



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



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
FOR THE PRIMARY SCHOOL LEAVING EXAMINATION
(PSLE) 2020**

SOCIAL STUDIES



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Published by
National Examinations Council of
P.O. Box 2624
Dar es Salaam, Tanzania.

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PREFACE

The National Examinations Council has prepared a Report on the Analysis of Candidates' Responses in the Primary School Leaving Examination in the Social Studies subject for the year 2020. This report has been prepared to give a feedback to candidates, teachers, policy makers, curriculum developers and other stakeholders. The analysis of candidates' responses in this examination has shown knowledge and skills that have been acquired by the candidates in the seven years of Primary Education.

In this report, an analysis of each question has been conducted whereas various challenges the candidates faced in answering the questions have been revealed. Nevertheless, a comparison of performance of candidates in 2019 and 2020 on each topic has been done to reveal an increase or decrease in performance on a given topic. A chart showing a comparison of performance has been shown at the end of this report.

Furthermore, the analysis indicates that the candidates who performed highly had an adequate knowledge that enabled them to identify the demands of the questions while the candidates with inadequate knowledge could neither identify the demands of the questions. Basically, the majority of the candidates who scored poorly provided incorrect responses while others either skipped some questions or chose more than one answer, contrary to the examination instructions.

The National Examinations Council of Tanzania hopes that the feedback provided will enable various stakeholders in education to take the necessary measures to improve teaching and learning. It is the expectations of the Council that respective authorities will make sure that the identified challenges in this report will be addressed to improve knowledge and skills of prospective candidates of the primary school leaving examination in future.

Finally, the Council would like to express its sincere gratitude to the Examinations Officers and all others who contributed to the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 2020 Primary School Leaving Examination (PSLE) was held on the 7th and 8th October, 2020. In the examination, the Social Studies Subject was done on 8th October, 2020. The total number of candidates who registered for the Social Studies Subject examination was 1,023,950; among them 1,008,268 (98.5%) sat for the examination. The analysis of candidates' responses to the questions in Social Studies subject indicates that 824,077 candidates, equal to 81.73%, passed the examination.

The Social Studies subject in the Primary School Leaving Examination (PSLE) consisted of 40 multiple choice questions and 5 short answer questions that were divided into two sections, namely A and B. Section A consisted of 40 multiple choice questions, which were divided into three parts. Part I, Civics, had 12 questions; part II, History, had 14 questions; and Part III; Geography, 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, one of which was the correct answer. The candidates were instructed to choose the correct answer and shade the respective letter on the answer sheet (Optical Mark Reader- OMR) provided. In answering questions 41 – 45, candidates were instructed to write their answers in the space provided using a blue or black ink pen.

In this report, the letter of the correct answer is marked by a star (*) in the tables and charts. Moreover, the percentage of the candidates who did not follow the instructions on how to answer the question was included in the analysis and named "Others" as it is seen in the tables and charts. This analysis will show the number and percentage of candidates in each option is shown. The criteria for grading the candidates' performance on each question depends on the number of candidates who chose or wrote the correct answers as follows: When only 0 to 39 percent of the candidates managed to choose or write the correct answer, the performance on that question or topic is classified as weak. If the percentage of the candidates who managed to choose or write the correct answer ranges between 40 and 59 their performance is classified as average. Furthermore, if the percentage of the candidates who managed to choose or write the correct answer ranges from 60 and above their performance is classified as good.

2.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION

2.1 Section A

2.1.1 Part I: Civics

Question 1: Who is responsible for electing the chairperson of the village?

- A All citizens in the village
- B Members of the village committee
- C The village executive council
- D The Full Council
- E Heads of government department in the village

The question was set from the *Leadership at street /village level* topic and aimed at testing the candidates' understanding of the modalities of electing the village chairperson.

On the other hand, the performance of the candidates on this question was good as 859,267 (84.82%) candidates chose the correct answer A, *All citizens in the village*. These candidates correctly identified the eligible electorate for the election of the village chairperson because they were conversant with the electoral issues at the village level. Moreover, Tanzania conducts the elections of Councilors, Members of Parliament and the President as per the constitution of the country and other guidelines issued from time to time by National Electoral Commission. Figure 1 indicates the performance of candidates on question 1.

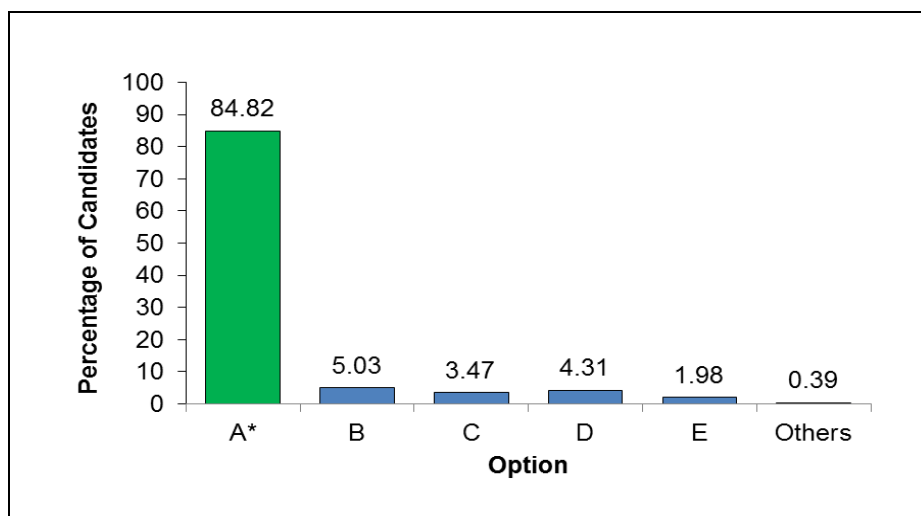


Figure 1: Good performance of candidates on Question 1

On the other hand, a total of 50,957 (5.03%) candidates opted for distractor B, *Members of the village committee*. The candidates who chose this distractor were not aware that the members of the village committees have no mandate to elect the village chairperson. Those candidates were supposed to bear in mind that the role of the village committee is to advise the village council on issues pertaining to the functions of the finance committee, social service committee, and defence and security committee.

Similarly, 43,616 (4.31%) candidates opted for distractor D, *The Full Council*. These had limited knowledge of the structure of the village government. The Full Council is not part of the village government; instead, it is a higher body of the local government leadership formed by Councilors from all wards in the district, city or municipal council, and its major function is to pass-by laws in their respective District, City or Municipal Council.

Moreover, 35,133 (3.47%) candidates opted for distractor C, *The village executive council*. Their choice might be attributed to the fact that the village executive council is a chief organ in the execution of day to day activities in the village. Hence, they probably thought that the village executive council could also have the mandate to elect the village chairperson. Lastly, option E, *Heads of government department in the village*, attracted 20,097 (1.98%) candidates who had limited knowledge of the democratic procedures for electing the village chairperson. The heads of government departments in the village are employees of the director of the district council or the central government. Thus they are not responsible for electing the chairperson of the village.

Question 2: Which of the following is the responsibility of the Full Council in the Municipal Council?

- A To collect tax in the respective Municipal
- B To enact by-laws in their respective area
- C To hire the executive director of the Municipal
- D To supervise activities concerning street election
- E To employ heads of department in the Municipal

This question was set from *The Local Government* topic and it tested the candidates' ability in identifying the responsibilities of the Full Council.

On the other hand, the performance was good as 630,718 (62.26 %) candidates chose the correct response B, *To enact by-laws in their*

respective area. These candidates were familiar with the responsibilities of the councillors, including those which involve enacting by-laws in their respective area to facilitate the implementation of the laws passed by the parliament. The rationale for enacting by-laws is to speed up development in the respective area. Figure 2 indicates the performance of the candidates on Question 2.

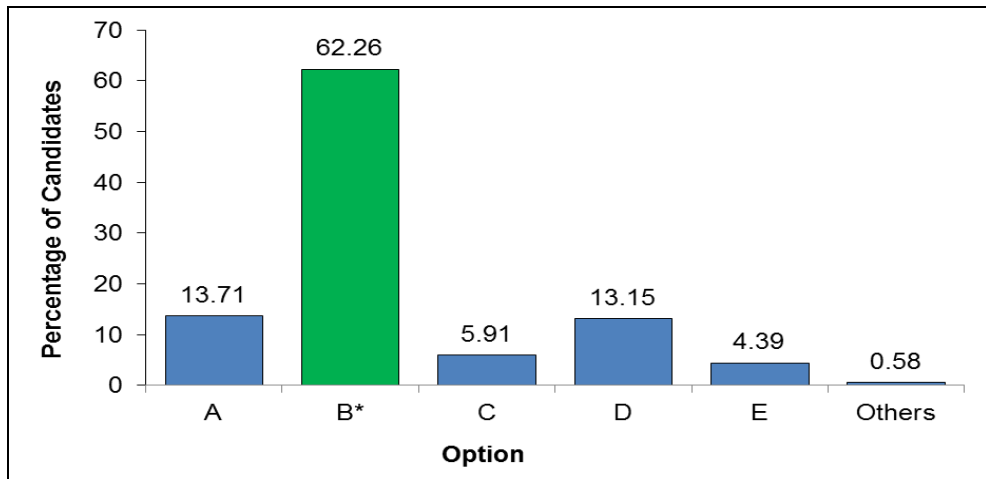


Figure 2: *Good performance of candidates on Question 2*

In contrast, 138,896 (13.71%) candidates chose distractor A, *To collect tax in the respective Municipal*. These candidates were not aware of the responsibilities of the Full Council. The Full Council is not an executive organ in charge of the day today running of the activities of the Municipal council; rather, it is people's organ of representation and link between the people and the municipal. Other 133,241 (13.15%) candidates chose distractor D, *To supervise activities concerning street election*. These did not realise that the supervision of various elections is the duty of the Executive Director of the district or municipal council on behalf of the National Electoral Commission. Similarly, 59,881 (5.91%) candidates selected C, *To hire the executive director of the Municipal* probably because the executive director is the secretary to Full Council meetings by virtue of his/her position. Therefore, the candidates assumed that the executive director could also be employed by the Full Council. Lastly option E, *To employ heads of department in the Municipal* was the least chosen one by only 4,431 (4.39%) candidates. These were not conversant with the employment procedures in the local government system.

Question 3: Which of the following is the benefit of the multiparty political system in Tanzania?

- A Increase of employment in the government
- B Absence of political differences in the country
- C All political parties to receive subsidy
- D Increase of accountability in the government
- E Increase of investors from outside

Table 1: Number and percentage of candidates in each option

Option	A	B	C	D*	E	Others
No. of Candidates	181,310	177,886	117,531	444,799	82,936	8602
% of Candidates	17.90	17.56	11.60	43.91	8.19	0.85

The question was set from the *Democracy* topic and tested the candidates' understanding of the benefits of the multiparty political system in Tanzania. As indicated in Table 1, the performance was average. 444,799 (43.91%) candidates chose the correct response D, *Increase of accountability in the government*. These candidates demonstrated a good mastery of the benefits of the multiparty political system. The opposition parties are the watchdog of the performance and accountability of the ruling party and its government. This in turn increases the accountability of government leaders. Other benefits include the protection of human rights, the existence of transparency in government actions, decrease in corruption and the strengthening of the rule of law.

In contrast, 181,310 (17.90%) candidates opted chose distractor A, *Increase of employment in the government*. The candidates were not aware of the fact that increase in employment opportunities in the government is precipitated by the expansion of the economic activities in the country. Besides it has no direct relationship with the existence of the multiparty system. Other candidates chose distractor B, *Absence of political differences in the country*. These candidates were wrong because the political competition under the multiparty system does not lead to the waning of political differences among the political parties, as each party pursue an ideology it believe to be more suitable. Similarly, 117,531 (11.60%) candidates chose distractor C, *All political parties to receive subsidy*. They lacked knowledge of the procedures for giving subsidy to political parties. The law on political parties stipulates that only political parties with representatives in the Parliament and the Full

Council have the privilege to receive subsidy. Lastly, few candidates 82,936 (8.19 %) chose distractor E, *Increase of investors from outside*. These did not understand that the type of the political system embraced in the country is not the only factor that encourages investment in the country but also presence of laws that protect foreign capital, the existence of friendly infrastructure for doing business, investment, and then rule of law.

Question 4: In which year the United Nations (UN) adopted the Universal Declaration of Human Rights?

A 1964 B 1945 C 1948 D 1961 E 1984

The question was set from the *Principles of Democracy* topic and tested the candidates' understanding of the year the United Nations' Universal Declaration of Human Rights was adopted.

On the other hand, the performance on this question was weak as only 255,047 (25.18%) candidates chose the correct response C, 1948. These candidates demonstrated an adequate knowledge of the important dates for the ratification of various international instruments which protect human rights. Figure 3 indicates the performance of candidates on Question 3.

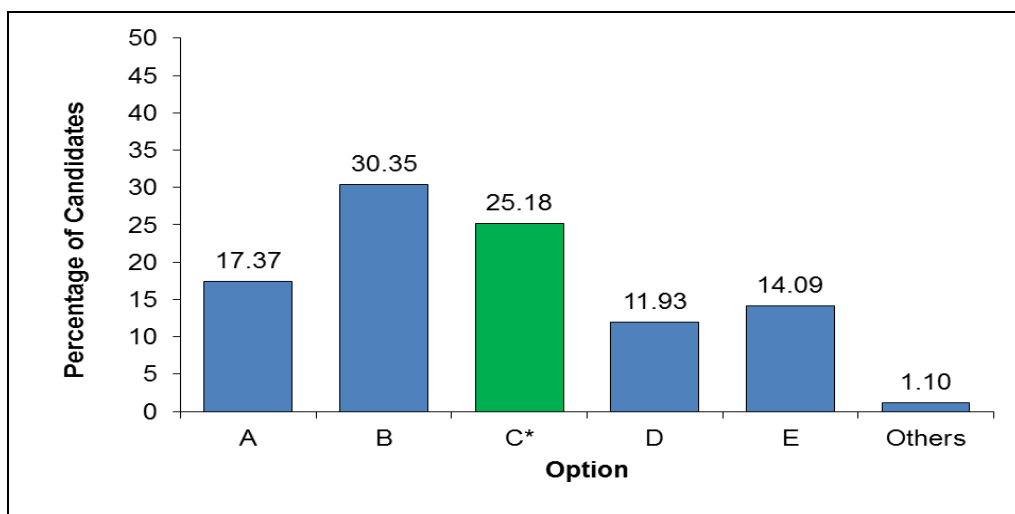


Figure 3: Weak performance of candidates on Question 4

On the other hand, a total of 307,447 9 (30.35%) candidates opted for distractor B, 1945, probably because that was the year the United Nations came into being. Accordingly, they assumed the Universal

Declaration was also adopted in the same year. Moreover, a total of 175,961 (17.37 %) candidates opted for distractor A, 1964. Alternative D, 1961 was opted for by 120,817 (11.93%) candidates, while 142,696 (14.09 %) candidates opted for distractor E, 1984. The candidates who selected A, D and E were probably influenced by the historical events that transpired in those years in our country. For example, Option A, 1964, is historically important because two sovereign states of Tanganyika and Zanzibar united to form Tanzania. This event, to some candidates, might have been associated with the adoption of the Universal Declaration of Human Rights. Option D, 1961 was opted for because many Tanzanians remember that Tanganyika achieved her independence in that year. Option E, 1984 is historically important to Tanzania because a Bill of Rights was included in the Constitution of the United Republic for the first time.

Question 5: Why is the 7th of April every year remembered in Tanzania?

