



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) 2021**

SOCIAL STUDIES & VOCATIONAL SKILLS



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PREFACE

The National Examinations Council of Tanzania has prepared a report on the analysis of candidates' item responses for the Primary School Leaving Examination in the Social Studies and Vocational Skills subject for the year 2021. This report aims at giving feedback to candidates, teachers, policy makers, curriculum developers and other educational stakeholders. The analysis of candidates' responses in this examination is one of the indicators that show knowledge and skills which have been acquired by the candidates in Social Studies and Vocational Skills subject.

In this report, analysis for each question has been conducted. Various challenges that the candidates faced in answering the questions have been revealed. Nevertheless, the analysis of candidates' performance for every competency has been shown so as to identify the competency which was more challenging among candidates.

Furthermore, the analysis indicates that, the candidates who performed highly had adequate knowledge that enabled them to identify the demands of the questions. The candidates with inadequate knowledge rarely identified the demands of the questions. Generally, the majority of the candidates who scored poorly provided incorrect responses. Others either skipped some questions or provided more than one answer for question 1 - 40, 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 the 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 2021 Primary School Leaving Examination (PSLE) in the Social Studies and Vocational Skills subject was held on 8th September 2021. The total number of candidates registered for this subject's examination was 1,132,084. Among them, 1,107,778 which is equal to 97.9 percent sat for the examination. A total of 788,528 candidates equal to 71.2 percent passed this examination. The Social Studies and Vocational Skills subject had a total of 45 questions which were divided into two sections; A and B. Section A consisted of 40 multiple choice questions, and section B consisted of 5 short answer questions.

The candidates were required to answer all questions in both sections. Moreover, in multiple choice questions 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 special answer sheet (Optical Mark Reader – OMR) provided. In answering question 41 – 45, the candidates were instructed to write their answers in the space provided using a blue or black ink pen on the other side of an OMR.

In this report, the letter of the correct answer is marked with an asterisk (*) in the table and charts. Moreover, the percentage of the candidates who did not follow the examination instructions is included in the analysis and named “Others” as shown in the tables and charts. In this analysis, the number and percentage of candidates in each option is shown. The candidates' performance in each question depends on the number of the candidates who selected the correct answers. Also, the reasons that made candidates to select the correct or incorrect responses have been stipulated.

The criteria for grading the candidates' performance on each question depended 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 is classified as weak. If the percentage of the candidates who managed to choose or write the correct answer

ranged 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 ranged from 60 and above, their performance is classified as good.

The examined competencies in PSLE 2021 for Social Studies and Vocational Skills subject are; Identifying different events occurring in his or her environment, questions 1-3, 5-11, 41 and 43; Identifying the principles of patriotism in the society, questions 12-23 and 42; Applying the knowledge of maps and the astronomy to daily life, questions 24-28 and 45; Applying economic principles in income generating activities question 4, 6, 29-35 and 44; Applying good grooming practices, questions 39 and 40; Mastering cooking a variety of food question 38; Creating works of art, question 36 and Applying entrepreneurial skills question 37.

2.0 ANALYSIS OF CANDIDATES' RESPONSES IN EACH QUESTION

2.1 Section A: Multiple Choice Questions

Question 1: Water is an important resource for social and economic development in Tanzania. Identify three main sources of such a resource.

- A Rain, lakes and sea
- B Sea, wells and rivers
- C Rain, surface and underground water
- D Lakes, rivers and springs
- E Wells, springs and rain

Table 1: Number and Percentage of Candidates for each Option

Option	A	B	C*	D	E	Others
No. of Candidates	395,910	204,855	111,272	225,521	155,682	14,559
% of Candidates	35.7	18.5	10.0	20.4	14.1	1.3

The question required the candidate to identify three main sources of water. The candidates' performance in this question was weak as

only 111,272 (10.0%) selected the correct answer *C, rain, surface water and underground water*. These candidates had adequate knowledge about sources of water. They understood that we get water from rain when it rains. They also knew that we get water from water bodies found on the Earth's surface. They had also knowledge on underground water as a source of water.

The 395,910 (35.7%) candidates selected distractor *A, rain, sea and lakes*. This distractor was opted for by the majority of candidates due to the fact that rain water is the source of water in many areas in the country. The presence of great lakes in the country especially Lake Victoria which its water is currently distributed to various regions made the candidates think that it is the main source of water. Also, the presence of the Indian Ocean which is used for fishing and transportation activities attracted the candidates. Hence, these candidates failed to recognise that lakes and sea constitute one source of water which is surface water. This means that there are only two sources which are rain and surface water in this distractor.

On the other hand, 204,855 (18.5%) candidates opted for distractor *B, sea, rivers and wells*. The selection of this distractor was influenced by their experience on sources of water used in the environment they live. This shows that, they failed to recognise that only two main sources which are surface water (sea and river) and underground water (wells) were presented in this distractor. The rain as the main source of water was not presented.

Distractor *D, Lakes, rivers and springs* attracted 225,521 (20.4%) candidates. These candidates were unable to identify that this option mentioned only two sources of water; lakes and rivers which are surface water and springs which result from underground water.

Furthermore, 155,682 (14.1%) candidates who opted for distractor *E, wells, springs and rain* were not aware that wells and springs belong to one main source of water which is underground water. This makes this option to have only two sources of water which are rain and underground water. The 14,559 (1.3%) candidates either did not attempt this question, or provided multiple answers.

Question 2: The melting of ice on Mount Kilimanjaro has been caused by the increase of temperature on the Earth's surface. Which environmental activity can be used to address the problem?

- A Burning of forest and cutting down trees
- B Cultivating along the mountain
- C Planting trees and conserving the environment
- D Poor harvesting of forest
- E Keeping many animals in a small area

The question demanded the candidate to identify an environmental activity which can be used to address the problem of melting of ice on Mount Kilimanjaro. Generally, the performance of candidates for this question was good since 729,828 (65.9%) candidates opted for the correct answer *C, planting of trees and conserving the environment*. These candidates had adequate knowledge on the importance of planting trees. They were aware that planting trees prevents soil erosion, attracts rainfall and conserves water sources which ultimately lead to the rejuvenation of the environment. This can be reflected through the presence of optimal or decrease in temperature that can stop melting of ice.

On the other hand, 203,226 (18.3%) candidates selected distractor *A, burning of forest and cutting down trees*. The choice of this incorrect option shows that, those candidates were unaware of the causes of environmental degradation. Burning of the forest results into shortage of rainfall, which may lead to drought. The candidates who chose this distractor were supposed to understand that burning of forests contributes to the decrease of snow on the mountain.

The other 79,499 (7.2%) candidates who selected distractor *B, cultivating along the mountain* had inadequate knowledge about environmental conservation approaches. Cultivating along the mountain leads to the removal of natural vegetation, and consequently increases the temperature which may cause melting of the ice.

Furthermore, 37,392 (3.4%) candidates selected distractor *D, Poor harvesting of forest*. These candidates had inadequate knowledge of the proper ways to conserve the environment. Improper forest harvest decreases or leads to the complete disappearance of the forests. This may result into lack of rainfall leading to the occurrence of drought. Prolonged drought leads to the increase of temperature which melts the ice cap. Moreover, 46,436 (4.2%) candidates who selected distractor *E, Keeping many animals in a small area* had inadequate knowledge about the destruction of the natural vegetation of area caused by keeping of many animals contrary to the carrying capacity of an area. The candidates' performance for question 2 is presented in figure 1.

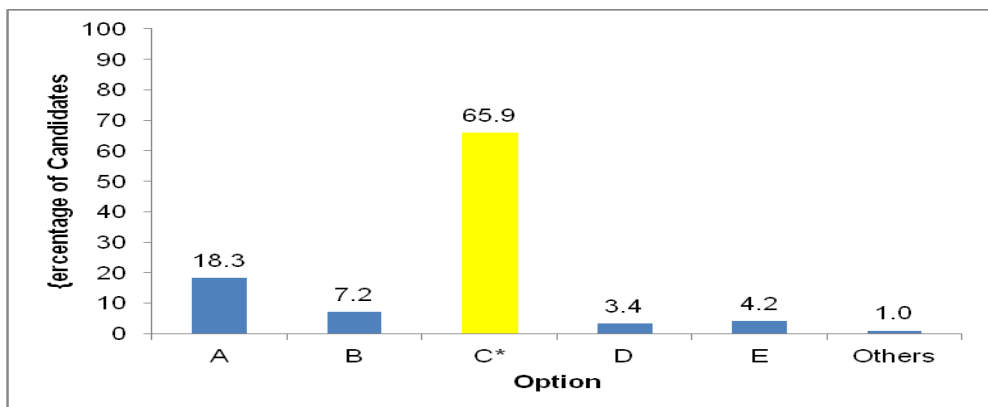


Figure1: *The performance of candidates in Question 2*

Question 3: The environmental expert advised villagers living along Mzingira River to stop the behaviour of destroying and polluting the water source. Which actions did he advise them to stop doing?

- A Planting trees, burning forest and dumping waste in the river
- B Grazing cattle, growing grasses and dumping waste in the river
- C Irrigation, terracing and sewage disposal
- D Cultivation, cattle feeding and cutting down trees
- E Processing raw materials, bathing and cooling of machine

Table 2: Number and Percentage of Candidates for Each Option

Option	A	B	C	D*	E	Others
No. of Candidates	230,933	170,603	184,560	337,221	165,628	18,854
% of Candidates	20.8	15.4	16.7	30.4	15.0	1.7

The question required the candidate to identify human activities along the Mzingu River; the activities which lead to the destruction and pollution of water sources. Generally, the performance of candidates in this question was weak since 337,221 (30.4%) candidates opted for the correct answer *D, cultivation, cattle feeding and cutting down trees*. These candidates had adequate knowledge about human activities that degrade the environment and pollute water sources. Cultivation uses fertilizers and pesticides, cattle feeding leads to disappearance of natural vegetation, cutting down trees leads to shortage of rain. These activities, in general, lead to the destruction of the environment and pollute water sources.

On the other hand, 230,933 (20.8%) candidates were attracted to distractor *A, planting of trees, burning of forests and dumping of waste in the river*. These candidates were supposed to understand that trees help in the formation of rain leading to the increase in water. Therefore, the villagers should not stop planting trees.

A total of 170,603 (15.4%) candidates opted for distractor *B, Cattle grazing, growing grasses and dumping waste in the river*. The highlighted practices by the candidates in this option lead to environmental destruction, except growing grasses. Hence, these candidates were not aware that planting grasses helps in the preservation of vegetation which conserves the river course.

Other 184,560 (16.7%) candidates opted for distractor *C, Irrigation, terracing and sewage disposal*. These candidates lacked knowledge about human activities that destroy and pollute the water sources. Hence, they were unable to identify that irrigation if conducted appropriately cannot destroy water sources, and terracing prevents soil erosion and water loss.

Moreover, 165,628 (15.0%) candidates opted for distractor *E, processing raw materials, bathing and cooling of machine*. These candidates associated the negative impact of industrial activities with environmental destruction, especially pollution of water sources. The candidates failed to understand that processing raw materials, bathing and cooling machines by using river water do not pollute the river, if the principles required for the processes are considered.

Question 4: A mining expert visited Standard Seven pupils and taught them about different types of minerals and their uses. Which mineral is used in cutting glass?

- | | | |
|-------------|-----------|----------|
| A Gold | B Diamond | C Silver |
| D Tanzanite | E Copper | |

The question required the candidate to identify the mineral which is used to cut glass. The performance of candidates for this question was average as 553,986 (50.0%) of them chose the correct answer *B, Diamond*. These candidates had sufficient knowledge of the types, characteristics and uses of the minerals. Hence, they recognised that diamonds are the hardest minerals than all the minerals in the world used for cutting hard materials including glass.

However, 85,995 (7.8%) candidates chose distractor *A, Gold*. This selection may have been influenced by the candidates' unawareness of the functions and uses of various mineral. Moreover, the presence of large mining areas in Geita, Shinyanga, Tabora, Mwanza, Mbeya and Tanga as well as the presence of large mining companies like Barrick Gold Mine, Golden Pride and Buzwagi Gold Mine made the minerals to be famous among many candidates. Thus, they opted for gold as the correct answer.

Other 54,984 (5.0%) candidates who chose distractor *C, Silver* did not have correct knowledge about the uses of silver. The mineral is used for making electrical cables and coins. These candidates associated hardness of coin and some electric cables with the ability to cut glasses.

The 109,886 (9.9%) candidates selected distractor *D, Tanzanite*. These candidates had inadequate knowledge on the uses of different minerals. A total of 287,268 (25.9%) candidates chose distractor *E, Copper*. Copper is used to make electrical cables, deadly weapons and home utensils like plates and cups. The candidates have wrongly associated these uses of copper with the ability to cut glass. The candidates' performance for question 4 is presented in figure 2.

