walk on the right hand side of the road. In urban areas where there are tarmac roads pedestrians are advised to cross the road where there are zebra crossings. Figure 5 indicates the performance of the candidates in question 6.

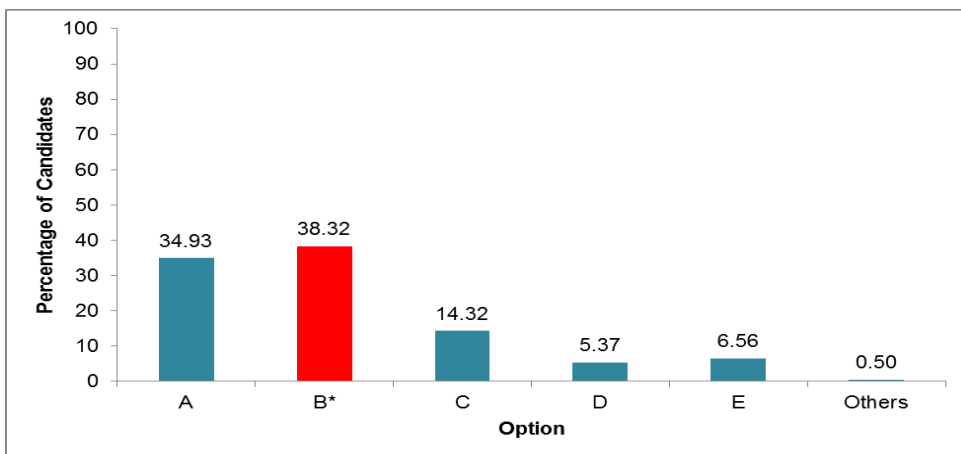


Figure 5: The performance of the candidates in question 6

On the other hand, 326,017 (34.93%) candidates opted for the incorrect response A, *looking left and right before crossing the road*, 133,666 (14.32%) candidates chose distractor C, *looking behind, right, ahead and left before crossing the road*, 61,239 (6.56%) candidates were attracted to incorrect response E, *looking right, left and run while crossing the road* and lastly, 50,098 (5.37%) candidates chose distractor D, *looking ahead and behind before crossing the road*. The candidates who opted for A, C, E, and D lacked an understanding on precautions to be taken while crossing the road. People ought to have precautions while walking on foot on the road. In addition to that, appropriate use of warning signs to road users can avert road accidents which cause lameness, destruction of property and death.

Question 7: Which of the following is the reason for the collapse of the former East African Community in 1977?

- A Member states to have many tribes
- B Variation in country size among member states
- C Language differences
- D Differences in ideology among member states
- E Differences in currency

Table 2: Number and percentage of candidates in each option

Option	A	B	C	D*	E	Others
No. of Candidates	116,834	106,193	176,795	453,376	72,524	7,621
% of Candidates	12.52	11.38	18.94	48.58	7.77	0.82

The question was set from *Cooperation between Tanzania and other Nations* topic and aimed at testing the candidates' understanding of the reason for the collapse of the former East African Community in 1977. As indicated in Table 2, the candidates' performance was average since 453,376 (48.58%) of the candidates were able to choose the correct response D, *Differences in ideology among member states*. These candidates had adequate knowledge on how ideological differences caused the collapse of the community. Tanzania was pursuing the ideology of Ujamaa and self-reliance while Kenya and Uganda had capitalist ideological inclination. It must be recalled that the world was divided into two opposing ideological camps; the socialist camp led by the USSR and the capitalist camp under the leadership of USA, and each camp was trying to expand its sphere of influence in the world. The cold war between the two camps led to hostility among nations and created an atmosphere of mistrust which had a far reaching impact on international relations. Furthermore, Uganda, under the leadership of Dictator Idd Amin, had border conflict with Tanzania following Uganda's attempt to annex part of Tanzania's land.

Distractor C, *Language differences* attracted 176,795 (18.94%) candidates who lacked knowledge of the famous languages spoken in the member states in East Africa. Kiswahili language is spoken by many people in all East African states. Furthermore, all member states were once British colonies as such the English language is also spoken

by many people in this part. That being the case, language differences is not a basic reason for the collapse of the East African Community. Alternative A, *Member states to have many tribes* attracted 116,834 (12.52%) candidates who were not aware of the fact that presence of many tribes was not a root cause for the collapse of the East African community. Alternative B, *Variation in country size among member states* attracted 106,193 (11.38 %) candidates who were not aware that variations in the country size among member states did not cause the collapse of the community.

Furthermore, 72,524 (7.77%) candidates chose distractor E, *Differences in currency* due to ignorance of the fact that member states had a common currency known as the shilling. Therefore, it was not a reason for the collapse of the community.

Question 8: In which area is the International Monetary Fund (IMF) in the fore front?

- A Promoting socialist economy in developing countries
- B Fighting against export of goods from rich countries to poor countries
- C Strengthening the one party system in poor countries
- D Assisting refugees in African countries
- E Spreading globalization in the world

The question was set from the *Tanzania in World Culture* topic and tested the candidates' knowledge on the international banking institutions which are in the fore front in the movement of spreading the globalization system. The candidate's performance was weak since only 168,354 (18.04%) candidates were able to identify the correct response E, *Spreading globalization in the world*. These candidates had adequate knowledge pertaining to the activities of the major international banking institutions including the International Monetary Fund (IMF). The international Monetary Fund was closely involved in the efforts to revive the economy in many African countries by offering loans with conditions which strengthen the system of globalization in all political and economic aspects. The candidates' performance is presented in Figure 6.

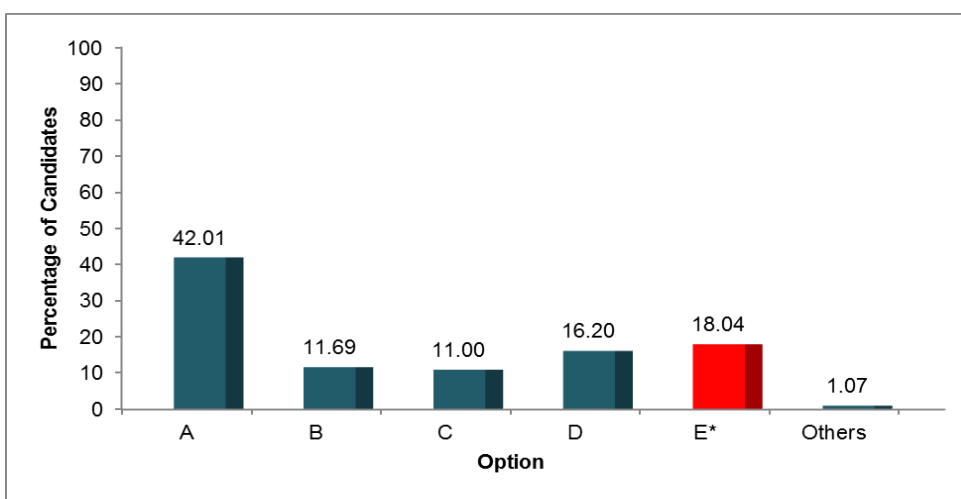


Figure 6: *The performance of the candidates in question 8.*

Distractor A, *Promoting socialist economy in developing countries* was opted for by 392,133 (42.01%) candidates due to the historical background of Tanzania in pursuing the ideology of 'Ujamaa'. Therefore, they believed that the interests of the international financial institutions are similar to those of developing countries including Tanzania. Distractor B, *Fighting against export of goods from rich countries to poor countries* was opted for by 11.69 109,076 (11.69%) candidates who were not aware that the objectives of the international financial institutions is to protect the interests of major multinational companies including markets for goods from rich countries. A total of 102,625 (11.00%) candidates chose distractor C, *Strengthening the one party system in poor countries*. These candidates were not aware of the fact that the influence of one party system in the world has waned following the collapse of the eastern camp under the leadership of the Soviet Union. On the other hand, many countries in the west and their international institutions have been exerting pressure on the developing countries to allow multiparty democracy.

Furthermore, alternative D, *Assisting refugees in African countries* opted for by 151,164 (16.20%) candidates who did not know that the role of the International financial institutions is to provide loan facilities with conditions to countries, institutions or individual persons. The responsibility of assisting refugees is in the hands of the United Nations organization responsible for refugees UNHCR in collaborations with the international community and other non-governmental institutions.

Question 9: What does songs, drama and poems represent?

- A Ideology B Rituals C Crafts
D Visual Arts E Initiation Ceremonies

The question was set from *Our Culture* topic and aimed at testing the candidates' understanding of the different elements of our culture. The performance of the candidates was good since 741,919 (79.49%) candidates were able to choose the correct response D, *Visual Arts*. The candidates had adequate knowledge on the elements of culture whereby they distinguished visual arts from crafts. The candidates' performance is shown in Figure 7.

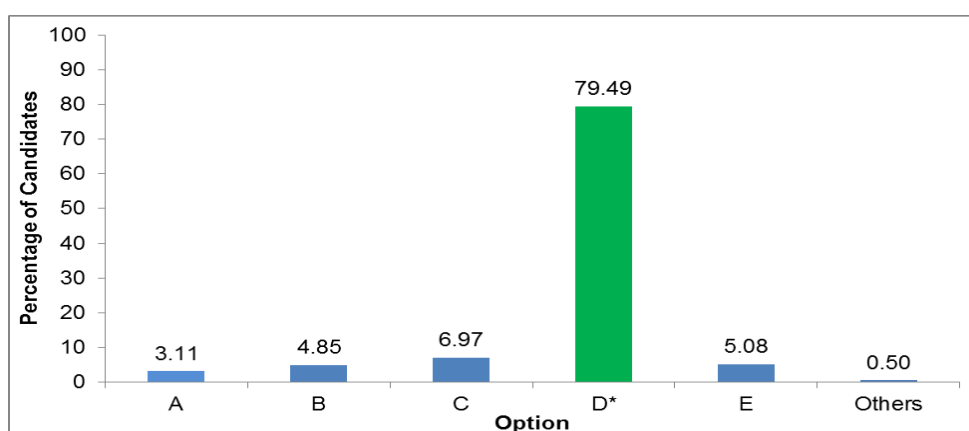


Figure 7: The performance of the candidates in question 9.

Alternative A, *Ideology* attracted 29,066 (3.11%) candidates who did not know that ideology refers to the political, economic or social principle agreed by a certain society; hence, the alternative was an incorrect response. Distractor B, *Rituals* attracted 45,230 (4.85%) candidates who did not know that rituals mean worships conducted by a person seeking ancestral spirits' blessings. Distractor C, *Crafts* attracted 65,096 (6.97%) candidates who did not manage to distinguish crafts from visual arts. Hence, they believed that songs, drama and poems represent crafts. Furthermore, distractor E, *Initiation Ceremonies* was opted for by 47,405 (5.08%) candidates who failed to differentiate visual arts from the concept of initiation ceremonies. Initiation ceremonies are traditional training of morals and customs of the respective society offered to girls and boys. Generally, the candidates who failed to identify the correct response lacked adequate knowledge of various elements of culture.

Question 10: Which sector provides employment opportunities to many Tanzanians?

- A Minerals B Agriculture C Industries
D Commerce E Tourism

The question was set from the topic of *Our Economy* and it tested the candidates' ability to identify the sector which provides employment to many Tanzanians. The performance was good since 564,419 (60.47%) candidates were able to choose the correct response B, *Agriculture*. These candidates had adequate knowledge on the sector which provides employment opportunities to many Tanzanians since 80 percent of Tanzanians depend on agriculture to make ends meet. The candidate' performance is presented in Figure 8.

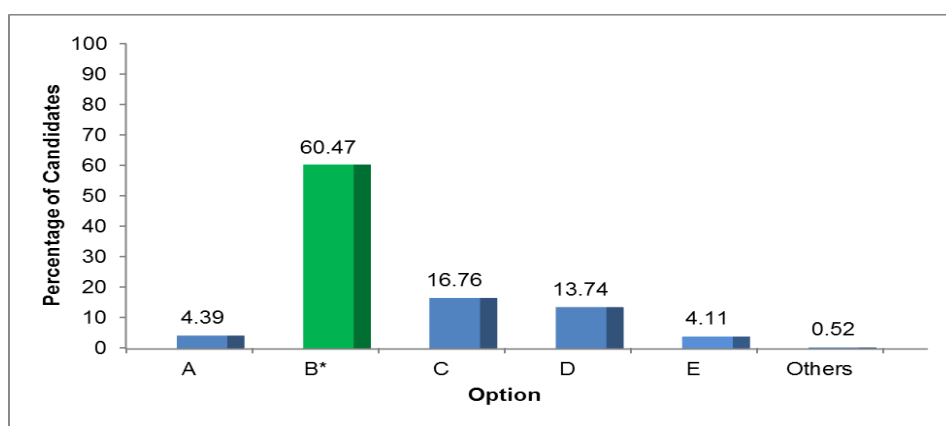


Figure 8: *The performance of the candidates in question 10.*

An alternative A, *Minerals* was opted for by 40,967 (4.39%) candidates since they wrongly associated the current government's efforts in improving the investment environment in the mining sector. The candidates used the daily life experience to opt for this distractor. Distractor C, *Industries*, was opted for by 156,459 (16.76%) candidates due to the current government's efforts to build an industrial economy. Distractor D, *Commerce* was opted for by 128,265 (13.74%) candidates due to government efforts in promoting entrepreneurship. Furthermore, the presence of street vendors in urban areas in the country persuaded some candidates to believe that commerce is a sector which provides employment opportunities to many Tanzanians. Likewise, distractor E, *Tourism* was opted for by 38,353 (4.11%) candidates. The tourism sector is a source of a lot of foreign exchange to the nation though it does not create employment at the rate

equivalent to the agriculture sector. On top of that, tourism activities are conducted in few areas with tourism attractions while agricultural activities are carried out in all parts of the country.

