



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) 2022**

**SOCIAL STUDIES AND VOCATIONAL SKILLS**



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**03E SOCIAL STUDIES AND VOCATIONAL SKILLS**

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## FOREWORD

The National Examinations Council of Tanzania has prepared this report on the analysis of candidates' item responses for the Primary School Leaving Examination (PSLE) 2022. The report analyses the candidates' responses in the Social Studies and Vocational Skills subject. This report is aimed to giving feedback to pupils, teachers, policy makers, curriculum developers and other stakeholders in education. The results of the analysis are one of the indicators that show the competencies which the candidates acquired in their primary education.

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

In addition, the report indicates that the candidates who performed highly identified the demands of the questions. The candidates with inadequate performance rarely identified the demands of the questions. In general, the candidates who performed poorly responded incorrectly and some of them skipped some questions or provided more than one answer to questions 1 – 40, contrary to the instructions of the examination.

The National Examinations Council of Tanzania believes that this feedback will enable various education stakeholders to take effective measures to improve teaching and learning. It is the expectations of the National Examinations Council of Tanzania that, respective authorities will ensure that the challenges outlined in this report are resolved to improve the performance for the candidates in the future.

The council would like to express its sincere gratitude to all stakeholders who participated in the preparation of this report.



Dr. Said A. Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

The Primary Education Leaving Examination (PSLE) 2022 for Social Studies and Vocational Skills subject was held on October 6, 2022. A total of 1,384,186 candidates were registered for this Examination. Among them, 1,350,774 (97.59%) candidates sat for the examination, out of whom 960,178 (71.08%) candidates passed.

The Social Studies and Vocational Skills subject had a total of 45 questions 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 the questions in both sections. In questions 1 to 40, the candidates were given five options in each question, among them one was a correct answer. Candidates were instructed to choose the correct answer and then shade its letter in the special response form (Optical Mark Reader - OMR) provided. In answering questions 41 to 45, candidates were instructed to write their answers in the blank spaces using a blue or black ink pen, on the back of the OMR sheet.

In this report, the letter of the correct answer for section A is marked with a star (\*) in the tables and charts. Moreover, the number and the percentage of the candidates who did not answer the questions or selected more than one answer is denoted by word "others". In this analysis, the number and percentage of the candidates in each option is shown. Also, the reasons for the correctness of the response and the incorrectness of the distractors have been explained.

The criteria for grading the performance of candidates depends on the number of candidates who chose or wrote the correct answer as follows. If 0 to 39 percent of the candidates chose or wrote the correct answer, the performance in the question is described as weak. If 40 to 59 percent of the candidates chose or wrote the correct answer, the performance in that question is described as average. In addition, the performance is described as good if 60

percent or more of the candidates chose or wrote the correct answer.

The examined competencies in the PSLE 2022 for Social Studies and Vocational Skills examinations were as follows; *Applying economic principles in income generating activities* question 1 – 8 and 41; *Applying the knowledge of maps and the astronomy to daily life* question 9 – 13 and 42; *Identifying the principles of patriotism into the society* question 14- 25 and 45; *Identifying different events occurring in his/her environment* question 26 – 35 and 43 – 44; *Applying good grooming practices* question 36 and 37; *Mastering cooking a variety of foods* question 38; *Creating works of arts* 39 and *Applying entrepreneurial skills* question 40.

## 2.0 ANALYSIS OF CANDIDATES' RESPONSES IN EACH QUESTION

### 2.1 Section A: Multiple Choice Questions

- Question 1:** Creativity is an important aspect in entrepreneurship. What will happen if there is no creativity?
- A Entrepreneurs become less motivated
  - B Police intervening business
  - C Entrepreneurs loose customers
  - D Entrepreneurs increase customers
  - E Government enacting laws

**Table 1: Number and percentage of the candidates' performance for each option**

Option	A	B	C*	D	E	Others
<b>No. of Candidates</b>	330,521	70,820	813,101	56,648	62,954	16,730
<b>% of Candidates</b>	24.47	5.24	60.20	4.19	4.66	1.24

The question demanded the candidate to identify the effects of lack of creativity in entrepreneurship. As shown in Table 1 the performance of candidates for this question was good as 813,101 (60.28%) selected the correct answer *C, Entrepreneurs loose customers*. Those

candidates had adequate knowledge on the principles of entrepreneurship, that an entrepreneur should be creative and innovative person who can compete with others.

On the other hand, 70,820 (5.24%) candidates who selected distractor *B, Police intervening business*, had inadequate knowledge about the principles of entrepreneurship in their daily life. This is because, the major role of police force is to ensure the security of people and their property. The selection of this distractor indicates that the candidates lacked competencies on the role of creativity in entrepreneurship, as well as they could not differentiate the role of the police in the society.

Likewise, 330,521 (24.47%) candidates who selected distractor *A, Entrepreneurs become less motivated*, had less knowledge about the concept of motivation because it involves rising working morale to the employees. Although creativity can affect morale, the most significant effect to the entrepreneur is loss of customers. It is the customers that make an entrepreneur continue doing business.

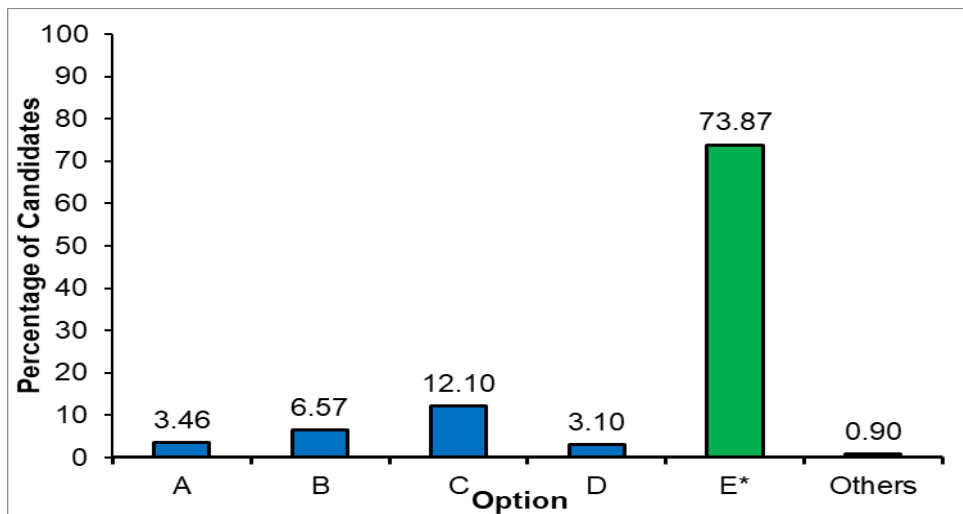
Similarly, 56,648 (4.19%) candidates who chose distractor *D, Entrepreneurs increase customers*, failed to understand that creativity plays a greater role in attracting customers. Also 62,954 (4.66%) candidates who selected distractor *E, Government enacting laws*, lacked appropriate knowledge that the process of enacting laws belongs to the government with the aim of maintaining and supervising business activities. Thus, there is no relationship with creativity, something that an entrepreneur has to be equipped with.

**Question 2:** Who is an entrepreneur?

- A A person who despairs quickly
- B A person who depends on others' ideas
- C A person who aspires to get rich quickly
- D A person who is quick to loose his temper when he gets a loss
- E A person who uses opportunities effectively



This question demanded the candidates to identify one of the characteristics of an entrepreneur. The performance of candidates for this question was good since 997,799 (73.87%) selected the correct answer *E, A person who uses opportunities effectively*. Those candidates had good understanding of the concepts of entrepreneurship. They were also aware that an entrepreneur is creative and utilizes available opportunities effectively. An illustration for the performance of the candidates for that question is presented in figure 1.