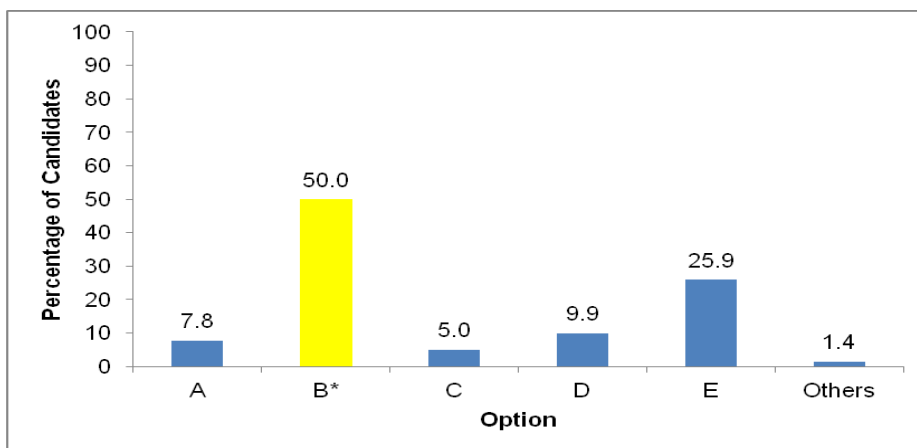


Figure 2: The performance of candidates in Question 4

Question 5: Mr. Mahiya is a nomadic pastoralist who moves with a large number of livestock. What is the effect of this kind of livestock keeping?

- A Floods
- B Flourishment of vegetation cover
- C Death of livestock
- D Disappearance of forests
- E Destruction of crops

Table 3: Number and Percentage of Candidates for Each Option

Option	A	B	C	D*	E	Others
No. of Candidates	125,475	77,789	280,796	281,851	326,511	15,377
% of Candidates	11.3	7.0	25.3	25.4	29.5	1.4

The question demanded the candidate to identify the negative effects of nomadic pastoralism. The performance of candidates for this question was weak as only 281,851 (25.4%) candidates chose the correct answer *D, Disappearance of forest*. These candidates had adequate knowledge on the negative effects of nomadic livestock keeping such as cutting down trees for construction of cattle sheds and human settlement. Those activities contribute to the destruction of vegetation as well as soil erosion, hence disappearance of forests. On the other hand, a total of 125,475 (11.3%) candidates opted for distractor *A, Floods*. Those candidates failed to understand that floods are not caused by nomadic pastoralism, but rather they are caused by heavy rainfall.

The 77,789 (7.0%) candidates who chose distractor *B, Flourishment of vegetation cover*. They were attracted to distractor B because cow dung is used as manure. Hence, they thought that it is also used to flourish the vegetation. Moreover, 280,796 (25.3%) candidates selected distractor *C, The death of livestock*. These candidates associated long distance movement of cattle with death. The candidates were not aware that cattle die mostly due to lack of water, food and diseases; and not because of moving from one area to another. On the other side 326,511 (29.5%) candidates who selected *E, The destruction of crops* associated destruction of crops as caused by cattle during pasturing. They did not know that crops destruction may occur even when there is no movement of cattle from one area to another.

Question 6: Nyerere Dam is one of the sources expected to generate Hydro-electric Power in Tanzania. In which river is the dam constructed?

- | | | |
|----------|-----------|--------|
| A Ruaha | B Ruvuma | C Ruvu |
| D Rufiji | E Pangani | |

The question demanded the candidate to recognise the name of the river across which Nyerere Dam is being constructed. The performance of candidates in this question was average as 445,628 (40.2%) candidates were able to select the correct option *D, Rufiji*. These candidates were aware that, the Nyerere Dam is constructed

on the Rufiji River. Apart from learning in the classroom, the candidates got knowledge about the construction from the discussion conducted in the parliament, newspaper and the social media. On the other hand, 133,174 (12.0%) candidates opted for an incorrect answer A, *Ruaha*. These candidates were not aware that the Ruaha river is a source of Kidatu power plant. The candidates lacked knowledge about various water sources for Tanzanian hydro-electric power.

A total of 275,325 (24.9%) candidates who selected distractor B, *Ruvuma* were not aware that, the Ruvuma river is not a source of any hydroelectric power. Likewise, 95,660 (8.6%) candidates who selected distractor C, *Ruvu* had knowledge about the construction of Nyerere Dam, but failed to differentiate it from Rufiji due to their related characteristics. All these rivers are found in Coast region and their names are closely related.

Apart from that, 140,045 (12.6%) candidates who selected distractor E, *Pangani* were not aware that, Pangani river has the Hale hydro-electric power station while the Nyerere Dam is being constructed across the Rufiji River. Other 17,967 (1.6%) candidates either did not answer this question or they wrote more than one response. The candidates' performance for question 6 is presented in figure 3.

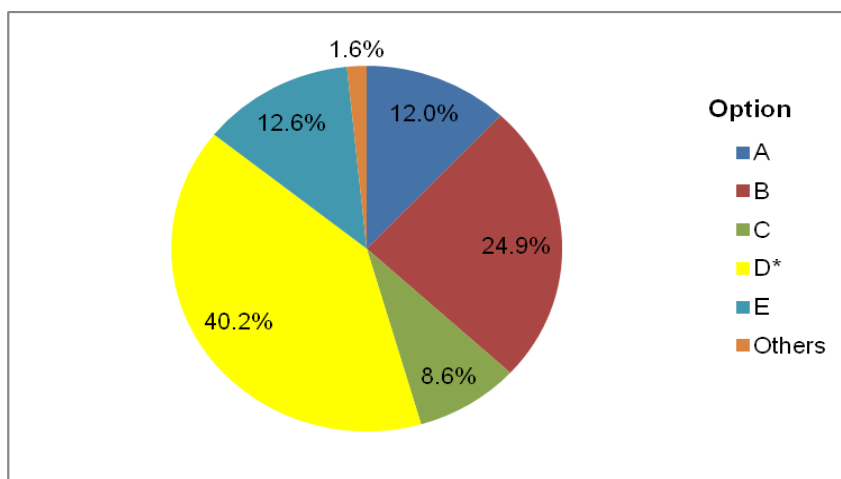


Figure 3: The performance of candidates in Question 6

Question 7: Musa sweats a lot during the hot season. Which colour of cloth would you advise him to wear?

- A White B Black C Blue
D Yellow E Green

Table 4: Number and Percentage of Candidates for Each Option

Option	A*	B	C	D	E	Others
No. of Candidates	512,590	433,836	65,864	36,741	43,439	15,329
% of Candidates	46.3	39.2	5.9	3.3	3.9	1.4

The candidate was required to identify proper or relevant colour of the cloth to be worn during hot seasons. Generally, the performance of candidates in this question was average since a total of 512,590 (46.3%) candidates chose the correct answer *A, White*. These candidates had adequate knowledge about the proper colour they wish to put on, and be comfortable during hot seasons. This action reduces the amount of sun rays which are to hit the body hence reducing hotness.

A total of 433,836 (39.2%) candidates who selected distractor *B, Black* were not aware that the black colour has a tendency of absorbing sun rays. This situation makes sun rays hit the human body making it feel hot. The candidates thought that it reduces hotness of the body. Distractor *C, Blue* attracted 65,864 (5.9%) candidates. These candidates might have inadequate knowledge of the characteristics and suitability of various coloured clothes according to situation/season/or weather.

Furthermore, 36,741 (3.3%) candidates who selected *D, Yellow* had inadequate knowledge about the ability of this colour to absorb sun rays. The action of absorbing sun rays leads to the increase of body temperature. Likewise, 43,439 (3.9%) candidates who opted for *E, Green* had inadequate knowledge about the behaviour of the colours in absorbing or attracting sun rays. Candidates responded by looking at the surrounding environment where trees have green colour, and they use them to protect themselves against sunlight.

15,329 (1.4%) either did not answer this question or supplied more than one answer.

Question 8: The increase in temperature in the world as a result of human activities such as burning of forests, emission of harmful gases from industries and burning of charcoal leads to the following climate changes **except**

- A melting of ice on mount Kilimanjaro.
- B disappearance of micro organism.
- C increase of volume of water in the oceans.
- D increase of natural vegetation.
- E occurrence of drought.

The candidate was required to identify an option which is not the effects of the increase of temperature in the world. Candidates' performance for this question was average since 527,549 (47.6%) candidates were able to choose the correct answer *D, Increase of natural vegetation*. Candidates who were able to select the correct answer had sufficient knowledge on the causes of climatic change.

However, 119,314 (10.8%) candidates who opted for distractor *A, melting of ice on Mount Kilimanjaro* did not know that the ice on mount Kilimanjaro is melting due to the increase in temperature in the world.

On the other hand, 89,481 (8.1%) candidates opted for distractor *B, disappearance of microorganism*. These candidates did not understand that, the increase of temperature affect biodiversity which causes the death of organisms. These candidates did not understand the relationship that exists between the increase of temperature and the disappearance of micro organisms.

Distractor *C, increase of volume of water in the ocean* was chosen by 227,847 (20.6%) candidates. These candidates were not aware that the increase of temperature leads to the melting of ice at the poles, and that it contributes to the increase of water above the normal sea water level. The candidates related this activity as the benefit of getting water for different uses.

Moreover, 128,302 (11.6%) candidates selected distractor *E occurrence of drought*. The candidates were not aware that the increase of temperature leads to a shortage of rainfall for a long time which results into drought. The candidates' performance for question 8 is presented in figure 4.

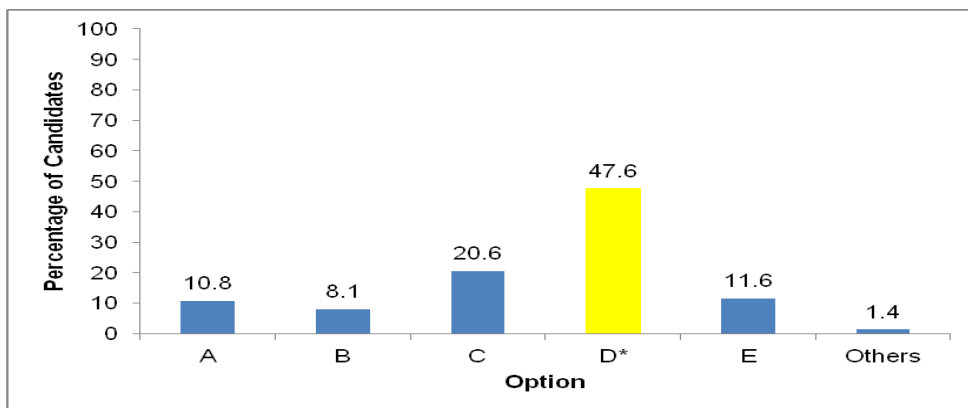


Figure 4: The performance of candidates in Question 8

Question 9: The weather expert read the highest temperature of the day as 42°C and the lowest temperature as 20°C. What was the range of the temperature for that day?

- A 62 °C B 62 °F C 22 °F
D 22 °C E 134 °F

Table 5: Number and Percentage of Candidates for Each Option

Option	A	B	C	D*	E	Others
No. of Candidates	178,320	128,033	205,499	503,613	74,762	17,572
% of Candidates	16.1	39.2	18.6	45.5	6.7	1.6

The question required the candidate to calculate the daily range of temperature, the highest temperature being 42°C and the lowest temperature reading was 20°C. The candidates' performance on this question was average as 503,613 (45.5%) opted for the correct answer *D, 22 °C*. These candidates had adequate knowledge on measuring elements of weather. Also, they were competent in

mathematical calculations which enabled them to find the difference between highest temperature reading (42°C) and the lowest temperature reading (20°C) to get the range of the temperature of the day.

A total of 178,320 (16.1%) candidates who selected distractor A, 62°C were not knowledgeable about the means used to get the daily range of temperature. Hence, they added up the highest temperature reading 42°C and the lowest temperature reading 20°C to get 62°C which was incorrect.

On the other side, 128,033 (39.2%) candidates who selected *distractor B*, 62°F had inadequate knowledge of mathematical calculations. They calculated the total of the highest and the lowest temperatures. They failed to recognize that they were required to calculate the difference of the temperature for the day. These candidates also failed to recognize that the temperature for the day was given in centigrade and not in Fahrenheit.

In addition, the 205,499 (18.6%) candidates who selected distractor C, 22°F were knowledgeable in mathematical operations. They calculated the difference of the temperature reading but, failed to recognize the correct unit of measurement as they selected the Fahrenheit instead of centigrade.

However, 74,762 (6.7%) candidates selected distractor E, 134°F . These candidates lacked knowledge to enable them to get the correct answer. There was no any mathematical operation which could provide that temperature reading; be it by subtracting, addition, or even in changing units of measurement from centigrade to Fahrenheit.

Question 10: Standard Four pupils learnt about the relationship between the sun, plants and water on the earth's surface. What is the outcome of such a relationship?

- A Formation of wind B Formation of rain
- C Condensation of water D Occurrence of storm
- E Melting of ice

The question required the candidate to identify the outcome of the relationship between the sun, plants and water on the earth's surface. The performance of candidates in this question was average as 562,323 (50.8%) candidates chose the correct answer *B, Formation of rain*. These candidates had sufficient knowledge on the formation of rain. When the sun shines on the earth's surface, it heats the ground, plants and water bodies. The heated air from the ground, plants and water bodies becomes lighter. The lighter air carries moisture from plants through evapotranspiration and that from water bodies through evaporation rises to the atmosphere. As the air continues to rise, the temperature decreases and the air accumulates and reaches the dew point, where the air cannot hold any more moisture. The moist air continues to accumulate and the weight increases (condensation). The accumulated moist air falls down in the form of tiny water droplets which is referred to as rain.