Question 11: The organ established in 1964 to defend the independence and borders of the United Republic of Tanzania is

- A the Tanzania People's Defence Force.
- B the Tanzania Prison services.
- C the Tanzania Immigration Department.
- D the Tanzania Police Force.
- E the Tanzania People's Militia.

The question was set from *The Security of the Nation and its resources* topic and tested the candidates' understanding of the organ established in 1964 to defend the independence and borders of the United Republic of Tanzania. The candidates' performance was good since 640,082 (68.58%) candidates chose the correct response A, *the Tanzania People's Defence Force*. The candidates had adequate knowledge on the organ established in 1964. Hence, they did not opt for other alternatives provided. The candidates' performance for this question is presented in Figure 9.

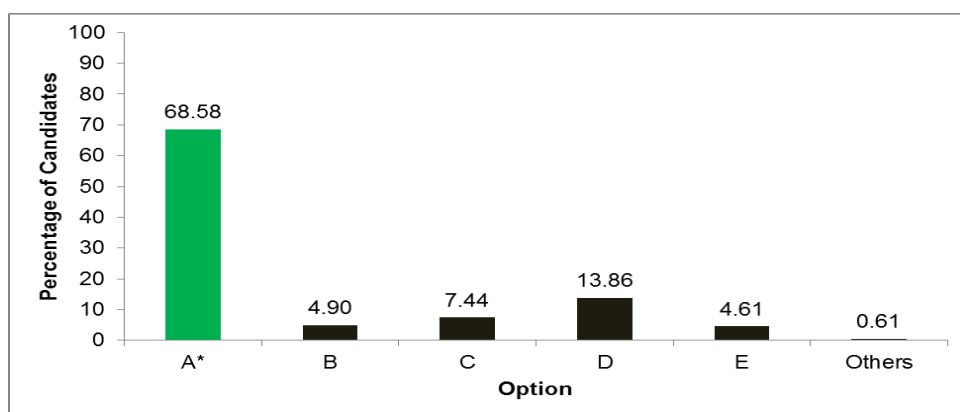


Figure 9: *The performance of the candidates in question 11.*

Alternative B, *the Tanzania Prison services*, was opted for by 45,704 (4.90%) candidates who were not aware of the basic responsibility of the Tanzania Prisons Services, as to keep in custody and look after prisoners who have been convicted of various crimes. Therefore, the

option was an incorrect response. Distractor C, *the Tanzania Immigration Department* was opted by 69,463 (7.44%) candidates who were not aware of the fact that the Tanzania immigration department is under the Ministry of Home Affairs with the responsibility of coordinating all immigration activities in the country. Furthermore, by virtue of its position, the department works closely with other defence and security organs to make sure that the country is safe. Distractor D, *the Tanzania Police Force* attracted 129,344 (13.86%) candidates who did not realize that the police force is under the Ministry of Home Affairs whose day to day responsibility is to preserve peace and protect citizen's property. Other responsibility is to maintain road safety. Similarly, *distractor E, the Tanzania People's Militia*, was selected by 43, 019 (4.61%) candidates who did not realize that the people's militia performs similar work with the Police Force and it has close cooperation with the Police force in discharging its duties. Generally, the candidates who opted for B, C, D and E failed to differentiate between the responsibility of the Tanzania People's Defence Force and the responsibility of other defence and security organs.

Question 12: Who chairs the Regional Secretariat meeting?

- A Regional Administrative Secretary
- B The Regional Commissioner
- C The Regional Police Commander
- D The Mayor
- E The Chief Regional Accountant

Table 3: Number and percentage of candidates in each option

Option	A	B*	C	D	E	Others
No. of Candidates	196,034	544, 272	41,437	104,706	39,059	5,835
% of Candidates	21.00	58.31	4.44	11.43	4.18	0.63

The question was set from the *Central government* topic and tested the candidate's knowledge of the leadership structure of the regional government. As indicated in Table 3, the candidates' performance was average since 544, 272 (58.31%) chose the correct response *B, The Regional Commissioner*. These candidates were aware of the fact that the Regional Commissioner is the leader of the regional secretariat.

The regional commissioner is appointed by the President and his /her responsibilities include among others other things implementing the work of the central government in his/her region. The functions of the regional secretariat are to assist the Regional Commissioner to discharge his/her daily responsibilities in the region.

Alternative A *Regional Administrative Secretary* attracted 196,034 (21.00%) candidates who did not know that the regional administrative secretary is the secretary to the regional secretariat meetings and is responsible for the implementation of various development projects in the region. Distractor C, *The Regional Police Commander*, attracted 41,437 (4.44%) candidates who did not know that the responsibility of the regional police commander is to oversee defence and security of citizens and their properties in his/her region. A total of 104,706 (11.43%) candidates were attracted to distractor D, *The Mayor*. These candidates failed to distinguish the structure of the central government from the structure of the local government. The position of the Mayor is subsumed in the structure of local government. Similarly, distractor E, *The Chief Regional Accountant* attracted 39,059 (4.18%) candidates. This alternative was not a correct response because the Regional Accountant has the responsibility of controlling financial expenditure in the regional government.

2.1.2 Part II: History

Question 13: The European countries that had undergone through industrial revolution by the end of the 19th century include

- A France, Italy and Germany.
- B Britain, German and United States of America.
- C United States of America, Germany and France.
- D United States of America, Japan and Britain.
- E Britain, China and France.

Table 4: Number and percentage of candidates in each option

Option	A*	B	C	D	E	Others
No. of Candidates	251,375	314,927	153,584	84,958	118997	9,502
% of Candidates	26.93	33.74	16.46	9.10	12.75	1.02

The question required the candidates to identify a set that comprised of the countries that had undergone through industrial revolution by the end of the 19th century. The performance of candidates in this question was weak, since only 251,375 (26.93%) of the candidates were able to choose the correct response A, *France, Italy and Germany*. Such candidates were aware of the European capitalist countries that were already industrialized by the 19th century.

However, a total of 672,466 (72.05%) candidates opted for distractors B, *Britain, German and United States of America*; C, *United States of America, Germany and France*; D, *United States of America, Japan and Britain* and E, *Britain, China and France*. The choice of these distractors indicate that the candidates who opted for them lacked knowledge on the relevant European countries that had already industrialized by the 19th century. In general, these candidates were supposed to understand that “Japan”, “China” and the “United States of America” are not European states.

- Question 14:** The family of Mr. Kamchape includes his children, his wife and his cousin. What type of family is this?
- A Polygamous family B Nuclear family
C Extended family D Single parent family
E Orphan family

Table 5: Number and percentage of the candidates in each option

Option	A	B	C*	D	E	Others
No. of Candidates	29,143	76,544	753,329	49,205	21,539	3,583
% of Candidates	3.12	8.20	80.71	5.27	2.31	0.38

The question was set from *Our Family* topic. The question tested the candidates' ability to identify the required term for Mr. Kamchape's family which consists of his children, wife and cousin. The candidates' performance in this question was good since 753,329 (80.71%) candidates chose the correct response C, *Extended family*. These candidates had adequate knowledge on the types of families.

On the other hand, 176,431 (18.90%) candidates opted for irrelevant options signaling that they were not conversant with the types of families and their components. Those candidates were supposed to understand that an extended family is made up of father, mother, children and other relatives. An extended family is the most common family in Africa. The relatives comprise grandfathers, grandmothers, uncles, aunts, cousins, nieces, sisters in law, grandsons, nephews and granddaughters.

Question 15: The uncle's child is called

- A nephew B grandson C aunt
D cousin E sister

The question was set from *Our Family* topic and it required the candidates to identify the relevant term for the uncle's child. The candidates' general performance in this question was good since 758,090 (81.22%) candidates were able to choose the correct response D, *cousin*. These candidates had adequate knowledge on the types of families. Figure 10 presents the candidates' performance in this question.

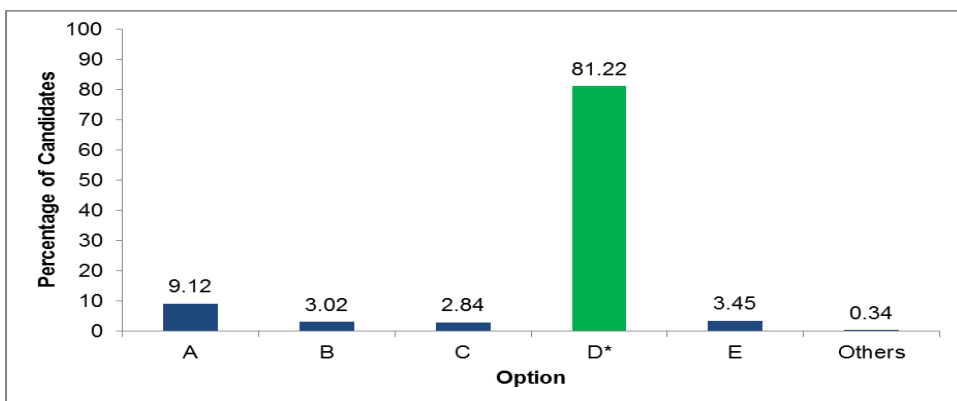


Figure 10: The performance of candidates in question 15

However, a total of 172,040 (18.43%) candidates who opted for distractors A, *nephew*; B, *grandson*; C, *aunt* and E, *sister* lacked enough knowledge on family relationships. These candidates were supposed to understand that nephew is the son of your brother or sister, or the son of your husband's or wife's brother or sister; grandson

is the son of your son or daughter; aunt is the sister of your father or mother; or the wife of your father's or mother's brother; and sister is a girl or woman who has the same parents as you.

Question 16: Who ensures that the daily activities at school are carried out accordingly?

- A Discipline teacher B Head prefect
- C Subject teacher D Head teacher
- E Prefect on duty

Table 6: Number and percentage of candidates in each option

Option	A	B	C	D*	E	Others
No. of Candidates	98,092	153,655	31,366	574,760	71,420	4,050
% of Candidates	10.51	16.46	3.36	61.58	7.65	0.43

The question was set from *Our School* topic. The question tested candidates' ability to identify the person who is responsible for ensuring that the daily activities at school are carried out accordingly. The general performance of the candidates in this question was good since 574,760 (61.58%) opted for the correct answer D, *Head teacher*. These candidates aware of the fact that the responsibilities of the head teacher are not only limited to ensuring that the daily activities at the school are carried out smoothly but also to ensure that all teachers perform their duties efficiently in a conducive work environment.

However, a total of 339,628 (37.99%) of the candidates opted for distractors A, *Discipline teacher*, B, *Head prefect*, C, *Subject teacher* and E, *Prefect on duty*. The choice of incorrect options was due to the candidates' inability to realize the duties and responsibilities of different leaders at the school level.

Question 17: An example of an active resistance against colonial invasion was

- A Maji maji war in Tanganyika against the British.
- B Shona and Ndebele resistance against the Germans.
- C Nama and Herero resistance against the British.
- D Asante resistance against the Germans.
- E Mandika resistance against the French.

The question was set from the *Colonial Invasion* topic. It required the candidates to identify an example of an active resistance against colonial invasion from the given alternatives. The performance of the candidates in this question was poor because 878,190 (94.09%) of the candidates opted for distractors A, B, C and D.

Distractor A, *Maji maji war in Tanganyika against the British* attracted 452,385 (48.47%) of the candidates. The candidates were aware of the active resistance (Maji maji war) waged by the Ngindo, Matumbi, Pogoro and Zaramo societies in southern Tanganyika, but they were unaware of the invading European power and the duration during which the resistance took place. In a nutshell, those candidates were supposed to understand that Maji maji war was waged against the Germans from 1905 to 1907 and not against the British which started colonizing Tanganyika in 1920 - after the defeat of the Germans in the First World War.

The other distractor which attracted more than a quarter (28.77%) of the candidates was B, *Shona and Ndebele resistance against the Germans*. This was an incorrect response because the Shona and Ndebele societies resisted against the British in what was popularly known as “Chimurenga war” in Southern Rhodesia (Zimbabwe) but not against the Germans. Zimbabwe was the British’s sphere of influence, hence it was misleading for the Shona and Ndebele to resist against the Germans who neither scrambled for Zimbabwe nor colonized it.

Distractor C, *Nama and Herero resistance against the British* was opted by 111,729 (11.97%) of the candidates. This was an incorrect answer because the Nama and Herero societies resisted against the Germans in South-West Africa (Namibia) but not against the British.