**Figure1:** The performance of candidates for Question 2

On the other hand, 46,738 (3.46%) candidates selected distractor *A, A person who despairs quickly*. Those candidates lacked knowledge about the concept of entrepreneurship. Since despairing is against the characteristics of an entrepreneur. An entrepreneur is a person who endures, creative, tolerant and eager to try frequently until the goal is achieved.

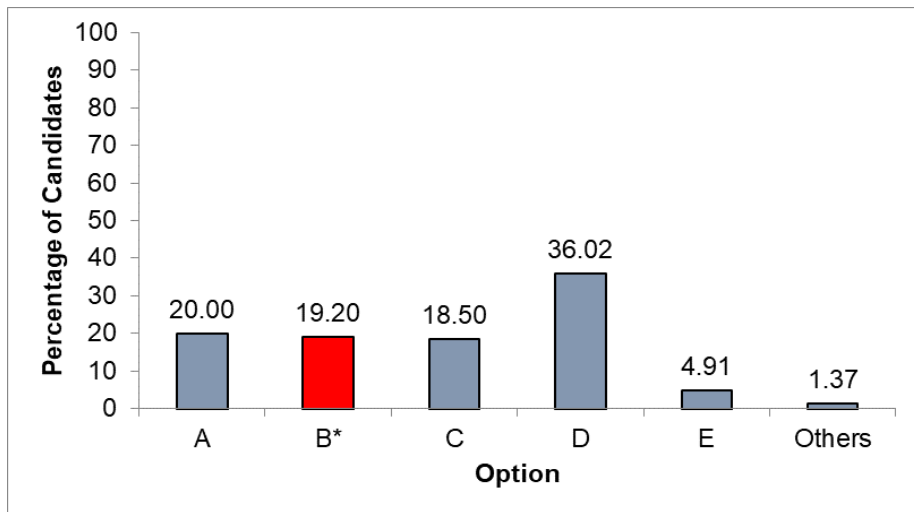
Also, 88,661 (6.56%) candidates who chose distractor *B, A person who depends on others' ideas*, had insufficient competencies about the characteristics of an entrepreneur. An entrepreneur is not supposed to depend on others' ideas. Likewise, 163,494 (12.10%) candidates who selected distractor *C, A person who aspires to get rich quickly*, did not consider the characteristic of an entrepreneur of being patient and tolerant.

Furthermore, 41,928 (3.10%) candidates who opted for distractor *D*, *A person who is quick to loose his temper when he gets a loss*, lacked knowledge of the characteristics of an entrepreneur. Quick anger has a negative effect to the entrepreneur. The entrepreneur is supposed to reflect on the mistakes and rectify the problems and proceed with business.

**Question 3:** Amani is an entrepreneur who has employed four people in his business. What type of the entrepreneurship is that?

- A Medium            B Micro            C Small  
D Large            E Smart

This question required the candidate to identify the category of an entrepreneur who employs four workers. The performance for this question was weak since, 1,006,624 (74.52%) candidates selected distractors *A*, *Medium*; *C*, *Small*; and *D*, *Large*. Those candidates lacked competencies about the number of employees and the capital that identify each category of entrepreneurship. This is because, a medium entrepreneur employs between 50 to 99 employees, large entrepreneurs employ more than 100 employees and small entrepreneurs employ 5 to 49 employees. Moreover, 66,294 (4.91%) candidates who chose distractor *E*, *Smart*, had inadequate knowledge of the categories of entrepreneurship, since the response had no relation with the categories of entrepreneurs, rather it was related to the characteristics of an entrepreneur of being smart in doing business. The performance of candidates for that question is presented in figure 2.



**Figure 2:** *The performance of candidates for Question 3*

Apart from the weak performance, 259,359 (19.20%) candidates selected the correct answer *B, Micro*. Those candidates had good understanding about the categories of entrepreneurs. They were able to differentiate between one group and another. Hence, they identified that the micro entrepreneurs employ 1 to 4 workers.

**Question 4:** Land is a resource that can endanger the life of living organisms and other resources if it is not well preserved. Which is a proper way of preserving that resource?

- A Adding the number of peasants in farms
- B Providing education on land preservation and conservation
- C Emphasizing people to use industrial fertilizers
- D Stopping planting trees in the bare land
- E Emphasizing livestock keepers to increase the number of livestock

The question demanded the candidates to identify the proper ways of preserving land to protect the life of living organisms and other resources. The performance for this question was good, since 1,102,437(81.62%) candidates chose correct answer *B, Proving education on land preservation*. Those candidates knew that education is a fundamental factor in acquiring knowledge and skills

thus, using it in the conservation of the environment and the land in general.

On the other hand, 71,181 (5.27%) candidates who selected distractor A, *Adding the number of peasants in the farms*, were not competent on the concept of preservation of land. Increasing the number of farmers is not one of the ways of conserving the land if the principles of good farming methods will not be observed.

Likewise, the 69,439 (5.14%) candidates who selected distractor C, *Emphasizing people to use industrial fertilizers*, had inadequate competence about resources or conservation of land as a resource. The application of industrial fertilizers without proper guide from the Farm Extension Officers ruins soil fertility.

Similarly, 52,724 (3.90%) candidates who selected distractor D, *Stopping planting trees in the bare land* and the 41,780 (3.09%) candidates who opted for distractor E, *Emphasizing livestock keepers to increase the number of livestock* lacked competencies about good practices of preserving land. The bare land is easily affected by running water and wind, hence leading to soil erosion and eventually land degradation. Also, large number of livestock leads to land and environmental degradation in general because, livestock loosens the soil which makes it easily eroded.

**Question 5:** Tanzania has been fortunate to have plenty of resources, one of them accommodates the others. Which resource is that?

- A Minerals                      B Forests    C Livestock  
D National parks              E Land

The question demanded the candidates to identify the resource that accommodate other resources. The performance for this question was average since 706,871 (52.33%) candidates selected the correct answer E, *Land*. The candidates who selected this answer were knowledgeable about the resources which are found in Tanzania. They were aware that land hosts natural and man-made resources. Land is the resource where minerals, forests, livestock, wildlife and other organisms are found. Likewise, different human

activities such as, crop cultivation, livestock keeping, mining and lumbering take place on the land.

Contrarily, 624,375 (46.22%) candidates chose distractors *A, Mineral; B, Forest; C, Livestock* and *D, National park*. Those candidates failed to understand that land hosts all those resources. The candidates did not understand that it is not possible to talk about minerals, forest, livestock and wildlife without associating them with land. This is because land has direct relation with all of them.

**Question 6:** Teacher Kasese told his pupils to mention the minerals and regions where they are found in Tanzania. From which region did they mention that coal is found?