- A It is the day the first President of Zanzibar Abeid Karume died.
- B It is the day the first President of Tanganyika Julius Nyerere died.
- C It is the union day between Tanganyika and Zanzibar.
- D It is the birth day of TANU.
- E It is the independence day of Zanzibar.

Table 2: Number and percentage of candidates in each option

Option	A*	B	C	D	E	Others
No. of Candidates	446,505	197,870	172,638	132,070	53,272	10,709
% of Candidates	44.07	19.53	17.04	13.04	5.26	1.06

The question was set from the *Tanzania National Symbols* topic, and it tested the candidates' knowledge of the National festival marked every year on the 7th April. As indicated in Table 2, the performance on this question was average; 446,505 (44.07%) candidates chose the correct response A, *It is the day the first President of Zanzibar Abeid Karume died*. The candidates who identified the correct response demonstrated a good mastery of the subject matter on national festivals in Tanzania.

In contrast, a total of 197,870 (19.53%) candidates selected B, *It is the day the first President of Tanganyika Julius Nyerere died*. The candidates selected this distractor were wrong because the death of the

first President of Tanzania is commemorated every year on the 14th of October. Similarly, 172,638 (17.04%) candidates selected C, *It is the union day between Tanganyika and Zanzibar*. This option was incorrect because the union between Tanganyika and Zanzibar is marked on 26th April every year. Moreover, distractor D, *It is the birth day of TANU* attracted 132,070 (13.04%) candidates who were not aware that TANU came into being on 7th July 1954. Furthermore, option E, *It is the independence day of Zanzibar* attracted 53,272 (5.26%) candidates who had limited knowledge about the history of Zanzibar. The candidates were supposed to bear in mind that the independence day of Zanzibar is marked on the 12th of January each year and not on the 7th of July each year.

Question 6: What are the traditional utensils used for cooking food?

- A Clay pot and shield B Clay pot and wooden ladle
- C Shield and basket D Hand mill and clay pot
- E Crock and hand mill

The question was set from the topic of *Our Culture*, and the candidates were required to identify the names of the traditional utensils used for cooking food. The performance on this question was good as 815,483 (80.50 %) candidates chose the correct response B, *Clay pot and wooden ladle*. Most of the candidates used their daily life experiences, especially those coming from rural life backgrounds to identify the correct response. Figure 4 indicates the performance of the candidates on Question.6.

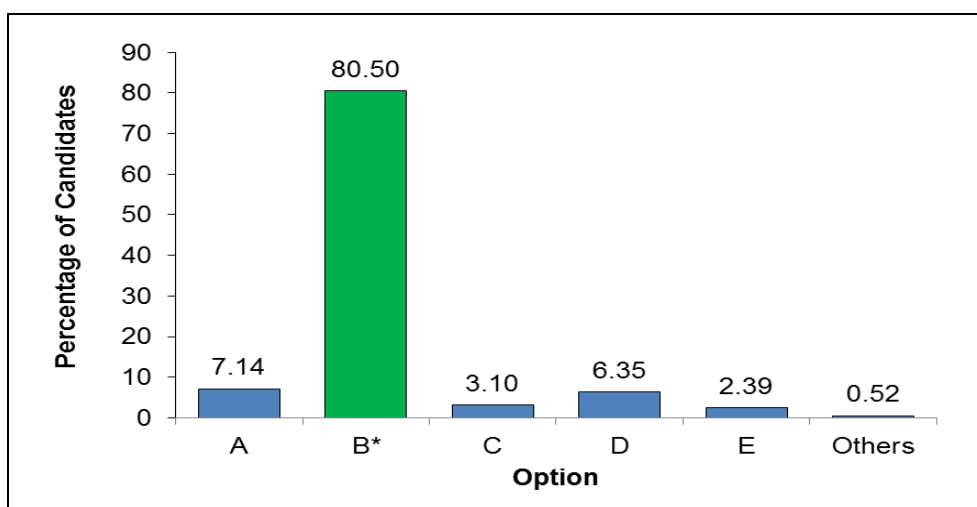


Figure 4: Good performance of candidates on Question 6

In contrast, 72,368 (7.14%) candidates selected distractor A, *Clay pot and shield*. There were not aware that, with the exception of the clay pot, a shield is a traditional tool used for protection against an enemy in a war situation that involves direct confrontation. A total of 64,366 (6.35%) candidates selected distractor D, *Hand mill and clay pot*. The candidates who selected this incorrect response were wrong because, with the exception of the clay pot, the hand mill is a traditional tool used for husking and grinding cereals such as maize and rice.

Similarly, 31,375 (3.10%) candidates selected C, *Shield and basket*. These were unaware that a basket is a traditional tool used for carrying cereals and other items. Some, especially women, use baskets to carry goods from the market. However, 24,239 (2.39%) selected distractor E, *Crock and hand mill*. This option was not relevant because the crock is a traditional utensil used to store clean water or cereal while the hand mill is used for husking and grinding cereals. Generally, the candidates who could not identify the correct answer lacked knowledge of the traditional utensils used for cooking food.

Question 7: Who chairs the Parliament meeting of the United Republic of Tanzania in the absence of the speaker and the deputy speaker in the parliament?

- A The Attorney General
- B Chairpersons of the Parliament
- C The Prime Minister
- D The Clerk of the National Assembly
- E The chairpersons of the Parliamentary Committees

The question was set from *The Constitution of the United Republic of Tanzania* topic and the candidates were asked to identify the leader who chairs the parliament meeting of the United Republic of Tanzania in the absence of the Speaker and the Deputy Speaker. The performance was weak as only 227,063 (22.41%) candidates chose the correct response B, *Chairpersons of the parliament*. Those candidates were familiar with the leadership hierarchy in the parliament. Figure 5 indicates the performance of the candidates on Question 7.

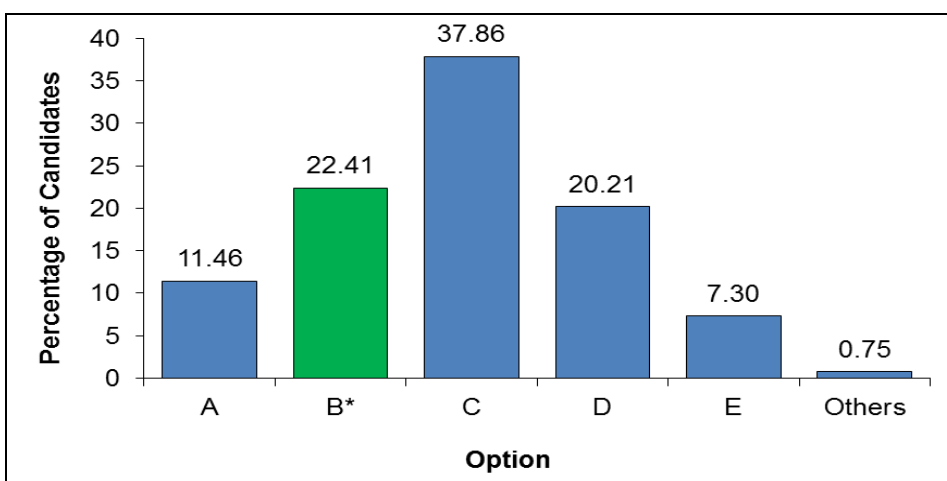


Figure 5: *Weak performance of candidates on Question 7*

In contrast, 383,575 (37.86%) candidates opted for distractor C, *The Prime Minister*. These candidates failed to differentiate the responsibilities of the leader of the government business in the Parliament and the leadership of the Parliament. Probably, they assumed that the Prime Minister can also preside over the meetings of the Parliament. Similarly, 204,704 (20.21%) candidates selected distractor D, *The Clerk of the National Assembly*. The Clerk is appointed by the President of the United Republic of Tanzania who is charged with the responsibilities of leading the secretariat of the Parliament and the chief advisor to the speaker on all matters pertaining to the administration of the Parliament. Therefore, he/she doesn't have the responsibility of presiding over the meetings of the Parliament.

Moreover, 116,108 (11.46%) candidates selected option A, *The Attorney General*, unaware that the Attorney General is a member of the Parliament by virtue of his/her position and whose major role is to advise the government on all legal matters. Lastly, option E, *The chairpersons of the Parliamentary Committees* attracted few candidates 73,987 (7.30%). Likewise these candidates who were attracted to this distractor did not understand that, according to the parliamentary procedures, the responsibilities of the Parliamentary Committees chairpersons are responsible for the meeting of the committees only. As such, they are not mandated to chair the meetings of the Parliament.

Question 8: Which of the following is an economic advantage of investing in the education of human resources in Tanzania?

- A Efficiency in managing national resources
- B The existence of formal sector only
- C All people to earn the same income
- D The disappearance of globalization
- E Decrease of imported goods

Table 3: Number and percentage of candidates in each option

Option	A*	B	C	D	E	Others
No. of Candidates	572,325	81,092	166,684	72,198	110,148	10,617
% of Candidates	56.49	8.00	16.45	7.13	10.87	1.05

This question was set from the topic of Our *Economy*. It required the candidates to identify an economic advantage of investing in the education of human resources in Tanzania. As indicated in Table 3, the performance was average in which 572,325 (56.49%) of the candidates were able to choose the correct response A, *Efficiency in managing national resources*. The candidates had an adequate knowledge on the advantages of investing in the education of human resources. The well-trained human resources can address the challenges emanating from its surrounding environment as well as increase productivity in producing goods and can bring about good standards of life to the whole community.

On the other hand, 166,684 (16.45%) candidates opted for distractor C, *All people to earn the same income*. Those candidates were unaware that investment in the education of human resources alone cannot ensure equality in the income of the people because of the existing specialization of labour in the society. Similarly, 110,148 (10.87%) candidates opted for the distractor E, *Decrease of imported goods*. The candidates who opted for this distractor wrongly assumed that investment in the education of human resources could reduce the importation of foreign manufactured goods which is a far-fetched idea for there is no country in the world which is self-sufficient in every aspect of life. Moreover, 81,092 (8.00%) candidates opted for the distractor B, *The existence of formal sector only*. Those candidates had limited knowledge on the fact that the prevailing free market economy and the dominance of globalization have made it difficult for any country to pursue an

economic system managed by the formal sector alone. Lastly, a few candidates 72,198 (7.13%) opted for distractor D, *The disappearance of globalization*. Those candidates were not aware of the forces that trigger the spread of globalization. Hence, they mistakenly believed that investment in the education of human resources could ultimately lead to the disappearance of globalization. It must be borne in everyone's mind that the key force behind the spread of globalization among others is the advancement in information and communication technology across the globe.

- Question 9:** Which of the following message is conveyed to drivers and other road users by the red colour in the traffic lights?
- A Increase the speed B Reduce the speed
C Stop D There is danger ahead
E There is railway crossing ahead

Table 4: Number and percentage of candidates in each option

Option	A	B	C*	D	E	Others
No. of Candidates	37,493	185,176	559,073	199,860	24,352	7,110
% of Candidates	3.70	18.28	55.19	19.73	2.40	0.70

The question was set from the *Defence and security at school level* topic and required the candidates to identify the message conveyed by the red colour in the traffic lights to drivers and other road users. As indicated in Table 4, the performance was average in which 559,073 (55.19%) candidates chose the correct response C, *Stop*. Those candidates were familiar with the various road safety signs.

In contrast, 199,860 (19.73%) candidates opted for distractor D, *There is danger ahead*. Those candidates failed to differentiate between a road sign that warns road users and the one that commands them to stop. The red colour in the traffic lights directs road users to stop at once and not otherwise. Similarly, 185,176 (18.28%) candidates opted for B, *Reduce the speed*. Those candidates were not aware of the fact that, according to the international road safety standards, the yellow colour is commonly used by traffic lights to give warning to road users to slow down speed. Moreover, 37,493 (3.70%) candidates opted for distractor A, *Increase the speed*. Those candidates failed to understand increasing the speed or passing through is the message conveyed by green light in the traffic lights. Lastly, few candidates 24,352 (2.40%) opted for E,

There is railway crossing ahead. The candidates who chose this distractor had limited knowledge about the information conveyed by the road signs regarding the presence of a railway line crossing the road. Information on the presence of a railway line crossing the road is not only conveyed by the red light but also other additional road signs are displayed to ensure the safety of both the railway coach and other road users.

Question 10: The headquarters of the Southern Africa Development Community (SADC) is in which city?

- A Pretoria
- B Lusaka
- C Harare
- D Maputo
- E Gaborone

Table 5: Number and percentage of candidates in each option

Option	A	B	C	D	E*	Others
No. of Candidates	89,870	219,970	95,003	89,888	507,313	11,020
% of Candidates	8.87	21.71	9.38	8.87	50.08	1.09

The question was set from the *Cooperation between Tanzania and other nations*. It required the candidates to identify the name of the city in which the headquarters of the Southern African Development Community (SADC) is located. As indicated in Table 5, the performance of the candidates was average in which 507,313 (50.08%) candidates chose the correct response E, *Gaborone*. The candidates had adequate knowledge of the African regional groupings and their headquarters.

In contrast, other candidates opted for incorrect responses as follows: 219,970 (21, 71%) candidates opted for B, *Lusaka* because the initial idea of establishing SADCC came into being in Lusaka through the Lusaka declaration on 1 April 1980 which paved the way for the establishment of the Southern African Development Coordination Conference (SADCC). SADCC was transformed into the Southern Africa Community (SADC) in 1992. The candidates wrongly associated the place where the idea to form SADCC was mooted and the current headquarter of the SADC. Furthermore, option A, *Pretoria* (the capital city of South Africa) attracted 89,870 (8.87%) candidates; option C, *Harare* (the capital city of Zimbabwe) attracted 95,003 (9.38%) candidates and option; D, *Maputo*, (the capital city of Mozambique) attracted 89,888 (8.87%) of the candidates. There is a trend to be observed of the number and percentages of candidates who opted for A,

C and D. These numbers and percentages of candidates who opted for incorrect responses (A, C and D) are almost equal for all alternatives. Such a trend indicates the distractors attracted the candidates at similar proportions.

Question 11: Which among the following animals can be used to protect our life and property?

A Horse B Donkey C Camel D Cat E Dog

The question was set from the *Security and defence at family level* topic, and it required the candidates to identify the name of an animal which can be used to protect our life and property. The performance on this question was good as 896,344 (88.48%) candidates chose the correct answer E, *Dog*. Many candidates were familiar with the animal commonly used in many households to give protection to life and property. Hence, it was easy to transfer their daily life experience to answer this question. Figure 6 indicates the performances of candidates on Question 11.

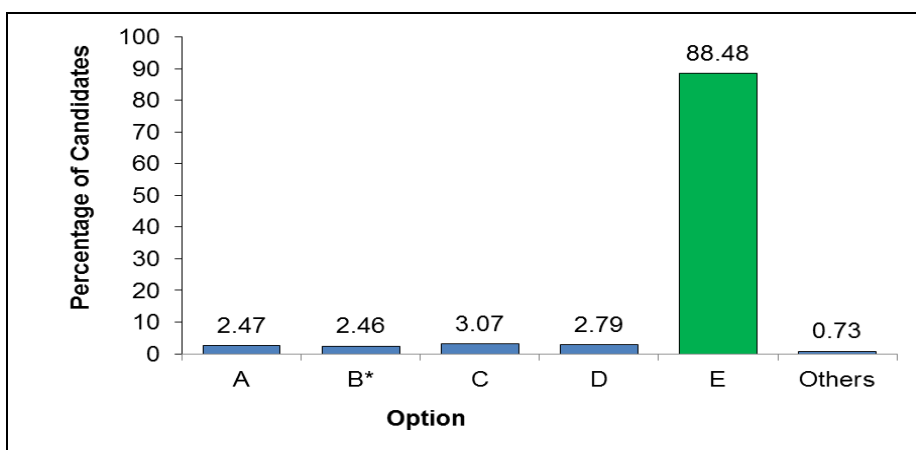


Figure 6: Good performance of candidates on Question 11

In contrast, 25,057 (2.47%) candidates opted for A, *Horse*. Those candidates were unaware that a horse had been commonly used as a traditional means of transport for quite some time. Similarly, 24,905 (2.46%) candidates opted for B, *Donkey*. Those candidates had limited knowledge that a donkey is used in many household to transport goods. Besides, 31,128 (3.07%) candidates who opted for C, *Camel* were unaware that, according to the biological make up of camels, they are mostly used for transporting people and goods in desert areas. Lastly, 28,248 (2.79%) candidates opted for D, *Cat* probably because, in many

households, the cat is a common domestic animal. In some rare cases, it is used by many African households as a biological control of rats or to scare away rats from our homes.