A total of 45,522 (4.88%) of the candidates opted for distractor D, *Asante resistance against the Germans*. This was an incorrect response since the Asante did not resist against the Germans but they resisted against the British. Overall, what can be deduced from such incorrect responses is that, these candidates lacked knowledge on the African societies which took up arms against the European powers during the scramble for and partition of Africa.

However, 46,457 (4.98%) of the candidates chose the correct response E, *Mandika resistance against the French*. The choice of this option reveals that the candidates had adequate knowledge on how different African societies rose up against different colonial invaders during the intrusion of colonial rule in Africa. The candidates' performance in this question is presented in Figure 11.

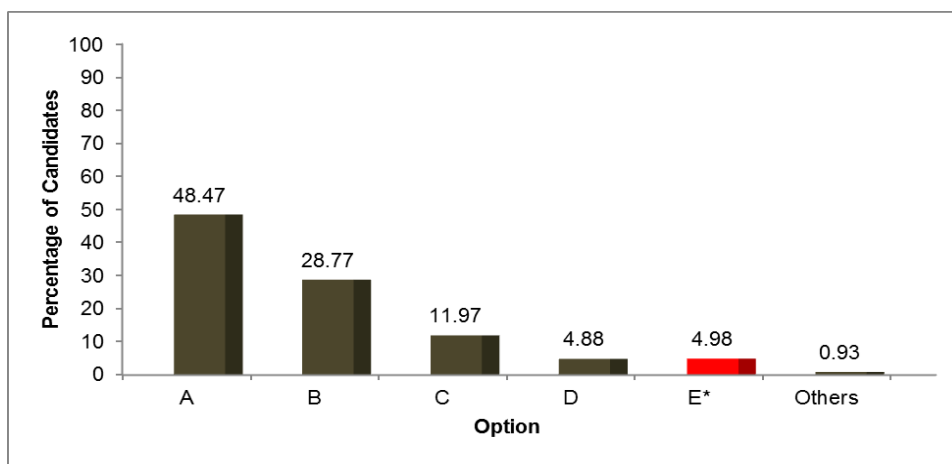


Figure 11 The performance of candidates in question 17

Question 18: The secretary of the village council is known as

- A Head teacher.
- B Village chairperson.
- C Village Executive Officer.
- D Chairperson of the village council.
- E Street chairperson

Table 7: Number and percentage of candidates in each option

Option	A	B	C*	D	E	Others
No. of Candidates	36,754	173,682	381,181	291,396	44,988	5,342
% of Candidates	3.94	18.61	40.84	31.22	4.82	0.57

This question was set from the topic *Our Village*. The question required the candidates to identify the person whose title is the secretary of the village council. The general performance in this question was average as 381,181 (40.84%) of the candidates chose the correct answer C,

Village Executive Officer. Those candidates had adequate knowledge on leadership at the village level.

Of all the distractors, distractor D, *Chairperson of the Village Council* took the lead in attracting 291,396 (31.22%) of the candidates. It was chosen by the candidates probably because they associated the phrase “village council” present in both the alternative and the stem as the correct response.

Distractor B, *Village chairperson* was opted by 173,682 (18.61%) of the candidates. These candidates failed to differentiate between the roles of the village secretary and those of the village chairperson.

Distractors A, *Head teacher* and B, *Street chairperson* were chosen by the candidates who had limited knowledge on leadership at the village level. In general, one may sum up that more than half (58.59%) of the candidates lacked understanding on the topic of *Our Village*.

- Question 19:** One of the main challenges which faced the European nations after the industrial revolution was
- A The decline of industries due to the effects of the First World War in the 19th c.
 - B The high demand of capital from the colonies.
 - C The need for markets for their industrial goods.
 - D The growth of slave of slave trade in the 20th century.
 - E The need for technology for their industrial expansion.

The question was set from the topic *Colonial Invasion in Africa from the 1880s*. The question required the candidates to identify the main challenge which faced the European nations after the industrial revolution. The general performance in this question was weak since 350,522 (37.56%) of the candidates opted for the correct response C, *The need for markets for their industrial goods*. These candidates were conversant with the demands of industrial capitalism.

However, 320,956 (34.39%) of the candidates opted for distractor A, *The decline of industries due to the effects of the First World War in the 19th century*. Those candidates were supposed to understand that the industrial revolution took place during the 19th century and the First

World War took place in the 20th century, hence it is impractical for the event that took place in the 20th century to have challenged the European nations in the 19th century. What can be deduced from this response given by the candidates is that they failed to associate the historical events with their respective durations.

Furthermore, 100,879 (10.81%) of the candidates chose distractor E, *the need for technology for their industrial expansion*. The choice of this option might have been caused by the candidates' limited knowledge on the demands of industrial capitalism. These candidates failed to understand that the need for technology for their industrial expansion was not the challenge of industrial revolution among the European nations.

Distractor B, *the high demand of capital from the colonies* was chosen by 84,061 (9.01%) of the candidates and other 68,342 (7.32%) candidates opted for distractor D, *the growth of slave trade in the 20th century*. These candidates were supposed to understand that high demand of capital from the colonies was not a challenge to the European nations for they had a 'surplus' capital which had to be invested in the colonies so that it could produce more profit. Distractor D, *the growth of slave trade in the 20th century* was opted by the candidates who were unaware of the duration and reasons for the abolition of slave trade. Industrial revolution in Europe was the root cause for the abolition of slave trade in the 19th century. Therefore, it is incorrect to associate the effects of industrialization in Europe with the growth of slave trade in the 20th century. The general performance in this question is as shown in Figure 12.

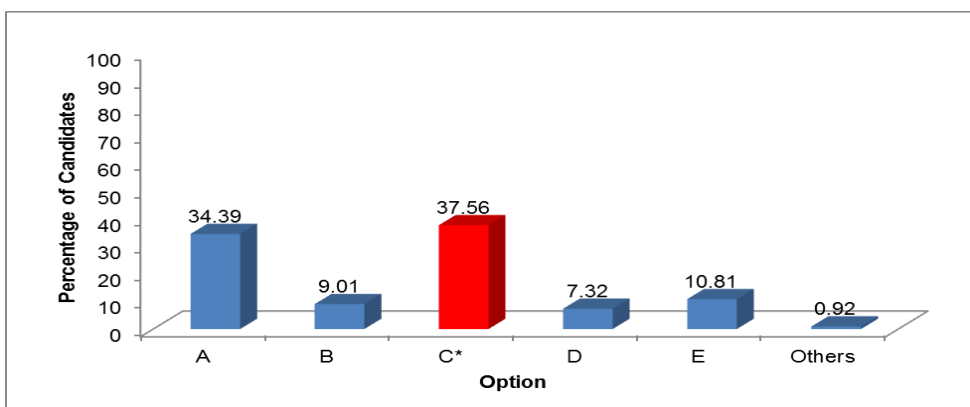


Figure 12: The performance of candidates in question 19.

Question 20: Which German colonies used indirect rule policy?

- A Tanganyika, Nigeria and Cameroon
- B Tanganyika, Zimbabwe and Uganda
- C Tanganyika, Zimbabwe and Egypt
- D Tanganyika, Togo and Cameroon
- E Tanganyika, Nigeria and Ghana

Table 8: Number and percentage of candidates in each option

Option	A	B	C	D*	E	Others
No. of Candidates	125,165	309,838	116,796	159,798	213,036	8,710
% of Candidates	13.41	33.20	12.51	17.12	22.83	0.93

The question was set from the *Establishment of Colonial rule in Africa* topic. The question required the candidates to identify the German Colonies in which direct rule policy was used. The performance in this question was weak since 764,835 (81.95%) of the candidates failed to identify the correct response. A total of 309,838 (33.20%) of the candidates opted for distractor B, *Tanganyika, Zimbabwe and Uganda*. This option was incorrect because Zimbabwe and Uganda were British colonies. Thus, it was impossible for the German's direct rule policy to have been applied there.

A total of 213,036 (22.83%) candidates were attracted to distractor E, *Tanganyika, Nigeria and Ghana*. Nigeria and Ghana were British colonies in which the indirect rule policy was used. Distractors A, *Tanganyika, Nigeria and Cameroon* and C, *Tanganyika, Zimbabwe and Egypt* were chosen by 13.41 and 12.51 percent of the candidates, respectively. These candidates failed to understand that Nigeria, Zimbabwe and Egypt were not the German's colonies. Therefore, there was no way the German's direct rule policy could have been applied in colonies that were under the British's sphere of influence.

A total of 159,798 (17.12%) of the candidates opted for the correct response D, *Tanganyika, Togo and Cameroon*. These candidates had enough knowledge on the division of the African colonies among the European powers after the scramble and partition of the African continent in the 19th century.

Question 21: What caused colonial economy in Africa?

- A Slave trade
- B Industrial revolution
- C Arusha declaration
- D First World War.
- E Neo-colonialism

Table 9: Number and percentage of candidates in each option

Option	A	B*	C	D	E	Others
No. of Candidates	345,460	274,200	111,725	101,593	93,715	6,650
% of Candidates	37.01	29.38	11.97	10.88	10.04	0.71

This question was set from the Establishment of Colonial rule in Africa topic. The question tested the candidates' ability in identifying the factor that caused colonial economy in Africa. The performance of the candidates in this question was weak as 69.9 percent of the candidates opted for distractors A *Slave trade*, C *Arusha declaration*, D *First World War* and E, *Neo-colonialism*.

A total of 345,460 (37.01%) candidates were attracted to distractor A, *Slave trade*. Slave trade was chosen as the correct response by the candidates who failed to understand the role of European industrialization towards the colonization of Africa. Africa was colonized by the European powers in order to get the ample markets and raw materials for industrial goods.

Distractors C, *Arusha declaration*, D, First World War and E, Neo-colonialism attracted 11.97, 10.88 and 10.04 percent of the candidates respectively. These incorrect responses indicate that the candidates had not only limited knowledge on the reasons for the colonization of Africa but also on the effects brought by social, economic and political changes after independence. These candidates were supposed to bear in mind that Arusha declaration and neo-colonialism came into being after the attainment of independence – the time during which the colonial economy had already been uprooted in many African countries.

Question 22: Who brought maize, cassava and cashew nuts in Tanganyika?

- A The British B The Dutch C The Arabs
D The Germans E The Portuguese

This question was set from the Interactions between Tanzanian Societies and Asian and European Societies topic. The question required the candidates to identify the people who brought maize, cassava and cashew nuts in Tanganyika. The correct response was E, *the Portuguese* though the majority of the candidates (627,611 equal to 67.28%) were unable to identify the correct response and hence they opted for distractors A, B, C and D.

Distractor C, *the Arabs*, attracted 195,147 (20.91%) candidates who failed to distinguish the crops brought by the Asians and Europeans during the interaction between Africa, Asia from those brought by Europe. These candidates were supposed to understand that the Arabs neither brought maize and cassava nor cashew nuts in Tanganyika, but they brought coconuts, rice and wheat.

Moreover, a total of 157,616 (16.89%) of the candidates opted for distractor D, *the Germans*. These candidates chose incorrect alternative because the Germans did not bring maize, cassava and cashew nuts but brought sisal.

Furthermore, distractors A, *the British* and D, *the Germans* each attracted 16.89 percent of the candidates. These candidates failed to understand that neither the British nor the Germans brought maize, cassava and cashew nuts in Tanganyika. The only crop that the Germans can be credited to is the introduction of sisal in Tanganyika.

A total of 108,199 (11.59%) of the candidates opted for B, *the Dutch*. This option was chosen by the candidates who had limited knowledge on the people and types of crops they brought in Tanganyika. In a nutshell, the choice of those distractors portrays that the candidates had inadequate knowledge on the interaction between African, Asian and European societies and their impact on Africa.

However, only 305,732 (32.76%) of the candidates were able to choose the correct answer E, *Portuguese*. These candidates were

conversant with the effects brought to Tanganyika by the interactions between the African, Asian, and European societies.

Question 23: What is the name of the scientist who explained the evolution of human being?

- A Vasco Da Gama
- B Charles Darwin
- C Louis Leakey
- D David Livingstone
- E Bartholomew Diaz

The question was derived from the topic *Origin and Evolution of Mankind*. It required the candidates to identify the name of the person who explained the evolution of human being. The performance of the candidates in this question was average since 457,226 (48.99%) of the candidates were able to choose the correct response B *Charles Darwin*. These candidates had adequate knowledge of the popular theorist who theorized over how human beings came into existence.

More than a quarter of the candidates (27.35%) percent opted for distractor C, *Louis Leakey*. The choice of this distractor by that percentage of candidates reveals that they failed to draw a distinction between Charles Darwin (a natural scientist) and Louis Leakey (an archaeologist). These candidates were supposed to understand that Louis Leakey was not the one who theorized about the origin of man, but rather he discovered the skull of *Zinjanthropus* at Olduvai Gorge in 1959.

Distractors A, *Vasco Da Gama*, E, *Bartholomew Diaz* was opted by 69,691 (7.47%) and 55,797 (5.98%) of the candidates, respectively. Such responses were incorrect because Vasco Da Gama and Bartholomew Diaz were the Portuguese sailors who were commissioned by Prince Henry (the Navigator) to search for a sea route to India (Asia). Therefore, what can be deduced from such responses is that the candidates had limited knowledge on the interactions between African, Asian and European societies as well as on the origin and evolution of mankind.