- A Manyara            B Mbeya            C Kagera  
D Morogoro           E Mara

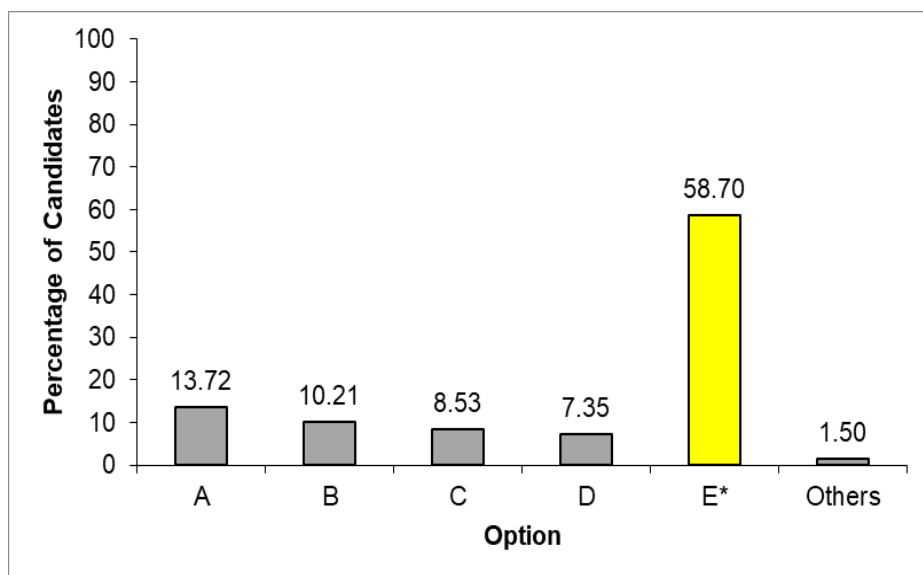
The question demanded the candidates to identify the region where coal minerals are found in Tanzania. The performance for this question was weak since, 995,319 (73.69%) candidates selected distractors *A, Manyara; C, Kagera; D, Morogoro* and *E, Mara*. Those candidates failed to understand that, coal is not found in those regions. Also, they were not aware of the minerals which are found in each of the regions whereby Tanzanite in Manyara, Tin in Kagera, Rubies in Morogoro and Gold in Mara. This made them fail to identify the region in which the coal is found.

On the other hand, 332,144 (24.59%) candidates chose the correct answer *B, Mbeya*. The candidates had adequate knowledge about different types of minerals and the regions where those minerals are found in Tanzania. This made them recognise that coal is found in Mbeya region.

**Question 7:** During the lesson, the teacher wanted pupils to mention the possible business opportunities to be conducted along the Indian Ocean. Which of the following would be their answer?

- A Making of leather belt
- B Production of milk
- C Selling of veterinary medicine
- D Selling of animal skin
- E Tourism

The question demanded the candidate to identify the possible business opportunities that can be conducted along the Indian Ocean. The performance for this question was average, since, 792,841 (58.70%) candidates selected the correct answer *E, Tourism*. These candidates had adequate knowledge about tourist attractions which include beaches. Beaches have been famous and popular attractions for both domestic and international tourists. Tourists are attracted with beaches because of the presence of perfect areas for swimming, art galleries and tourists' hotels. Thus, businessmen benefit by earning money. The performance of candidates for that question is presented in figure 3.



**Figure 3:** The performance of candidates for Question 7

Contrarily, 537,627 (39.80%) candidates selected distractors *A, making of leather belt, B, Production of milk; C, Selling of veterinary medicines, and D, Selling of animal skin*. Those candidates had insufficient knowledge about different opportunities which are found in different areas as these distractors are the products related to livestock and veterinary medicines. However, areas involved in livestock keeping are away from the ocean.

**Question 8:** Teacher Timamu taught about cash crop farming which was practiced in Tanganyika before independence. Which crops were they taught?

- A Grapes, coffee, tea and beans
- B Maize, coffee, tea and pyrethrum
- C Coffee, pyrethrum, sisal and tea
- D Pyrethrum, cashew nuts, tea and maize
- E Cashew nuts, beans, sisal and pyrethrum

This question required the candidate to identify the commercial crops that were cultivated before independence in Tanganyika. The performance for this question was average since, 774,575 (57.34%) candidates chose the correct answer *C, Coffee, pyrethrum, sisal, and tea*. Those candidates had competencies about economic activities before independence. The colonialists were engaged in the cultivation of cash crops because they were important raw materials for the industries in the European nations. Also, the candidates had competencies in differentiating cash crops from food crops.

Other 558,058 (41.31%) candidates who chose distractors *A, Grapes, Coffee, Tea and beans; B, Maize, coffee, tea, and pyrethrum; D, Pyrethrum, cashews, tea and maize and E, Cashew nuts, beans, sisal and pyrethrum*, lacked sufficient competencies in eliminating food crops from those distractors. All those distractors contained maize and beans which are food crops.

- Question 9:** It is suggested that human activities should be friendly to the environment in order to prevent the depletion of the ozone layer. Which activity is appropriate to protect the layer?
- A Overgrazing
  - B Fishing using explosives
  - C Mining
  - D Planting of trees
  - E Using too much industrial fertilizers

In this question, the candidates were required to identify the activity which is appropriate for protecting the ozone layer. The performance for this question was good because 1,047,066 (77.52%) candidates chose the correct response *D, Planting of trees*. These candidates had good understanding of the concept of environmental conservation, especially conservation of the atmosphere. Also, they knew that trees help to absorb carbon dioxide, and carbon monoxide which are gases that destroy the ozone layer.

On the other hand, 73,286 (5.43%) candidates selected distractor *A, Overgrazing*. They had insufficient knowledge about protection of the ozone layer. This is because, keeping large number of livestock on a small piece of land leads to soil erosion and environmental degradation which eventually destroy the ozone layer.

Likewise, 61,493 (4.55%) candidates who selected distractor *B, Fishing using explosives*, did not consider the effects of that method of fishing. Using explosives destroys the ecosystem, kills unintended creatures and destroys their breeding places. The 153,624 (11.37%) candidates who chose distractors *C Mining* and *E, Using too much industrial fertilizers* did not consider the effects of those activities. Mining activities lead to land degradation, while industrial fertilizers lead to chemical imbalance in the soil, which consequently lead to loss of soil fertility.





This question demanded the candidate to calculate the difference of time between the two cities to determine the time of the city whose time was not given. The performance for this question was weak as 833,066 (61.67%) candidates chose distractors *E, Tuesday 6:00 pm; A, Monday 6:00 pm; B, Tuesday 5:00 pm* and *D, Monday 6:00 pm*. Those candidates lacked skills of how to calculate time.

On the other hand, 490,873 (36.34%) selected the correct answer *C, Tuesday 6:00 am*. Those candidates had calculated the difference in time between the two cities and then identified the time of the city which was not given. The candidates added the degrees of Brasilia and Kabul cities, ( $45^{\circ} + 75^{\circ} = 120^{\circ}$ ). They related the degrees to minutes, that is  $15^{\circ} = 60'$ . Thus,  $120^{\circ}$  is equal to  $480'$  which is equal to 8 hours. Therefore, the given time was added with 8 to get the correct time. As Kabul is to the East of Greenwich, it will be Tuesday 6:00 am.

**Question 12:** Teacher Kulwa taught his pupils about the imaginary lines drawn on maps. Which lines are drawn from the Northern to the Southern direction did he teach them?  
 A Tropics  
 B Latitudes  
 C International date line  
 D Longitudes  
 E Equator

**Table 3: Number and percentage of candidates' performance for each option**

Option	A	B	C	D*	E	Others
No. of Candidates	110,252	300,410	104,541	466,222	344,167	25,182
% of Candidates	8.16	22.24	7.74	34.52	25.48	1.86

This question required the candidate to determine the imaginary lines which are drawn from North to South direction on the map. As Table 3 depicts, the performance for this question was weak since 859,370 (63.62%) candidates chose incorrect responses. Among them, 300,410 (22.24%) candidates selected distractors *B, Latitude* and *E, Equator*. These candidates failed to differentiate imaginary lines drawn from North to South and those that are drawn from West

to East (latitudes and longitudes). Latitudes including the equator are drawn from West to East. However, 110,252 (8.16%.) candidates chose distractor *A, Tropics*. Those candidates lacked the knowledge that tropics are regions in the North or South of the Equator. Likewise, 104,541 (7.74%) candidates who selected distractor *C, International Date Line* had inadequate knowledge on the International date line through which, dates and days change. Crossing the date line towards the East decreases a day, and crossing the line towards the West increases a day.