Question 12: How can Tanzania benefit from globalization?

- A Ability to determine the price of her goods in the international market.
- B Opportunity to invest in the rich countries in the world.
- C Ability to have veto powers in the United Nations.
- D Opportunity to advertise her tourist attractions.
- E Many youth access employment opportunities in rich countries.

The question was set from the *Tanzania in world Culture* topic and it required the candidates to identify one of the benefits of globalization to Tanzania from the given alternatives. As indicated in Table 6 the performance of candidates was weak; only 358, 653 (35.40%) candidates chose the correct response D, *Opportunity to advertise her tourist attractions*. Those candidates had adequate knowledge about the benefits of globalization. Globalization among other things is influenced by worldwide capital flows and revolution in information and communication technology, which in turn encourages free movements of people across the globe. Tanzania, therefore, can take advantage of this prevailing situation to advertise her rich natural endowment and encourage tourists to visit them. Figure 7 indicates the performance of the candidates on Question 12.

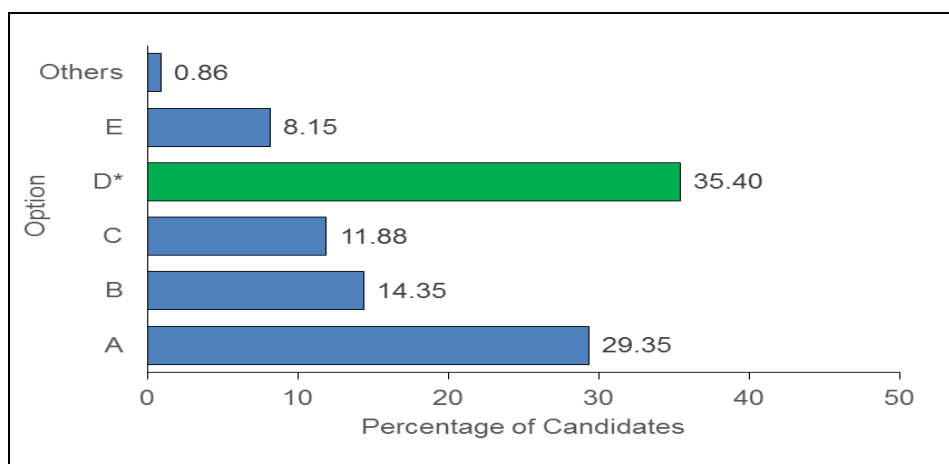


Figure 7: Weak performance of candidates on Question 12

In contrast, 297,371 (29.35%) candidates opted for A, *Ability to determine the price of her goods in the international market*. These candidates were unaware that the current international market is controlled by rich countries from the north. Option B, *Opportunity to invest in the rich countries in the world* was not a correct response because the current inequality between the rich and poor countries does not give room to countries like Tanzania to invest in the rich industrial countries. Similarly, 120,340 (11.88%) candidates opted for the incorrect responses C, *Ability to have veto powers in the United Nations*. Those candidates were not knowledgeable about the United Nations Charter. The charter gives the privilege of Veto powers to only five permanent members of the Security Council. Lastly, 82,596 (8.15%) candidates who opted for E, *Many youth access employment opportunities in rich countries*. These candidates were not aware that technological development in rich countries does not create employment opportunities for many people. Many jobs are done by machines to save labour cost; Hence, job opportunities are found more in developing countries because many jobs are labour intensive than in developed countries where many jobs are capital intensive.

2.1.2 Part II: History

Question 13: Who discovered fire during the Middle Stone Age?

- | | | | |
|---|--------------|---|------------------|
| A | Primates | B | Homo Habilis |
| C | Homo Erectus | D | Australopithecus |
| E | Homo Sapiens | | |

Table 6: Number and percentage of candidates in each option

Option	A	B	C*	D	E	Others
No. of Candidates	44,055	340,352	245,571	105,427	267,714	9,945
% of Candidates	4.30	33.60	24.20	10.40	26.40	1.00

The question was set from the *Stages of Development in Different Ages* topic. It required the candidates to identify the name of the ancestor of man who discovered fire during the Middle Stone Age. The performance of candidates on this question was weak since only 245,571 (24.20%) candidates chose the correct response C, *Homo*

Erectus. Such candidates were conversant with the stages of the evolution of mankind, the technological advancements attained at each stage and the durations during which such developments or technological advancements took place.

However, a total of 767,493 (75.80%) candidates opted for distractors A, *Primates*; B, *Homo Habilis*; D, *Australopithecus* and E, *Homo Sapiens*. The choice of such distractors portray that the candidates had limited knowledge of the relevant stages of the evolution of mankind, the characteristics of each stage and the inherent technological discoveries made at each particular age.

Question 14: Which were the famous political parties which struggled for the independence of Zimbabwe?

- A KANU and UNIP B UNITA and ZANU
C ZANU and MPLA D ZNP and ZANU
E ZAPU and ZANU

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

Option	A	B	C	D	E*	Others
No. of Candidates	135,112	124,701	260,032	228,161	256,888	8,170
% of Candidates	13.30	12.30	25.70	22.50	25.40	0.80

The question was set from The *Struggle for Independence in Africa* topic. It tested the candidates' ability to identify the names of the political parties which struggled for the independence of Zimbabwe. The candidates' performance on this question was weak since only 256,888 (25.40%) candidates chose the correct response E, *ZAPU and ZANU*. These candidates had adequate knowledge of the political parties that struggled for independence in their respective countries in Africa.

In contrast, 756,176 (74.60%) candidates opted for irrelevant options. Such candidates were supposed to understand that KANU, UNIP, UNITA and MPLA and ZNP were the political parties that struggled for independence of Kenya, Zambia, Angola and Zanzibar respectively.

Therefore, they had nothing to do with the struggle for independence in Zimbabwe.

Question 15: Which society resisted actively against the British invasion in Central Africa?

- A Matumbi B Mandika C Xhosa
D Ndebele E Asante

The question was set from the *Invasion of Africa from the 1880s* topic, and it required the candidates to identify the name of the society that resisted actively against the British invasion in Central Africa. In general, the candidates' performance on this question was average as shown in Figure 8.

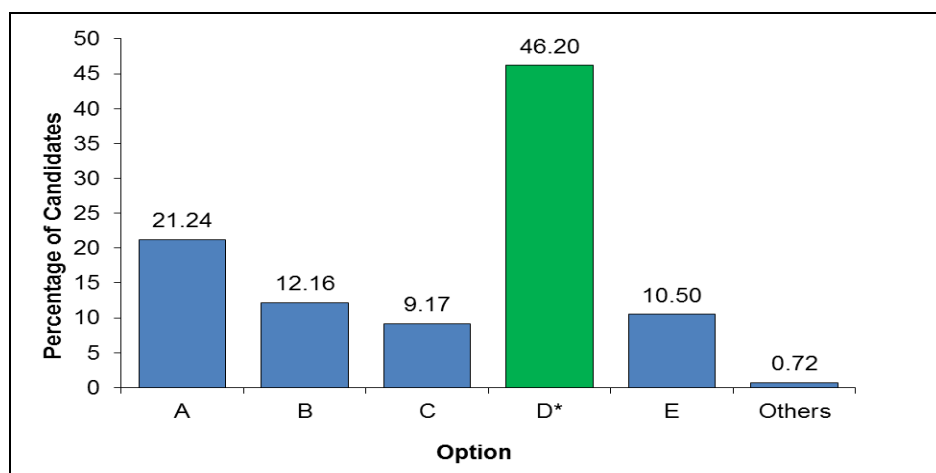


Figure 8: The performance of candidates in question 15

A total of 468,076 (46.20%) candidates chose the correct response D, *Ndebele*. Those candidates had adequate knowledge of the location and the name of the African society that actively fought against colonial invasion in the late 19th and early 20th centuries in Africa.

On the other hand, 215,209 (21.24%) candidates opted for distractor A, *Matumbi*. Those candidates lacked knowledge on specific African societies and the types of resistance they waged against colonial invasion. Those candidates failed to understand that the Matumbi and other ethnic groups waged the Majimaji war against the German colonial rule in the southern part of Tanganyika (present day Tanzania) and not in Central Africa against the British.

Likewise, 123,142 (12.16%) candidates opted for distractor B, *Mandika*. The choice of such an incorrect option indicates that those candidates had limited knowledge about the liberation struggles against colonialism in Africa. Those candidates were unaware that the “Mandika” are not Central African people but West Africans who, under Samori Toure, opposed the French invasion in West Africa and not the British in Central Africa.

Furthermore, a total of 92,942 (9.17%) candidates opted for distractor C, *Xhosa* whereas distractor E, *Asante*, attracted 106,365 (10.50%) candidates. Those candidates who opted for either distractor C or E failed to identify the relevant societies and places where resistances against colonial invasions occurred. Those candidates were supposed to understand that the Xhosa society reacted against the Dutch (Boers) in South Africa and Asante reacted against the British in West Africa and not in Central Africa.

Question 16: Which European nation signed the Buganda agreement which vested political powers on Kabaka in 1900?

- | | | | |
|---|---------|---|--------------------------|
| A | Belgium | B | United States of America |
| C | Germany | D | France |
| E | Britain | | |

Table 8: Number and percentage of candidates in each option

Option	A	B	C	D	E*	Others
No. of Candidates	193,414	105,599	221,446	135,717	348,072	8,816
% of Candidates	19.10	10.40	21.90	13.40	34.40	0.90

The question was set from the *Establishment of Colonial Governments in Africa* topic. The question required the candidates to identify the name of the European nation which signed the Buganda agreement which vested political powers on Kabaka in 1900. The candidates' performance on this question was weak since only 348,072 (34.40%) opted for the correct answer E, *Britain*. Those candidates were aware of the fact that the Buganda agreement created disunity in Uganda for it operated under the 'divide and rule' approach. The Buganda Agreement gave the Kabaka, the royal family and the Katikiro (the ruling class) special favours that made the ruling class of Buganda more subservient to British colonialism.

A total of 193,414 (19.10%) of the candidates opted for distractors A, *Belgium*. This was an incorrect answer because Belgium colonized Zaire (the present day Democratic Republic of Congo - DRC) but not Uganda.

Distractor B, *United States of America* was opted for by 105,599 (10.40%) candidates. This was an incorrect answer because the United States of America is not a European country and worse still she did not engage in the scramble for and partition and/or colonization of Africa.

Likewise, 221,446 (21.90%) candidates opted for distractor C, *Germany*. This was an incorrect response since the German colonialism in East Africa was based in German East Africa (Tanganyika) and not in Uganda where the Buganda Empire was found.

Furthermore, 135,717 (13.40%) candidates chose distractor D, *France*. The choice of this incorrect option might have been caused by the candidates' limited knowledge of the scramble and partition of Africa among the European powers. Those candidates failed to understand that France neither scrambled for nor controlled any East African country but rather she focused her efforts on colonizing West African countries.

Question 17: In which country was the assimilation policy introduced for the first time?

- | | | | |
|---|---------|---|------------|
| A | Nigeria | B | Mozambique |
| C | Uganda | D | Angola |
| E | Senegal | | |

The question was set from the *Establishment of Colonial Rule in Africa* topic. It required the candidates to identify the name of the country in which assimilation policy was introduced for the first time. The performance of the candidates on this question was poor since only 272,074 (26.86%) opted for the correct answer E, *Senegal*. Those candidates were knowledgeable about the techniques and policies that were used by the colonialists to administer African colonies. They were aware that the assimilation policy was applied by the French for the first time in Senegal. The French applied this policy after the French

revolution which took place from 1789 to 1799. In this revolution, the revolutionists emphasized equality and humanity.

Distractor B, *Mozambique*, attracted 243,258 (24.01%) candidates. Those candidates were aware that the assimilation policy was introduced in Mozambique by the Portuguese, but they were unaware that it was the French who initiated it in Senegal.

The other distractor which attracted more candidates (199,062, equal to 19.65%) was D, *Angola*. This was an incorrect response because Angola was not the first country where the assimilation policy was introduced, though she was colonized by Portuguese who used such a policy in her colonies.

Distractor A, *Nigeria*, was opted for by 167,091 (16.49%) candidates. This was an incorrect answer because, in Nigeria, the policy of assimilation was not applied. Nigeria was the first country where the British under Captain Fredrick Lugard introduced the indirect rule policy in 1914.

A total of 120,511 (11.90%) candidates opted for distractor C, *Uganda*. This was an incorrect response since, in Uganda; the assimilation policy was not applied. Uganda was colonized by the British who applied the indirect rule policy. Overall, what can be deduced from such incorrect responses is that those candidates lacked knowledge about the administrative systems which were used by different colonial masters in Africa. The candidates' performance on Question 17 is presented in Figure 9.

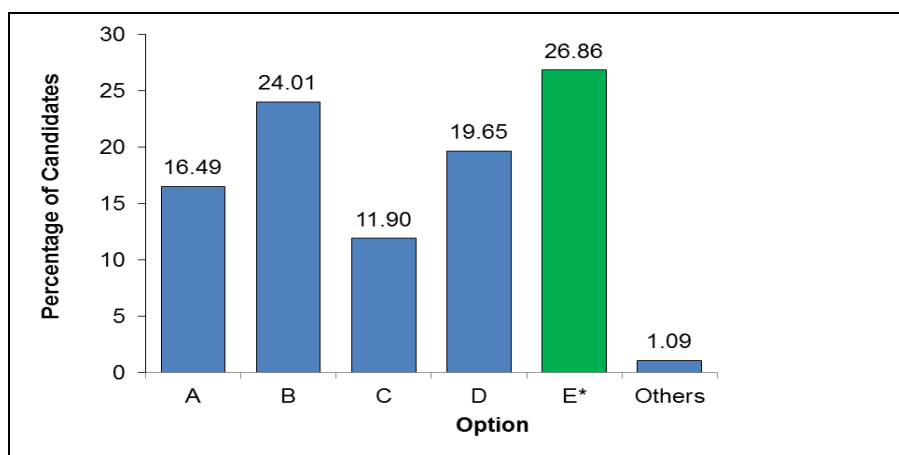


Figure 9: The performance of candidates on Question 17

Question 18: In which century did European powers invade the African continent?

- A 15th Century B 20th Century C 18th Century
D 9th Century E 19th Century

Table 9: Number and percentage of candidates in each option

Option	A	B	C	D	E*	Others
No. of Candidates	297,429	77,509	198,255	140,809	290,339	8,723
% of Candidates	29.40	7.70	19.60	13.90	28.70	0.90

This question was set from the topic *The Invasion of Africa*. It required the candidates to identify the century in which the European powers invaded Africa. The general performance on this question was weak as 722,181 (71.30%) candidates chose the incorrect answers A, 15th century, B, 20th century, C, 18th century and D, 9th century. The choice of these distractors indicates that those candidates lacked knowledge about the century when European powers invaded the African continent. Generally, those candidates were supposed to understand that the 15th century was the period when Europeans (Portuguese) had trade contacts with African societies. Moreover, those candidates were supposed to understand that the 20th century was the period when many African countries got their independence and in 18th century was the period when some European powers underwent industrial revolution. Moreover, the 9th century was the period when Asians had regular trade contacts with East Africans. Overall, the candidates in this category were unaware of the specific historical events and their durations.