Other candidates (89,785 equal to 9.62 percent) opted for distractor D, *David Livingstone*. David Livingstone was a popular explorer and missionary in East and Central Africa during the 19th century. Thus, the candidates who chose that distractor lacked knowledge on the popular and prominent individuals who championed the evolution of man or whose work facilitated the colonization of East and Central Africa by the European powers during the 19th century. The candidates' general performance is shown in Figure 13.

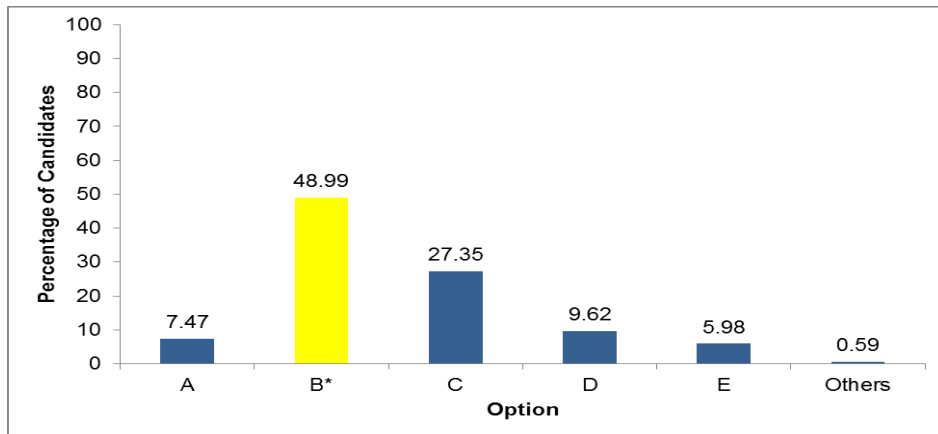


Figure 13: The performance of candidates in question 23.

Question 24: Which of the following took place in Europe between 18th and 19th centuries?

- A Formation of the League of Nations
- B Emergence of the First World War.
- C Arrival of the Portuguese sailors at the Cape of Good Hope
- D Rise of Industrial revolution
- E Formation of the World Bank

The question required the candidates to identify the event that took place in Europe between 18th and 19th centuries. The candidates' performance in this question was weak as 65.84 percent of the candidates failed to choose the correct response.

A quarter of the candidates (233,581 equal to 25.03%) opted for distractor B, *Emergence of the First World War*. This was an incorrect option because the First World War did not take place between 18th

and 19th centuries, rather it took place in the 20th century (from 1914 to 1918).

Distractor C, *Arrival of the Portuguese sailors at the Cape of Good Hope* was chosen by 188,723 (20.22%) of the candidates. Those candidates failed to understand that the Portuguese sailors arrived at the Cape of Good Hope in the 15th century and not between the 18th and 19th centuries.

A total of 134,201 (14.38%) of the candidates opted for A, *Formation of the League of Nations*. This was an incorrect response since the League of Nations was formed in 1920 (20th century) and not in between the 18th and 19th centuries. 58,053 (6.22%) candidates opted for distractor E, *Formation of the World Bank*. The choice of this distractor indicates that the candidates had inadequate knowledge on the historical events that took place between the 18th and 20th centuries and their effects. The World Bank was formed after the Second World War in 1945 (20th century). Therefore, it is impossible for it to have been formed between the 18th and 19th centuries.

However, 311,436 (33.37%) of the candidates were able to choose the correct response D, *Rise of Industrial revolution*. These candidates had adequate knowledge about the historical events and their durations.

Question 25: Which United Nations agencies pressurized the African countries to adopt multi-party political system?

- A International Monetary Fund and World Bank.
- B General Assembly and International Court of Justice.
- C International Monetary Fund and the Security Council
- D Secretariat and UN- Educational, Scientific and Cultural Organization
- E United Nations Development Programme and General Assembly.

This question was set from *International Cooperation* topic. The question tested candidates' ability to identify the United Nations agencies which pressurized the African countries to adopt multi-party political system. The performance in this question was weak as 75.30 percent of the candidates chose an incorrect response.

Distractor E, *United Nations Development Programme and General Assembly* attracted 243,144 (26.05%) candidates. These candidates failed to differentiate between the organs and agencies of the United Nations. The United Nations Development Programme is an agency whereas the General Assembly is an organ of the United Nations. In general, both played no role in pressurizing the African countries to undergo multi-party system.

Moreover, a total of 216,676 (23.22%) of the candidates opted for distractor D, *Secretariat and United Nations Educational, Scientific and Cultural Organization*. These candidates failed to understand that the Secretariat is an organ and not an agency of the United Nations Organization. The secretariat contains international civil servants under the leadership of Secretary General. Additionally, the United Nations Educational, Scientific and Cultural Organization (UNESCO) is an agency that played no role in pressurizing the African countries to embrace the multi-party political system.

A total of 127,081 (13.62%) of the candidates opted for distractor B, *General Assembly and International Court of Justice*. This was an incorrect response because the General Assembly and International Court of Justice are not agencies but organs of the United Nations Organization. Distractor C, *International Monetary Fund and the Security Council* attracted 115,945 (12.42%) of the candidates. Those candidates failed to understand that the Security Council is not an agency but an organ of the United Nations Organization.

However, 219,847 (23.55%) candidates opted for the correct answer A, *International Monetary Fund and World Bank*. These candidates were conversant with the way International Monetary Fund (IMF) and World Bank (WB) imposed the introduction of multi-party system as a condition for providing loans and grants to Third World Countries.

Question 26: Who were the founders of the new East African Community?

- A Julius Nyerere, Jomo Kenyatta and Milton Obote
- B Julius Nyerere, Daniel Moi and Yoweri Museveni
- C Jakaya Kikwete, Daniel Moi and Yoweri Museveni
- D Benjamin Mkapa, Uhuru Kenyatta and Yoweri Museveni
- E Yoweri Museveni, Daniel Moi and Benjamin Mkapa

This question required the candidates to identify the names of the founders of the new East African Community. The candidates' performance in this question was weak since 926,654 (84.75%) of the candidates were unable to choose the correct answer.

Distractor A, *Julius Nyerere, Jomo Kenyatta and Milton Obote* was opted by more than half of the candidates (487,309 equal to 52.21%) who attempted the question. These candidates were attracted to this distractor because they failed to distinguish between the founders of the old East Africa Community which collapsed in 1977 and the founders of the New East African Community whose treaty was signed in 1999 in Arusha – Tanzania. The Community started operating in 2000. Such candidates were supposed to understand that Julius Nyerere, Jomo Kenyatta and Milton Obote founded the old East African Community in 1967.

Distractor B, *Julius Nyerere, Daniel Moi and Yoweri Museveni* attracted 126,861 (13.59%) of the candidates who were unaware of the founders of the new East African Community. These candidates were supposed to know that Julius Nyerere was not one of the founders of the new East African Community, since he stepped down from power in 1985 almost 14 years before the establishment of the new East African Community in 1999.

Distractors C, *Jakaya Kikwete, Daniel Moi and Yoweri Museveni* (6.67%) and D, *Benjamin Mkapa, Uhuru Kenyatta and Yoweri Museveni* (12.27%) were chosen by the candidates who did not understand that Jakaya Kikwete came into power in 2005 – six years after the re-establishment of the new East African Community whereas Uhuru Kenyatta came into power in 2013 almost 14 years after the re-establishment of the new East African Community.

However, only 135,682 (14.54%) of the candidates chose the correct response E, *Yoweri Museveni, Daniel Moi and Benjamin Mkapa*. These candidates had adequate knowledge on international cooperation. The performance of the candidates in this question is shown in Figure 14.

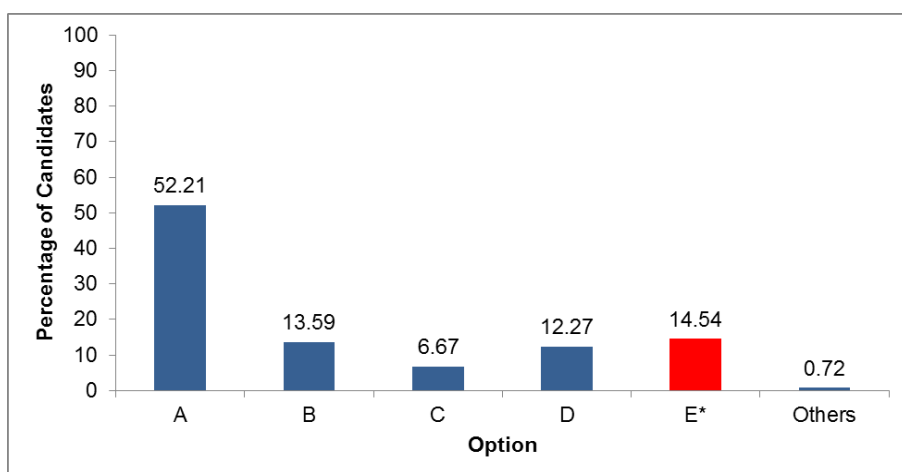


Figure 14: The performance of candidates in question 26

2.1.3 Part III: Geography

Question 27: The climatic region which has high temperature and heavy rainfall throughout the year is known as

- A Equatorial.
- B Desert.
- C Tropical.
- D Semi desert.
- E Mountainous.

Table 10: Number and percentages of the candidates in each option

Option	A*	B	C	D	E	Other s
No. of Candidates	418,125	149,630	206,448	92,625	60,265	6,250
% of Candidates	44.80	16.03	22.12	9.92	6.46	0.67

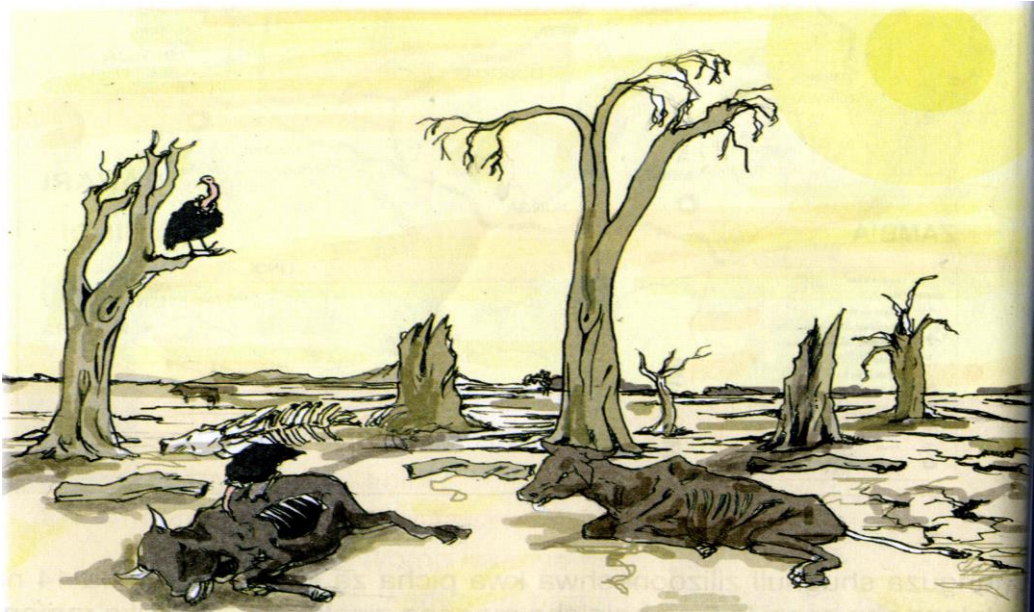
This question was derived from *Environment* topic. The question demanded the candidates to identify the climatic region which has high temperature and heavy rainfall throughout the year. The performance of candidates in this question was average, since a total of 418,125 (44.80%) of the candidates chose the correct answer A, *Equatorial*. These candidates had adequate knowledge on the climatic region characterized by high temperature and heavy rainfall throughout the year.

A total of 206,448 (22.12%) of the candidates opted for distractor C, *Tropical*. These candidates failed to distinguish the basic features of Equatorial from Tropic region. In the Tropic region, high temperature is experienced in June and September to November and April. In other months, there is extreme cold and rainfall is experienced from October to March.

On the other hand, a total of 126,861 (16.03%) candidates chose distractor B, *Desert* and 92,625 (9.92%) candidates opted for D, *Semi desert*. The desert climatic condition regions are characterized by very low rainfall throughout the year and semi desert areas experience low rainfall and high temperature. Therefore, those candidates had inadequate knowledge on the features of Equatorial climatic region which is characterized by high temperature and heavy rainfall throughout the year.

Moreover, 60,265 (6.46%) of the candidates chose distractor E, *Mountainous* thereby failing to differentiate between Equatorial and Mountainous region. Mountainous region is characterized by high rainfall in wind ward side because they capture wind containing moistures, thus, they receive high rainfall throughout the year. On the contrary, leeward side receives dry winds without moisture, hence remains dry throughout the year.

Carefully study the following photograph and then answer question 28 and 29.



Question 28: What does the photograph shows?