Despite the failure of the majority of candidates to choose the correct answer, 466,222 (34.52%) candidates chose the correct answer *D, Longitudes*. Those candidates knew the characteristics of Latitudes and Longitudes which are drawn on the map, hence they selected the correct answer.

- Question 13:** Jasiri who lives in Handani city started watching a football match on the television at 3:00pm and his friend Juhudi who lives in Mikoko town located at longitude  $40^{\circ}$  East started watching the same match at 1:00pm. At which longitude is Handani city located?
- A  $70^{\circ}$  West      B  $30^{\circ}$  West      C  $90^{\circ}$  East  
D  $70^{\circ}$  East      E  $30^{\circ}$  East

The question demanded the candidate to identify the degrees of Handani town. The performance for this question was weak since 1,063,680 (63.22%) candidates opted for the distractors *A,  $70^{\circ}$  West; B,  $30^{\circ}$  West; C,  $90^{\circ}$  East and E,  $30^{\circ}$  East*. Those candidates failed to calculate the difference in hours between Handani town and Mikoko, so that they can use those hours to calculate the degrees of Longitude. Likewise, they failed to add degree of two hours with  $40^{\circ}$  of Mikoko to get the degrees of Handani.

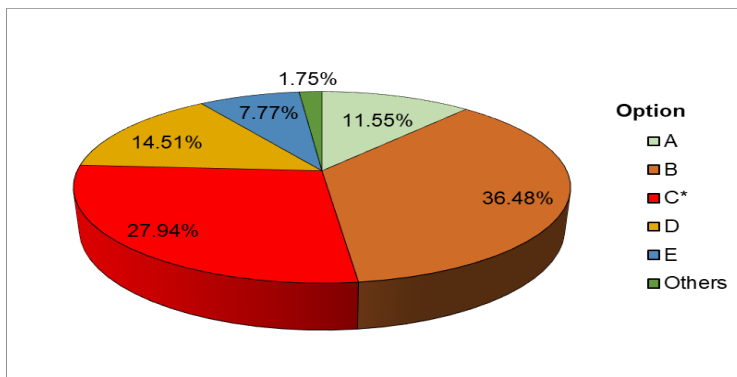
On the other hand, 258,987 (19.17%) candidates selected the correct answer *D,  $70^{\circ}$  East*. Those candidates had calculated the difference in degrees between the two towns. They calculated the differences in hours between the two towns (3:00 hours – 1:00 hour = 2 hours) and then changed the difference in hours into degrees.

They got  $30^{\circ}$  because one hour is equal to  $15^{\circ}$ . Thus, they multiplied  $15^{\circ}$  with 2 hours and got  $30^{\circ}$ . They finally added the degrees of the two cities ( $40^{\circ} + 30^{\circ} = 70^{\circ}$ ) and got the Longitude of Handani town as  $70^{\circ}$ .

**Question 14:** Many heroes led struggles against neo-colonialism in Africa. Which East African heroes led the struggle against such colonialism?

- A Jomo Kenyatta, Patrice Lumumba and Samora Machel
- B Julius K. Nyerere, Kwame Nkrumah and Nelson Mandela
- C Jomo Kenyatta, Julius K. Nyerere and Milton Obote
- D Patrice Lumumba, Julius K. Nyerere and Kwame Nkrumah
- E Jomo Kenyatta, Kamuzu Banda and Samora Machel

The question demanded the candidate to identify East African heroes who were against Neo-colonialism. The performance for this question was weak as only 377,456 (27.94%) candidates selected the correct answer C, *Jomo Kenyatta, Julius K. Nyerere and Milton Obote*. The performance of candidates for this question is presented in figure 4.



**Figure 4:** The performance of candidates for Question 14

A total of 949,731 (70.31%) candidates selected distractors A, B, D and C. Among them, 155,970 (11.55%) candidates who selected

distractor *A, Jomo Kenyatta, Patrice Lumumba and Samora Machel*, lacked the understanding of the regions of Africa. In this option, only one leader, Jomo Kenyatta was from East Africa. Patrice Lumumba was a hero from Republic of Congo which is found in Central Africa, and Samora Machel was a hero of Mozambique which is in the Southern Africa.

Moreover, 688,851 (50.99%) candidates selected distractors *B, Julius K. Nyerere, Kwame Nkrumah and Nelson Mandela, D, Patrice Lumumba and Kwame Nkrumah*. These candidates failed to recognise that Kwame Nkrumah was from Ghana (West Africa) and Nelson Mandela was from the Republic of South Africa which is in Southern Africa. However, 104,910 (7.77%) candidates selected distractor *E, Jomo Kenyatta, Kamuzu Banda and Samora Machel*. They also failed to identify that Kamuzu Banda was from Malawi and Samora Machel was from Mozambique, both were from Southern Africa.

On the other hand, 377,456 (27.94%) candidates selected the correct answer *C, Jomo Kenyatta, Julius K. Nyerere and Milton Obote*. Those candidates had enough knowledge about East Africa and the leaders who led the struggle against neo-colonialism. The candidates were able to differentiate East African heroes from heroes of other parts of Africa.

**Question 15:** Tanzania has been led by many Prime Ministers since independence. Which ones were in power during the Mwalimu Nyerere's regime?

- A Rashid Mfaume Kawawa and Joseph Sinde Varioba
- B Rashid Mfaume Kawawa and Edward Moringe Sokoine
- C John Samweli Malecela and Mizengo Kayanza Pinda
- D Edward Ngoyai Lowassa and Cleopa David Msuya
- E Edward Moringe Sokoine and Fredrick Sumaye

**Table 4: Number and percentage of candidates' performance for each option**

Option	A	B*	C	D	E	Others
<b>No. of Candidates</b>	226,644	744,187	120,151	102,341	141,681	15,770
<b>% of Candidates</b>	16.78	55.09	8.89	7.58	10.49	1.17

The question demanded the candidate to identify the Prime Ministers who served during Nyerere's regime. As Table 4 indicates, the performance for this question was average since 744,187 (55.09%) candidates selected the correct response *B*, *Rashid Mfaume Kawawa and Edward Moringe Sokoine*. Those candidates revealed satisfactory understanding of the Prime Ministers who served during Mwalimu Julius K. Nyerere who ruled from 1961 to 1985.

On the other hand, 226,644 (16.78%) candidates who selected distractor *A*, *Rashid Mfaume Kawawa and Joseph Sinde Warioba*, failed to understand that Joseph Sinde Warioba served as a prime minister during the Ally Hassan Mwinyi regime. Furthermore, 120,151 (8.89%) candidates who chose distractor *C*, *John Samwel Malecela and Mizengo Kayanza Pinda* were incorrect because, John Samwel Malecela was the Prime Minister during the Ally Hassan Mwinyi regime and Mizengo Kayanza Pinda was the Prime Minister during the Jakaya Mrisho Kikwete regime.

Likewise, 102,341 (7.58%) candidates chose distractor *D*, *Edward Ngoyai Lowassa and Cleopa David Msuya*. Those candidates failed to understand that Edward Ngoyai Lowassa was the Prime Minister during the Jakaya Mrisho Kikwete regime and Cleopa David Msuya was the Prime Minister during the Ally Hassan Mwinyi regime. Moreover, 141,681 (10.49%) candidates selected distractor *E*, *Edward Moringe Sokoine and Fredrick Sumaye*. Those candidates had insufficient knowledge, as Fredrick Sumaye was the Prime Minister during the Benjamin William Mkapa regime.