A total of 290,339 (28.70%) candidates opted for the correct response E, 19th century. Those candidates had adequate knowledge about the invasion of the African continent by the European powers, soon after the industrial revolution.

Question 19: Who was the first tool maker with a bigger brain than Zinjanthropus?

- A Homo Erectus B Homo Sapiens
C Homo Habilis D Australopithecus
E Primate

The question was set from the topic *The Origin and Evolution of Mankind*. The question required the candidates to identify the name of the first tool maker who had a bigger brain than that of *Zinjanthropus*. The performance on this question was weak since 299,805 (29.59%) of the candidates opted for the correct response C, *Homo Habilis*. Those candidates were conversant with the *Origin and Evolution of Mankind* as well as the technological advancement achieved by man at every evolutionary stage.

However, 315,159 (31.11%) candidates opted for distractor B, *Homo Sapiens*. Those candidates were attracted to this distractor because they failed to distinguish between the characteristics of *Homo Sapiens* and that of *Homo Habilis*. Those candidates were supposed to understand that *Homo Sapiens* was not the first tool maker, but rather he improved the tools and weapons that were made by *Homo Erectus*. *Homo Sapiens* was the first mankind to make cave paintings and to engage in animal keeping.

Likewise, 184,570 (18.22%) candidates chose distractor A, *Homo Erectus*. The choice of this option might have been caused by their limited knowledge of the technological advancement that man made during the different stages of evolution. Those candidates failed to understand that *Homo Erectus* was not the first tool maker but he made more advanced tools (hand axes and spears) than those of *Homo Habilis*. *Homo Erectus* was the first humankind to discover fire and to walk upright.

Distractor E, *Primate* was chosen by 59,471 (5.87%) candidates and distractor D *Australopithecus* was chosen by 143,312 (14.15%) candidates. Those candidates lacked adequate knowledge on the duration and characteristics of each mankind's evolutionary stage. The candidates in this category were supposed to bear in mind that *Primate* and *Australopithecus* were the initial stages of human development. During those early stages, mankind resembled apes, lived in the forests like other animals and ate insects, bird's eggs and leaves. The major advancement achieved by man during such particular stages was walking on two legs (bipedalism). Therefore, it is incorrect to associate tool making with *Primate* and *Australopithecus*. The performance of the candidates on this question is as shown in Figure 10.

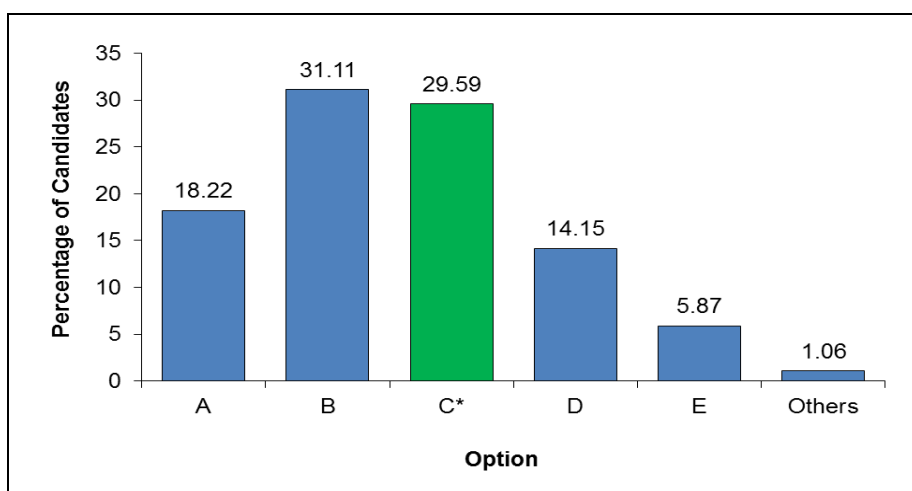


Figure 10: The performance of candidates on Question 19

Question 20: During which age did man start to produce more food?

- A Late Stone Age
- B Early Stone Age
- C Middle Stone Age
- D Old Stone Age
- E 30 million years B.C

Table 10: Number and percentage of candidates in each selection

Option	A*	B	C	D	E	Others
No. of Candidates	617,272	54,675	244,797	35,950	53,211	7,159
% of Candidates	60.90	5.40	24.20	3.50	5.30	0.70

The question was set from the topic *Stages of Development in Different Ages*. The question required the candidates to identify the name of the period during which man started to produce more food. The performance on this question was good since 617,272 (60.90%) candidates opted for the correct response A, *Late Stone Age*. Those candidates had adequate knowledge about the achievements of man at different evolutionary stages. Moreover, they understood that food production enabled man to settle permanently, increase in number, improve his tools, and specialize in different occupations. In general, the production of more food enabled man to control his environment.

A total of 244,797 (24.20%) candidates were attracted to distractor C, *Middle Stone Age*. This distractor attracted such a good number of

candidates because of the popularity of this period. During the Middle Stone Age, man was able to discover fire. Thus, those candidates associated the discovery of fire with food production. In fact, those candidates failed to identify the specific social, economic and technological achievements of man in different Stone Age periods.

The candidates who opted for *B, Early Stone Age* and *D, Old Stone Age* were not conversant with the technological and economic developments that accompanied this period. Those candidates were supposed to understand that *Early Stone Age* and *Old Stone Age* are terms that are used interchangeably referring to a period that spans from 1,750,000 BC to 750,000 BC. Besides, during that time man was only able to make and use very simple stone tools called chopping tools. Hence, the choice of those distractors portray that the candidates had limited knowledge of man's various achievements during the Stone Age period.

Furthermore, 53,211 (5.30%) candidates opted for E, *30 million years B.C.* Those candidates failed to understand that 30 million years B.C refers to the period during which Primates (Chimpanzees) lived. Such period was the initial period during which man was a scavenger (hunter and gatherer) and walked on four limbs. In conclusion, the candidates who opted for this distractor were unaware of the duration, characteristics, and chronological arrangements of man's evolutionary stages as well as the social, economic and technological achievements of man in different ages.

Question 21: Who is the secretary of the school committee?

- A Subject teacher
- B Discipline teacher
- C Village Executive Officer
- D Village Chairperson
- E Head teacher

Table 11: Number and percentage of candidates in each option

Option	A	B	C	D	E*	Others
No. of Candidates	31,899	100,584	92,070	92,326	686,971	9,214
% of Candidates	3.10	9.90	9.10	9.10	67.80	0.90

This question was set from the topic *Our School*, and it required the candidates to identify the title of the person who acts as the secretary of the school committee from the given options. The performance of the candidates on this question was good as 686,971 (67.80%) candidates chose the correct answer E, *Head teacher*. Those candidates had adequate knowledge about leadership at the school level.

Of all the distractors, B, *Discipline teacher* took the lead in attracting 100,584 (9.9%) of the candidates. It was chosen by the candidates probably because of the major roles the discipline teacher plays at the school in solving students' disciplinary issues. The disciplinary committee, under the secretary-ship of the discipline master meets regularly. In contrast, the school committee, under the secretary-ship of the headmaster, meets rarely hence, the candidates were not familiar with such logistics.

Distractors C, *Village Executive Officer* and D, *Village Chairperson* were chosen by the candidates who had limited knowledge of leadership at school level.

Question 22: When did the first Portuguese sailors arrive at the Cape of Good Hope?
A 16th Century B 18th Century C 15th Century
D 12th Century E 19th Century

This question was set from the *Interactions between Tanzanian Societies and Asian and European Societies* topic. It required the candidates to identify the century when the first Portuguese sailors arrived at the Cape of Good Hope. Generally, the performance of the candidates on this question was average since 467,494 (46.10%) opted for the correct answer C, *15th century*. Those candidates had adequate knowledge of the interaction between African societies and European societies hence, they identified that the first Portuguese sailors under the leadership of *Bartholomew Diaz* arrived at the Cape of Good Hope in 15th century (1488).

Distractor B, *18th century*, attracted 180,886 (17.90%) candidates who had limited knowledge of the durations and the historical events which took place. Those candidates were supposed to understand that 18th

century was not correct period because the first Portuguese sailors had already arrived at the Cape of Good Hope four centuries earlier. In a nutshell, the 18th century was the period of industrial revolution in Europe, and it had nothing to do with the arrival of the first Portuguese sailors at the Cape of Good Hope.

Moreover, 172,627 (17.00%) candidates opted for distractor E, 19th *century*. The choice of such an incorrect option was caused by the presence of many historical events that involved Africa and Europe during that period. Such historical events include the arrival of European agents of colonialism, the abolition of the slave trade, the scramble for and partition of the African continent among the European powers in the Berlin Conference, the colonization of Africa and the ensuing African resistances against colonial invasion. Plausibility of all such historical events attracted the candidates with limited knowledge of the initial interactions between Africa and Europe to opt for the incorrect option.

Furthermore, other distractors A, 16th *century*, attracted 96,258 (9.50%) candidates and D, 12th *century*, attracted 86,965 (8.60%) candidates. These were incorrect periods. In a nutshell, the choice of those distractors portrays that the candidates had inadequate knowledge of the interaction between African, Asian and European societies and their impact on Africa.

Question 23: Which countries are permanent members of the Security Council?

- A China, United States of America, France and Germany
- B China, United States of America, France and Britain
- C China, United States of America, Britain and Canada
- D Britain, France, Germany and United States of America
- E Britain, China, Germany and United States of America

The question was derived from the topic *International Cooperation*. It required the candidates to identify the names of the countries that are *permanent members of the Security Council*. The performance on this question was average since 304,929 (30.10%) candidates chose the correct response B, *China, United States of America, France and Britain*. Those candidates had adequate knowledge about the international organizations and their importance.

More than a half of the candidates (57.30 percent) opted for distractors A, *China, United States of America, France and Germany*, D; *Britain, France, Germany and United States of America* and E, *Britain, China, Germany and United States of America*. The choice of such distractors reveals that they had limited knowledge of the *International Cooperation* topic. Those candidates were supposed to understand that Germany was not a permanent member of the Security Council. Therefore, options A, D and E were incorrect.

Other candidates (117,012, equal to 11.6%) opted for distractor C, *China, United States of America, Britain and Canada*. This response was incorrect because Canada is not a permanent member of the Security Council. Overall, what can be deduced from such incorrect responses is that the majority of the candidates were unaware of the composition of the Security Council, which is an organ of the United Nations Organization (UNO). The candidates' performance on question 23 is shown in Figure 11.

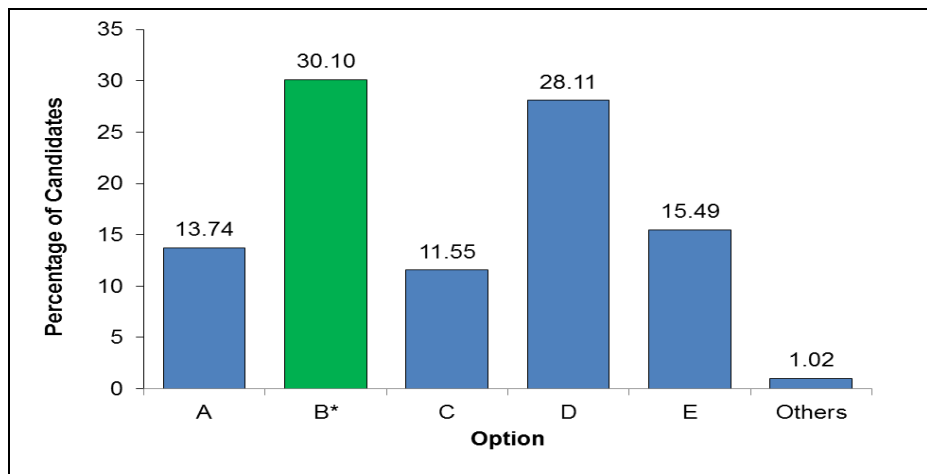


Figure 11: *The performance of candidates on Question 23*

Question 24: When was the Commonwealth established?

- | | | |
|--------|--------|--------|
| A 1945 | B 1921 | C 1955 |
| D 1919 | E 1931 | |

The question required the candidates to identify the year when the Commonwealth was established. The candidates' performance on this question was weak as 71.40 percent of the candidates failed to choose the correct response.

More than a quarter of the candidates (350,096, equal to 34.60%) opted for distractor A, 1945. This was an incorrect option because the Commonwealth was not established in 1945. An international organization which was established in 1945 is the United Nations Organization (UNO). From such an incorrect response, one may conclude that those candidates lacked adequate knowledge of the durations and their accompanied relevant historical events that occurred in the 20th century.

Distractor D, 1919 was chosen by 137,998 (13.60%) candidates. Those candidates failed to understand that the year 1919 was the period when Britain officially started ruling Tanganyika and not the period when the Commonwealth was established.

Moreover, a total of 135,704 (13.40%) of the candidates opted for C, 1955. This was an incorrect response since the organization that was established in 1955 was Non-Aligned Movement (NAM) and not the Commonwealth.

Furthermore, 88,592 (8.70%) candidates opted for distractor B, 1921. This choice was incorrect for it had nothing to do with the establishment of the Commonwealth.

However, 289,693 (28.60%) candidates chose the correct response E, 1931. Those candidates had adequate knowledge about the names, durations, and reasons for the establishment of various international organizations.

Question 25: Which treaty reduced the power of the Sultan of Zanzibar in 1890?

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

This question was set from the topic *Colonial Invasion in Africa from the 1880s*. It required the candidates to identify the name of the treaty that reduced the power of the Sultan of Zanzibar in 1890. The

performance on this question was average as 469,157 (46.30%) candidates chose correct response C, *Heligoland treaty*. Those candidates had adequate knowledge of the techniques and names of the treaties that were used to re-divide East Africa between the Germans and the British.

However, 37.00 percent of the candidates who had limited knowledge about the division of East Africa among the European powers opted for distractors B, *Frere treaty*; D, *Moresby treaty*; and E, *Hamerton treaty*. Those candidates opted for the names of the treaties which were used to end the slave trade in East Africa. The choice of these distractors is evidence that those candidates had inadequate knowledge about the topics of *Slave Trade* and *Colonial Invasion in Africa*. Generally, those candidates failed to differentiate between the treaties for the abolition of the slave trade and the treaties that the European powers (Britain and Germany) used to re-divide East Africa between themselves.

Moreover, 159,807 (15.80%) candidates opted for distractor A, *Berlin treaty*. Those candidates had inadequate knowledge of the concept of colonialism and the techniques that were used by the Germans and the British to partition East Africa. Probably Berlin treaty was chosen due to the role Berlin City played in hosting the Conference from 1884-1885, under the chairmanship of Chancellor Otto von Bismarck, which laid the ground for the partition of the African continent among the European powers. Generally, from such incorrect responses, it is clear that those candidates were not conversant with the history of the re-division of East Africa between the Germans and the British. In a nutshell, those candidates lacked knowledge about the partition of East Africa.

Question 26: Who was the first chairperson of the African Union?

- A Thabo Mbeki
- B Kwame Nkrumah
- C Haile Selassie
- D Mengistu Haile Mariam
- E Salim Ahmed Salim

This question required the candidates to identify the name of the first chairperson of the African Union. The candidates' performance on this

question was weak since 869,257 (85.80%) candidates were failed to choose the correct answer.