On the other side, 154,677 (14.0%) candidates who selected distractor *A, formation of wind* had inadequate knowledge on the formation of wind. These candidates were supposed to understand that wind occurs due to the difference of air pressure between one area and the other. Also, the increase in temperature causes air expansion and the air becomes lighter making it easier to move.

A total of 112,891 (10.2%) candidates who opted for distractor *C, condensation of water* were not aware that condensation of water is caused by the decrease in temperature up to 0⁰ C. Therefore, there is no direct relationship between the sun, plants and water.

Other, 83,979 (7.6%) candidates who selected distractor *D, occurrence of storm*, were not aware that the occurrence of storm is caused by heavy waves from the sea. Finally, 175,871 (15.9%) candidates who selected distractor *E, melting of ice* were not aware that melting of ice is caused by the increase in temperature on the Earth's surface. The candidates' performance for question 10 is presented in figure 5.

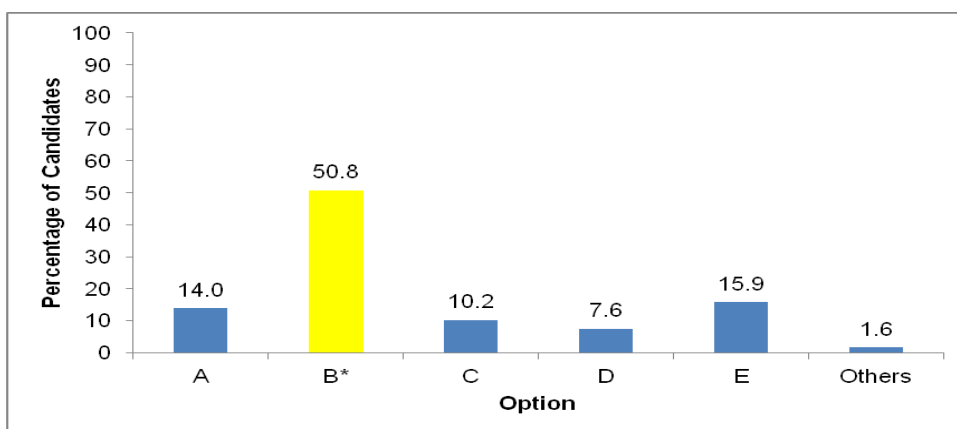


Figure 5: The performance of candidates in Question 10

Question 11: There are different winds blowing from one area to another on the earth's surface. What type of winds blow from the Southern to the northern direction?

- A Southern wind B Northern wind
C Dry wind D Western wind
E Warm wind

Table 6: Number and Percentage of Candidates for Each Option

Option	A*	B	C	D	E	Others
No. of Candidates	489,700	173,782	166,760	125,379	131,994	20,184
% of Candidates	44.2	15.7	15.1	11.3	11.9	1.8

The question required the candidate to identify the type of wind which blows from the southern to northern direction. The performance of candidates for this question was average as 489,700 (44.2%) candidates were able to select the correct answer A, *Southern wind*. These candidates were knowledgeable that the name of the wind depends on the direction it blows from.

A total of 173,782 (15.7%) candidates chose distractor B, *Northern wind*, and D, *Western wind* was chosen by 125,379 (11.3%) candidates. These candidates did not know how winds are named. The names of winds depend on the direction they blow from, and not where they blow to.

On the other side, 166,760 (15.1%) candidates opted for distractor C, *Dry wind* and 131,994 (11.9%) candidates opted for distractor E, *Warm wind*. These candidates had insufficient knowledge on wind system. They were supposed to know that the names of the winds depend on the direction they blow from. Also, they did not understand that dry winds occur in arid regions, and warm winds are those which blow from water bodies.

Question 12: Tanzania has many tribes with both good and bad customs. Which custom has a negative impact to the society?

- A Allowing pregnant women to eat eggs
- B Female genital mutilation
- C Teaching boys and girls about ethics
- D Circumcision of boys
- E Giving women equal rights as men

The question demanded the candidate to identify a custom which has a negative impact to the society. The performance of candidates for this question was good since 964,363 (87.1%) candidates chose the correct response B, *Female genital mutilation*. These candidates had adequate knowledge about the effects of female genital mutilation. They were aware that female genital mutilation leads to excessive bleeding during its process and during child birth. It can also lead to death. The performance of the candidates for this question is shown in Figure 6.

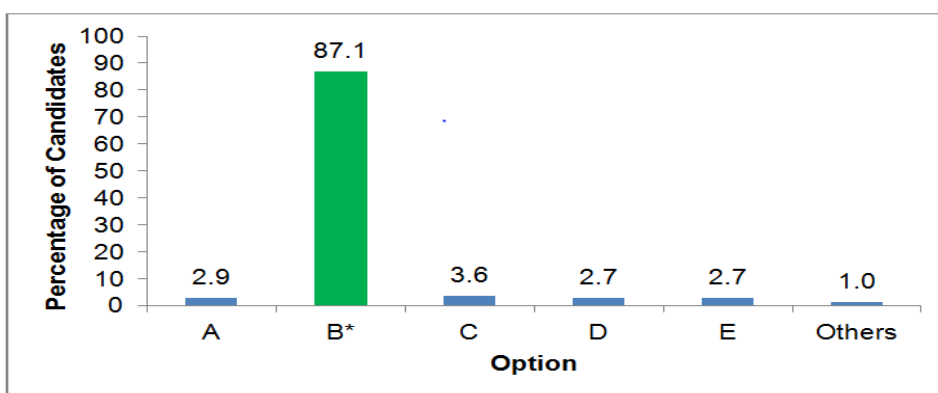


Figure 6: The performance of candidates in question 12

On the other hand, a total of 31,704 (2.9%) candidates who opted for distractor *A, allowing pregnant women to eat eggs* had insufficient knowledge about poor cultural practices in the society. These candidates were supposed to understand that, eating eggs provide protein to expecting mothers, and enhance healthy growth to unborn babies.

However, 39,888 (3.8%) candidates who opted for distractor *C, teaching boys and girls about ethics* did not understand the importance of teaching ethics to youths. These candidates failed to understand that teaching ethics to youth helps to build acceptable and responsible society members who are transparent, truthful and defenders of people's rights.

Furthermore, 30,123 (2.7%) candidates opted for distractor *D, Circumcision to boys*. The choice of this distractor indicates that those candidates had insufficient knowledge about acceptable practices in the society. They were supposed to understand that circumcision of boys is acceptable in the society, because it makes the boys tidy and it protects them from diseases such sexually transmitted diseases (STDs).

Likewise, a total of 30,227 (2.7%) candidates opted for distractor *E, Giving women equal rights as men*. These candidates had limited knowledge about human rights. They failed to understand that giving women equal rights as men emphasizes on protecting and respecting human rights. Hence it should be maintained, not removed as a harmful tradition.

Question 13: Every community in Tanzania has its own traditional games depending on the place, time and tradition. Which are the examples of such games?

- A Football, boxing and jogging
- B Jogging, swimming and football
- C Spear throwing, rope skipping and jogging
- D Football, netball and swimming
- E Basketball, football and netball

Table 7: Number and Percentage of Candidates for Each Option

Option	A	B	C*	D	E	Others
No. of Candidates	175,753	118,558	497,872	66,333	232,648	16,635
% of Candidates	15.9	10.7	44.9	6.0	21.0	1.5

The question tested the candidate's ability in identifying the types of traditional games depending on the place, time and tradition. The candidates' performance for this question was average since 497,872 (44.9%) were able to choose the correct response *C, Spear throwing, rope skipping and jogging*. Those candidates had adequate knowledge about the traditional games. They knew that traditional games use traditional instruments like spears, bows and arrows and ropes, unlike the modern games which use modern and imported instruments like balls.

On the other hand, 609,927 (55.1%) candidates were attracted to distractors *A, Football, boxing and jogging; B, Jogging, swimming and football; D, Football, netball and swimming and E, Basketball, football and netball*. The choice of these distractors indicates that many candidates had limited knowledge about Tanzanian traditional games. These candidates were attracted to these distractors due to the popularity of those games in their society, particularly football and boxing.

Question 14: How can the society fight against outdated customs and traditions?

- A Maintaining national unity
- B Promoting a sense of patriotism
- C Having a strong base of the same customs and tradition
- D Loving one's society and the nation
- E Negotiating with the respective society

Table 8: Number and Percentage of Candidates for Each Option

Option	A	B	C	D	E*	Others
No. of Candidates	191,607	204,237	316,462	96,349	282,191	16,953
% of Candidates	17.3	18.4	28.6	8.7	25.5	1.5

The question required the candidate to identify the strategies through which outdated customs and traditions can be fought against in the society. The performance of the candidates in this question was poor since only 282,191 (25.5%) opted for the correct answer E, *Negotiating with the respective society*. These candidates had adequate knowledge on how to fight harmful traditions. Moreover, they understood that through negotiations the society can understand the importance of abandoning such customs and traditions and look for alternative ways of addressing similar challenges they faced in the past.

On the other hand, 191,607 (17.3%) candidates opted for distractor A, *maintaining national unity* had insufficient knowledge on the topic. They failed to understand that maintaining national unity is an important way for the society to strengthen national development politically, socially and economically; and not the way to abandon outdated traditions.

Likewise, 204,237 (18.4%) candidates who opted for distractor B, *Promoting a sense of patriotism*. They did not understand that promoting a sense of patriotism is important to each of us because it creates a better society.

However, 316,462 (28.6%) candidates who were attracted to distractor C, *Having a strong base of the same customs and tradition* had limited knowledge on how to eradicate harmful traditions. Having a strong base of the same customs and traditions has got no impact in eradicating harmful customs and traditions in the society.

Moreover, 96,349 (8.7%) candidates chose distractor D, *Loving one's society and the nation*. The choice of this distractor portrays that these candidates had limited knowledge on how a society can

fight against outdated customs and traditions. They were supposed to understand that loving one's society and the nation are qualities of a patriotic person. Moreover, being a patriot does not necessarily qualify a person to fight against outdated customs and traditions in the society.

Question 15: The government of the United Republic of Tanzania recognizes the importance of sports as a means of entertaining and uniting its citizens. Which organ is more responsible in the supervision and development of sports in Tanzania?

- A The National Arts Council of Tanzania
- B The National Kiswahili Council of Tanzania
- C The National Amateur Sports Council of Tanzania
- D The National Sports Council of Tanzania
- E Tanzania Football Federation

Table 9: Number and Percentage of Candidates for Each Option

Option	A	B	C	D*	E	Others
No. of Candidates	282,845	74,792	137,128	454,577	146,034	12,428
% of Candidates	25.5	6.8	12.4	41.0	13.2	1.1

This question required the candidate to identify the name of an organ which is responsible for supervising and developing sports in Tanzania. Generally, the performance of the candidates for this question was average since 454,577 (41.0%) opted for the correct answer *D, The National Sports Council of Tanzania*. These candidates had adequate knowledge about the organ that is responsible for supervising, promoting and developing sports in Tanzania.

On the other hand, 282,845 (25.5%) candidates who opted for distractor *A, The National Arts Council of Tanzania* had limited knowledge of various organs and their responsibilities. The candidates were supposed to understand the National Arts Council of Tanzania (NAC) was formed to revive, develop and promote Tanzanian Art such as music, film, plays, carvings and fine art.

Apart from that, 74,792 (6.8%) candidates chose distractor *B, The National Kiswahili Council of Tanzania*. They did not understand that BAKITA was established and given the power to supervise and develop Kiswahili language in Tanzania, and not supervision and development of sports in Tanzania.

Nevertheless, 137,128 (12.4%) candidates opted for distractor *C, The National Amateur Sports Council of Tanzania* had limited knowledge of the National Amateur Sports Council of Tanzania. These candidates were supposed to understand that this organization supervises all kind of sports in the country which are performed to pass time, rather than as professional. These are sports like, heavy weight lifting, boxing and athletics.

Moreover, a total of 146,034 (13.2%) candidates opted for distractor *E, Tanzania Football Federation (TFF)*. Those candidates failed to understand that the function of TFF is to develop and promote football only in Tanzania.

Question 16: The following might happen to a nation that promotes its culture **except**

- A promoting a sense of patriotism
- B imitating the foreigners' culture
- C promoting a sense of unity
- D maintaining its origin
- E having good social relationship.

The candidate was required to identify, from the given alternatives, a statement which does not qualify a nation that promotes its culture. The candidates' performance for this question was good since 808,916 (73.0%) candidates opted for the correct response *B, Imitating the foreigner's culture*. Those candidates had adequate knowledge that imitating foreign such as putting on foreign dresses, eating foreign food and playing foreign games undermines one's culture.

Similarly, 55,107 (5.0%) candidates chose distractor *A, Promoting a sense of patriotism*. These candidates were not aware that

patriotism has a greater contribution in developing and strengthening culture among the members of a given society. These candidates were supposed to understand that teaching the spirit of patriotism to children from their early ages can help to develop culture in the society.

A total of 59,532 (5.4%) candidates chose distractor *C, Promoting a sense of unity*. The choice of this distractor was incorrect because promoting a sense of unity makes the society to have common understanding in promoting her culture. However, 117,036 (10.6%) candidates chose distractor *D, Maintaining its origin*. These candidates did not understand that maintaining one's origin is the major way of promoting a nation's culture.