**Question 16:** How did Uganda achieve her political independence?

- A Through guerrilla warfare
- B Through revolution
- C Through war
- D Through constitution means
- E Through collaboration

The question required the candidate to identify the method which Uganda used to acquire her independence. The general performance for this question was weak since 1,115,885 (81.87%) candidates selected incorrect responses. Among them, 79,558 (5.89%) candidates chose distractor *A, Through guerrilla warfare*. Those candidates could not differentiate between constitutional means and guerrilla warfare. The selection of this distractor might have been influenced by the presence of a coup d'état in that country that occurred after independence.

The other 281,501 (20.84%) candidates who selected distractor *B, Through revolution*, lacked knowledge of the concept of revolution. Revolution is a change in the way a country is governed, usually to a different political system and often using violence or war. There are few countries in the African continent that got their independence through revolution; Egypt in 1952 and Zanzibar in 1964.

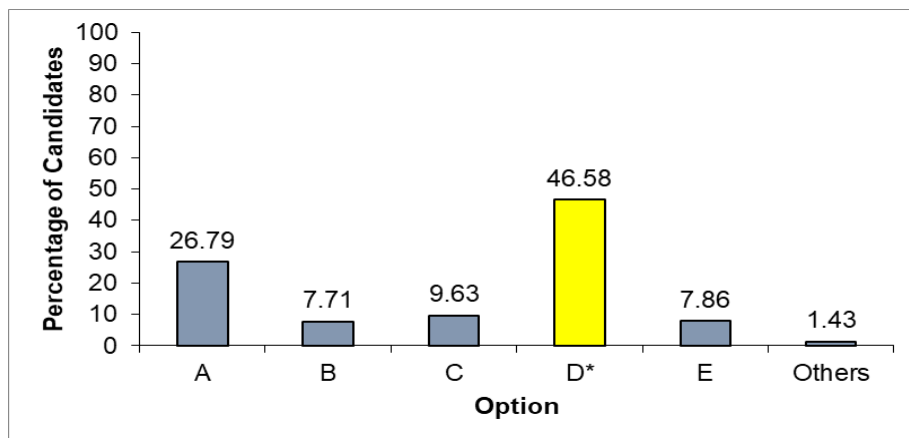
Moreover, 620,582 (45.94%) candidates who chose distractor *C, Through War*, were not aware that Uganda did not attain her independence through war. Furthermore, 124,244 (9.20%) candidates who chose distractor *E, Collaboration*, lacked the understanding of the concept of collaboration, in which the colonialists made friendship/sided with the weak African societies so as to conquer and dominate the strong and powerful societies.

Regardless the failure of the majority (81.87%) of candidates to select correct answer, 221,586 (17.00%) candidates chose the correct answer *D, Through constitution means*. Those candidates were aware that Uganda attained her independence in 1962 through constitution means led by the late Milton Obote.

**Question 17:** Which leader led the struggle for the liberation of Black people in South Africa?

- A Julius Kambarage Nyerere
- B De Clerk
- C Keneth Kaunda
- D Nelson Mandela
- E Kwame Nkurumah

The question required the candidate to identify the leader who led the liberation of black people in South Africa. The performance was average since 629,220 (46.58%) candidates who chose the correct answer *D, Nelson Mandela*. Candidates were aware that Nelson Mandela led the struggles against apartheid policy in South Africa. The performance of candidates for this question is presented in figure 5.



**Figure 5:** The performance of candidates for Question 17

A total of 361,827 (26.79%) candidates selected distractor *A, Julius K. Nyerere*. Those candidates failed to understand that Julius K. Nyerere was not South African, rather he was the pioneer of the Nation of Tanzania which attained her independence in 1961. Likewise, 104,148 (7.71%) candidates who chose the distractor *B, De Clerk*, failed to recognize that De Clerk was a leader of the Boers oppressive Government in South Africa from 1899 to 1914.



The other 130,111 (9.63%) candidates who selected distractor C, *Keneth Kaunda*, failed to recognize that, Kaunda was the president of Zambia. Likewise, 106,154 (7.86%) candidates chose distractor E, *Kwame Nkrumah*. However, Nkrumah was the pioneer of the nation of Ghana. These candidates had insufficient knowledge about different leaders and the countries they led during the struggles for independence.

- Question 18:** During the 19<sup>th</sup> century, the Coast of East Africa was visited by many guests from Asia. What was their major objective?
- A Military activities
  - B Political activities
  - C Cultural activities
  - D Economic activities
  - E Social activities

The question required the candidate to identify the major objective of the foreign people from Asia who arrived in East Africa in the 19<sup>th</sup> century. The performance for the question was good since 853,492 (63.19%) candidates selected the correct answer D, *Economic activities*. Those candidates had adequate knowledge on the objectives of foreigners from Asia to the coast of East Africa. Those foreigners were from Syria, Iran, Oman, Yemen, China, Indonesia and India. They traded commodities like; slaves, wax, natural rubber, rhinoceros' horns and animal skins. They brought clothes, beads, soaps, cups, knives, swords, rice, guns and utensils.

On the other hand, the 481,542 (35.65%) candidates who selected distractors A, *Military activities*; B, *Political activities*; C, *Cultural activities* and E, *Social activities*, revealed inadequate knowledge of the major objectives of the foreigners from Asia to the coast of East Africa. The Asians came to the coast of East Africa for economic activities, especially trade and not for military, political, cultural and social activities.

- Question 19:** Why did the Portuguese establish many garrisons in the coastal areas?
- A To protect Africans from Arabs
  - B To protect their trade interest
  - C To protect Arabs from Africans invasion

- D To show their military powers to Africans
- E To teach Africans military techniques

The question demanded the candidate to identify the reason for the Portuguese to build many garrisons in the coastal areas. The general performance for this question was good since 838,978 (62.11%) candidates selected the correct answer *B, To protect their trade interests*. Those candidates had sufficient knowledge about the importance of Portuguese Forts that were built in the coastal areas. Those forts were built to maintain security of the areas they controlled.

A total of 157,568 (11.67%) candidates selected distractor *A, To protect Africans from Arabs*. Those candidates were not aware that Portuguese had no intention of protecting Africans, rather, they based on exploitative trade where they took valuable commodities leaving Africans in abject poverty.

Moreover, the 114,912 (8.51%) candidates who chose distractor *C, To protect Arabs from Africans invasion*, did not understand that, both Arabs and Portuguese were traders. Thus, they had contradictory interests in trade between them. Furthermore, 223,007 (16.51%) candidates selected distractors *D, To show their military power to Africans and E, To teach Africans military techniques*. They failed to understand that the Portuguese had neither aimed to show military powers nor to teach Africans military techniques. This implied that the candidates lacked knowledge of the interactions between people from Africa with the people from Europe and Asia up to 1961.

**Question 20:** Fatuma is a daughter of my brother, Casmir is a son of Fatuma's father's sister. How will Fatuma call Casmir?