Distractor B, *Kwame Nkrumah* was opted for by more than a quarter of the candidates (385,450, equal to 38.00%) who attempted this question. Those candidates were attracted to this distractor because they failed to distinguish between the founders of the Organization African Unity (OAU), which was founded in 1963 in Addis-Ababa (Ethiopia), and the founder of the African Union (AU), which was established in 2002 in Durban (South Africa). The candidates in this category were supposed to understand that Kwame Nkrumah did not participate in establishing the African Union in 2002, but he participated in establishing the Organization of African Unity (OAU) in 1963. Kwame Nkrumah died in 1972 – thirty years before the establishment of the African Union. Therefore, the choice of such a distractor reveals that those candidates lacked adequate knowledge about political changes in independent Africa and international cooperation.

Another distractor which attracted a large number of candidates was C, *Haile Selassie*. It attracted 165,846 (16.37%) candidates. Those candidates failed to understand that *Haile Selassie* was not the first chairperson of the African Union (AU), but he was the first chairperson of the Organization of African Unity (OAU). Such an incorrect response portrays that those candidates were not conversant with the names of the founding leaders, the duration of establishment, and the distinctions between OAU and AU.

Moreover, distractor D, *Mengistu Haile Mariam* attracted 87,302 (8.62%) candidates who were unaware of the first chairperson of the African Union. Those candidates were supposed to understand that Mengistu Haile Mariam overthrew Emperor Haile Selassie in a bloody coup in 1974 and became the President of Ethiopia. The candidates were probably attracted to this option because of the popularity of Mengistu Haile Mariam, Ethiopian army officer and head of state (1974 to 1991), who was famous for his cruelty.

Distractor E, *Salim Ahmed Salim* was chosen by the candidates who did not understand that Salim Ahmed Salim was the Secretary-General of the Organization of African Unity (OAU) from 1989 – 2001, and he left office a year before the OAU was changed to the African

Union (AU) in 2002. Those candidates were supposed to bear in mind that *Salim Ahmed Salim* never became the chairperson of the Organization of African Unity (OAU) or African Union (AU).

However, only 143,807 (14.20%) candidates chose the correct response A, *Thabo Mbeki*. These candidates had adequate knowledge of the years when the Organization of African Unity (OAU) and the African Union (AU) were established as well as the names of their founding leaders. The performance of the candidates on this question is shown in Figure 12.

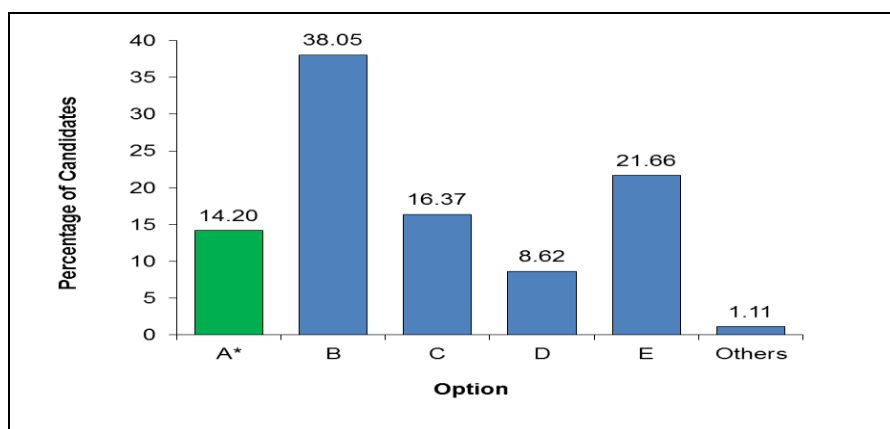


Figure 12: The performance of candidates on Question 26

2.1.3 Part III: Geography

Question 27: Which of the following is the result of the rotation of the Earth on its axis?

- A Solar eclipse
- B Lunar eclipse
- C Day and night
- D Seasons of the year
- E Difference in time between day and night

This question was derived from *The Solar System* topic. The question demanded the candidates to identify the effect of the earth's rotation. The performance of the candidates on this question was good since 722,917 (71.36%) candidates chose the correct answer C, *Day and night*. These candidates had an adequate knowledge of the outcome of the earth's rotation. Figure 13 shows the performance of the candidates on the Question.

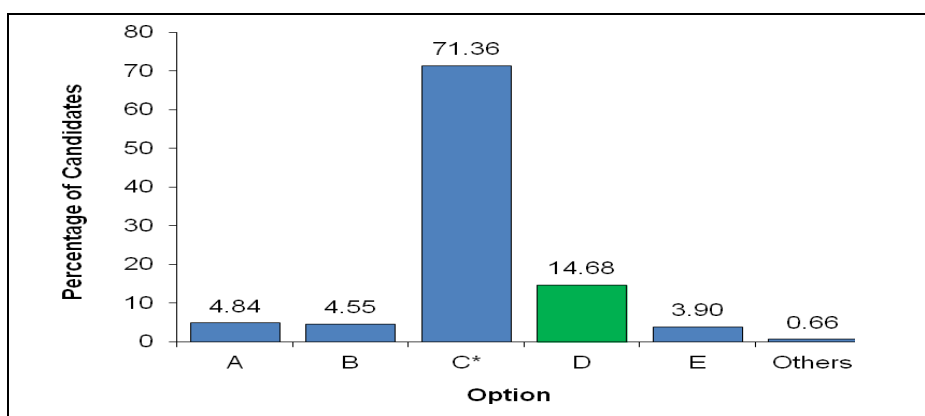


Figure 13: Performance of candidates on Question 27

A total of 49,062 (4.84%) candidates chose distractor A, *Solar eclipse*. These candidates failed to identify the cause of the solar eclipse. The solar eclipse occurs when the moon comes between the earth and the sun: This situation hinders sun rays from reaching some parts of the earth. These candidates were supposed to understand that the solar eclipse is caused by the earth's revolution and not rotation.

Besides, 46,121 (4.55%) candidates chose distractor B, *Lunar eclipse*, which is the outcome of the earth's revolution. It occurs when the earth comes between the moon and the sun, hence hindering sun rays from reaching the moon. Likewise, 148,767 (14.68%) candidates chose D, *Seasons of the year*. These candidates failed to understand that the seasons of the year need $365\frac{1}{4}/366$ days to occur, and this is the time used by the earth to revolve around the sun. The choice of this incorrect option portrays that the candidates had inadequate knowledge about the effects of the rotation and revolution of the earth.

Moreover, 39,466 (3.90%) candidates chose distractor E, *Difference in time between day and night*. These candidates failed to differentiate between the occurrence of day and night and the length of the day or night. The difference in time between day and night is caused by the revolution of the earth. When the sun is overhead in the southern hemisphere, the day becomes longer than the night whereas in the northern hemisphere the day becomes shorter than the night (solstice).

Question 28: Which of the following is a result of a long drought period?

- | | | |
|----------|------------|--------------|
| A Floods | B Cyclones | C Earthquake |
| D Famine | E Diseases | |

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

Option	A	B	C	D*	E	Others
No. of Candidates	72,961	104,673	115,026	661,029	51,768	7,607
% of Candidates	7.20	10.33	11.35	65.25	5.11	0.75

In Table 12, the performance of the candidates is good as 65.25% chose the correct answer.

This question was set from the *Disaster* topic. The question measured the candidates' ability to identify the outcome of a prolonged drought. The candidates' performance on this question was good since 661,029 (65.25%) candidates chose the correct answer *D, Famine*. These candidates had an adequate knowledge of different disasters and their impacts.

The candidates who failed to choose the correct answer had insufficient knowledge of the topic of *disaster*. Therefore, they failed to identify the relationship between drought and famine. These candidates were supposed to bear in mind that a prolonged drought leads to the disappearance of plants and water sources which results to famine. A total of 72,961 (7.20%) candidates chose distractor *A; Floods*, those candidates failed to understand that floods is the results of heavy rainfall.

Other 104,673 (10.33%) candidates chose distractor *B, Cyclones*. These candidates failed to understand that cyclones are high speed winds. A total of 115,026 (11.35%) candidates selected distractor *C, Earthquake*; these did not understand that it is the sudden shaking of the land caused by the magnetic activity within the earth. Furthermore, 51,768 (5.11%) candidates chose *E, Diseases*; these failed to understand that diseases are the outcome of environmental destruction and not a long drought.

Question 29: What is the effect of tourism?

- A Spread of diseases
- B Decrease of forests
- C Decrease of rainfall
- D Decrease of soil fertility
- E Decrease of wild animals

This question was set from the topic *Economic Activities*. The question assessed the candidates' ability to identify the negative impact of the tourism industry. The general performance of candidates on this question was good since 655,111 (64.67%) candidates chose the correct answer *A, Spread of diseases*. The spread of diseases may result when tourists or residents in the respective area have been affected by parasites or viruses. Such can easily be carried from one area to another when the tourist moves from one area to another. Figure 14 shows the performance of the candidates on the Question.

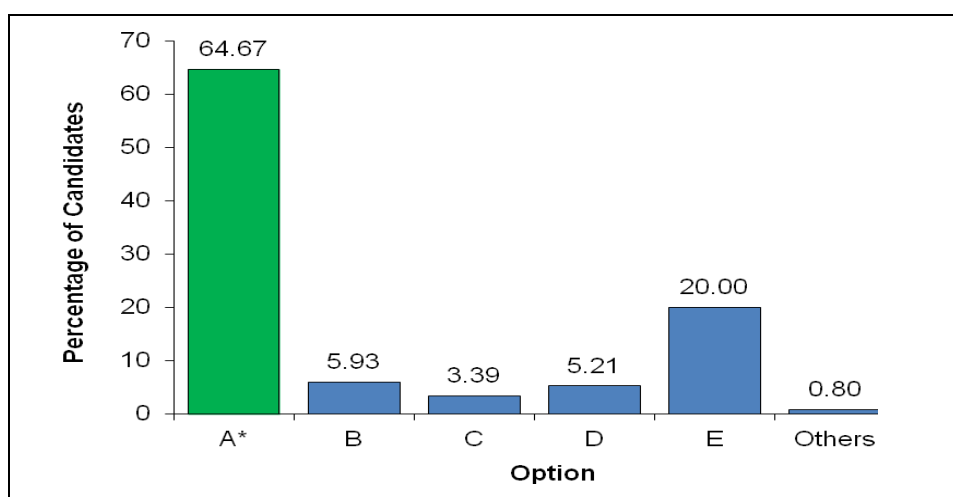


Figure 14: Performance of candidates on Question 29

A total of 60,114 (5.93%) candidates chose distractor *B, Decrease of forest*. They failed to understand that the decrease of forest is not caused by tourism as tourism leads to forest conservation. Instead it is a result of cutting down trees for construction activities, the establishment of settlement areas, occurrence of natural disasters such as bush fires, and volcanic eruptions. Moreover, 3.39% chose *C, Decrease of rainfall*. These failed to comprehend that the decrease in rainfall results from climate change due to different human activities such as industrial production, charcoal burning, chemicals usage in agriculture, and the use of war weapons.

Moreover, 52,763 (5.21%) candidates who chose *D, Decrease of soil fertility*. These candidates failed to understand that soil fertility decreases due to using industrial fertilizers, farming an area for a long time, planting a single crop for a long time, or extracting minerals. Besides, 202,663 (20.00%) candidates chose *E, Decrease of wild*

animals. These failed to understand that wild animals decrease due to climatic changes, poaching and natural disasters.

Question 30: Which living organisms live in water?

- A Fish and hippopotamus
- B Hippopotamus and giraffe
- C Butterfly and fish
- D Antelope and hippopotamus
- E Giraffe and frog

This question was set from the *Environment* topic. The question assessed the candidates' ability to identify the names of living organisms that live in water. The performance of the candidates on this question was good since 938,397 (92.63%) candidates chose the correct answer *A, Fish and hippopotamus*. These candidates had an adequate knowledge of the environment in which different organisms live.

A further analysis of the candidates' responses shows that 19,773 (1.95%) candidates chose wrong alternatives *B, Hippopotamus and giraffe*; 21,277 (2.10%) *C, Butterfly and fish*; 21,277 (2.10%) *D, Antelope and hippopotamus*; and, 13,950 (1.38%) *E, Giraffe and frog*. By choosing these incorrect options, they demonstrated that they had inadequate knowledge of the proper environments in which some organism live. These candidates were supposed to bear in mind that butterflies live on trees and in caves, while the antelope and giraffe live on land with shrubs. A total of 5,744 (0.56%) candidates either did not attempt this question or chose more than one answer. Figure 15 shows the performance of candidates on the Question.

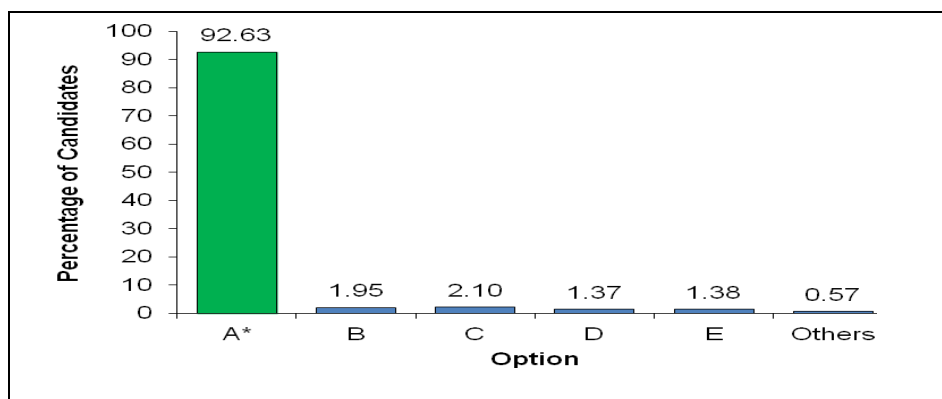


Figure No. 15: Performance of candidates on Question 30.

Question 31: Grid lines on the map are stated by starting from

- A northings then eastings.
- B latitudes then longitudes.
- C eastings then northings.
- D eastings then longitudes.
- E northings then latitudes.

This question was set from the *Map Skills* topic. The question assessed candidates' ability to identify the correct way of reading grid lines. The performance of the candidates on this question was average as 491,107 (48.48%) candidates selected the correct response *C, eastings then northings*. These candidates had an adequate knowledge of how grid lines are read. Grid lines are read by starting with lines that are drawn towards the North, but their numbering increases eastwards (eastings) and then followed by the lines drawn towards the East, but their numbering increases towards the north direction (northings). Figure 16 shows performance of candidates on this question.

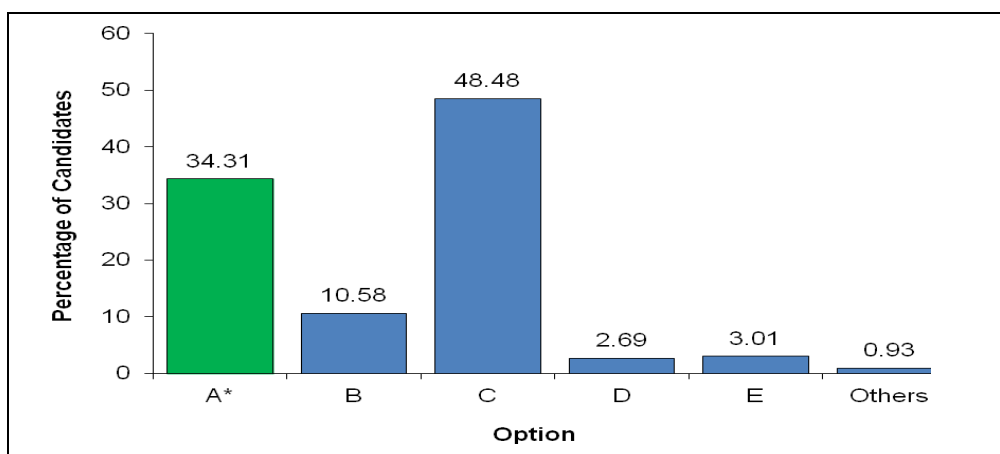


Figure No. 16: Performance of candidates on Question 31.