Distractor *E, Having good social relationship* was opted for by 57,497 (5.2%) candidates. This was an incorrect answer because having good social relationship with others in a society helps to promote culture of the society. These candidates were supposed to understand that good social relationship itself is part of culture.

Question 17: Kasuku loves his nation, he has a spirit of working for the nation and he protects the natural resources of his country. Which character does he possess for his nation?

- A Protector of national resources
- B Patriotic to his country
- C Preservationist of a society's taboos
- D Protector of the society safety
- E Supervisor of citizens' unity

Table 10: Number and Percentage of Candidates for Each Option

Option	A	B*	C	D	E	Others
No. of Candidates	117,439	846,957	46,751	44,350	42,058	10,244
% of Candidates	10.6	76.5	4.2	4.0	3.8	0.9

The question required the candidate to identify the best term that fits to Kasuku who loves his country, has a spirit of working for his

nation and protects national resources. The candidates' performance in this question was good since 846,957 (76.5%) candidates opted for the correct response *B, Patriotic to his country*. Those candidates had adequate knowledge about the qualities, or characteristics of patriotic individuals.

A total of 117,439 (10.6%) candidates chose distractor *A, Protector of national resources*. This was an incorrect response because protecting national resources is just part of the responsibilities of every citizen in the country. Nevertheless, 46,751 (4.2%) candidates who were attracted to distractor *C, Preservationist of a society's taboos* failed to understand that preserving a society's taboos only does not qualify a person to be patriotic.

Furthermore, 44,350 (4.0%) candidates who chose distractor *D, Protector of the society safety* failed to understand that protecting society's safety is just part of the responsibilities of every member of the society in cooperation with the police force. Finally, 42,058 (3.8%) candidates who chose distractor *E, Supervisor of citizens' unity* did not understand that a patriotic person also safeguards national unity, though it is not the only necessary quality that makes a person to be a patriot.

Question 18: In the struggle for Tanganyika's independence, many political parties participated with different objectives. Which political party was supported by the colonial government in order to weaken TANU?

- A Tanganyika African Association (TAA)
- B Zanzibar and Pemba People's Party (ZPPP)
- C Afro Shirazi Party (ASP)
- D African National Congress (ANC)
- E United Tanganyika Party (UTP)

The question required the candidate to identify the political party that was supported by the colonial government in order to weaken TANU. The performance in this question was weak since only 259,289 (23.4%) candidates chose the correct response *E, United Tanganyika Party (UTP)*. Those candidates had adequate knowledge on political parties, and their roles in the struggle for

independence. They were aware that the United Tanganyika Party (UTP) was formed by Ivon Beydon in 1959, and it was strongly supported by the British colonial government so as to contain the power and spread of TANU. The performance of the candidates in this question is shown in Figure 7.

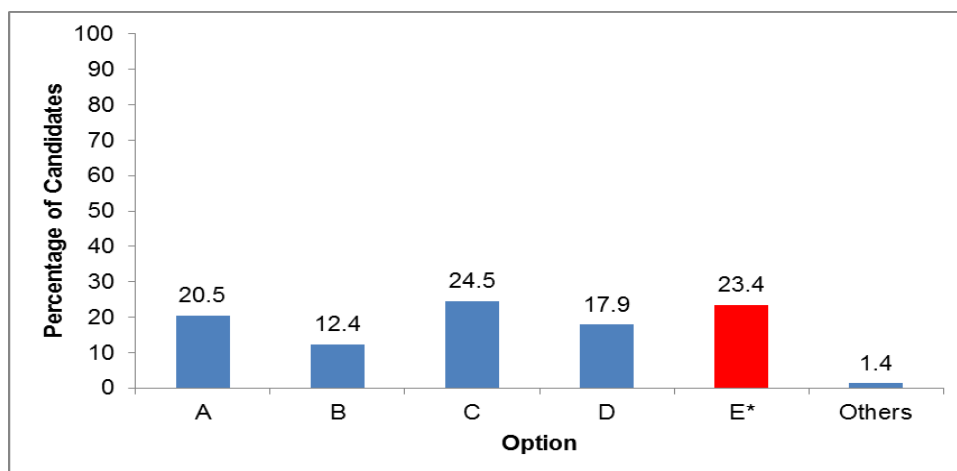


Figure 7: The performance of candidates in question 18

A total of 226,864 (20.5%) candidates who chose distractor A, *Tanganyika Africans Association (TAA)* had inadequate knowledge on how the independence of Tanganyika was obtained. TAA was transformed into TANU in 1954. Therefore, it is not true that it was supported by the colonial government in order to weaken TANU.

On the other hand, 137,087 (12.4%) candidates who chose distractor B, *Zanzibar and Pemba People's Party (ZPPP)* had inadequate knowledge about the struggle for independence in Tanganyika. These candidates were supposed to understand that ZPPP was formed in 1959 by Shiraz people under the leadership of Mohamed Shante as a result of misunderstanding within ASP leadership. The candidates were supposed to understand that this party was supported by the British government in order to weaken ASP in Zanzibar and not TANU in Tanganyika.

Nevertheless, 271,446 (24.5%) candidates who chose distractor C, *Afro-Shiraz Party (ASP)* failed to understand that ASP was formed in

1957 in Zanzibar so as to end colonialism, Arab domination and the sultanate, not to weaken TANU in Tanganyika.

Furthermore, a total of 197,898 (17.9%) candidates who chose distractor D, *African National Congress (ANC)* failed to understand that ANC was not supported by the colonial government in order to weaken TANU. However, it was formed because of some disagreements among TANU members.

Question 19: The East African Community has its own headquarters where its institutions are located and all important activities take place there. Where is the headquarters found?

- A Mombasa in Kenya
- B Kigali in Rwanda
- C Juba in Southern Sudan
- D Entebbe in Uganda
- E Arusha in Tanzania

Table 11: Number and Percentage of Candidates for Each Option

Option	A	B	C	D	E*	Others
No. of Candidates	175,209	79,646	151,652	64,816	620,720	15,756
% of Candidates	15.8	7.2	13.7	5.9	56.0	1.4

The question required the candidate to identify the headquarters of the East African Community. The performance of candidates in this question was average since 620,720 (56.0%) opted for the correct answer *E, Arusha in Tanzania*. These candidates had adequate knowledge about the location of the EAC headquarter.

On the other hand, 175,209 (15.8%) candidates opted for distractor *A, Mombasa in Kenya*. Those candidates had limited knowledge about the East African Community. They chose Mombasa probably because it is the second largest city, and a trading centre found in Kenya.

Likewise, 79,646 (7.2%) candidates opted for distractor *B, Kigali in Rwanda*. The choice of such an incorrect option indicates that those candidates had limited knowledge of the East African Community. They were supposed to understand that Kigali is the capital city of Rwanda. Moreover, Rwanda joined the East African Community in 2007, six years after the rebirth of the Community in 2000. So, it was not possible for the headquarters to be located in Rwanda.

However, 151,652 (13.7%) candidates opted for distractor *C, Juba in South Sudan*. These candidates failed to understand that South Sudan is a new member state in the community. She joined the community in 2016, five years after attaining her independence from Sudan. Thus, it was not possible for the headquarters of the community to be located there. Furthermore, a total of 64,816 (5.9%) candidates opted for distractor *D, Entebe in Uganda*. Those candidates did not understand that Entebe is not the headquarters of the East African Community, but rather is second largest city in Uganda.

Question 20: Apart from being divided by the Berlin Conference of 1884 to 1885, Africa was re-divided after the First World War among the European powers, **except**

- A France B Italy C Belgium
D Portugal E Germany

Table 12: Number and Percentage of Candidates for Each Option

Option	A	B	C	D	E*	Others
No. of Candidates	122,919	507,353	175,872	119,713	167,956	13,986
% of Candidates	11.1	45.8	15.9	10.8	15.2	1.3

The question required the candidate to identify the European nation which did not get a colony in Africa after the First World War. The performance of the candidates in this question was weak since only 167,956 (15.2%) candidates chose the correct response E, *Germany*. These candidates had adequate knowledge that after the First World War, all German colonies including Tanganyika were

grabbed and given to other European nations. This was because Germany was accused of causing the war, so one of the punishments she was given was to surrender all her colonies to other European nations.

A total of 122,919 (11.1%) candidates who were attracted to distractor *A, France* were not aware that France is among the European nations which acquired many colonies in Africa including Senegal, Guinea, Morocco and Tunisia. Those candidates were supposed to understand that even after the First World War France continued to colonize those countries until they got their independence.

On the other hand, 507,353 (45.8%) candidates who chose distractor *B, Italy* had limited knowledge about the effects of the First World War. These candidates were supposed to understand that Italy had colonies in Africa which were Somalia, Eritrea and Libya and she retained them even after the First World War.

Moreover, a total of 175,872 (15.9%) candidates opted for distractor *C, Belgium*. These candidates were supposed to understand that Belgium had a colony in Africa that is Congo (currently Democratic Republic of Congo) which she continued to colonize until 1960 when Congo got independence.

Furthermore, 119,713 (10.8%) candidates who chose distractor *D, Portugal* failed to understand that Portugal continued to be the colonizing power of Angola, Mozambique, Guinea Bissau and Cape Verde. They were colonized until the 1970s when those countries attained their political independence.

Question 21: Nelson Mandela was jailed for 27 years but he did not despair. He struggled till South Africa attained her independence. Which statement best describes him?

- A He was the hero who became the President of South Africa from 1988 to 1994.
- B He was the patriotic leader who struggled for the re-introduction of multi-party system.
- C He was the first black African President in South Africa in 1964.
- D He was the hero who fought against apartheid regime in South Africa.
- E He was the key leader of the revolution which gave independence to the South Africans.

The question required the candidate to identify the statement which best describes Nelson Mandela. The performance of the candidates for this question was weak, as only 383,566 (34.6%) candidates chose the correct answer *D, He was a hero who fought against apartheid in South Africa*. Those candidates had adequate knowledge about liberation struggles in South Africa. They knew that Nelson Mandela was the hero who fought against the Boer apartheid regime in South Africa. His leadership skills, vision, and perseverance enabled South Africa to gain her independence in 1994.

On the other hand, 276,396 (25.0%) candidates who chose distractor *A, He was the hero who become the first President of South Africa from 1988 up to 1994* had adequate knowledge about Nelson Mandela. They failed to understand that he did not rule South Africa from 1988 up to 1994. South Africa got her political independence in 1994, so it was from 1994 to 1999 that the first black president Nelson Mandela ruled South Africa.

Likewise, 155,014 (14.0%) candidates opted for distractor *B, He was a patriotic leader who struggled for the re-introduction of multi-party system*. The choice of such an incorrect option indicates that these candidates had limited knowledge about liberation struggles as well as the changes of the political system in South Africa. These

candidates were supposed to understand that since the colonial period, South Africa had many political parties. Thus, Mandela did not struggle for the re-introduction of multi-party system.

Furthermore, 113,457 (10.2%) candidates who chose distractor C, *He was the first black African President in South Africa in 1964* had some knowledge of Nelson Mandela. However, they failed to understand the historical timeline of South Africa as well as the tenures of various South African residents.

Moreover, 163,475 (14.8%) candidates chose distractor E, *He was the key leader of the revolution which gave independence to the South Africa*. Those candidates had the knowledge that Nelson Mandela was the key leader of the liberation struggles in South Africa. However, failed to understand that South Africa did not get her independence through revolution; instead it was both through constitutional agreement and armed struggle.

Question 22: Mwalimu Julius Kambarage Nyerere is recognized as the Father of the Nation who willingly retired in 1985. In which century did he retire?
A 19 B 21 C 20 D 22 E 18

The candidate was required to identify the century in which Mwalimu Julius Kambarage Nyerere willingly retired. The general performance for this question was weak. Figure 8 shows the performance of the candidates for question 22.

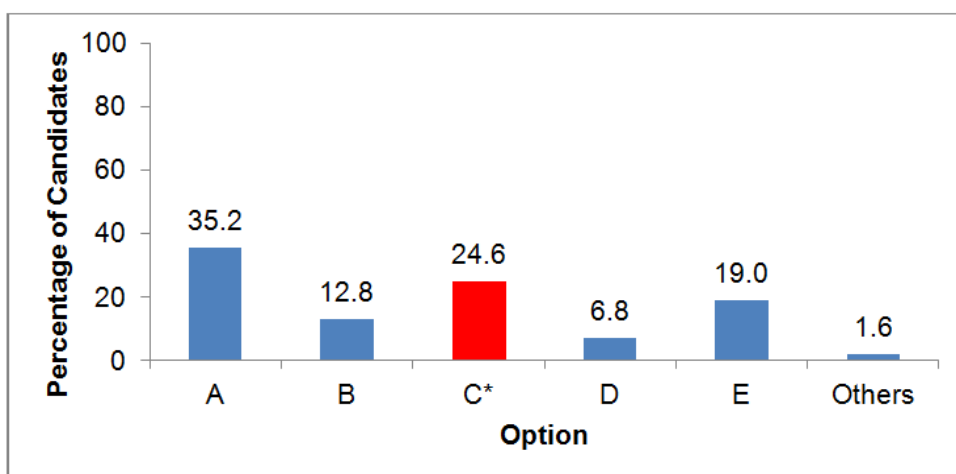


Figure 8: *Performance of candidates in Question 22*

A total of 272,575 (24.6%) candidates chose distractor C, 20th Century. Those candidates had adequate knowledge about J.K. Nyerere and the duration during which he stepped down from presidency. On the other hand, 390,130 (35.2%) candidates who chose distractor A, 19th century had inadequate knowledge of different historical events which took place in Tanzania in the 19th century. These students were supposed to understand that 19th century is the period during which the European nations began establishing colonialism in Tanganyika and Africa in general. Moreover, during the 19th century, J.K. Nyerere was not yet born, let alone being the president in the country called Tanzania.