- A The climatic condition with no rainfall
- B The climatic condition with heavy rainfall
- C The climatic condition with high humidity
- D The climatic condition with strong winds
- E The climatic condition with freezing of ice

This question was set from *Photograph and Map Interpretation* topic. The question intended to measure the candidates' ability to identify the photograph and to state the climatic condition shown in the picture. The candidates' performance in this question was good because a total of 802,950 (86.03%) candidates were able to choose the correct answer A, *The climatic condition with no rainfall*. These candidates had adequate knowledge on the interpretation of the photograph. They were able to identify the climatic condition of the area by relating it with things shown in the picture. The photograph reveals how natural environment has been affected by human activities. The distribution of candidates' responses and performance has been shown in Figure 15.

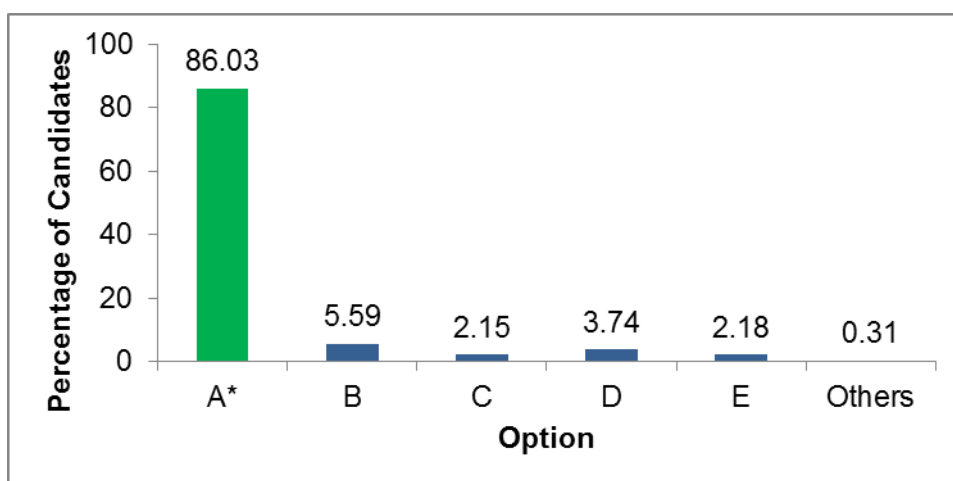


Figure 15: The performance of the candidates in question 28

The candidates who failed to choose the correct answer had insufficient knowledge on the topic of the climatic condition. Therefore, they failed to identify the relationship between the contents presented in the photograph and the climatic condition. The candidates who chose distractors *B, The climatic condition with heavy rainfall* (5.59%); and *C, The climatic condition with high humidity* (2.15%) failed to understand that the climatic region with heavy rainfall and high humidity support favourable growth of plants and animals, while in the climatic condition with no rainfall plants and animals die.

Moreover, the candidates who chose *D; The climatic condition with strong winds* (3.74%) failed to understand that strong prevailing winds can uproot trees. Furthermore, the candidates who chose *E, The climatic condition with freezing of ice* (2.18%) failed to comprehend that plants and animals grow well in the area covered by snow.

Question 29: The area shown on the photograph has been affected by which disaster?

- | | |
|---------------------|-------------|
| A Flood | B Drought |
| C War | D Hurricane |
| E Volcanic eruption | |

This question was set from *Photograph and Map Interpretation* topic. The question aimed at assessing the candidates' ability to interpret the contents shown in the photograph and identify the type of disaster

which has affected the area on the photograph. The general performance of candidates in this question was good since a total of 802,717 (86.00%) candidates chose the correct answer *B, Drought*. Drought occurs in the area where the natural environment has been destroyed by human activities such as shifting cultivation, extraction of minerals, cutting of trees for timber, making of charcoal and firewood. These activities affect plants and animal habitats as shown in the picture. The photograph shows how drought has affected the living organism in the area.

The candidates who chose distractor *A, Flood* (5.34%); failed to understand that flood is not caused by drought but a heavy rainfall which take place for a number of days. Moreover, those candidates who chose *C, War* (2.44%) failed to comprehend that the environmental impact shown in the picture is caused by drought not war. The withering of tree, deterioration and death of animals to the great extent is caused by climatic conditions which face drought.

Moreover, the candidates who chose *D, Hurricane* (3.35%) failed to realize that hurricane can uproot trees but not withering of plants and animals as shown in the picture. Also, the candidates who chose *E, Volcanic eruption* (2.52%) failed to comprehend that the eruption of volcanic lava can be spread overland covering urban and rural areas joined with fire. Therefore, these candidates lacked knowledge on the Photograph and Map Interpretation, and hence they choose incorrect responses.

Question 30: What is the advantage of weather forecasting?

- A Taking precaution of disasters
- B Preventing disasters
- C Protecting environment
- D Building strong houses
- E Avoiding floods

This question was set from *Weather* topic. The question assessed the candidates' ability to identify the advantage of weather forecasting. The performance of candidates in this question was good since a total of 639,223 (68.49%) candidates opted for *A, Taking precaution of disasters*. These candidates had adequate knowledge on the advantage of weather forecasting and in taking timely control of

disaster before affecting human being and the infrastructure in the area.

The analysis of the candidate responses shows that a total of 300,486 (31.51%) candidates opted for wrong options of *B, Preventing disasters* (8.05%); *C, Protecting environment* (12.69%); *D, Building strong houses* (4.76 %) and *E, Avoiding floods* (5.33%). By choosing these options, it was clear that the candidates had inadequate knowledge on the advantages of weather forecasting.

The candidates who chose distractor *B, Preventing disasters* (8.05%) failed to understand that it is very difficult to prevent disaster without taking any precaution. Also, those candidates who chose distractor *C, Protecting environment* failed to comprehend that there is no relationship between protecting environment and weather forecasting. Furthermore, those candidates who chose *D, Building strong houses* (0.68%) were not aware of the fact that some of the natural disasters are so enormous to the extent that even strong houses cannot endure. The candidates who chose *E, Avoiding floods* (5.33%) failed to understand weather forecasting can lead to people taking precautions by moving away from areas which are not safe and hence to avoid floods.

Question 31: Why do people in the East see the sun earlier than those in the West?

- A The sun is in the Eastern part of the Earth
- B The Earth spins on its axis from West to East
- C The Earth spins on its axis from East to West
- D Because the Earth's axis is tilted
- E The sun is in the Western part of the Earth

This question was set from the *Solar System* topic. The question aimed at assessing candidates' ability to identify the basic reason which enables the people in the East see the sun earlier than those in the West. The performance of candidates in this question was weak as only 269,918 (28.92%) of the candidates selected the correct answer *B, The Earth spins on its axis from West to East*. These candidates had sufficient knowledge on the Solar System and the spinning of the planet Earth on its axis from West to East four 24 hours. When the Earth spins on its axis from West to East enables the sun to rise in the

East. Thus, it enables the people in the East see the sun earlier than those in the West. The candidates' performance has been shown in Figure 16.

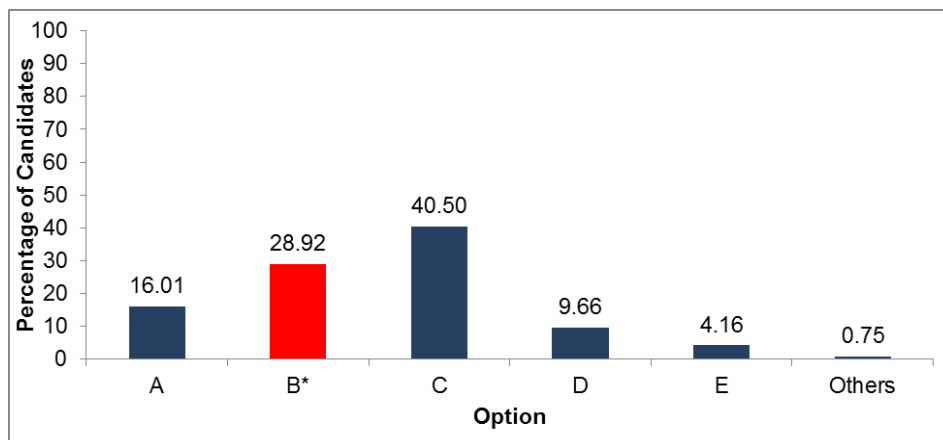


Figure 16: The performance of candidates in Question 31

However, a total of 668,009 (70.33%) candidates opted for incorrect answers: A, *The sun is in the Eastern part of the Earth* (16.01%); C *The Earth spins on its axis from East to West* (40.50%); D, *Because the Earth's axis is tilted* (9.66%) and E, *The sun is in the Western part of the Earth* (4.16%). These candidates had insufficient knowledge on the planet Earth spinning on its axis from West to East in order to complete its rotation. Therefore, they did not understand the reason for the people in the East see the sun earlier than those in the West. The remained 4,584 (0.75%) of the candidates either did not attempt this question or selected more than one answer.

Question 32: What is the disadvantage of traditional fishing methods?

- A Using simple tools
- B Getting self-employment
- C Getting fresh fish
- D Selling fish at low price
- E Catching small fishes

The question was set from the *Economic Activities* topic. The candidates were required to identify the disadvantage of traditional fishing methods. The performance of candidates in this question was good since 603,705 (64.68%) chose the correct answer E, *Catching small fishes*. These candidates had sufficient knowledge concerning

the disadvantage of traditional fishing methods and hence they were not attracted to other options. The traditional fishing gear use fishnet which contain small holes and they are restricted by law to be used for fishing activities. Traditional fishing tools can catch small fishes which are not mature enough to be harvested. The candidates' performance in this question has been shown in Figure 17.

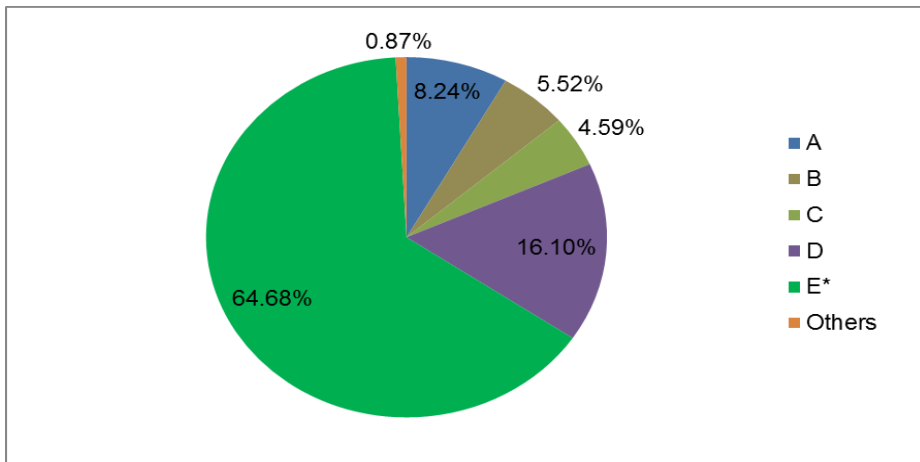


Figure 17: *The performance of candidates in Question 32*

On the other hand, a total of 333,555 (35.32%) candidates chose incorrect responses because they had insufficient knowledge on the disadvantage of traditional fishing methods. For instance, those candidates who chose *A, Using simple tools* (8.24%) they were attracted by this response because the traditional fishing tools are easily available and they are not very expensive in making as well as using. Moreover, those candidates who chose *D, Selling fish at low price* (16.10%) were attracted by this response because the culture has been built in the society that traditional fishing gear are sold cheaply. These candidates failed to distinguish the disadvantage of traditional fishing methods from the use of traditional tools traditional tool as well as on how sell fish which are harvested by using traditional tools.

Furthermore, the candidate who chose *B, Getting self-employment* (5.52%) were not aware that this response had no any relationship with the disadvantage of traditional fishing methods. Also, the candidates who selected *C, Getting fresh fish* (4.59%) failed to understand that it is very difficult to get fresh fish using traditional fishing gear which are outlawed tools. It uses improper fishing tools like fisher net which

contain small holes that can catch even small fish which are not aged enough to be harvested. The remained 8,076 (0.87%) of the candidates either did not attempt this question or chose more than one alternative.

Question 33: Identify the effect of overgrazing.

- A Soil erosion
- B Quality animal products.
- C Big profit.
- D Richness.
- E Popularity.

Table 11: Number and percentages of the candidates in each option

Option	A*	B	C	D	E	Others
No. of Candidates	818,753	35,717	30,430	20,758	23,167	4,518
% of Candidates	87.72	3.83	3.26	2.22	2.48	0.48

This question was set from *Economic Activities* topic. The candidates were required to identify the effect of overgrazing. The general performance of the candidates in this question was good since 818,753 (87.72%) of the candidates opted for the correct response A, *Soil erosion*. These candidates had adequate knowledge on the effect of overgrazing. The keeping of large number of animals in a small area can cause soil erosion. A tendency of movements of large numbers of animals in one area weakens the compactness of the soil. When the area is exposed to winds or rainfall, it is easy for the upper layer of the soil in the area to be eroded.

On the other hand, 110,073 (11.79%) of the candidates did not comply with the demand of the question and selected incorrect answers as follows: B, *Quality animal products* (3.83%); C, *Big profit* (3.26%); D, *Richness* (2.22%) and E, *Popularity* (2.48%). These candidates failed to understand that those distractors are common believes of the pastoralist societies that keeping large number of livestock is a symbol of wealth and security as well as popularity.