- A Cousin
- B Nephew
- C Niece
- D Uncle
- E Brother

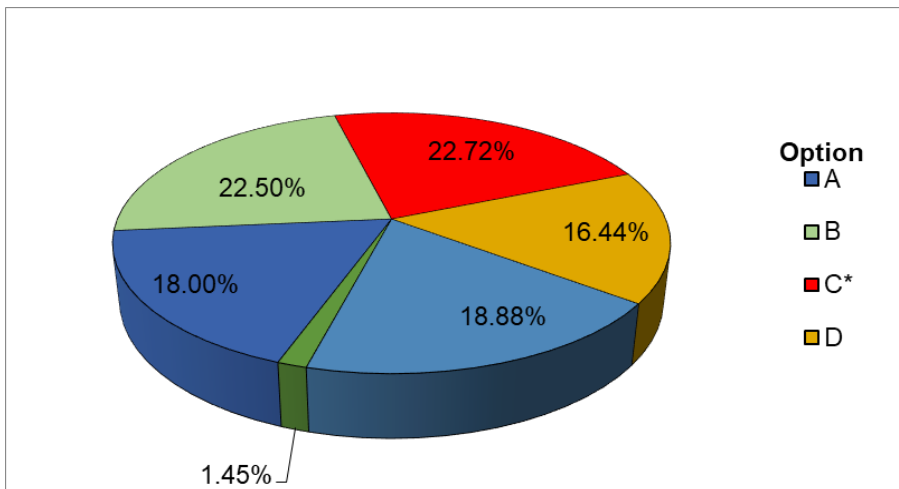
The question required the candidate to identify the relationship between Fatuma and Casmir. The performance for this question was average, since 627,924 (46.49%) candidates chose the correct answer *A, Cousin*. Those candidates knew that a cousin is the son

of Aunt or Uncle. Also, they understood the family relationship that enabled them to differentiate Cousin from Nephew, Niece, Uncle and Brother. This implied that they had knowledge on the and family relationships.

On the other hand, 232,939 (17.24%) candidates selected distractor *B, Nephew*. Those candidates did not understand that a Nephew is a son of one's brother or sister. However, 110,200 (8.16%) candidates who chose distractor *C, Niece*, were not aware that a niece is the daughter of one's brother or sister. Moreover the 222,937 (16.50%) candidates who selected distractor *D, Uncle*, did not understand that, uncle is the brother of one's mother or father. Likewise, 137,149 (10.15%) candidates who selected distractor *E, Brother*, did not recognize that a brother is the blood relative from the same mother and father. Generally, the candidates who failed to select the correct response, were unaware of how members relate in the family.

- Question 21:** There are external and internal factors for the struggle for the liberation of Africa. Which one is an external factor?
- A Desire to end colonial repressive rule
  - B Growth of colonial exploitation
  - C Return of African soldiers who fought second world war
  - D Growth of colonial oppression
  - E Resisting domination and poor social services

The question required the candidate to identify the external factor which motivated the struggle for independence in Africa. The performance for this question was weak since a total of 1,024,260 (75.82%) candidates selected the distractors *A, Desire to end colonial repressive rule, B, Growth of colonial exploitation, D, Growth of colonial oppression, E, Resisting domination and poor social services*. Those candidates were not aware that all those distractors were internal factors that motivated the struggle for independence in Africa. The performance of candidates for that question is presented in figure 6.



**Figure 6:** The performance of candidates for Question 21

Further analysis indicated that, only 306,950 (22.72%) candidates selected the correct answer C, *The return of African soldiers who fought Second World War*. The candidates had adequate understanding that the return of soldiers who fought the Second World War (WW II) from 1939 to 1945 played a vital role on the struggle for independence. The experience they had from the world war made them aware that even the whites do fail in different aspects and they die too in the battle field.

**Question 22:** Traditions and customs of ancient societies were important to the life of the society members. Which is one of their importance?

- A It inculcated bad morals and disrespect
- B It provided education for cruelty and courage
- C It promoted cruelty and disrespect to Africans
- D It promoted self-reliance, national unity and cooperation
- E It insisted on environmental destruction and care

The question demanded the candidate to identify the importance of ancient traditions and customs to the people in the society. The performance for this question was good, since 922,580 (68.30%) candidates selected the correct answer D, *It promoted self-reliance, national unity and cooperation*. Those candidates identified the values of the ancient African traditions and customs. These values

have been exercised in their daily life, whereby members of the society cooperate in various activities such as dramas, wedding and burial ceremonies. Thus, they were able to utilize that knowledge in answering this question correctly.

On the other hand, a total of 413,386 (30.60%) candidates chose distractors; *A, It inculcated bad morals and disrespect; B, It provided education for cruelty and courage; C, It promoted cruelty and disrespect to Africans and E, It insisted on environmental distractors and care.* Those candidates lacked competencies about the importance of African traditions and customs. Those distractors involved things which are not acceptable in the society such as disrespect and cruelty which were not part of ancient traditions and customs. The distractor *E*, Involved environmental destruction, a something that was not done by the ancient societies. The customs and tradition taught good ways of doing work which contributed to environmental conservation.

- Question 23:** Jando and Unyago are part of the oldest traditions in Tanzania. What are their importance for those undergoing it?
- A They made them act as foreigners
  - B They prevented them from foreign education
  - C They made them undermine the foreigners
  - D They created love for work and self-reliance
  - E They inculcated love to foreigners

The question required the candidate to identify the importance of Jando and Unyago (ritual and rites) which are among the oldest traditions in Tanzania. The performance for this question was average since 627,896 (46.48%) candidates selected the correct option *D, They created love for work and self –reliance.* Those candidates had adequate competencies about the importance of Jando and Unyago in the society. During jando and unyago, the youth were taught by elders to be responsible in the families, community and the nation, to be self-reliant and made them behave accordingly.

Further analysis showed that, 701,803 (51.96%) candidates selected distractors *A, They made them act as foreigners; B, They prevented them from foreign education; C, They made them undermine the foreigners and E, They inculcated love to the foreigners*. The candidates lacked the competency to identify that Jando and Unyago were not established for the purpose of providing negative outcomes as presented in the distractors. Distractor E involved love to foreigners, something which was not correct, as Jando and Unyago taught love and respect to all people without segregation.

**Question 24:** When my brother went to pay the bride price in Luponde village, he was told that it is a must to present a Goat, a Spear and a Hoe. What do those things represent?

- A Taboos      B Traditions      C Customs  
D Sports      E Creative arts

The question demanded the candidate to identify the role of the things which are given during paying bride price. The performance for this question was average, since 775,223 (57.39%) candidates chose the correct answer *B, Traditions*. These candidates had adequate knowledge of the traditions' roles and principles that governs a society and they are supposed to be adhered to by a particular society. Those candidates showed their skills in different practices done in the society, whereby people give things as bride price. These practices made them understand that those practices are among the traditions that are conducted by the members of the society.

The analysis further indicated that, the 126,909 (9.40%) candidates who chose the distractor *A, Taboos*, lacked the knowledge of what constitute traditions. Taboos are practices that are prohibited or restricted in a given society. For example, in many societies in Tanzania, a brother is not allowed to marry his sister, or a son to marry his mother. Similarly, the 286,275 (21.19%) candidates who chose distractor *C, Customs*, did not understand that customs are socially accepted ways of behaving, or doing things in a community. Also, the 56,340 (4.17%) candidates who selected distractor *D, Sports*, revealed a weak understanding because sports are different

fitness activities. For instance, football, volleyball and marathon. Thus, they do relate with traditions. In addition, the 89,353 (6.61%) candidates who chose distractor *E, Creative arts*, lacked the ability to differentiate traditions from creative art. Creative arts are a range of human activities that involve creating visual, performing or auditory artefacts aiming at sending message or entertaining. For instance, arts of songs, music and dramas. Basically, candidates who selected the distractors revealed narrow understanding about the knowledge of culture and its elements.

**Question 25:** The teacher taught his pupils that in Tanzania a person may get all the services through friendly interaction with the indigenous. What enabled that interaction?