However, a total of 142,014 (12.8%) candidates opted for distractor B, 21th century. These candidates had inadequate knowledge on historical events in Tanzania. Likewise, a total of 75,702 (6.8%) candidates opted for distractor D, 22nd century. These candidates had inadequate knowledge in identifying time and their associated historical events. They were supposed to understand that currently we are in the 21th century thus 22nd century is yet to come. The candidates who opted for E, 18th century were not conversant with the timelines and their accompanied historical events which took place in Pre-colonial Tanganyika (Tanzania).

Question 23: Many African political parties faced a lot of problems which hindered their involvement in the struggle for independence. What made the TANU party succeed despite encountering such problems?

- A It was supported by many African heroes
- B It united many people of different classes
- C It united with many political parties
- D It was assisted by many Europeans
- E Its leaders were loved by Europeans

The candidate was required to identify the reason which made TANU succeed in the process of struggle for independence, despite its encountering many problems. The general performance in this question was weak, as only 285,305 (25.8%) candidates chose the correct answers *B, It united many people of different classes*. Those candidates had adequate knowledge about the liberation struggles against colonial rule in Tanganyika. Moreover, they were aware that TANU united all the people of Tanganyika. This was possible regardless of their social and economic backgrounds, colour, religion and tribe. It was meant to get joint efforts toward the struggle for liberation of Tanganyika.

Furthermore, 380,760 (35.2%) candidates opted for distractor *A, It was supported by many African heroes*. The choice of this distractor reveals that the candidates had limited knowledge about the liberation struggles against colonial rule in Tanganyika. Those candidates were supposed to understand that TANU used different techniques to reach different classes of people in the whole country. For example, the use of magazines like “Sauti ya Umma”, Swahili language and sports. Therefore, being supported by many African heroes was not one of the mechanisms through which its success was realized.

However, a total of 316,492 (28.6%) candidates opted for distractor *C, It united with many political parties*. These candidates had inadequate knowledge of liberation struggles in Tanganyika. They were supposed to understand that every political party had its own philosophy, ambitions and techniques of fighting for freedom; thus it

was not easy for them to unite. For example, African National Congress (ANC) was formed due to disengagement of some TANU members on how independence should be fought for.

Moreover, a total of 56,901 (5.1%) opted for distractor *D, It was assisted by many Europeans*. This was an incorrect response because the struggle for liberation in Tanganyika was against the Europeans (the British). Thus it was so impractical and impossible for the colonizers to help the colonized in fighting for their independence.

Furthermore, 52,498 (4.7%) candidates chose distractor *E, Its leaders were loved by Europeans*. This was an incorrect answer because during the struggle for liberation, many political leaders were hated and some were fired or jailed by the Europeans because of their firm stand against colonialism. For example, Mwalimu Julius Nyerere, the TANU leader was charged and fined for criticising two district commissioners.

Question 24: A teacher taught his students the characteristics of one planet among the eight planets. He told them that the planet is the only one which supports life and three quarters of it is covered by water. Which planet is that?

- A Neptune B Venus C Jupiter
D Mars E Earth

Table 13: Number and Percentage of Candidates for Each Option

Option	A	B	C	D	E*	Others
No. of Candidates	63,297	79,590	73,116	52,633	823,314	15,849
% of Candidates	5.7	7.2	6.6	4.8	74.3	1.4

The question required the candidate to identify the only planet which supports life, and three quarters of its area is covered by water. The performance of candidates for this question was good as 823,314 (74.3%) opted for correct answer *E, Earth*. These candidates were

aware of the position, characteristics and arrangement of the planets in the solar system.

Distractor *A Neptune* was chosen by 63,297 (5.7%) candidates, distractor *B Venus* was chosen by 79,590 (7.2%) candidates, distractor *C Jupiter* was chosen by 73,116 (6.6%), and distractor *D Mars* was chosen by 52,633 (4.8%). Those candidates had inadequate knowledge of the characteristics arrangement and their position in the solar system.

Question 25: Jika read a Standard Three textbook and discovered that in $365\frac{1}{4}$ or 366 days, there is the occurrence of various seasons which are autumn, spring, summer and winter. What was Jika reading about?

- A Rotation of the earth on its axis
- B Revolution of the earth around the sun
- C Lunar eclipse
- D Solar eclipse
- E Aphelion and perihelion

The question required the candidate to identify the movement of the earth around the sun. Generally, the performance of candidates for this question was average as 528,804 (47.7%) chose the correct answer B *Revolution of the earth around the sun*. Those candidates had adequate knowledge about the Earth's movements and the resulting effects. Hence, they were able to identify that the Earth uses $365\frac{1}{4}$ or 366 days to revolve around the sun and one of its effects is the occurrence of seasons of the year.

A total of 287,967 (26.0%) candidates who opted for distractor A *Rotation of the Earth on its axis* had inadequate knowledge about the rotation and revolution of the Earth. The candidates had inadequate knowledge of the earth's movements, and the resulting effects. They were not able to remember that the earth uses $365\frac{1}{4}$ or 366 days to revolve around the Sun and one of its effects is the occurrence of the seasons of the year.

Likewise, 94,058 (8.5%) candidates selected distractor *C Lunar eclipse* and 71,484 (6.5%) candidates selected distractor *D Solar eclipse*. Those candidates did not understand that lunar eclipse occurs when the earth passes between the sun and the moon and solar eclipse occurs when the moon passes between the earth and the sun. Lunar and solar eclipses occur in a very short period of time, taking not more than 10 minutes. They have no any relationship with the seasons of the year.

Furthermore, 111,090 (10.0%) candidates who selected distractor *E Aphelion and perihelion* had inadequate knowledge of the variation of the position or distance of the earth from the sun. These candidates were supposed to understand that perihelion is the period where the earth is closest to the sun in January every year. Also, aphelion is the period where the earth is furthest from the sun on July each year. These are also the results of the earth's revolution. The candidates' performance in question 25 is presented in figure 9.

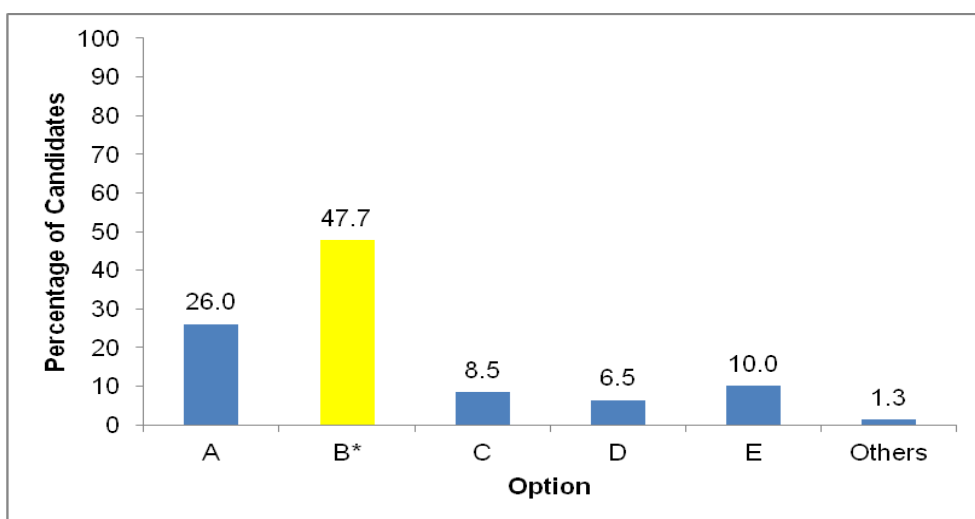


Figure 9: *The performance of candidates in Question 25*

Question 26: Suppose you are asked by a Science teacher to explain to your classmates the importance of warming in the early morning sun for good health. What reason would you explain to them?

- A It is a source of vitamin E
- B It is a source of vitamin D
- C It is a source of vitamin A
- D It is a source of carbohydrate
- E It is a source of vitamin C

Table 14: Number and Percentage of Candidates for Each Option

Option	A	B*	C	D	E	Others
No. of Candidates	85,684	575,740	153,737	134,425	144,060	14,153
% of Candidates	7.7	52.0	13.7	12.1	13.0	1.3

The question demanded the candidate to identify the reason why it is important and healthy for human beings to warm up in the early morning sun rays. The candidates' performance in this question was average as 575,740 (52.0%) candidates selected the correct answer *B It is a source of vitamin D*. These candidates were aware of the importance of vitamin D in the human body.

On the other side, 85,684 (7.7%) candidates who selected distractor *A, It is a source of vitamin E* were not aware that vitamin E is obtained through eating fruits (papaws and carrots) and vegetables. Likewise, a total of 153,737 (13.7%) candidates opted for distractor *C, it is the source of vitamin A*, while 134,425 (12.1%) candidates opted for distractor *D, It is a source of carbohydrate*, and 138,781 (12.5%) opted for distractor *E, It is a source of vitamin C*. Those candidates were not aware of different Vitamins and their sources. Vitamin A is obtained through eating vegetables, vitamin D is obtained through eating cereals, and vitamin C is obtained through eating fruits like lemon and oranges.

Question 27: A Social Studies teacher conducted a plenary discussion with her pupils on the three types of scales used in maps. Which types of scales did they discuss?

- A Small, ratio and medium
- B Medium, linear and large
- C Ratio, statement and linear
- D Statement, large and linear
- E Medium, small and large

The question required the candidate to recognize the types of scales used in maps. The candidates' performance in this question was average as 640,650 (57.8%) candidates opted for the correct answer *E medium, small and large*. These candidates were knowledgeable of various scales used on the maps. Those candidates were conversant that small scale is used to represent large areas like countries, continents and the world. Medium scale is used to represent areas which are neither too large nor too small, such as towns, districts and regions; and large scale is used to represent small areas like buildings, playing grounds and farms.

On the other hand, 100,290 (9.1%) candidates selected distractor A, *small, ration and medium*. These candidates failed to differentiate between the types of scales and ways of presenting scales. Other 75,458 (6.8%) candidates opted for distractor B, *medium, linear and large*. They were knowledgeable about the types of scales but failed to recognize that linear is the way of representing a scale.

Likewise, 215,610 (19.5%) candidates who selected distractor C, *Ratio, statement and linear* had inadequate knowledge of the types of scales as all these are the ways of presenting the scale of the map. Also, 61,584 (5.6%) candidates who selected distractor D, *statement, large and linear* had inadequate knowledge of the scale of the map. The two of them are the ways of expressing map scale. The candidates' performance in question 27 is presented in figure 10.

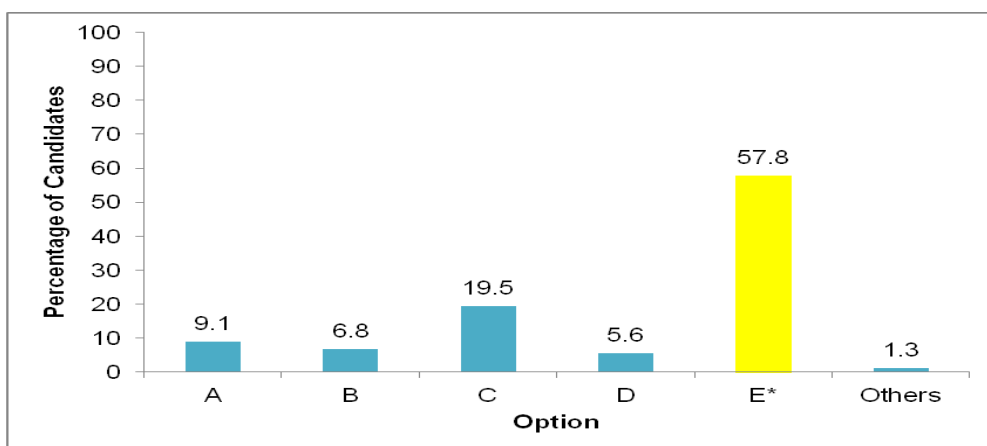


Figure 10: *The performance of candidates in Question 27*

Question 28: Mr. Pazi from Gitega 30° East wanted to know the difference in time between his city and Accra where his friend Kiko lives. Which imaginary lines would you advise him to use in order to get the difference in time between the two cities?

- A Latitude B Tropic of cancer C Longitude
D Equator E Tropic of Capricorn

Table 15: Number and Percentage of Candidates for Each Option

Option	A	B	C*	D	E	Others
No. of Candidates	210,127	124,281	448,705	230,034	80,792	13,860
% of Candidates	19.0	11.2	40.5	20.8	7.3	1.3

The question required the candidate to identify the imaginary line for calculating time difference between cities. The candidates' performance for this question was average since 448,705 (40.5%) candidates selected the correct answer *C, Longitude*. These candidates had adequate knowledge of the meaning and functions of different lines drawn on the map (location, position, calculating time).