Question 34: Which of the following is **not** the effect of destruction of the forest?

- | | |
|-------------------------|------------------------|
| A Desertification | B Increase of drought |
| C Loss of minerals | D Decrease of rainfall |
| E Loss of living things | |

The question was set from *Environment* topic and aimed at assessing the candidates' ability to identify the option which is not the effect of destruction of the forest. The general performance of candidates in this question was good since 65.40 percent of the candidates chose the correct answer *C, Loss of minerals*. These candidates had adequate knowledge on the effect brought by the destruction of the forest. Therefore, it was easy for them to select the option which is not the effect of the destruction of the forest.

On the other hand, 34.60 percent of the candidates who attempted this question opted for distractors *A, Desertification* (8.04%); *B, Increase of drought* (6.84%); *D, Decrease of rainfall* (8.23%) and *E, Loss of living things* (10.80%) which were incorrect. The choice of these distractors indicated that the candidates had inadequate knowledge on the effects brought by destruction of forest. These candidates failed to understand that all these distractors are the effects brought by destruction of forest.

Question 35: Which ones are modern means of communication?

- A Trumpet, television and telephones
- B Radio, mobile phones and letters
- C Letters, horns and radio
- D Drums, mobile phones and fax
- E Telephones, trumpet and radio

This question was set from *Communication, Trade and Transport* topic and the candidates were required to identify modern means of communication among the given alternatives. The overall candidates' performance in this question was good since 661,389 (70.86%) of the candidates chose the correct answer *B, radio, mobile phones and letters*. This is an indication that the candidates had sufficient knowledge on means of communication that is why they were able to differentiate the modern means of communication from those which are not. Most of the modern means of communication uses modern

technology whereas most of the traditional means of communication are manual or does not use modern technology. Examples of traditional means of communication are trumpet, fire, horns and drums.

On the other hand, 29.14 percent of the candidates failed to understand the requirements of the question. For example, 117,052 (12.54%) of the candidates selected *A, Trumpet, television and telephones*; 44,424 (4.76%) selected *C, Letters, horns and radio*; 36,655 (3.93%) opted for *D, Drums, mobile phones and fax* and 68,164 candidates (7.30%) chose *E, Telephones, trumpet and radio*. Those candidates were not aware of the fact that all those options included traditional means of communication which are trumpet, horns and drums.

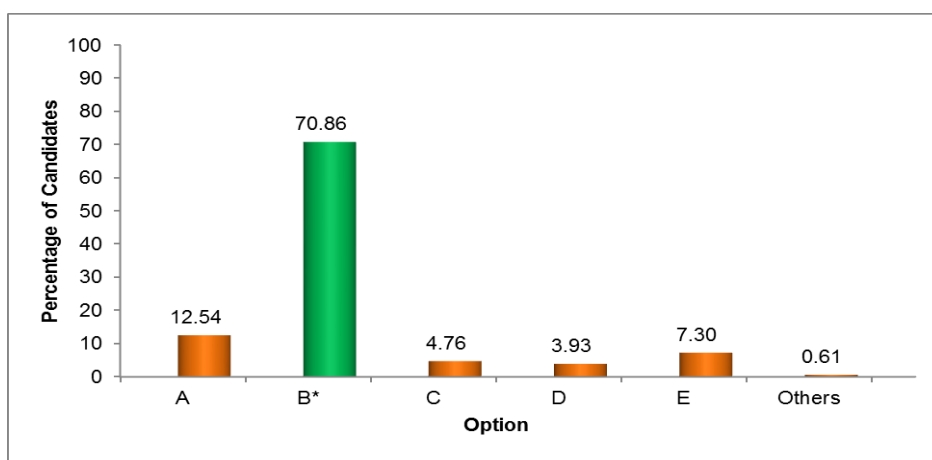


Figure 18: *The performance of candidates in question 35*

Question 36: What are the major means of communication?

- A Oral, writing and gestures.
- B Drum, telephone and writing.
- C Letters, fire and drums.
- D Mobile phone, telephone and drums.
- E Letters, television and radio.

This question was set from *Communication, Trade and Transport* topic and the question intended to assess candidates' ability to identify the major means of communication. The overall performance in this question was average since 428,640 (45.93%) of the candidates selected the correct answer *A, Oral, writing and gestures*. These

candidates knew that people communicate through mouth (oral) by articulating different words, through writings such as letters and finally through signs as used in sign languages, which are normally used by the dumb and deaf people who do not have capacity of hearing and articulating words.

The remaining candidates (53.17%) had insufficient knowledge on this sub-topic pertaining to means of communication. For example, 48,618 (5.21%) candidates selected *B, Drum, telephone and writing*; 33,818 (3.62%) candidates selected *C, Letters, fire and drums*; 105,416 (11.29%) candidates selected option *D, Mobile phone, telephone and drums* and 308,503 (33.05%) candidates selected *E, Letters, television and radio*. The candidates who opted for distractors B, C, D and E failed to understand that all these options comprised of facilities used in communication and not major means of communication.

Question 37: I am the third celestial object from the sun. The sun is my friend. I am 149 million kilometers from the sun. I rotate around the sun for $365\frac{1}{4}$ days. My size is three times that of the first celestial body. Who am I?
A Mars. B Earth. C Uranus.
D Neptune. E Jupiter.

This question was set from *the Solar System* topic and the candidates were required to identify a planet whose characteristics have been outlined in the question. The overall performance of the candidates in this question was good as 697,389 (74.72%) candidates selected the correct answer *B, Earth*. These candidates had sufficient knowledge on the characteristics of the planet “*Earth*” that is the third celestial object from the sun, is 149 million kilometers from the sun, rotates around the sun for $365\frac{1}{4}$ days and whose size is three times that of the first celestial body.

About 24.63% of the candidates failed to identify the requirement of the question. These candidates were attracted to distractors *A, Mars* (4.78%); *C, Uranus* (6.90%); *D, Neptune* (5.36%) and *E, Jupiter* (7.59%). These candidates did not take note of the characteristics of the planet which were mentioned in the question. This shows that these candidates were not aware of different characteristics of different

planets. The remained 7,861 (0.84%) of the candidates either did not answer this question or chose more than one answer.

Question 38: The source of water which is obtained by drilling a deeper hole into the ground is known as

- A River. B Lake. C Dam.
D Well. E Ocean.

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

Option	A	B	C	D*	E	Others
No. of Candidates	32,231	45,364	62,256	753,623	34,422	5,447
% of Candidates	3.45	4.86	6.67	80.74	3.69	0.58

The question was set from the topic of *Water*. The candidates were required to identify the name of the source of water which is obtained by drilling a deeper hole into the ground. The overall performance of the candidates in this question was good since 753,623 (80.74%) of the candidates selected the correct answer *D, Well*. These candidates had sufficient knowledge on the the source of water which is obtained by drilling a deeper hole into the ground.

However, option *A, River* was opted by 32,231 (3.45%) of the candidates. These candidates failed to understand that the river is a source of water which flow from high land to low land above the ground. Furthermore, 45,364 (4.86%) candidates selected *B, Lake*; 62,256 (6.67%) selected *C, Dam* and 34,422 (3.69%) selected *E, Ocean*. The candidates who selected distractors B, C and E did not understand that those sources of water are found on the ground level and cannot be obtained by drilling a deeper hole into the ground.

Question 39: How do industries contribute to the pollution of water sources?

- A Through constructing big dams.
B Through directing sewage systems into rivers.
C Through recycling waste products.
D Through constructing sewage system.
E Through using hydroelectric power.

The question was set from the *Water* topic and the candidates were required to point out how industries contribute to the pollution of water sources. The general performance in this question was good since 576,291 candidates (61.74%) selected the correct answer *B, through directing sewage systems into rivers*. Those candidates had sufficient knowledge on the major way through which industries pollute water sources. They selected option B as the correct answer based on the fact that directing sewage systems into rivers is one of the major ways through which industries pollute water sources. That is, the sewages that come from industries contain chemicals and other wastes which if directed to the water sources they pollute the water.

Moreover, the candidate who chose distractor A, *through constructing big dams* (4.64%) and D, *through constructing sewage system* (8.08%) failed to understand that those are safe ways of conserving sewages which does not cause pollution of water sources. Moreover, 100,589 candidates (10.78%) who opted for distractor E, *through using hydroelectric power* failed to understand that is when the water is used for generating hydroelectric power does not cause pollution of the water sources.

Of the remaining options, C, *through recycling waste products* attracted 131,670 (14.11%) candidates who did not understand that recycling waste products prevent water sources from being polluted. The candidates' general performance is shown in Figure 19.

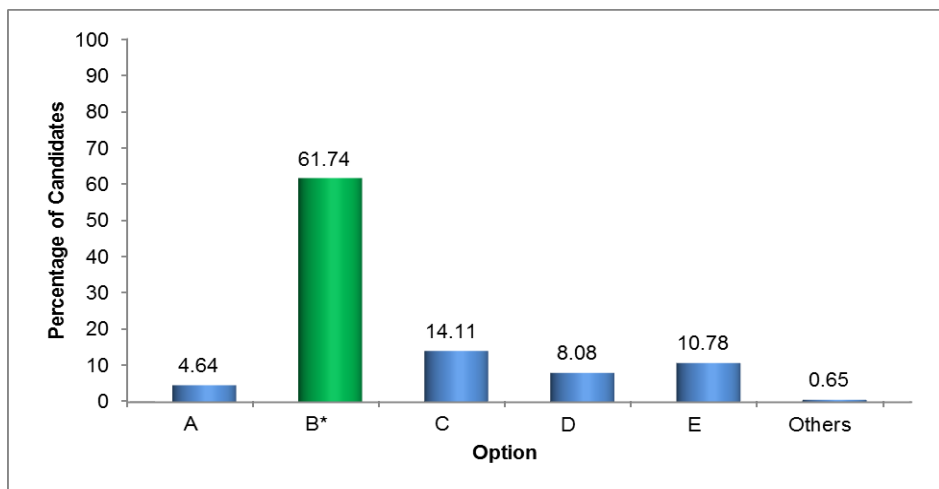


Figure 19: The performance of candidates in question 39

Question 40: What is the name of the second biggest planet in the solar system?

- A Mercury. B Mars. C Saturn.
D Earth. E Jupiter.

The question was set from the *topic of Solar System* and the candidates were required to identify the name of the second biggest planet in the solar system. The overall performance in this question was weak since only 264,919 (28.38%) of the candidates chose the correct answer *C, Saturn*. The candidates had sufficient knowledge on the different characteristics of the planets, especially on the size of the planets, which enabled them to select Saturn as the second largest planet in the solar system.

The other remaining options *A, Mercury* attracted 214,739 (23.01%) candidates who failed to understand that it is the smallest planet in the solar system. Option *B, Mars* attracted 110,090 (11.80%) of the candidates who did not know that it is the seventh largest planet in the Solar System. Other candidates 146,669 (15.71%) who selected *D, Earth* were not aware that this is the fifth largest planet in the solar system. Finally, 189,497 (20.30%) candidates who selected *E, Jupiter* failed to understand that it is the first largest planet in the Solar System. The distribution of candidates' responses and performance is shown in Figure 20.

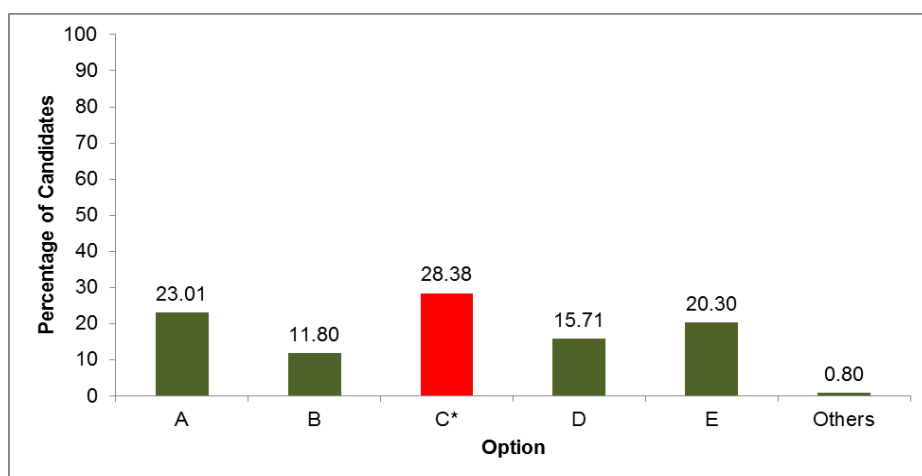


Figure 20: The performance of candidates in question 40

2.2 Section B

Question 41: Why the constitution of the country is also known as the mother law of the country?

The question was set from *the Constitution of the United Republic of Tanzania* topic and aimed at testing the candidates understanding of the concept of the constitution of the country. The performance of the candidates was weak since only 121,774 (13.05%) of the candidates were able to score from 1.5 to 2 marks. Other candidates 103,893 (11.13%) scored 1 mark and 707,682 (75.82%) scored from 0 to 0.5 mark as shown in Figure 21.