- A Presence of English language
- B Presence of Kiswahili language
- C Use of Zaramo language
- D Use of Kisukuma language
- E Presence of local languages

**Table 5: Number and percentage of candidates' performance for each option**

Option	A	B*	C	D	E	Others
No. of Candidates	78,919	964,922	61,109	61,389	167,711	16,724
% of Candidates	5.84	71.43	4.52	4.55	12.42	1.24

The question demanded the candidate to recognize the aspect that enables a person to get all services through interacting with the indigenous in Tanzania. As shown in Table 5, the performance for this question was good, since 964,922 (71.43%) candidates selected the correct answer *B, Presence of Kiswahili language*. Those candidates understood that Kiswahili language is used across Tanzania from urban to rural areas and it has been an important unifying factor to all Tanzanians. Also, Kiswahili language enables communication among people, for this, it enables a person to get all social services without any problem.

On the other hand, 78,919 (5.84%) candidates who chose distractor *A, Presence of English language*, failed to understand that English

language is not a national language of Tanzania. Its role is for international communication and trade activities that involve Tanzania and external world. However, the language is used for teaching and learning process in English medium primary schools and in all government schools as a subject, secondary schools tertiary level and universities in Tanzania.

Furthermore, 61,109 (4.52%) candidates who selected distractor *C, Use of Zaramo language*, did not understand that the Zaramo language is spoken by the natives in some coastal areas such as Dar es salaam and Pwani regions. Also, the 61,389 (4.55%) candidates who opted for the distractor *D, Use of Kisukuma language*, were not aware that the Sukuma language is spoken by the natives of Mwanza, Shinyanga, Simiyu, Geita and Tabora regions.

Moreover, the 167,711 (12.42%) candidates who chose distractor *E, Presence of local languages*, did not understand that, local languages bring together only people who understand the same language and are used for the communication only among those people. Therefore, tribal languages make communication to be hard among people who do not understand them. This hinders the availability of various social services for the guests who visit in those areas.

**Question 26:** Standard Six pupils used a Barometer during practical training. Which element of weather were they measuring?

- |   |             |   |                      |
|---|-------------|---|----------------------|
| A | Rainfall    | B | Temperature          |
| C | Humidity    | D | Atmospheric pressure |
| E | Cloud cover |   |                      |

The question required the candidate to identify the element of weather which is measured by a Barometer. The performance for this question was average as 684,396 (50.67%) candidates selected the correct answer *D, Atmospheric pressure*. The choice of the correct answer showed that, those candidates identified the elements of weather as well as the instruments which are used to measure them.

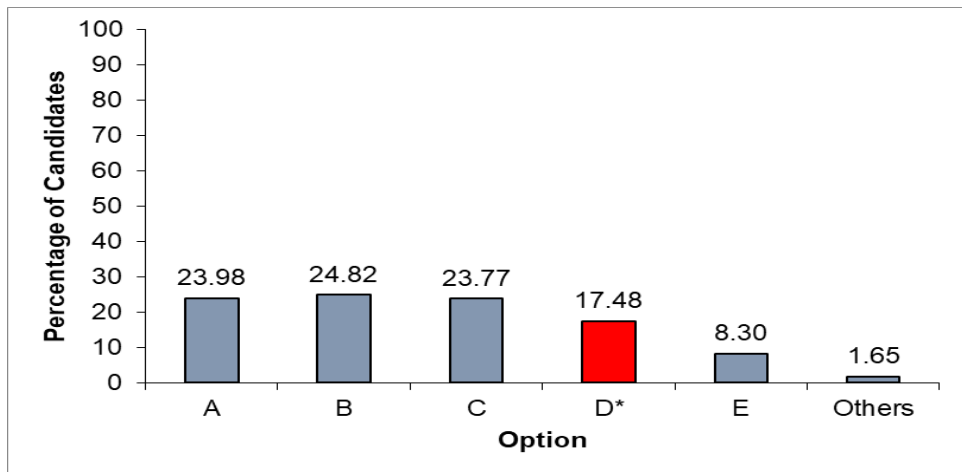


On the other hand, 646,283 (47.84%) candidates selected distractors; A, *Rainfall*, B, *Temperature*, C, *Humidity*, and E, *Cloud cover*. The choice of these distractors revealed that the candidates had inadequate knowledge about the elements of weather and the instruments used to measure. Rainfall is measured by Rain gauge, Temperature is measured by Thermometer, Humidity is measured by Hygrometer and Cloud cover is measured by Octas.

**Question 27:** During practical training on measuring elements of the weather, Miza presented her results in form of percentage. Which element of the weather was she measuring?

- |   |                    |   |             |
|---|--------------------|---|-------------|
| A | Air pressure       | B | Temperature |
| C | Amount of rainfall | D | Humidity    |
| E | Sunshine           |   |             |

The question demanded the candidate to identify the element of weather whose instrument uses percentage as a unit of measurement. Generally, the performance for this question was weak, since 1,092,391 (80.87%) candidates selected distractors. Among them, 323,865 (23.98%) candidates selected distractor A, *Air pressure*. Those candidates failed to understand that *Air pressure* is recorded in *Millibars*. The other 335,318 (24.82%) candidates selected distractor B, *Temperature*, which is recorded in *Centigrade* ( $^{\circ}\text{C}$ ) or *Fahrenheit* ( $^{\circ}\text{F}$ ). Likewise, 321,080 (23.77%) candidates selected distractor C, *Amount of rainfall*. The response was not correct because *Amount of rainfall* is recorded in *Millimeters*. Moreover, 112,128 (8.30%) candidates selected distractor E, *Sun shine* which is recorded in *Hours and Minutes*. Generally, the candidates who selected incorrect options were not able to identify the elements of weather, instruments used to measure them and the respective units of measurements. The performance of candidates for that question is presented in figure 7.



**Figure 7:** The performance of candidates for Question 27

Despite a large number of candidates selecting incorrect responses, 236,155 (17.48%) candidates selected the correct answer *D, Humidity*. Those candidates were competent in the elements of weather, the instruments used to measure them and their units of measurements. Also, the choice of correct answer showed that the candidates learned measuring and recording of weather conditions using appropriate units of measurement. Furthermore, the competency involves study tours to observe and study how the elements of weather are measured and recorded. This could have possibly have contributed to this awareness.

- Question 28:** Wind is air in motion which blows from high pressure zones to low pressure zones. Which disadvantage is caused by that type of air?
- A Cooling temperature
  - B Formation of rain
  - C Drying clothes
  - D Pollination of flowers
  - E Spreading of diseases

The question required the candidate to identify a disadvantage of blowing wind. The candidates' performance for this question was average as 776,576 (57.49%) selected the correct answer *E, Spreading of diseases*. Those candidates showed adequate knowledge on the advantages of winds such as running of

machines, transportation, production of electricity and the disadvantages such as unroofing the houses, uprooting of trees and spread of diseases. Various diseases are spread by air such as *Tuberculosis, Corona and Flu*.

On the other hand, 559,047 (41.39%) candidates selected distractors *A, Cooling temperature; B, Formation of rainfall; C, Drying clothes* and *C, Drying clothes*. Those candidates lacked competence on wind and its adverse impacts. All the distractors were advantages of wind. For example, distractor *A, Cooling temperature* was chosen by 212,364 (15.72%) candidates. This was not a disadvantage as when Sun shines on the earth's surface, air gets warm and becomes lighter. Lighter air carries moisture and rises to the atmosphere. When the air continues to rise to the atmosphere, the Earth's surface cools. Likewise, in hot weather people use fans to cool their bodies as high temperature causes danger to people's health.