However, 7,987 (0.7%) candidates who selected distractor A, *latitude* failed to differentiate between the functions of *latitudes* and *longitude*. The other 124,281 (11.2%) candidates selected distractor B, *tropic of cancer*, 230,034 (20.8%) candidates selected distractor D, *Equator* and 80,792 (7.3%) candidates selected distractor E, *Tropic of Capricorn*. Those candidates lacked knowledge of the names and functions of different imaginary lines used on the map.

Question 29: Which term best describes an individual who has the capacity to change ideas into actions?

- A Investor B Entrepreneur C Artist
D Designer E Responsible

The candidate was required to identify the best term that describes an individual who has the capacity to change ideas into actions. The performance of candidates in this question was weak as only 395,758 (35.7%) candidates selected the correct answer B *Entrepreneur*. Those candidates had adequate knowledge of various social studies and vocational skills concepts. They were conversant that an entrepreneur is someone who normally uses creativity and innovation to generate income. He/she also sees opportunities and converts them into innovative and creative ideas, goods, services or business in order to generate profit.

A total of 112,668 (10.2%) candidates who selected distractor A *Investor* had knowledge of entrepreneurship but failed to understand that the investor is the person with capital in terms of money or technology. He uses the capital to invest in a business so as to generate profit.

On the other side, a total of 205,048 (18.5%) candidates selected distractor C, *Artist*. These candidates had inadequate knowledge about the meaning of various concepts. Artist is a person who uses his/her talent to entertain and educate members of the society. The candidates were attracted to this distractor probably because an artist uses creativity in his/her artistic work. Likewise, in recent times, artists generate more income, hence the candidates equated artist work to business.

The 166,113 (15.0%) candidates who selected distractor *D, Designer* had inadequate knowledge of designers. The designer is a person who uses his ability to create artistic work in order to generate profit. The candidates were attracted by this distractor as they know that the designer uses creativity in his artistic works.

Moreover, 214,144 (19.3%) candidates who selected distractor *E, Responsible* had inadequate knowledge of being responsible. A responsible person is the one who does his/her responsibilities on time without any force from behind, and not an individual who has the capacity to change ideas into actions. These candidates had associated this with their environment as they see the efforts done by entrepreneurs.

- Question 30:** What does the term ‘risk taking’ mean in entrepreneurship?
- A Having difficult decisions
 - B Laziness in decisions making
 - C Being ready to volunteer
 - D Intentional loss making
 - E Being daring to act

Table 16: Number and Percentage of Candidates for Each Option

Option	A	B	C	D	E*	Others
No. of Candidates	201,800	115,929	292,115	118,516	362,696	16,743
% of Candidates	18.2	10.5	26.4	10.7	32.7	1.5

The question required the candidate to identify the statement that fits to the term ‘risk taking’ in entrepreneurship. The performance of candidates in this question was weak as only 362,696 (32.7%) candidates chose the correct answer *E, Being daring to act*. These candidates were able to identify the correct answer because they had adequate knowledge about entrepreneurship, and the quality of a good entrepreneur.

However, 201,800 (18.2%) candidates who selected distractor A, *Having difficult decisions* had inadequate knowledge of the characteristics of entrepreneurs like doing something without knowing that it may result into loss in business. 115,929 (10.5%) candidates who selected distractor B, *Laziness in decision making* had inadequate knowledge of the an entrepreneur as being lazy in decision making makes a delay to reach the goals.

Likewise, 292,115 (26.4%) candidates who were attracted to distractor C, *Being ready to volunteer* had inadequate knowledge of this concept. The act of a person to volunteer to do a particular work without any payment has no relationship with risk taking as any entrepreneur should show return.

Distractor D, *intentional loss making* was selected by 118,516 (10.7%) candidates. These candidates had inadequate knowledge that there is no any relationship between intentional loss making and being daring to act. The candidates provided this answer only by guessing.

Question 31: A business entrepreneur needs creativity for his goods or services to be bought. What is he/she supposed to do to attract customers?

- A Stop doing business
- B Force customers to buy
- C Direct customers to nearby shops
- D To expand the business
- E Give customers gifts

The question required the candidate to recognize the techniques that can be used by an entrepreneur to persuade or convince customers to buy his/her products/commodities/goods. The correct answer was “E” *Give customers’ gifts*. A total of 244,036 (22.0%) candidates who chose the correct answer were aware of the best business techniques.

On the other hand, 43,367 (3.9%) candidates who were attracted to distractor A, *stop doing business* had inadequate knowledge of

entrepreneurship. Stopping doing business cannot be among the ways of attracting customer in business. A total of 90,767 (8.2%) candidates who were attracted to distractor *B Force customers to buy goods* also had inadequate knowledge. Forcing customers is not the best way to conduct business. These candidates did not understand that forcing customer to buy goods may make customers run away from your business.

Moreover, 82,945 (7.7%) candidates who selected distractor *C Direct customers to nearby shops* had knowledge that such act happens in the society when a customer misses a product in a particular place. So he/she may be directed to another shop where he/she can get that commodity. Those candidates were supposed to understand that doing so may result into losing customers. Also, 134,425 (12.0%) candidates who selected distractor *D to expand the business* failed to understand that expanding the business only does not help to attract customers.

Question 32: Standard Seven pupils had a tour at a large modern goat farm. Which type of livestock keeping is that?

A Free range rearing	B Ranch
C Sedentary	D Nomadic
E Zero grazing	

The question required the candidate to identify the type of livestock keeping practised in large modern farms. A total of 319,967 (28.9%) candidates chose the correct answer *B, Ranch*. These candidates had adequate knowledge about various types of livestock keeping. A total of 114,906 (10.4%) candidates who were attracted to distractor *A, Free range rearing* had some knowledge about livestock keeping, but failed to understand the meaning of free range rearing livestock keeping. Free range rearing system is a kind of animal keeping where animals are taken to grazing areas in the morning and then taken back in evening.

On the other hand, 328,046 (29.6%) candidates who were attracted to distractor *C, Sedentary* had some knowledge of livestock keeping. They also failed to understand that this type of livestock keeping

involves keeping animals in a permanent place, and it is not necessary to be in a large farm.

Furthermore, 69,036 (6.2%) candidates who were attracted to distractor *D, nomadic pastoralism* failed to understand that nomadic pastoralism involves moving with livestock from one place to another looking for pasture and water. For example, nomadic pastoralism is practised by the Masai and Sukuma people in Tanzania.

Also, 260,631 (23.5%) candidates who were attracted to distractor *E, Zero grazing* had inadequate knowledge of types of livestock keeping. These candidates were supposed to understand that with zero grazing few animals are kept and fed in a confined place.

- Question 33:** Development of the industrial sector and transportation in Tanzania is a result of the stability of the main economic activity. Which of the following is referred to as the main economic activity?
- | | |
|---------------|---------------------|
| A Tourism | B Livestock keeping |
| C Mining | D Forestry |
| E Agriculture | |

The question required the candidate to identify the main economic activity in Tanzania which is a stimulant for development of industrial sector. A total of 655,322 (59.2%) candidates chose the correct answer *E Agriculture*. These candidates had adequate knowledge about the role of agriculture in the country. Its development employs a great number of people in the country compared to other sectors. It is estimated that 65.5 percent of the Tanzanians are employed in the agricultural sector.

On the other hand, 175,795 (15.9%) candidates who were attracted to distractor *A Tourism* had inadequate knowledge of the main economic activity in Tanzania. These candidates were supposed to understand that tourism is not the main economic activity in Tanzania because it employs few people. Moreover, 94,440 (8.5%) candidates

who chose distractor *B Livestock keeping* had failed to understand that livestock keeping is not the main economic activity in Tanzania.

Furthermore, 223,800 (10.3) candidates who selected distractor *C Mining* had inadequate knowledge about the main economic activity in Tanzania. These candidates were supposed to understand that mining employs very few people in Tanzania. Therefore, it does not qualify to be the main economic activity in Tanzania.

Also 53,846 (4.9%) candidates who chose distractor *D Forestry* had inadequate knowledge about the main economic activity in Tanzania. These candidates were supposed to understand that the main economic activity is the one which employs the majority. Forestry does not employ many people in Tanzania. Therefore, it does not qualify to be the main economic activity.

Question 34: Which factor can promote production activities in Tanzania?

- A Presence of a sound legal and policy framework
- B Presence of many industries
- C Inviting investors from outside the country
- D To have peace and security in cities
- E Advertise our investment opportunities in Europe

Table 17: Number and Percentage of Candidates for Each Option

Option	A*	B	C	D	E	Others
No. of Candidates	220,028	423,343	234,732	119,558	95,016	15,122
% of Candidates	19.9	38.2	21.2	10.8	8.6	1.4

The question required the candidate to identify the factor that promotes production activities in Tanzania. The performance of candidates in this question was weak since only 220,028 (19.9%) were able to select the correct answer *A, Presence of a sound legal and policy frame work*. These candidates were aware that the presence of sound legal and policy framework that aims at

safeguarding entrepreneurs promotes the development of production activities in the country.

A total of 423,343 (38.2%) candidates who selected distractor *B, Presence of many Industries* had knowledge that when production in industries increases, the country gets much money. These candidates were not aware that the presence of industries without sound legal and policy framework may fail to operate accordingly, and end up failing to produce completely.

Distractor *C, inviting Investors from outside the country* was chosen by 234,732 (21.2%) candidates. Those candidates were knowledgeable that the presence of investors contributes to the National Income through collection of taxes and subsidies. However, they failed to understand that without sound legal and good policies, investors would not invest in the country.

Likewise, 119,558 (10.8%) candidates who selected distractor *D, to have peace and security in the city* were knowledgeable that peace and security support people to work. However, they failed to understand that peace and security only may not enhance production activities. The candidates provided this answer by associating a lot of information that emphasize peace and security to foster economic development.

Moreover, 192,675 (17.4%) candidates were attracted to distractor *E, Advertise our investment opportunities in Europe*. These candidates associated the presence of many tourist attractions with development of production activities. This means that when the tourist attractions are known, they will increase tourists which is correct. However, they failed to recognize that even tourism needs special programme so as to operate accordingly.

Question 35: Bahati and Asia possess a bakery industry with seventy employees and have a capital of five hundred million. Which category of entrepreneurship is this?

- A Micro entrepreneurs
- B Small entrepreneurs
- C Large entrepreneurs
- D Largest entrepreneurs
- E Medium entrepreneurs

The question required the candidate to identify the best term for the category of the entrepreneurship owned by two entrepreneurs with seventy employees and five hundred million capital. The performance of candidates in this question was weak since only 192,675 (17.4%) candidates were able to select *E, Medium entrepreneurs*. The candidates who were able to select the correct answer had adequate knowledge of the proper term and compositions of various categories of entrepreneurship, involving 50 – 99 employees and a capital of more than two hundred to eight hundred million Tanzanian shillings.

On the other hand, 132,416 (12%) candidates selected distractor A, *Micro-entrepreneurs*. Those candidates had some knowledge of the categories of entrepreneurs although they failed to consider that this group has four employees and a capital of five million Tanzanian shillings.

Distractor B, *Small entrepreneurs* was chosen by 89,387 (8.1%). The candidates had some knowledge of categories of entrepreneurs. They failed to recognize that this category comprises of 5 – 49 employees, and a capital of more than five million to two hundred million Tanzanian shillings. The candidates provided this answer due to their experience on small entrepreneurs available in their immediate environment.

Likewise, 445,807 (40.2%) candidates who selected distractor C, *Large entrepreneurs*, failed to identify that this group of entrepreneurs has one hundred or more employees, and a capital of

more than eight hundred million Tanzanian shillings. Also, 233,485 (21.1%) candidates who selected distractor *D, Largest entrepreneurs* failed to identify that there is no such a category in entrepreneurship.

Question 36: In a Vocational Skills lesson, pupils learnt various materials used during drama. How are the dresses worn by actors during drama called?

- | | | |
|------------|---------|-----------|
| A Coat | B Props | C Make-up |
| D Costumes | E Gown | |

The question required the candidate to identify the name of dresses that are worn by actors during the drama. The performance of candidates for this question was average as 635,040 (57.3%) candidates opted for the correct answer *D, Costumes*. Those candidates who chose the correct answer had adequate knowledge of dresses worn by actors. On the other side, 45,470 (4.1%) candidates selected distractor *A, Coat*. The selection of this distractor was due to their experience as the majority of television dramas are dominated by coat wearing as the main dress. They thought that this is a special dress for actors.

Moreover, a total of 162,911 (14.7%) candidates selected distractor *B, Props*. Those candidates had inadequate knowledge of the actors dresses. They failed to recognize that props are tools used during drama. The candidates used their experience that every activity needs tools to accomplish. Furthermore, 203,844 (18.4%) candidates selected distractor *C, make-up*. The selection of this distractor shows that they are knowledgeable that drama needs actors to wear ornaments. However, they failed to recognize that even the ornaments are part and parcel of the costumes.

Distractor *E, Gown* was selected by 46,439 (4.2%) candidates. These candidates failed to identify that this cloth is worn by females in their normal environment, and it is not a special dress worn during drama. The candidates' performance in question 36 is presented in figure 11.