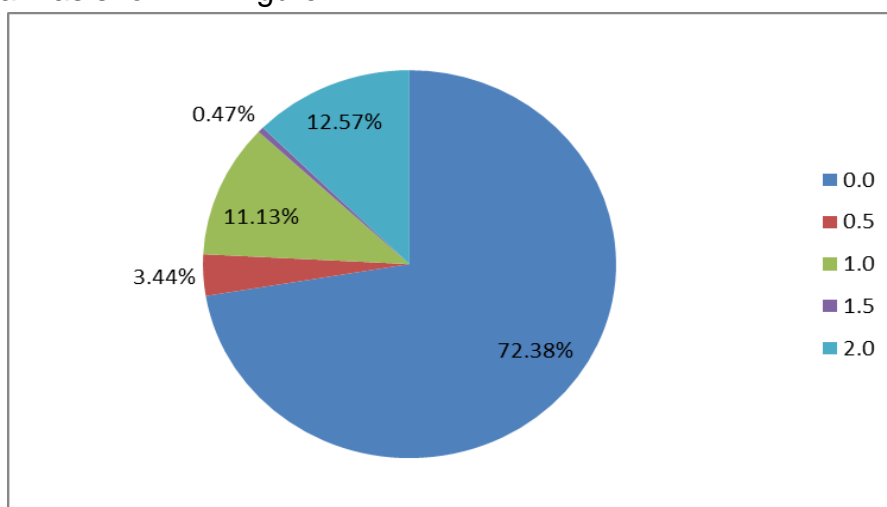


Figure 22: *The performance of candidates in question 41*

The candidates who scored from 0 to 0.5 marks (75.82%) provided various arguments contrary to the demands of the question as one candidate argued that the constitution of the country is the mother law because no one is above the law. Another candidate claimed that, the constitution of the country is the mother law because it is concerned about women's rights. Similarly, another candidate argued that the constitution is signed by the President; another argument put forward is that the constitution was formed by two political parties ASP and TANU; the constitution is used in the court of law etc. Generally, these candidates lacked adequate knowledge on the concept of the constitution of the country. Extract: 1 shows an incorrect response from one of the candidates.

41. Why the constitution of the country is also known as the mother law of the country?

Because no one is above the Law.

Extract 1: *shows poor response from the candidate who failed to address the demands of the question*

On the other hand, few candidates (13.05%) who scored from 1.5 to 2 marks had adequate knowledge on the concept of the constitution of the country and they managed to explain why the constitution is also known as the mother law of the country. The constitution is the guiding principle of laws enacted and used in the country. Any legislation of law which contravenes the constitution is null and void. On that ground, the constitution is the mother law of the country. Some of the candidates' correct responses include among others the responses from one candidate who argued that the constitution is the mother law because the constitution of the country is the source of other laws. Another candidate argued that the constitution is used as a guideline in legislation of all other laws in the country. Similarly, 103, 893 (11.13%) of the candidates scored 1 mark because they provided inadequate explanations to deserve the 2 marks allotted for this question. Extract 2: Presents a sample of correct response from one of the candidates who were able to explain why the constitution is also known as the mother law of the country.

41. Why the constitution of the country is also known as the mother law of the country?

Because is the source of others laws.

Extract 2: *Shows a sample of the good response in this question.*

Question 42: Explain two (2) advantages that were obtained due to the abolition of slave trade in Tanganyika.

The question required the candidates to explain the advantages that were obtained due to the abolition of slave trade in Tanganyika. The

performance of the candidates in this question was weak since only 199,225 (21.35%) of the candidates managed to explain the advantages that were obtained due to the abolition of slave trade in Tanganyika. These candidates had adequate knowledge on the effects brought by the abolition of slave trade in Tanganyika. Moreover, a total of 282,958 (30.31%) candidates scored marks ranging from 0.5 to 1.5. Majority of the candidates (451,166 which is equal to 48.34%) scored zero because they had no knowledge on the subject matter. Some of the candidates, in this category, named societies/nations which participated in slave trade or the ways through which slaves were obtained. Some of irrelevant responses provided by the candidates are as shown in Extract 3.

<p>42. Explain two (2) advantages that were obtained due to the abolition of slave trade in Tanganyika.</p> <p>(a) <u>LACK OF UNITY</u></p> <p>_____</p> <p>_____</p> <p>(b) <u>SIGN BOGUS TREATS</u></p> <p>_____</p> <p>_____</p>

In Extract 3 the candidate went astray by outlining the reasons for the defeat of the African societies by the European powers

Question 43: What are the causes of civil wars in African countries?
Explain two (2) causes.

This question required the candidates to explain the causes of civil wars in African countries. The performance of the candidates in this question was weak since majority of the candidates (493,897 equal to 52.92%) scored zero. The candidates in this category lacked knowledge on the tested topic as shown in Extract 4.

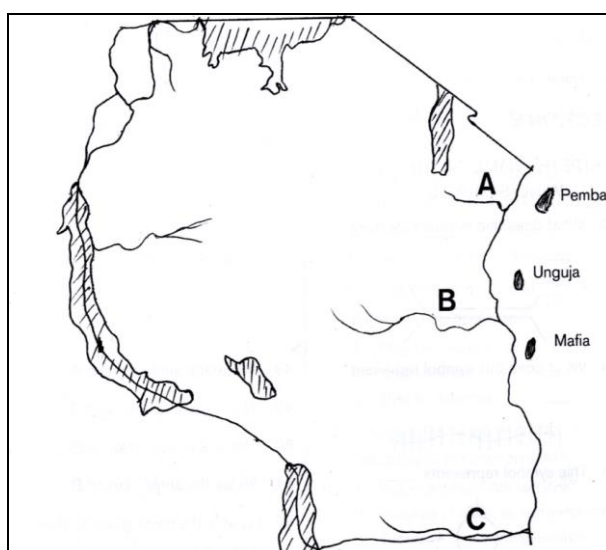
<p>43. What are the causes of civil wars in the African countries? Explain two (2) causes.</p> <p>(a) <u>because of minerals and crops</u></p> <p>_____</p> <p>_____</p> <p>(b) <u>because of the slavery</u></p> <p>_____</p> <p>_____</p>

Extract 4 shows a poor response from the candidate who failed to explain the causes of civil wars in Africa.

Moreover, 327,028 (35.03%) candidates scored from 0.5 to 1.5 marks and only 112,424 (12.05%) of the candidates scored 2 marks. The candidates who scored full marks (2 marks) explained how the effects of colonialism, tribalism, corruption, power struggle facilitate civil wars in Africa.

Carefully study the following map and then answer question 44.

THE MAP OF TANZANIA



Question 44: The river marked by letter **C** borders which countries?

- (a) _____
- (b) _____

The question was set from the topic of *Map Reading*. The question required the candidates to read the given map of Tanzania then use it to list two countries which boarders the river marked by letter C. The candidates' performance in this question was average because 429,068 candidates, which is equivalent to 45.97 per cent wrote the

correct answer *Tanzania and Mozambique* and hence scored all 02 marks.

Moreover, 247,688 candidates, which is equivalent to 26.54 per cent, scored an average of 1 mark by writing one correct answer out of the two answers demanded by the question. Furthermore, 252,414 candidates, which is equal to 27.04 percent, scored 0 mark because they wrote incorrect responses. Figure number 22 illustrates the candidates' performance in question 44.

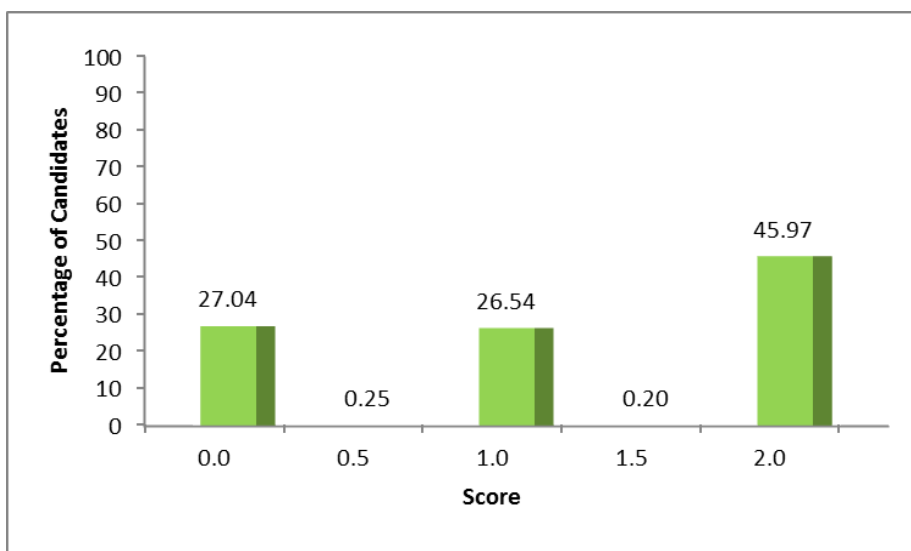
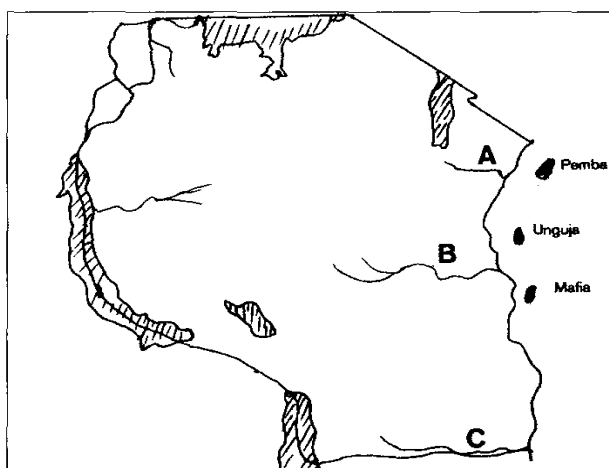


Figure No: 22 *The performance of candidates in question 44*

The analysis from candidates' responses demonstrated that those candidates who wrote the correct answers had enough knowledge and skills on simple map skills. Their competences enabled them to realize that the river marked by letter C borders *Mozambique and Tanzania*. Possibly, the candidates managed to mention the country which borders Tanzania on the southern zone by virtue of being Tanzanians. Extract 4 shows a sample of correct answer of one of the candidate who scored 2 marks.

Carefully study the following map and then answer question 44.

THE MAP OF TANZANIA



44. The river marked by letter C borders which countries?

(a) Tanzania

(b) Mozambique

Extract 5: shows a sample of correct answer

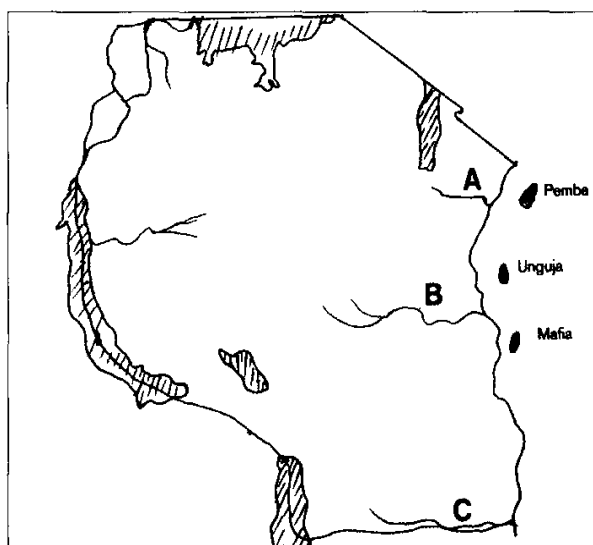
On the other hand, the candidates who had average scores of 1 mark wrote mixed responses by writing correct response in one part while missing the second part. Sample of responses wrote by these candidates include; *Tanzania and Zanzibar; Tanganyika and Mozambique; Mozambique and Malawi, Malawi and Tanzania*. All these responses demonstrated that the candidates lacked knowlegde on the map of Tanzania and hence guessed answers.

Further analysis revealed that the candidates who scored 0 mark lacked knowlegde and skills on Simple Map Skills because they wrote incorrect answers such as *England and German; Egypt and Malawi; Uganda and Kenya*.

In addition, other candidates, in this category, misconceived the requirements of the question. They identified the river marked by letter C as *Ruvuma and Rufiji* instead of identifying the two countries boarded by river marked by letter C. Extract 5 is a sample of incorrect responses given by one of the candidates.

Carefully study the following map and then answer question 44.

THE MAP OF TANZANIA



44. The river marked by letter C borders which countries?

(a) Ruwana

(b) Njombe

Extract 6: shows a sample of incorrect responses

Question 45: Explain four advantages of the rivers.

The question was set from the topic of *Simple Map Skills*. The question intended to test the candidates' knowledge on the advantages of rivers. The candidates' performance in this question was average because 422,624 candidates, which is equivalent to 45.28 percent, scored full marks since they explained four advantages of the rivers correctly. On the other hand, 143,960 candidates, equal to 15.42 percent, scored 1 mark. Furthermore, 89,611 candidates, equivalent to 9.60 percent, scored 0 mark as they failed to understand the requirement of the question. The performance of the candidates on the question 45 has been illustrated in Figure 23.