A total of 347,603 (34.31%) candidates chose the distractor *A, northings then eastings*. This choice was incorrect because the lines are drawn horizontally and their numbering is vertical and those drawn vertically their numbering is horizontal. Hence, the candidates confused how to read them. Other candidates chose option *B latitudes then longitudes* (107,205, equal to 10.58%); *D, eastings then longitudes* (27,234 equal to 2.69%) and *E, northings then latitudes* (30,539, equal to 3.01%). These candidates had insufficient knowledge of reading grid

lines. The remaining 9,376 (0.93%) candidates either skipped the question or selected more than one answer.

Question 32: Which essential of a map is used to explain symbols and signs?

- A Compass B Scale C Tittle
D Margin E Key

The question was set from the *Map skills* topic. The candidates were required to identify the tool that helps map readers to understand different symbols used on a given map. The performance of the candidates on this question was good since 709,552 (70.04%) chose the correct answer *E, Key*. These candidates had adequate knowledge about map reading and interpretation. Figure 17 shows performance of candidates on this Question.

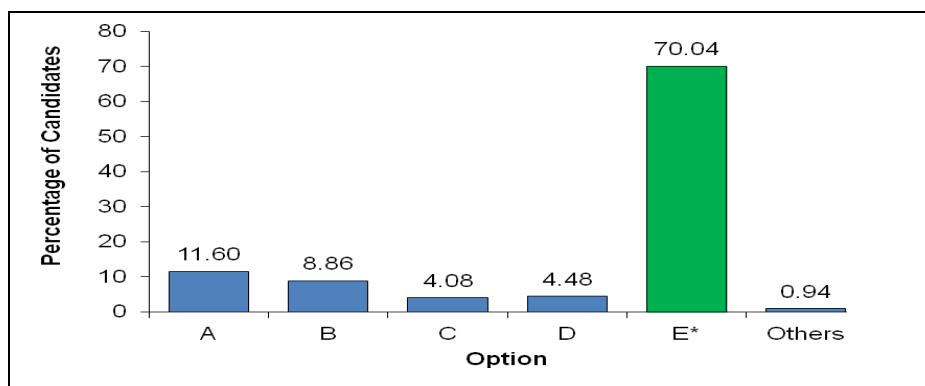


Figure 17: *The performance of candidates on Question 32*

A further analysis on this question shows that 117,499 (11.60%) candidates selected distractor *A, Compass*. These candidates failed to understand that the compass is used to show the north direction on the map, and it does not help the map reader to identify everything on the map. A total of 89,739 (8.86%) chose distractor *B, Scale*. The scale helps the map reader to identify the relationship that exists between map distance and the actual ground distance.

Besides, 41,364 (4.08%) candidates chose distractor *C, Title*, which enables a map reader to understand what the map is all about. However, the title does not provide the room to identify the meaning of the symbols used on a given map. In addition 45,428 (4.48%) candidates chose distractor *D, Margin*. These candidates failed to understand that the question demanded them to identify the tool that

can help map readers to understand the symbols on a map and not the map boundaries. A total of 9,515 (0.93%) candidates either skipped this question or selected more than one answer.

Question 33: When the compass rests, its arrow points at which direction?

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

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

Option	A	B	C*	D	E	Others
No. of Candidates	131,238	111,544	588,902	101,296	69,186	10,898
% of Candidates	12.95	11.01	58.13	10.00	6.83	1.08

In Table 13, the performance of candidates is average as 58.13% chose the correct answer.

This question was set from the *Map skills* topic. The candidates were required to identify the direction to which the compass points when its arrow is at rest. The general performance of the candidates on this question was average since 588,902 (58.13%) candidates chose the correct response *C, North*. These candidates had an adequate knowledge of how to read the compass. The compass normally points to the north due to the magnetic effect between the compass and the north pole of the earth.

In contrast, 413,264 (41.87%) candidates chose incorrect options as follows: *A, East (12.95%); B, West (11.01%); D, South (10.00%)* and *E, South west (6.83%)*. These candidates failed to understand that the distracters are related to compass direction, but they are not shown directly by the pointer of the compass when its arrow is at rest. A total of 10,898 (1.08%) candidates either skipped this question or chose more than one option.

Question 34: What number is given to a contour line drawn to represent sea level?

- A 20 B 5 C 15
D 0 E 4

The question was set from the *Map skills* topic, it assessed the candidates' ability to identify the number given to the contour line drawn to represent sea level. The general performance of candidates on this question was good as 694,509 (68.6%) candidates chose the correct answer *D*, 0. These candidates had an adequate knowledge about drawing and reading contour lines. The contour line that is drawn to represent sea level is given number 0. Figure 18 shows performance of candidates on this Question.

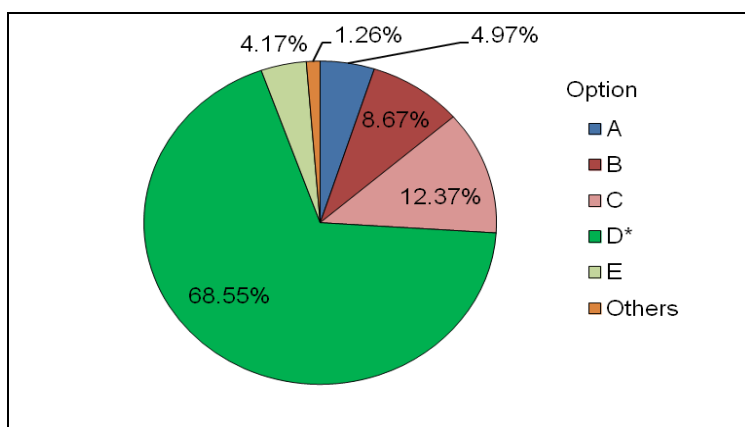


Figure 18: Performance of candidates on Question 34.

In contrast, 305,822 (30.1%) candidates chose distracters *A*, 20 (5.0%); *B*, 5, (8.7%); *C*, (12.4%) and *E*, 4 (4.2%). The choice of these distracters indicates that the candidates had inadequate knowledge of drawing and reading contour lines.

Question 35: The source of water which can be used to produce salt is
 A rainfall. B river. C spring.
 D ocean. E dam.

Table 14: Number and percentage of the candidates in each option

Option	A	B	C	D*	E	Others
No. of Candidates	78,125	78,851	221,031	558,621	66,494	9,942
% of Candidates	7.71	7.78	21.82	55.14	6.56	0.98

In Table 14, the performance of the candidates is average as 55.14% chose the correct answer.

This question was set from the *Water* topic, and the candidates were required to identify the name of the water source that can be used to produce salt. The overall candidates' performance on this question was average since 558,621 (55.14%) candidates chose the correct answer *D, ocean*. This indicates that the candidates had a sufficient knowledge about the water sources that can be used to produce salt. Sea water is a hard water type, which is characterised by salt. Hence, it used in salt production.

In contrast, 444,501 (43.1%) candidates failed to understand the requirements of the question. For example, 78,125 (7.71%) chose *A, rainfall*; 78,851 (7.78%) chose *B, river*; 221,031 (21.82%) chose *C, spring*; and 66,494 (6.56%) chose *E, dam*. These candidates were not aware that rain is a source of soft water. The river which involves runoff water from mountains towards oceans or lakes also originates from rain or springs, which are also classified as soft water. Besides, a dam is constructed to store water for various uses, and the sources of its water are rain, rivers, and or lakes. The water from these sources is not used for salt production as it is soft water. A total of 9,942 (0.98%) candidates skipped the question or provided multiple answers.

Question 36: Which activity leads to deforestation?

- A Crop rotation
- B Cutting trees for charcoal
- C Reforestation
- D Afforestation
- E Environmental education

This question was set from the *Environment* topic, and it intended to assess the candidates' ability to identify the activity that leads to deforestation. The overall candidates' performance on this question was good since 879,536 (86.82%) candidates selected the correct answer *B, Cutting trees for charcoal*. These candidates knew that making charcoal involves cutting down trees and piling up the wood, covering it with turf, and setting fire to obtain charcoal. This action leads to deforestation as both big and small trees are cut down. Figure 19 shows performance of candidates on this Question.

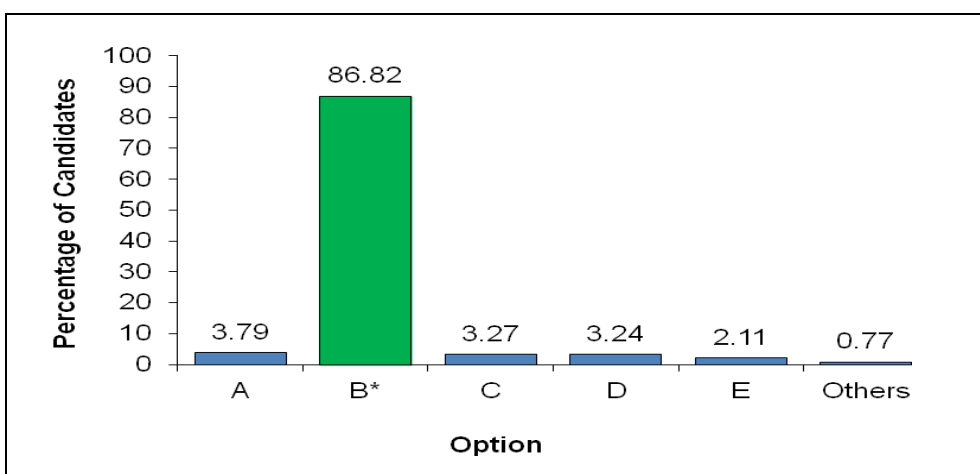


Figure 19: Performance of candidates on Question 36

A total of 38,425 (3.79%) candidates chose distractor *A*, *Crop rotation*. These candidates' failed to understand that crop rotation is the best way used by a farmer to maintain soil fertility in the farm. A total of 33,164 (3.27%) candidates chose distractor *C*, *Reforestation*. These candidates failed to understand the demand of the question. The question demanded them to identify the root cause of deforestation from the given alternatives, but the candidates provided the means of conserving the environment.

Besides, 32,824 (3.24%) candidates chose distractor *D*, *Afforestation*. These candidates failed to understand the demand of the question; planting of trees increases the forest. Moreover, 21,336 (2.11%) candidates chose distractor *E*, *Environmental education*. These candidates failed to understand that the provision of education helps people to identify the best ways of conserving the environment, which in turn protect the forest. A total of 7,779 (0.77%) candidates skipped this question or provided more than one response.

Question 37: A process of conveying message from one person to another is known as
 A transportation B tourism C communication
 D globalization E migration.

This question was set from the *Communication, trade and transport* topic. In answering this question, the candidates were required to identify the way used to send information from one person to another. Their overall performance on this question was good as 833,802

(82.30%) candidates chose correct answer *C, communication*. These candidates had an adequate sufficient knowledge about communication topic. Figure 20 shows performance of candidates on this question.

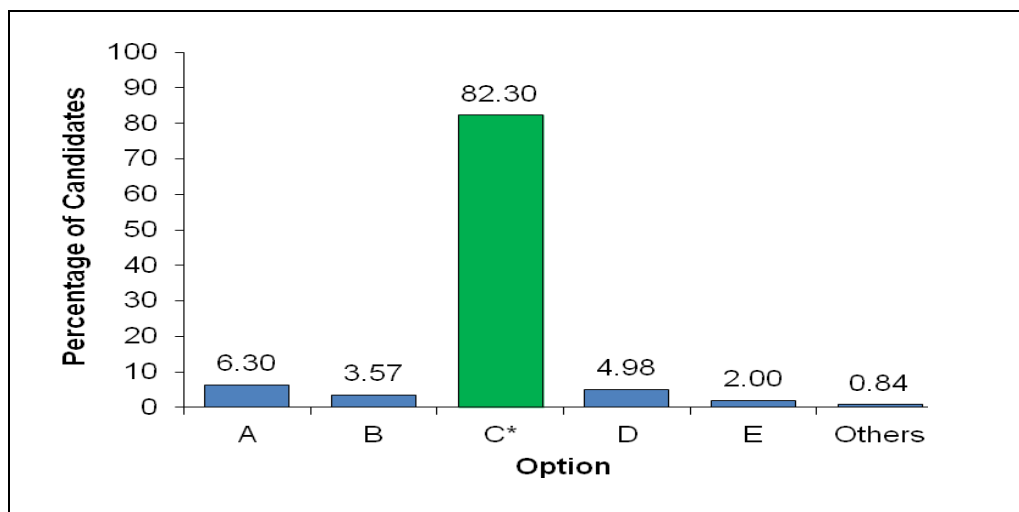


Figure No. 20: performance of candidates on Question 37.

About 170,702 (16.75%) candidates failed to understand the requirement of the question. These candidates were attracted to distractors *A, transportation* (6.30%); *B, tourism* (3.57%); *D, globalization* (4.98%); and *E, migration* (2.00%). These candidates were supposed to bear in mind that transportation is an act of shipping people or commodities from one area to another; tourism is an act of travelling from one place to another for learning or leisure; globalization connects people economically, politically and socially; and migration involves moving from one place to establish settlement in another area. All these distractors involve moving from one area to another but they were not related to sending information from one person to another. A total of 8,560 (0.84%) candidates skipped the question or provided multiple answers.

Question 38: What is the benefit of trading activities?

- A Increase of national income
- B Increase of rainfall
- C Decrease of conflicts
- D Decrease of refugees
- E Increase of wild animals

Table 15: Number and percentage of the candidates in each option

Option	A*	B	C	D	E	Others
No. of Candidates	890,550	33,264	44,260	21,267	17,051	6,672
% of Candidates	87.91	3.28	4.37	2.10	1.68	0.66

In Table 15, the performance of candidates is good as 87.91% chose the correct answer.

The question was set from the *Communication, trade and transport* topic. The candidates were required to identify the benefits of business activities. The overall performance of the candidates on this question was good since 890,550 (87.91%) candidates selected the correct answer *A, Increase of national income*. These candidates had a sufficient knowledge about business activities. Hence, they understood that selling and buying commodities or services produce profit which increases national income through taxes.

Moreover, option *B, increase of rainfall* was chosen by 33,264 (3.28%) candidates. Those candidates failed to understand that the increase in rainfall is the result of the increase in the evaporation rate from plants, land and water sources. Therefore, it is not related to trading activities. Furthermore, 44,260 (4.37%) candidates chose distractor *C, decrease of conflicts*. This distractor was chosen by the majority as it is true that peace and security allow business development. However, conflict will not necessarily always hinder business development. Likewise, 21,267 (2.10%) candidates selected *D, Decrease of refugees*. This choice was not correct because the decrease of refugees is caused by the prevailing peace in the place of origin. Moreover, 17,051 (1.68%) candidates chose distractor *E, Increase of wild animals*. These candidates failed to understand that the increase of wild animals results from conserving natural resources. The increase in wild animals may also attract tourists. The candidates thus considered it as a business benefit.

Question 39: Which tools are used for transportation in water?