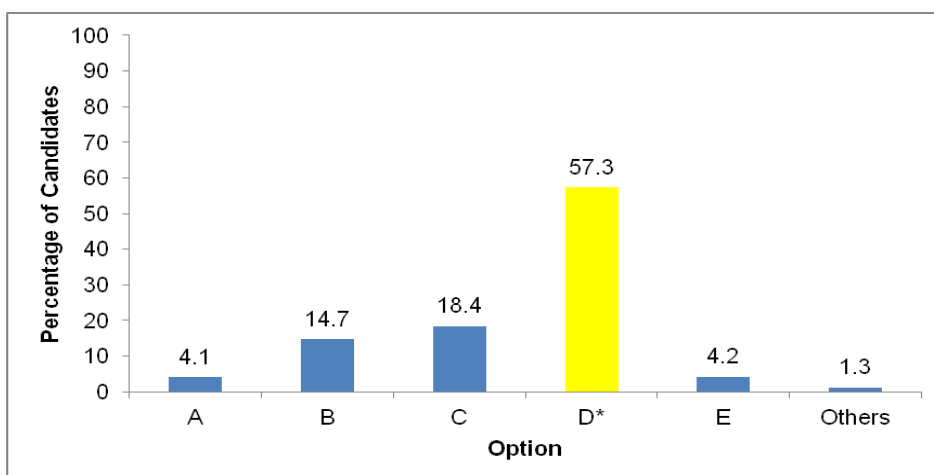


Figure 11: *The performance of candidates in Question 36*

Question 37: In a business, there are entrepreneurs who cheat so as to increase their income. How is cheating done by entrepreneurs?

- A Increasing the value of commodity
- B Unidentifying their needs
- C Increasing money for change
- D Tempering with the measuring devices
- E Not paying taxes in time

Table 18: Number and Percentage of Candidates for Each Option

Option	A	B	C*	D	E	Others
No. of Candidates	409,536	111,632	85,873	278,036	207,399	15,323
% of Candidates	37.0	10.1	7.8	25.1	18.7	1.4

The question required the candidate to identify how entrepreneurs cheat so as to increase their profit. The performance of candidates in this question was weak as only 278,036 (25.1%) candidates chose the correct answer *D Tempering with the measuring devices*. They were able to identify that entrepreneurs cheat by tempering with measuring devices, hence providing wrong measurements. Because of that, customers get less than what they needed, or

required and entrepreneurs get more profit. Candidates were also aware that even in local measurements, entrepreneurs reduce the size of canes/sacks used to measure various commodities such as charcoal, while the price remains constant. This provides higher profit to sellers.

On the other side, 409,536 (37.0%) candidates opted for distractor *A, Increasing the value of commodity*. These candidates were not aware that this action improves the value of commodity, hence IT attracts customers to buy. Therefore, this is not cheating; but creativity to improve business and attract more customers.

On the other hand, 111,632 (10.1%) candidates who selected distractor *B, Unidentifying their needs* had inadequate knowledge. This action makes them to lack customers the situation which results into getting low profit. A total of 85,873 (7.8%) candidates who opted for distractor *C, increasing money for change* had inadequate knowledge because that action does not give entrepreneurs profit but loss. To increase money change means reducing profit or investment unknowingly.

Moreover, 207,399 (18.7%) candidates who selected distractor *E, not paying taxes in time* had insufficient knowledge. Such action may lead to the business closure or liquidation of the business especially when the agency responsible to collect revenue discovers the practice. The candidates related this with the current trend where most entrepreneurs escape from paying tax so as to maximize their profits.

Question 38: The teacher instructed Class Five pupils to prepare and pack food for their use during the study tour. Which foods were they required to prepare?

- A Rice with beans
- B Ugali with beans
- C Bananas with meat stew
- D Bananas and grilled meat
- E Rice with fish stew

The question required the candidate to identify the food which is appropriately for packing during study tour. The performance of candidates for this question was average since 619,210 (55.9%) candidates selected the correct answer *D, Banana and grilled meat*. Those candidates understood that in order for the food to stay for long period of time without getting rotted its water content should be reduced. Hence they understood that, grilling is the best way for reducing the water content in the foodstuffs.

A total of 225,643 (20.4%) candidates selected distractor *A, Rice with beans*. These candidates were not knowledgeable about the appropriate ways to prepare food for the tour. They associated these food stuffs with their experience as these food stuffs are liked by many. But, they were not aware that the water presence in these food makes them delicate hence quickly get rotten. Likewise, 115,980 (10.5%) candidates who chose distractor *B, Ugali with beans* associated with the school and home environment. This kind of food is normally used but, failed to recognize that it not suitable to be carried for tour.

Moreover, 70,194 (6.3%) candidates who opted for distractor *C, Banana with meat stew*, and 61,940 (5.6%) candidates who opted for distractor *E, Rice with fish stew*, failed to recognize relevant foodstuffs to be prepared and used when travelling. Those candidates were supposed to understand that not suitable for tour because it easily gets rotten. The candidates' performance in Question 38 is presented in figure 12.

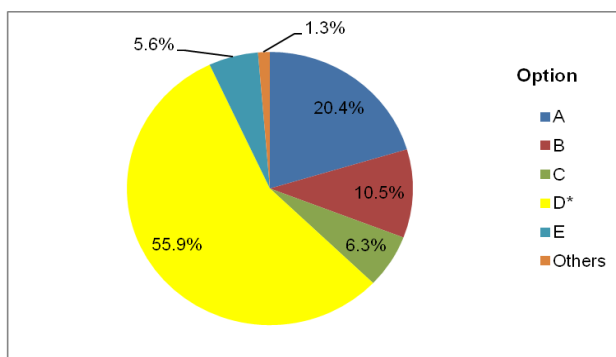


Figure 12: The performance of candidates in Question 38

Question 39: Shoes are part of the school uniform. Why are the pupils advised not to wear high heeled shoes?

- A They lead to stomach pain
- B They lead to knee pain
- C They cause headache
- D They lead to muscle pain
- E They lead to chest pain

Table 19: Number and Percentage of Candidates for Each Option

Option	A	B	C	D*	E	Others
No. of Candidates	45,277	268,162	50,321	701,151	29,399	13,489
% of Candidates	4.1	24.2	4.5	63.3	2.7	1.2

The question required the candidate's to point out a reason of advising pupils not to wear high heeled shoes. The performance of candidates for this question was good as 701,151 (63.3%) were able to select the correct answer *D, They lead to muscle pain*. Those candidates had adequate knowledge that high heels shoes stretches muscles, which results to muscle, legs and backbone pains.

On the other hand, 45,277 (4.1%) candidates who selected distractor *A, They lead to stomach pain* had inadequate knowledge of the subject matter. There is no any connection between wearing high heeled shoes and stomach pain.

Likewise, 268,162 (24.2%) candidates who selected distractor *B, They lead to knee pain*, 50,321 (4.5%) who selected *C, They causes headache* and 29,399 (2.7%) who selected *E, They lead to chest pain* had inadequate knowledge of the subject matter as they failed to understand that headache and chest pains are not related with wearing high heeled shoes.

Question 40: During the Vocational Skills lesson, the teacher told the pupils that they were not supposed to squeeze the sweater as a means of removing water after washing. Why did the teacher give that caution?

- A To avoid wearing out of the sweater
- B To avoid damaging the sweater threads
- C To avoid ruining the colour of the sweater
- D To avoid mildew in the sweater
- E Not to spoil the appearance of the sweater

The question required the candidate to recognize the reason for not squeezing the sweater after washing as a means of removing water. The performance of candidates in this question was weak since only 182,604 (16.5%) candidates selected the correct answer *E, Not to spoil the appearance of the sweater*. Those candidates were knowledgeable about washing different types of clothes. Hence, they were able to recognize that squeezing clothes such as sweater after washing leads to enlarging sleeves, shoulders and the neck.

On the other hand, 114,050 (10.3%) candidates selected distractor *A, to avoid wearing out of the sweater*. They associated it with their home environment where they wash clothes and when they squeeze, they hear a sound as if threads are damaged.

Likewise, 444,414 (40.1%) candidates who chose distractor *B, to avoid damaging the sweater threads* had knowledge that such kind of cloth has the tendency of stretching its threads. Also, 260,068 (23.5%) candidates who were attracted by distractor *C, to avoid ruining the colour of the sweater* related it with home environment where during washing a sweater the sweeter emits its colour. They failed to realize that all these contribute to the spoiling of the appearance of the sweater.

The other 91,069 (8.2%) candidates who were attracted by distractor *D, To avoid mildew in the sweater* had inadequate knowledge because they failed to recognize that mildew is caused by clothes staying for long time in humidity and not through squeezing them.

The candidates' performance for question 40 is presented in figure 13.

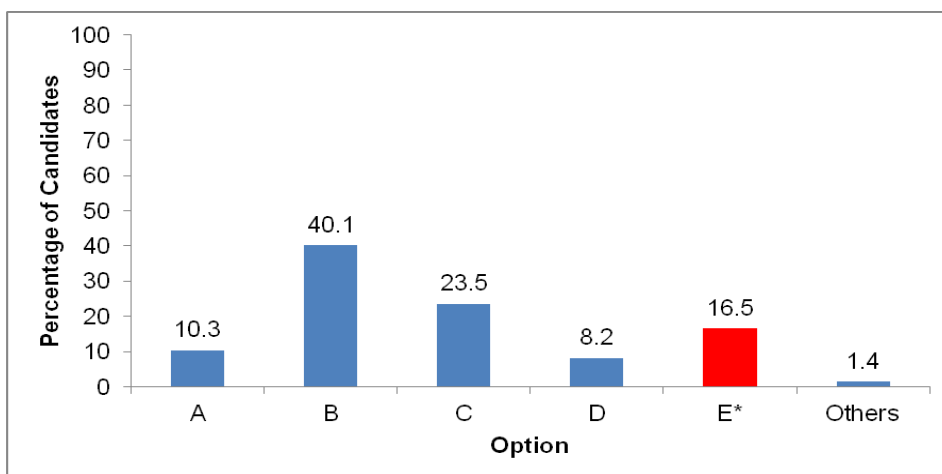


Figure 13: *The performance of candidates in Question 40*

2.2 Section B: Short Answer Questions

Question 41: What are the two effects of poor farming methods along the slopes of mountains?

This question measured the candidate's ability to identify two effects that are caused by poor farming methods along slopes of the mountains. The performance of candidates in this question was average as 115,636 (10.4%) scored full (02) marks, 484,964 (43.8%) scored 01 mark and 507,199 (45.8%) candidates scored 0. The performance of the candidates in Question 41 is illustrated in Figure 14.

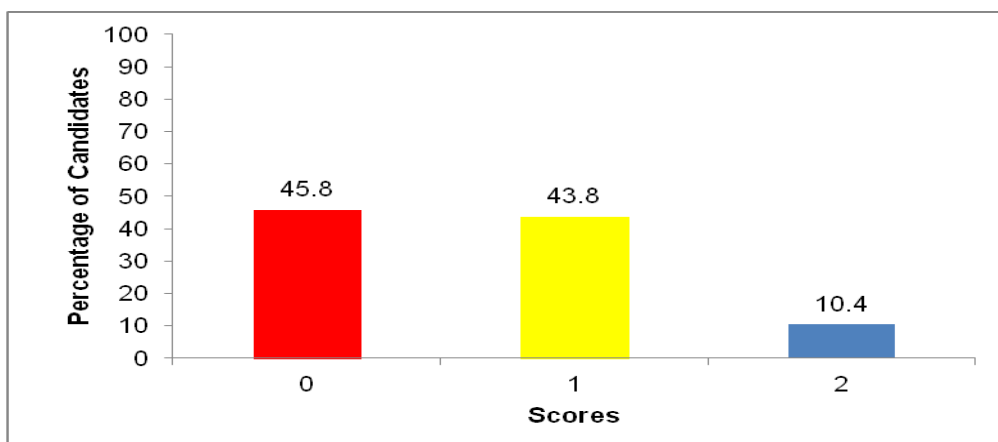


Figure 14: *The performance of candidates in Question 41*

The 115,636 (10.4) candidates who scored full (02) marks were able to write the two correct effects such as soil erosion and loss of soil fertility. These candidates were knowledgeable about the effects brought by improper farming practices on steep slopes.

A total of 484,964 (43.8%) candidates wrote only one correct effect. These candidates had average knowledge on the effects of improper farming practices along mountain slopes. Extract 1 shows a sample of the correct answers from a candidate with adequate knowledge and skills.

QUESTION NO. 41	
a)	Soil erosion.
(ii)	Loss of fertility.

Extract 1: *Shows a sample of the correct answers in Question 41*

On the other hand, a total of 507,119 (45.8%) candidates scored 0 in this question. These candidates lacked knowledge about the effects of improper farming methods on the mountain slopes hence, failed to write any effect. Instead, they wrote answers like heavy rainfall that causes floods. Likewise, other candidates wrote volcanic eruption. They associated it with natural disasters that take place in the world. Generally, these candidates associated the effects of improper farming methods on the mountain slopes with the effects of

climate change. Some candidates did not write anything, implying that they lacked knowledge about the effects of improper farming methods on the slopes of mountains. Extract 2 shows a sample of the incorrect answers from one of the candidates.

QUESTION NO. 41	i) Heavy rainfall that cause floods.
	ii) Landslide along slope mountains.

Extract 2: Shows a sample of an incorrect answers in Question 41

Question 42: Carl Peters signed a fake treaty with Chief Mangungo of Msovero, Morogoro. What was the treaty about?