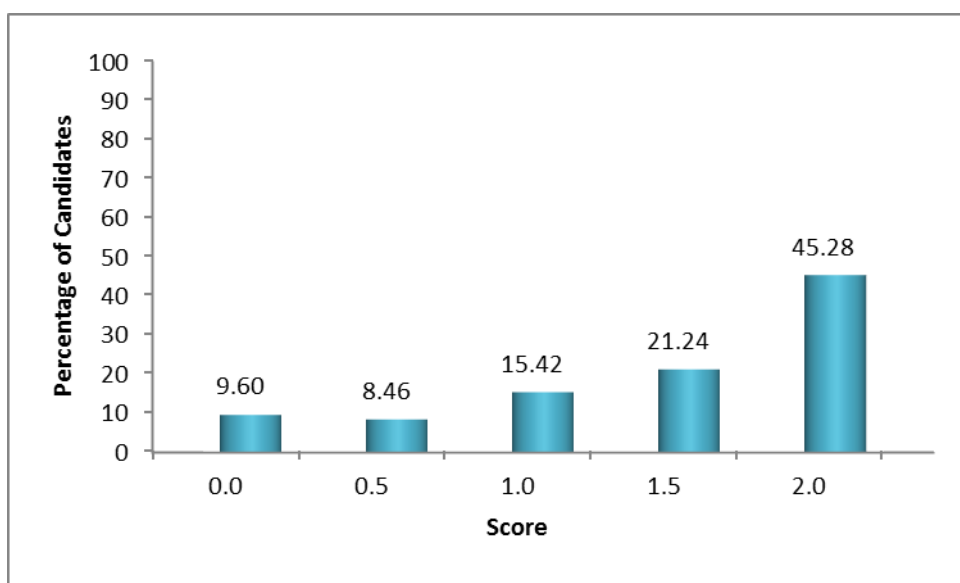


Figure No.23 the performance of candidates in question 45

The analysis from candidates' responses revealed that the candidates who scored 2 marks explained correctly four advantages of rivers. Some of the correct responses wrote by the candidates include; *it is usefull in irrigation, a source of water for industrial use, it helps in the formation of rain, it is a source of water for domestic use, source of food such as fishes, it is a means of transport, it is a home for living things like fish and a means for tourism attraction*. These responses demonstrated candidates' competences and knowlegde on the importance of rivers. Extract 6 shows a sample of correct answer.

45. Explain four advantages of the rivers.

(a) They are used for irigation

(b) They are used for tranportation eg logs

(c) They are used for as the habitat of living organism

(d) It is the source of foreign currency

Extract 7 shows a sample of correct answer

However, further analysis revealed that those candidates who had average scores of 1 mark were able to explain correctly two advantages out of four. For example, one candidate wrote; *irrigation*

activities, the sources of electricity, environmental conservation and conservation of water bodies. The first two are correct responses while the last two are incorrect.

On the other hand, the candidates who scored zero failed to understand the requirements of the question; and hence they failed to explain four advantages of the rivers. The candidates, in this category, wrote responses that were completely contrary to the requirements of the question. For example, one candidate wrote; *Mikumi, national park, Lion and Hipopotamus*. Others wrote water bodies like *dams, rivers, lakes and oceans*. All these responses justify that the candidates failed to understand the requirements of the question and that they just simply filled blank spaces. Extract 8 illustrates one of these responses.

45. Explain four advantages of the rivers.
(a) They are very shallow

(b) The waves of the river can push any one
to the dangerous places

(c) They have dangerous animals examples crocodiles

(d) The rivers can cause death

Extract 8: Is a sample of candidate who explained disadvantages instead of advantages of rivers

3.0 CANDIDATES' PERFORMANCE ANALYSIS IN EACH TOPIC

The analysis of all the 30 topics in the Social Studies examination reveals a varied performance of the candidates. The performance of the candidates was good in 9 topics, average in 11 topics and weak in 10 topics. The candidates were considered to have good performance if their performance ranged from 60 -100 percent which is indicated by green colour in the table. Similarly, the performance was classified as average if the candidates' performance ranged from 40 - 59 percent. This is indicated by yellow colour in the table. On the other hand, the candidates' performance was categorized as

weak if their ranged from 0-39 percent. This is presented in the table with the red colour.

Comparative analysis shows that the performance of candidates in some topics has improved in 2019 compared to 2018. The performance of the candidates in the topic of *Our Culture* improved from weak to good by 51.07%. There is a mean increase in the percentage of performance in the topics of *Principles of Democracy* (37.08%) and *Economic activities* (30.35%). Moreover, in some topics the performance of candidates has improved from weak to average. Such topics include: *Environment* (15.71%), *Solar System* (11.34%) and *Map Reading* (31.02%). Additionally, the candidates' performance in the topic of *Defence and Security in Schools/Nation* (14.39%), *Colonial Invasion in Africa from the 1880s* (23.33%) and *Communication, Trade and Transport* (7%) declined from good to average. The topics of *Tanzania in World Culture* (31.42%), *The Origin of and Evolution of Mankind* (10.61%), *International Cooperation* (2.29%) and *Agents of Colonialism* (25.32%) declined from average to weak.

Generally, the performance of the candidates in the year 2019 shows improvement when compared to 2018 performance. However, there is equal number of topics whose performance has improved and those whose performance has decline, that is, eight topics in each category. Further information on candidates' performance is given in Tables and appendix.

Table 13: Topics Which Shows Increase in Performance

Na.	Topic	Mean performance in 2018 (%)	Mean performance in 2019 (%)	Mean increase (%)
1.	Our culture	28.42	79.49	51.07
2.	Principles of Democracy	47.12	84.20	37.08
3.	Cooperation between Tanzania and other Nations	23.95	48.58	24.63
4.	Our Family	80.46	80.95	0.46
5.	Environment	39.39	55.1	15.71
6.	Solar System	32.67	44.01	11.34

Na.	Topic	Mean performance in 2018 (%)	Mean performance in 2019 (%)	Mean increase (%)
7.	Map Reading	14.61	45.63	31.02
8.	Economic activities	45.85	76.2	30.35

Table 14: Topics Which Shows Decrease in Performance

S/N	Topic	Mean performance in 2018 (%)	Mean performance in 2019 (%)	Mean Decrease (%)
1.	Defence and Security in Schools/Nation	66.34	51.95	14.39
2.	Our Economy	82.30	60.47	21.83
3.	Tanzania in World Culture	49.46	18.04	31.42
4.	Colonial Invasion in Africa from the 1880s	60.93	37.6	23.33
5.	The Origin of and Evolution of Mankind	59.61	14.5	10.61
6.	International Cooperation	56.61	14.5	2.29
7.	Agents of Colonialism	48.78	30.15	25.32
8.	Communication, Trade and Transport	65.39	58.39	7

4.0 CONCLUSION

The candidates' performance in the Social Studies Examination shows an increase of 3.03 percent (that is, from last year's 73.62 percent to this year's 76.63 percent). The performance of the candidates in 30 topics shows that the performance of candidates has increased from poor to good in one topic, namely *Our Culture*.

The performance of candidates has improved from average to good. Such topics include: *Principles of Democracy* and *Economic activities*. Moreover, in some topics the performance of candidates has improved from weak to average. Such topics include: *Environment*, *Solar System* and *Map Reading*.

Additionally, the candidates' performance in the topic of *Defence and Security in Schools/Nation*, *Colonial Invasion in Africa from the 1880s* and *Communication, Trade and Transport* declined from good to average. The topics of *Tanzania in World Culture*, *The Origin of and Evolution of Mankind*, *International Cooperation* and *Agents of Colonialism* declined from average to weak. Lastly, *Local Government* topic registered poor performance for two consecutive years.

5.0 RECOMMENDATIONS

In order to improve the candidates' performance in the future Social Studies subject Examinations. It is recommended that:

- (a) Teaching and learning of the following topics which were identified to have weak performance: *leadership of the local government*, *the constitution of the United Republic of Tanzania*, *Tanzania in World Culture*, *interactions between Tanzanian societies and Asian and European societies*, *slave trade*, *establishment of colonial rule in Africa*, *agents of colonialism*, *colonial invasion in Africa from 1880s*, *social political and economic changes in African independence* and *international cooperation* should be improved thereby taking into account various teaching techniques such as:
 - (i) The application of group discussions and presentations which activate the pupils' permanent memory.
 - (ii) Depending on the type of the topic, teachers should employ project assignment to reinforce the knowledge learned by pupils.

- (iii) Teachers should employ the role play technique which involves the sensory organs, henceforth instilling the knowledge to pupils on the respective topic.
 - (iv) Pupils should present their responses on a given topic through debate in order to reinforce the knowledge on the respective topics.
 - (v) Teachers should employ invited guest / specialists on various topics.
 - (vi) Depending on the type of the topic, there should be various drawings/ charts to elaborate various concepts.
 - (vii) Pupils should conduct interviews for the purpose of researching information on various topics.
- (b) Students should be advised and emphasized to read widely and extensively texts and supplementary books in order to boost their knowledge and skills that will help them in answering examination questions correctly.
 - (c) Teachers and students should read the report on the analysis of the candidates' responses for 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 and solve them accordingly.
 - (d) 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 with a view to identifying the challenges that have inhibited the learning and teaching, and consequently re-dressing them in order to improve the standard of performance.

Comparison of Performance between 2018 and 2019

SN	Topic	2018 Examination				2019 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	2	20.23	36.08	Weak	2	11.48	11.48	Weak
		3	51.92						
3.	Central government	-	-	-	-	12	58.31	58.31	Average
4.	Democracy	-	-	-	-	5	51.95	51.95	Average
5.	National symbols	4	72.19	72.19	Good	1	74.75	74.75	Good
6.	Defence and security in school/Nation	11	66.34	66.34	Good	6	38.32	51.95	Average
						11	68.58		
7.	Our Economy	5	82.30	82.30	Good	10	60.47	60.47	Good
8.	Our Culture	7	28.42	28.42	Weak	9	79.49	79.49	Good
9.	Cooperation between Tanzania other Nations	9	23.95	23.95	Weak	7	48.58	48.58	Average
10.	The constitution of the United Republic of Tanzania	-	-	-	-	4	14.18	34.77	Weak
						41	69.53		
11.	Principles of	6	61.84	47.12	Average	3	84.20	84.20	Good

	Democracy	8	25.53						
		10	81.72						
		41	19.37						
12.	Tanzania in World Culture	12	49.46	49.46	Average	8	18.04	18.04	Weak
13.	Our Family	13	87.90			14	80.71		
		22	80.57	80.46	Good	15	81.22	80.95	Good
		23	72.91						
14.	Our School	-	-	-	-	16	61.58	61.58	Good
15.	Our Village	-	-	-	-	18	40.84	40.84	Average
16.	Origin and Evolution of Man	19	59.61	59.61	Average	23	48.99	48.99	Average
17.	Stages of Development in Different ages	20	53.90	53.90	Average	-	-	-	-
18.	Development of Economic and Administrative Systems in the Tanzanian Societies up to the 19 th century.	21	19.59	19.59	Weak	-	-	-	-
19.	Interactions between Tanzanian Societies and Asian and European Societies	-	-	-	-	22	32.76	32.76	Weak
20.	Slave Trade	-	-	-	-	42	21.35	21.35	Weak
21.	Resistance Against Colonial Invasion in Tanganyika and Zanzibar	24	44.35	44.35	Average	-	-	-	-

22.	Establishment of Colonial rule in Tanganyika and Zanzibar	14	56.70	45.60	Average				
		18	41.80						
		42	38.36						
23.	Establishment of Colonial rule in Africa	-	-	-	-	17.10	40.0	17.17	Weak
						20	17.12		
						21	29.32		
24.	Agents of Colonialism	17	48.78	48.78	Average	13	26.93	30.15	Weak
						24	33.37		
25.	Colonial Invasion in Africa From the 1880s	15	65.37	60.93	Good	19	37.56	37.56	Weak
		16	63.08						
		43	53.94						
26.	Social, political and Economic changes in African Independence	-	-	-	-	25-	23.55	18.5	Weak
						43	12.05		
27.	International Cooperation	25	52.00	56.61	Average	26	14.54	Weak	Weak
28.	Communication, Trade and Transport	38	64.52	65.39	Good	35	70.86	58.39	Average
		39	72.23			36	45.93		
		38	64.52						
29.	Environment	31	74.34	39.39	weak	27	44.80	55.10	Average
		33	23.26			34	65.40		
		34	20.58						
30.	Economic activities	37	45.85	45.85	Average	32	64.68	76.20	Good
						33	87.72		
31.	Map Reading	32	23.22	14.61	weak	44	45.97	45.63	Average
		45	6.01			45	45.28		
32.	Water	29	60.84	60.84	Good	38	80.74	71.24	Good
						39	61.74		
33.	Solar System	44	32.67	32.67	weak	31	28.92	44.01	Average
						37	74.72		
						40	28.38		
34.	Weather	35	74.19	74.19	Good	30	68.49	68.49	Good
35.	Photograph and Map					28	86.03	86.02	Good
						29	86.00		

	Interpretation								
36.	Interdependence in the environment	30	71.30	71.30	Good	-	-	-	-
37.	Disasters	27	53.81	60.55	Good	-	-	-	-
		28	67.29						
38.	Population and settlements	36	59.67	59.67	Average	-	-	-	-