- A Train, ship and boat
- B Ship, boat and canoe
- C Motorcycle, bus and ship
- D Aeroplane, train and bus
- E Ship, ferry and aeroplane

The question was set from the *Communication, trade and transport* topic. Their candidates were required to identify the tools used for transportation in water. The performance on this question was good since 886,534 (87.51%) candidates chose the correct answer *B, Ship, boat and canoe*. Those candidates had a sufficient knowledge about the tools used for transportation in water. Figure 21 shows performance of candidates on this Question.

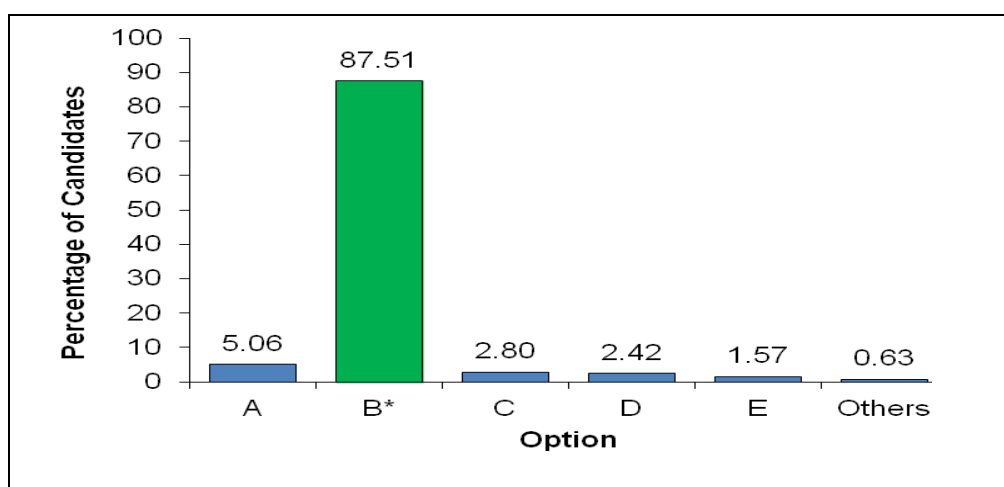


Figure 21: The performance of candidates on Question 39.

On the other hand, the candidate who chose distractor A, *Train, ship and boat* (5.06%); C, *Motorcycle, bus and ship* (2.80%); D, *Aeroplane, train and bus* (2.42%) and E, *Ship, ferry and aeroplane* (1.57%) failed to understand that trains, motorcycles and buses are used for transportation on land, and aeroplane is used for air transportation. These candidates generally lacked knowledge about different ways used for transportation or the tools involved. A total of 6,429 (0.63%) candidates skipped the question or provided more than one response.

Question 40: The following are the advantages of recycling of waste **except**

- A people getting employment.
- B conservation of natural resources.
- C reduces global warming.
- D increase of soil fertility.
- E reduces the spread of diseases.

The question was set from the *Environment* topic. The candidates were required to identify, from the given alternatives, a statement which does

not qualify for being the advantage of recycling waste. The overall performance on this question was weak since only 209,296 (20.66%) candidates chose the correct answer *D, increase of soil fertility*. These candidates had an adequate knowledge of the advantages of recycling wastes. These candidates managed to identify that increase of soil fertility is not the direct advantage of recycling wastes. Figure 22 shows performance of candidates on this Question.

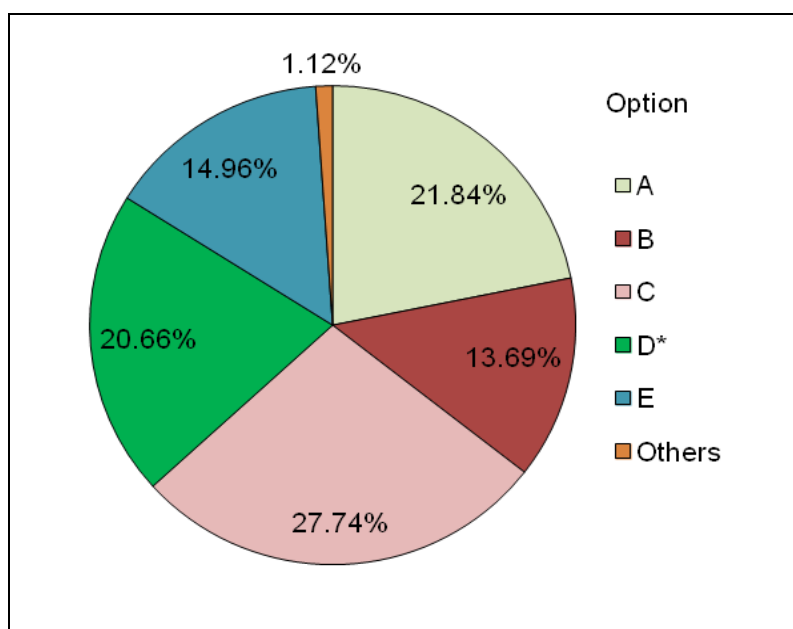


Figure 22: The performance of candidates on Question 40

A total of 221,222 (21.84%) candidates chose distractor *A, people getting employment*. These candidates failed to understand that employment is one of the advantages of recycling. People employ themselves in collecting empty bottles of water and tin or pieces of iron and selling them to earn money. A total of 138,644 (13.69%) candidates chose distractor *B, conservation of natural resources*. These candidates failed to understand that waste materials affect the habitats of living organisms, and they may lead to their disappearance. Hence, recycling makes the environment clean and suitable for living. Distractor *C, reduces global warming* attracted 281,057 (27.74%) candidates who failed to understand that recycling reduces the production of waste materials, especially those relating to plastic materials which hinder the absorption of sun rays in the soil. As a result, they are returned back to the atmosphere, leading to the destruction of the ozone layer. The ozone functions as the blanket which absorbs sun rays; when destroyed,

temperature on the earth increases. Besides, 151,515 (14.96%) candidates chose distractor *E, reduces the spread of diseases*. These candidates failed to understand that recycling reduces the spread of diseases since many diseases have a direct relation with dirty environments.

2.2 Section B

Question 41: Why is the government fighting against the use of dynamite in fishing activities?

The question was set from the topic *Our economy*, and it required the candidates to give the reason as to why the government is fighting against the use of dynamite in fishing activities. The performance was good as 635,075 (62.97%) candidates scored 2 (full) marks allotted for this question. Other 86,361 (8.56%) candidates scored 1 mark and 287,036 (28.46%) scored a 0 mark. Figure 23 indicates the performance of candidates on Question 41.

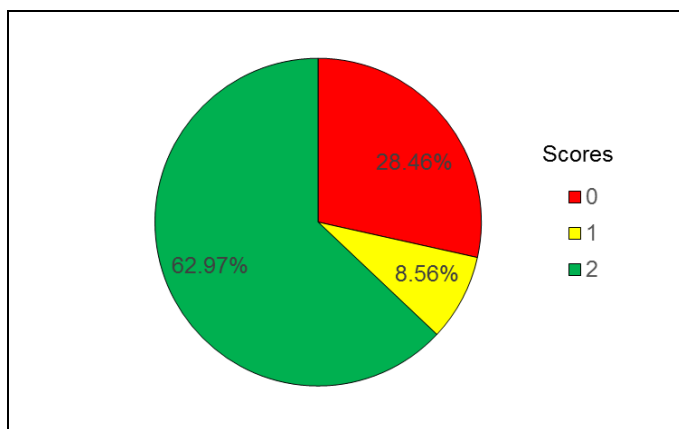


Figure 23: Good performance of candidates on Question 41

The 62.97% who scored the 2 allotted marks for this question had knowledge about the government rationale for fighting against the use of dynamite in fishing activities; that is to save the life of marine organisms and the environment in which they live and use to reproduce. Dynamite destroys big fish and small ones which are yet to mature; dynamite fishing pollutes the environment and destroys the water sources. Extract. 1 is a sample of good responses from the script of a candidate who addressed the demands of Question 41.

41. Why is the government fighting against the use of dynamite in fishing activities?

Because dynamites in fishing activities cause water pollution and cause death of marine organisms.

Extract 1: Sample of a good response from the script of a candidate who sufficiently addressed the demands of the question

Moreover, 8.56% of the candidates who scored 1 mark failed to give exhaustive points to merit the 2 marks allocated for this question. Some of the arguments put forward include the government is against the use of dynamite in fishing activities because it is illegal. The candidates did not go further to explain the circumstances which precipitated such a decision.

Moreover, 28.46% of the candidates failed to identify the demands of the question and scored a 0 mark. Some of the arguments put forward associated the campaign against the use of dynamite in fishing activities with the fight for political freedom. One candidate argued that *in order for countries to achieve independence they fought by using armed struggle or through constitutional means*. Another candidate, for example failed, to figure out the use of dynamite in fishing activities by arguing that *dynamite is the type of fishing net which is not safe for fishing activities*. Similarly, another candidate argued that *dynamite is the type of fishing by using small size net which can capture only small fish*. Another response was provided by one candidate who associated the use of dynamite in fishing activities with the National symbols. On the whole, incorrect responses put forward by these candidates are an indication that they lacked knowledge of the rationale for campaigning against the use of dynamite in fishing activities. Lastly, some candidates also demonstrated lack of basic writing skills by writing incomprehensible concepts while others skipped the question. Extract 2 is a sample of poor response from the candidates who failed to address the demands of Question 41.

41. Why is the government fighting against the use of dynamite in fishing activities?

BECAUSE DYNAMITE FISHING IS THE FISHING WHICH INVOLVES FISHING WITH SMALL ~~MA~~ NET BOX. SO SMALL FISH WILL BE MOVED OUT THE WILL BE NO MORE FISH.

Extract 2: A sample of poor responses from the candidates who failed to address the demands of the question

Question 42: How did the early man make fire?

The question required the candidates to explain the mechanisms through which the early man used to make fire. The performance of the candidates on this question was good as 651,986 (64.65%) provided the correct answers. Such candidates explained that fire was obtained either by striking stones against each other or by hand drilling a stick on dry wood. In general, these candidates were aware of the discoveries made by man and their importance during the Middle Stone Age.

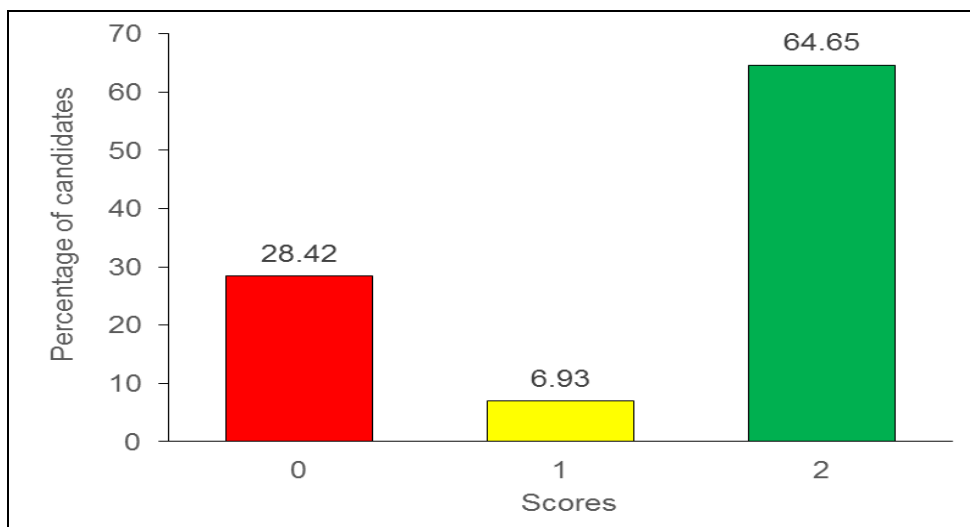


Figure 24: Shows that the candidates' performance on this question was good.

Moreover, 69,867 (6.93%) candidates scored 1 mark in this question. Majority of the candidates in this category managed to explain how fire was made through hand drilling a stick on dry wood, whereas few candidates were able to explain how fire was obtained through striking

stones against each other. Generally, the candidates in this category provided one correct answer.

Additionally, 286,619 (28.42%) candidates scored zero because they had limited knowledge about the subject matter. Some of the candidates in this category outlined three Stone Age periods, while others explained the advantages brought by the discovery of fire. Some of the irrelevant responses provided by the candidates are shown in Extract 3.

42. How did the early man make fire?
<hr/>
TO HELP HIM INCHASING WILD ANIMALS IN
THE FOREST
<hr/>

In Extract 3: The candidate went astray by outlining the use of fire instead of how fire was made.

Question 43: Why Tanganyika was removed from the German colonial rule and placed under the British Colonial rule in the 20th century?

This question required the candidates to explain the reason that caused Tanganyika to be placed under the British rule instead of the German rule to which it belonged before the 20th century. The performance of the candidates on this question was weak since 868,076 (86.10%) candidates scored zero. The candidates in this category portrayed lack of knowledge about the subject matter. Some of the incorrect responses given include the reasons for indirect rule in Tanganyika, the role of the agents of colonialism, the reasons for the abolition of the slave trade, the reasons for the establishment of the colonial rule and the reasons for the union of Tanganyika and Zanzibar. Such incorrect responses reveal that the candidates were not knowledgeable about the colonization of Tanganyika by the Germans and then by the British during the 20th century. Extract 4 shows a sample of irrelevant responses on Question 43.

43. Why Tanganyika was removed from the German colonial rule and placed under the British Colonial rule in the 20th Century?

TANGANYIKA WAS REMOVED FROM THE GERMAN
COLONIAL RULE BECAUSE TANGANYIKA WANTED
TO BE ONE OF COMMONWEALTH UNDER BRITISH.

Extract 4: Shows a poor response from the candidate who was unaware of how Tanganyika got colonized by the British instead of the German in the 20th century.

Moreover, 20,322 (2.00%) candidates scored 1 mark. The majority of the candidates who scored 1 mark provided explanations that did not merit the full 2 marks.

However, only a few candidates (120,074, equal to 11.90 percent) scored 2 marks. These candidates explained clearly how the defeat of the Germans in the First World War caused Tanganyika to be placed under the British Colonial rule. Extract 5 presents a sample of the correct responses from one of the candidates who were conversant with the reason that made Tanganyika to be placed under the British rule instead of the German rule in the 20th century.

43. Why Tanganyika was removed from the German colonial rule and placed under the British Colonial rule in the 20th Century?

TANGANYIKA WAS REMOVED FROM THE GERMAN
AND PLACED UNDER THE BRITISH RULE BECAUSE
BRITISH DEFEATED GERMAN IN THE FIRST
WORLD WAR.

Extract 5: presents a sample of candidate's correct response, explaining the reason that made Tanganyika to be under the British colonial rule instead of the German rule in the 20th century.

Study carefully the rainfall statistics in the following table and then answer question 44 and 45.

**Rainfall Statistics recorded in Mtwara region from
12/11/2018 to 18/11/2018**

Days	Amount of Rainfall
Monday	11 mm
Tuesday	15 mm
Wednesday	13 mm
Thursday	20 mm
Friday	10 mm
Saturday	5 mm
Sunday	10 mm

Question 44: Mention the days which had the same amount of rainfall.

The question was set from the topic of *Weather Condition in Division, District and Country*. The candidates were required to study the rainfall statistics of different days in a week and identify days with the same amount of rainfall. The candidates' performance on this question was good because 892,063 (88.45%) correctly wrote Friday and Sunday as the days with the same rainfall amount. However, 94,685 (9.4%) candidates scored zero. Figure 25 illustrates the candidates' performance on Question 44.