The question required the candidate to explain the content of a fake treaty which was signed between Carl Peters and Chief Mangungo of Msovero, Morogoro. The performance of the candidates in this question was weak as 980,580 (88.5%) candidates scored zero. They had limited knowledge about the interaction between Tanganyika (Tanzania) and Europe before colonialism. Some of the candidates in this category outlined incorrect responses like *Heligoland Treaty*, *Berlin Conference and Fake Treaty*. Such incorrect responses reveal that these candidates were not knowledgeable about the roles of agents of colonialism in the colonisation process of Tanganyika. Extract 3 shows a sample of the incorrect answers from one of the candidates.

QUESTION NO. 42	
	The treaty was about slave trade.

Extract 3: Shows a sample of an incorrect answers in Question 42

On the other hand, only 127,219 (11.5%) candidates provided the correct answers. Such candidates explained the content of a fake and dubious treaty which was signed between Carl Peters and Chief Mangungo of Msovero, Morogoro. They explained that through this treaty chief Mangungo gave Carl Peters access to many parts of the

territory. These candidates understood that local chiefs such as Mangungo did not know the contents of the treaties which the German agent Carl Peters had prepared because they did not know how to read the German language. Extract 4 shows a sample of correct answers for Question 42.

QUESTION NO. 42
It was about taking the whole land under the leadership of Carl Peters.

Extract 4: Shows a sample of the correct answers in Question 42

Question 43: Standard Six pupils of Mwenge Primary School are planning for a study tour to Engaruka area which is in the Northern part of Tanzania. Which historical remains will they see at that area?

The question required the candidate to identify the historical remains that are likely to be seen by the students at Engaruka. The performance of the candidates in this question was weak since 935,270 (84.4%) candidates scored zero. The candidates in this category portrayed lack of knowledge of the subject matter. Some of the incorrect responses given include *the remains of the early man, oldest human being and cave drawings*. Such incorrect responses reveal that the candidates were not knowledgeable about the historical remains in the Northern part of Tanzania. Extract 4 shows a sample of irrelevant responses in Question 43.

QUESTION NO. 43
OLD STONE TOOLS
OLD STONE TOOLS.

Extract 5: Shows a sample of an incorrect answers in Question 43

However, only a few candidates (172,527, equal to 15.6 percent) scored 02 marks. These candidates explained clearly the Historical remains that can be seen at Engaruka. They understood that Engaruka is also famous for having the remains of the earliest

agricultural irrigation system used in the past. Extract 6 shows a sample of correct answers for Question 43.

QUESTION NO. 43
<i>Remains of the past irrigation tools</i>

Extract 6: Shows a sample of the correct answers in Question 43

Question 44: Climate change has been affecting the agricultural sector. Clarify two effects of climate change on agriculture.

The question required the candidate to identify two effects of climate change on agriculture. The candidates performance for this question was weak as only 89,651 (8.1%) scored full 02 marks, 246,524 (22.3%) scored 01 mark and 771,624 (69.7%) scored zero. The performance of the candidates for Question 44 is illustrated in Figure 15.

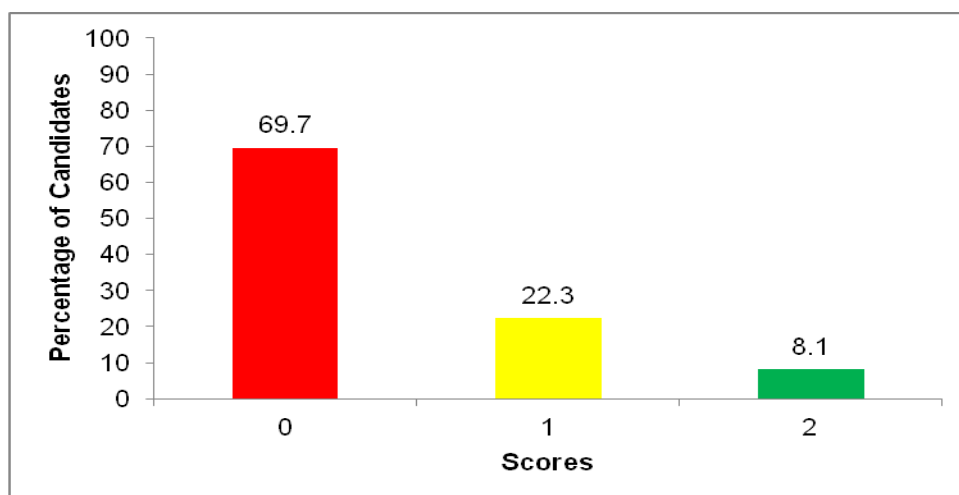


Figure 15: The performance of candidates for Question 44

In answering the question, 89,651 (8.1%) candidates scored full (02) marks because they wrote two correct effects of climate change. Some candidates wrote; *prolonged drought and unpredictable rain, changes of the seasons and increase of crop pests*. This implied that those candidates had adequate knowledge of the effects of climate

change on agriculture. Extract 7 shows a sample of the correct answer from a candidate with adequate knowledge and skills.

QUESTION NO. 44
① CAN CAUSE FLOOD
② CAN CAUSE BROUGHT

Extract 7: Shows a sample of an incorrect answers in Question 44

A total of 246,524 (22.3%) candidates scored 01 mark because they provided one correct effect of climate change. Those candidates had moderate knowledge of the effects of climate change on agriculture.

A total of 771,624 (69.7%) scored 0 in this question. Those candidates failed to write any effect because they lacked knowledge of the effect of climate change on agriculture. Instead they provided/wrote answers like; *destruction of the respective area, cutting trees and increase of temperature in the world*. These candidates associated climate change with the environmental effect brought by human activities. Extract 8 shows a sample of an incorrect answer from a candidate.

QUESTION NO. 44
1) Global warming
2) Cutting trees

Extract 8: Shows a sample of an incorrect answer in Question 44

Question 45: A class four pupil drew a map in which his fellow pupils failed to identify where it belongs and the size of the area. Which essentials of the map were not obeyed?

The question required the candidate to identify two essentials of the map which are to be considered to identify the name and the size of the area using a map. Generally, the performance of candidates in this question was average as 138,717 (12.5%) candidates scored full 02 marks, 417,134 (37.7%) scored 01 mark and 551,948 (49.8%)

scored zero. The performance of the candidates in question 45 is illustrated in Figure 16.

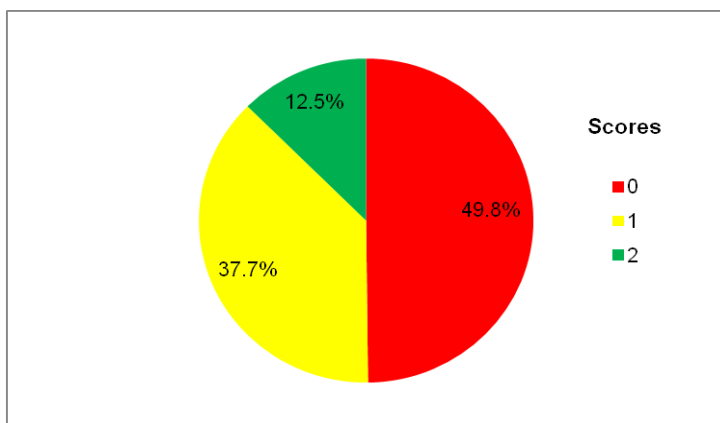


Figure 16: *The performance of candidates in Question 45*

The 138,717 (12.5%) candidates who scored (02) marks provided correct answers which are scale and map title. Those candidates were knowledgeable about the essentials of maps that enable a map reader to identify the area, or the purpose and the size of the actual area. The map title gives information about what the map is about, while the scale shows the relationship between the distance on the map and the actual distance on the ground. Extract 9 shows a sample of the correct answer from a candidate with adequate knowledge and skills.

QUESTION NO. 45	
Scale and Title	

Extract 9: *Shows a sample of the correct answers in Question 45*

Likewise, a total of 417,134 (37.7%) candidates scored 01 by writing only one correct response. This was due to having moderate knowledge of the essentials of the map or lack of understanding of the demands of the question.

However, a total of 551,948 (49.8%) candidates scored zero in this question. Those candidates failed because they lacked knowledge of the things to consider when reading a map, as they provided

irrelevant answers. These candidates had inadequate knowledge of the essentials of the map. Extract 10 shows a sample of an incorrect answer from a candidate.

QUESTION NO. 45
The essentials of the maps which were not obeyed was Key.

Extract 10: Shows a sample of an incorrect answers in Question 45

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH COMPETENCY

The analysis of candidates' performance in all examined competencies in the Social Studies and Vocational Skills examination reveals varied performance of the candidates. The performance was considered good when it ranged from 60 - 100 percent, which is indicated by green colour in the table. Similarly, the performance was classified as average when it ranged from 40 - 59 percent as indicated by the yellow colour in the table. On the other hand, the candidates' performance was categorized as weak as it ranged from 0-39 percent, and this is presented in the table with the red colour.

The examined competencies in PSLE 2021 Social Studies and Vocational Skills are; *Identifying different events occurring in his or her environment, Identifying the principles of patriotism in the society, Applying the knowledge of maps and the astronomy to daily life, Applying economic principles in income generating activities, Applying good grooming practices, Mastering cooking a variety of foods, Creating works of art and Applying entrepreneurial skills.* The analysis shows that the performance in the competency of *Creating works of art* was 57.3%, *Mastering cooking a variety of foods* was 55.9%, *Applying the knowledge of maps and the astronomy to daily life* was 53.8%, *Identifying the principles of patriotism in the society* was 41.5%, *Applying good grooming practices* was 39.9%, *Identifying different events occurring in his or her environment* had average performance (39.9).

Further analysis in Social Studies and Vocational Skills subject shows that the performances in *Applying economic principles in income generating activities* (33.6%) and *Applying entrepreneurial skills* (25.1%) competencies were weak.

4.0 CONCLUSION

The analysis of candidates' responses in the Social Studies and Vocational Skills examination shows that, a total of 788,528 (71.21%) candidates performed by scoring between A-D grades. However, the candidates' performance basing on competency was average in creating *works of art, mastering cooking a variety of foods, Applying the knowledge of maps and the astronomy to daily life, Identifying the principles of patriotism in the society, Applying good grooming practices* and *Identifying different events occurring in his or her environment*.

On the other side, the performance of candidates' performance in the competency of *Applying economic principles in income generating activities* and *Applying entrepreneurial skills* was weak.

5.0 RECOMMENDATIONS

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

- (a) The teaching and learning of the competencies that were identified to have weak performance: *Applying economic principles in income generating activities* and *Applying entrepreneurial skills* should take into account various teaching techniques such as:
 - (i) Teachers should employ the role play technique in the teaching and learning of the competencies such as *identifying the principles of patriotism in the society, applying good grooming practices identifying different events occurring in his or her environment*.

- (ii) Teachers should conduct study tours to enable pupils to learn in real life situations, and encourage them to learn more.
 - (iii) Teachers should employ project assignments in the competencies of *Creating works of art* and *Mastering cooking a variety of foods* to reinforce the knowledge learned by the pupils.
 - (iv) Teachers should use various drawings, maps and charts to elaborate various concepts during the teaching and learning process.
- (b) 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.
 - (c) Respective authorities should conduct research to identify challenges that hinder teaching and learning, and consequently address them so as to improve the teaching and learning process.
 - (d) Teachers should be provided with training to improve their teaching and learning process to adhere to the curriculum improvements. Also, they should be trained on preparing questions that test competency to strengthen students experiences in answering examinations.

**THE SUMMARY OF CANDIDATES' PERFORMANCE IN SOCIAL
STUDIES AND VOCATIONAL SKILLS SUBJECT**

No.	Competency	Question Number	Performance in each question (%)	The average of performance in each competency (%)	Recommendation
1.	Creating works of art	36	57.3	54.9	Average
2.	Mastering cooking a variety of foods	38	55.9	53.8	Average
3.	Applying the knowledge of maps and the astronomy to daily life	24	74.3	53.8	Average
		25	47.7		
		26	52.0		
		27	57.8		
		28	40.5		
		45	50.2		
4.	Identifying the principles of patriotism into the society	12	87.1	41.5	Average
		13	44.9		
		14	25.5		
		15	41.0		
		16	73.0		
		17	76.5		
		18	23.4		
		19	56.0		
		20	15.2		
		21	34.6		

No.	Competency	Question Number	Performance in each question (%)	The average of performance in each competency (%)	Recommendation
		22	24.6		
		23	25.8		
		42	11.5		
5.	Applying good grooming practices	39	63.3	39.9	Average
		40	16.5		
6.	Identifying different events occurring in his or her environment	1	10.0	39.9	Average
		2	65.9		
		3	30.4		
		5	25.4		
		7	46.3		
		8	47.6		
		9	45.5		
		10	50.8		
		11	44.2		
		41	43.8		
		43	15.6		
7.	Applying economic principles in income generating activities	4	50.0	33.6	Weak
		6	40.2		
		29	35.7		
		30	32.7		
		31	22		
		32	28.9		
		33	59.2		
		34	19.9		
		35	17.4		

No.	Competency	Question Number	Performance in each question (%)	The average of performance in each competency (%)	Recommendation
		44	30.2		
8.	Applying entrepreneurial skills	37	25.1	25.1	Weak