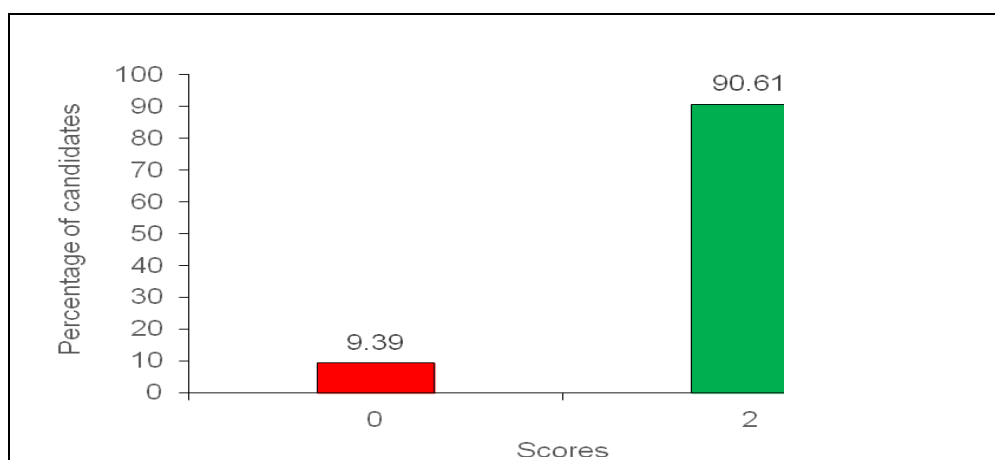


Figure No. 25: The performance of candidates on Question 44

The candidates who scored full (02) marks provided the correct answer by matching the rainfall amount recorded on different days of the week and identify the days with the same rainfall amount. The majority of the candidates were able to respond correctly to this question because it demanded only studying the statistics and picking the days with the

same amount of rainfall. Extract 6 illustrates a response from a candidate who answered this question correctly.

44. Mention the days which had the same amount of rainfall.
Friday and Sunday.

Extract 6: A sample of correct responses to Question 44

Furthermore, the candidates who scored zero (0) failed to understand the demand of the question. These candidates' mentioned incorrect days. This shows that they had inadequate knowledge of statistics issues. Extract 7 illustrates an incorrect response from a candidate who failed to identify the days with the same amount of rainfall.

44. Mention the days which had the same amount of rainfall.
Tuesday
Wednesday
Thursday
Monday
Saturday

Extract 7: A sample of incorrect responses to Question 44

Question 45: Calculate the average rainfall for that week.

The question was set from the topic *Weather Condition in Division, District and Country*. It tested the candidates' ability to interpret statistics. In this question, the candidates were required to calculate the average rainfall for the week from the given data. The candidates' performance on this question was good because 621,322 (61.61%) candidates scored full (2) marks. Furthermore, 387,150 (38.39%) candidates scored zero as they failed to understand the requirement of the question; hence, they wrote incorrect answers. The performance of the candidates on Question 45 is illustrated in Figure 26.

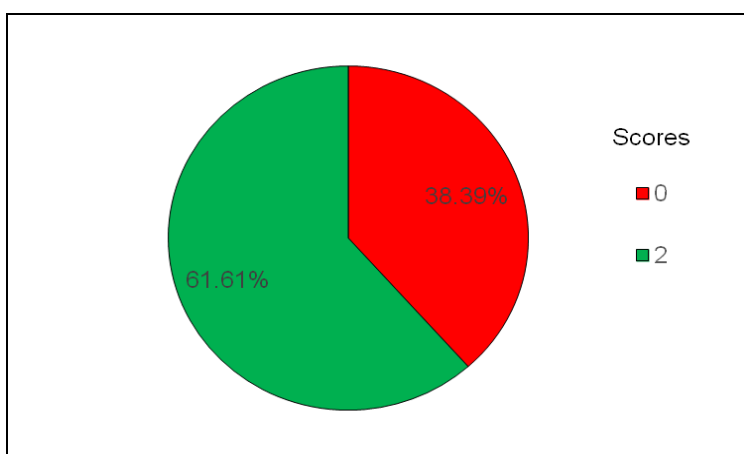


Figure 26: The performance of candidates on Question 45

The analysis of the candidates' responses reveals that those who scored full (2) marks managed to calculate the average rainfall from the given statistics. These candidates added the amount of rainfall recorded on each day and then divided it by the total number of days. Thus, they obtained the correct answer, 12mm. Extract 8 shows a sample of the correct answers from a candidate with adequate mathematical competences.

45. Calculate the average rainfall for that week.

$$\frac{11 + 15 + 13 + 20 + 10 + 5 + 10}{7} = \frac{84}{7}$$

Average = 12mm

Extract 8: Shows a sample of the correct answers to Question 45

However, a further analysis reveals that the candidates who scored zero lacked knowledge of how the average rainfall is calculated. Other candidates listed the amount of rainfall recorded in a week in addition some did not attempt the question, while others provided irrelevant responses. These candidates failed because they lacked mathematical competences. Extract 9 illustrates a sample of incorrect responses from the candidate who failed to calculate the average rainfall required by the question.

45. Calculate the average rainfall for that week.

39	11	26	59
20	15	13	10
59	26	39	69
	69		
	5		
	75		
		75	
		10	
		23	
			= 85 mm

Extract 9: A sample of incorrect responses to Question 45

3.0 CANDIDATES' PERFORMANCE ANALYSIS ON EACH TOPIC

The analysis of all the 27 topics in the Social Studies examination reveals varied performance of the candidates. Their performance was good in 12 topics, average in 07 topics, and weak in 08 topics. The performance was considered good if it ranged from 60 - 100 percent, which is indicated by green colour in the table. Similarly, the performance was classified as average if it ranged from 40 - 59 percent. This is indicated by the yellow colour in the table. On the other hand, the candidates' performance was categorized as weak if it ranged from 0-39 percent. This is presented in the table with the red colour.

Comparative analysis shows that the performance of candidates on some topics has improved in 2020 compared to 2019. There has been an increase in performance from weak to average in the topics of *Interactions between Tanzanian Societies and Asian and European Societies*. The performance has increased from 32.8 percent to 46.1 percent, and performance on *Colonial Invasion in Africa From the 1880s* has increased from 37.6 percent to 40.4 percent. Additionally, on some topics performance has increased from average to good. The topics include *Defence and security in school/Nation* on which performance has increased from 51.95 percent to 71.85; *Communication, Trade and Transport* on which performance has increased from 58.39 percent to 85.9 percent; *Map Reading*, from 45.63 percent to 61.3; percent and the Solar system, from 44.01 percent to 71.4 percent. On the other hand candidates performance on *Principles of Democracy* decreased from good (84.20%) to weak (25.2%); *Origin and Evolution of Man*, from average (49.00) to weak (26.6%); *National Symbols*, from good (74.75%) to average (44.1%); *Our economy*, from good (60.47%) to average (59.75%); and *Water*, from good (71.21%) to average (55.1%).

Generally, the performance of the candidates in the year 2020 shows improvement when compared to 2019 performance. However, there is

an increase of the number of topics whose performance has improved and decrease to those whose performance has declined. Table 13 show topics which have improved in performance and Table 14 show topics which have decreased in performance.

Table 13: Topics Which Show Increase in Performance

S/N.	Topic	Mean Performance in 2019 (%)	Mean Performance in 2020 (%)	Mean Increase (%)
1.	Defence and Security in Schools/Nation	51.95	71.85	19.9
2.	Tanzania in World Culture	18.04	35.40	17.36
3.	Our Culture	79.49	80.50	1.01
4.	Our School	61.6	67.8	6.2
5.	Interactions between Tanzanian Societies and Asian and European Societies	32.8	46.1	13.3
6.	Establishment of Colonial Rule in Africa	17.17	30.65	13.48
7.	Colonial Invasion in Africa from the 1880s	37.6	40.4	2.8
8.	International Cooperation	14.5	24.3	9.8
9.	Environment	55.1	66.6	11.5
10.	Solar System	44.01	71.4	27.39
11.	Map Reading	45.63	61.3	15.67
12.	Communication, Trade and Transport	58.39	85.9	27.51

Table 14: Topics Which Show Decrease in Performance

S/N	Topic	Mean Performance in 2019 (%)	Mean Performance in 2020 (%)	Mean Decrease (%)
1.	The Constitution of the United Republic of Tanzania	34.77	22.41	12.36
2.	Principles of Democracy	84.20	25.18	59.02
3.	National Symbols	74.75	44.07	30.68
4.	The Origin of and Evolution of Mankind	49	26.9	22.1
5.	Water	71.24	55.1	16.14
6.	Economic Activities	76.2	64.7	11.5

Further information on the candidates' performance in each topic examined in 2020 is given in the appendix.

4.0 CONCLUSION

The candidates' performance in the Social Studies Examination has increased by 5.10%; the performance in the year 2019 was 76.63%, and in this year 2020 is 81.73%.

The performance of candidates has improved in the *Cooperation between Tanzania other Nations* and *Colonial Invasion in Africa from the 1880s* topics from weak to average. The performance has also improved from average to good in the topics of *Defence and security in school/Nation*, *Communication*, *Trade and Transport*, *Map Reading* and *Solar System*.

In contrast, candidates' performance on four topics decreased, namely *Principles of Democracy*, *Origin and Evolution of Man*, *National symbols*, *Our Economy* and *water*.

5.0 RECOMMENDATIONS

To further improve candidates' performance in the Social Studies subject, The National Examinations Council of Tanzania recommends the following:

- (a) The teaching and learning of the topics that were identified to have weak performance: *The Constitution of the United Republic of Tanzania, Principles of Democracy, Tanzania in World Culture, Origin and Evolution of Man, Establishment of Colonial rule in Tanganyika and Zanzibar, Establishment of Colonial Rule in Africa, The struggle for Independence in Africa and International Cooperation* should take into account various teaching techniques such as;
 - (i) Conducting study tours to enable pupils to learn in real life situations and encourage them to learn more.
 - (ii) Employing the role play technique in the teaching and learning of the topics such as *Principles of Democracy* and *Tanzania in World Culture*.
 - (iii) Applying group discussions and presentations that will activate the pupils' permanent memory.
 - (iv) Employing project assignment (depending on the type of the topic) to reinforce the knowledge learned by the pupils.
 - (v) Employing debate techniques to reinforce knowledge about the respective topics.
 - (vi) Inviting guest speaker/specialists in teaching of various topics.
 - (vii) Using various drawing, maps and charts to elaborate various concepts during teaching and learning process is essential.
- (b) 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 to identify the reasons for the failure of some candidates in some of the questions and solve them accordingly.

- (c) Students should be advised and emphasized to read texts and supplementary books widely and extensively to boost their knowledge and skills that will help them in answering examination questions correctly.
- (d) Teachers should provide exercises regularly to students, which are to be done in class, outside classes and at home to build learning culture.
- (e) Respective authorities should continue monitoring the teaching and learning processes in the Civics, History and Geography subjects. They should also encourage teachers to exchange their expertise in different topics especially in the topics with poor performance.
- (f) Respective authorities should conduct research to identify challenges that hinder teaching and learning, and consequently addressing them to improve performance.

Comparison of Performance between 2019 and 2020

SN	Topic	PSLE 2019				PSLE 2020			
		Performance in each Question		Average performance (%)	Remarks	Performance in each Question		Average performance (%)	Remarks
		Question Number	Performance (%)			Question Number	Performance (%)		
1.	Leadership at Village/Street level	-	-	-	-	1	84.82	84.82	Good
2.	Local government	-	-	-	-	2	62.26	62.26	Good
3.	Local government leadership	2	11.48	11.48	Weak	-	-	-	-
4.	Central government	12	58.31	58.31	Average	-	-	-	-
5.	Democracy	5	51.95	51.95	Average	3	43.9	43.9	Average
6.	School and National symbols	1	74.75	74.75	Good	5	44.1	44.1	Average
7.	Defence and security in school/Nation	6	38.32	51.95	Average	11	88.5	71.85	Good
		11	68.58			9	55.2		
8.	Our Economy	10	60.47	60.47	Good	41	63.0	59.75	Average
						8	56.5		
9.	Our Culture	9	79.49	79.49	Good	6	80.5	80.5	Good
10.	Cooperation between Tanzania other Nations	7	48.58	48.58	Average	10	50.1	50.1	Average
11.	The constitution of the United	4	14.18	34.77	Weak	7	22.4	22.4	Weak

SN	Topic	PSLE 2019				PSLE 2020			
		Performance in each Question		Average performance (%)	Remarks	Performance in each Question		Average performance (%)	Remarks
		Question Number	Performance (%)			Question Number	Performance (%)		
	Republic of Tanzania	41	69.53						
12.	Principles of Democracy	3	84.20	84.20	Good	4	25.2	25.2	Weak
13.	Tanzania in World Culture	8	18.04	18.04	Weak	12	35.4	35.4	Weak
14.	Our Family	14	80.7	80.95	Good	-	-	-	-
		15	81.2						
15.	Our School	16	61.6	61.6		21	67.8	67.8	Good
16.	Our Village	18	40.8	40.8	Average	-	-	-	-
17.	Origin and Evolution of Man	23	49	49	Average	13	24.2	26.9	Weak
						19	29.6		
18.	Stages of Development in Different ages	-	-	-	-	20	60.9	62.8	Good
						42	64.7		
19.	Interactions between Tanzanian Societies and Asian and European Societies	22	32.8	32.8	Weak	22	46.1	46.1	Average
20.	Slave Trade	42	21.35	21.35	Weak	-	-	-	-
21.	Establishment of Colonial rule in Tanganyika and Zanzibar	-	-	-	-	43	11.9	11.9	Weak
22.	Establishment of Colonial Rule in	17	5	17.17	Weak	16	33.4	30.65	Weak
		20	17.1			17	26.9		

SN	Topic	PSLE 2019				PSLE 2020			
		Performance in each Question		Average performance (%)	Remarks	Performance in each Question		Average performance (%)	Remarks
		Question Number	Performance (%)			Question Number	Performance (%)		
	Africa	21	29.4			24	33		
23.	Agents of Colonialism	13	26.93	30.0	Weak	-	-	-	-
		24	33.0						
24.	Colonial Invasion in Africa from the 1880s	19	37.6	37.6	Weak	15	46.2	40.4	Average
						18	28.7		
						25	46.3		
25.	The Struggle for Independence in Africa	-	-	-	-	14	25.4	25.4	Weak
26.	Social, Political and Economic Changes in African Independence	25.0	23.6	18.05	Weak	-	-	-	-
		43	12.5						
27.	International Cooperation	26	14.5	14.5	Weak	23	30.1	24.3	Weak
						24	28.6		
						26	14.2		
28.	Communication, Trade and Transport	35	70.86	58.39	Good	37	82.3	85.9	Good
		36	45.93			38	87.9		
						39	87.5		
29.	Environment	27	44.80	55.1	Average	30	92.6	66.6	Good
		34	65.40			36	86.8		
						40	20.7		
30.	Economic Activities	32	64.68	76.2	Good	29	64.7	64.7	Good
		33	87.72						
31.	Map Reading	44	45.97	45.63	Average	31	48.5	61.3	Good
						32	70.0		
		45	45.28			33	58.1		
						34	68.6		
32.	Water	38	80.74	71.24	Good	35	55.1	55.1	Average
		39	61.74						
33.	Solar System	31	28.92	44.01	Average	27	71.4	71.4	Good

SN	Topic	PSLE 2019				PSLE 2020			
		Performance in each Question		Average performance (%)	Remarks	Performance in each Question		Average performance (%)	Remarks
		Question Number	Performance (%)			Question Number	Performance (%)		
		37	74.72						
		40	28.38						
34.	Weather	30	68.49	68.49	Good	-	-	-	-
35.	Photograph and Map Interpretation	28	86.03	86.02	Good	-	-	-	-
		29	86.00			-	-	-	-
36.	Disasters	-	-	-	-	28	63.3	63.3	Good