**Question 29:** The Standard Four teacher wanted pupils to mention the weather instrument whose measurement can be presented in two different scales. Which answer would they provide?

- |   |             |   |                   |
|---|-------------|---|-------------------|
| A | Barometer   | B | Hygrometer        |
| C | Anemometer  | D | Sunshine recorder |
| E | Thermometer |   |                   |

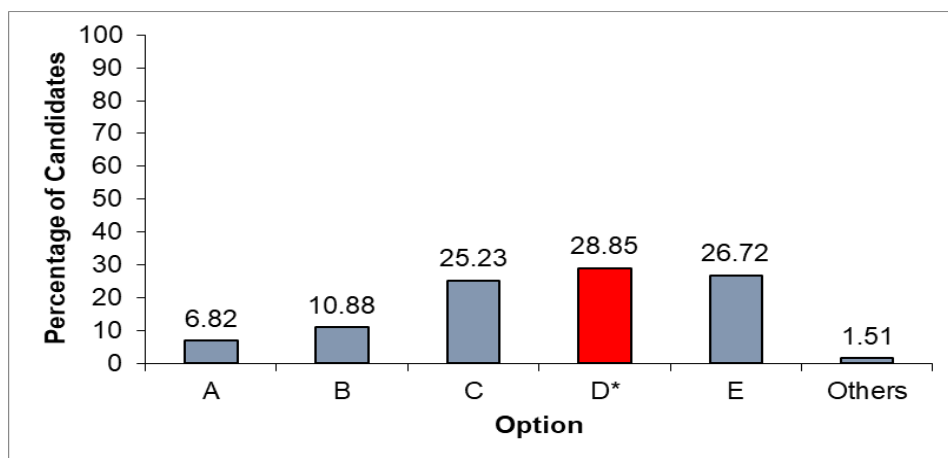
The question required the candidate to name an instrument of weather whose measurement is presented in two different scales. Generally, the performance for this question was weak as 1,082,744 (80.16%) candidates selected distractors; *A, Barometer; B, Hygrometer; C, Anemometer* and *D, Sunshine recorder*. These candidates lacked competence on weather elements and their units of measurements. Each of the instruments in the distractors uses one unit of measurement. For example, *Barometer* uses *Millibars*, *Hygrometer* uses *Percentage*, *Anemometer* uses *Kilometres per hour* and sunshine uses time (*Hours and Minutes*).

On the other hand, a total of 249,191 (18.45%) candidates selected the correct answer *E, Thermometer*. The selection of the correct

answer showed that, the candidates had adequate knowledge on the elements of weather, instruments used to measure them and their units of measurements. Candidates who responded correctly showed that they learned about the elements of weather and how they are measured. Moreover, thermometer is the only instrument which its measurements are presented in two scales which are Fahrenheit and Centigrade.

**Question 30:** The teacher taught Standard Six pupils about the Old Stone Age tools. These pupils wanted to know more about those tools. Which historical site would you advise them to visit so as to see those tools?  
 A Kilwa Kisiwani                      B Amboni  
 C Engaruka                              D Isimila  
 E Olduvai George

The question demanded the candidate to identify the historical site where the Old Stone Age tools are found. Generally, the performance for this question was weak as 940,726 (69.65%) candidates selected incorrect responses. Among them, 92,190 (6.82%) candidates chose distractor A, *Kilwa Kisiwani*. This response was not correct because *Kilwa Kisiwani* is the area contains the remains of the old buildings built by the Arabs. These include Mosques where Arabs' culture is shown in the construction of those buildings. The performance of candidates for this question is presented in figure 8.



**Figure 8:** The performance of candidates for Question 30

Likewise, 146,925 (10.88%) candidates selected distractor *B, Amboni*. These candidates did not understand that this area has large caves of different shapes. Similarly, the 340,733 (25.23%) candidates who chose distractor *C, Engaruka* were not aware that this area is famous for the remains of the earliest irrigation systems which were used by people in the past. Moreover, 360,693 (26.72%) candidates selected distractor *E, Olduvai Gorge*. The selection of this option was incorrect because it involves the presence of the skull of the oldest human on Earth that was discovered by Dr Louis Leakey and his wife Dr Mary Leakey in 1959. In general, the selection of incorrect responses is a result of inadequate knowledge concerning different historical sites and historical records which are found in those areas.

The 389,693 (28.85%) candidates answered correctly this question as they selected *D, Isimila*. Those candidates had good knowledge about places that keep historical records of the Old Stone Age tools. Despite learning this in schools and reading in books, the awareness has been contributed by different promotions made by mass media like Television and Journals.

**Question 31:** Mjeta wanted to visit two historical sites which were famous for slave trade in Tanzania. Which historical sites would you advice him to visit?

- A Amboni and Kilwa
- B Kaole and Kalenga
- C Isimila and Amboni
- D Kaole and Kilwa Kisiwani
- E Kondoa-Irangi and Kilwa

The question required the candidate to identify two historical sites which were famous for slave trade in Tanzania. The performance for this question was weak as 1,008,512 (74.66%) candidates selected distractors *A, Amboni and Kilwa; B, Kaole and Kalenga; C, Isimila and Amboni* and *E, Kondoa – Irangi and Kilwa*. These candidates failed to distinguish the historical sites and records which are found in those areas. They were not aware that, *Amboni* is the famous area for larger caves of different shapes; *Kilwa* was the site for slave trade, Kiswahili cultural centre and a centre for hanging slaves who

rejected to be shipped; *Kaole* is the area famous for the remains of Mosques, Jewels and other things brought and used by Merchants from the Middle East and also it is an area where slave trade was practiced; *Kalenga* is the area found in Iringa region where the remains of ancient tools which were used during Germany war and Mkwawa's skull are found; *Isimila* is the area which contains remains of the Old Stone Age tools and finally, *Kondoa – Irangi* is the area with various cave drawings and rock paintings.

Contrarily, 322,344 (28.86%) candidates selected the correct answer *D, Kaole and Kilwa Kisiwani*. Those candidates revealed adequate knowledge on different areas which were centres for slave trade in Tanzania.

**Question 32:** Why is Bagamoyo a famous historical site in Tanzania?

- A It preserves the remains of early human being
- B It preserves the earliest agricultural irrigation system
- C It is the site of colonial wars in Tanzania
- D It is the site of ancient civilisation in Tanzania
- E It is the site of slave trade and Arabic civilisation

The question demanded the candidate to give reasons which make Bagamoyo a famous historical site in Tanzania. Generally, the performance for this question was average as 580,421 (42.97%) candidates selected the correct answer *E, It is the site of slave trade and Arabic civilization*. Those candidates showed adequate knowledge on the areas which were slave trade centres including Bagamoyo. The Bagamoyo town was the central point for slave trade at the coast of the Indian Ocean. Hence, when slaves reached the area, they were inspected, chained and transported to Zanzibar and Arabic countries like Oman, where they were used as domestic servants and for working in plantations. Also, the shift of Sultan Sayyid Said to Unguja in 1840 made Bagamoyo adopt the Arabic culture, since Sultan was conducting his business along the area.

On the other hand, 750,580 (55.57%) candidates opted for distractors; *A, It preserves remains of early human being; B, It preserves earliest agricultural irrigation system; C, It is the site of colonial wars in Tanzania and D, It is the site of ancient civilization in Tanzania.* Those candidates had inadequate knowledge of different historical sites and historical records found in those areas. They were not aware that, the remains of the oldest early human being are preserved at Olduvai Gorge; the remains of the earliest agricultural irrigation systems are preserved at Engaruka, the sites of colonial wars in Tanzania are in Iringa region where Mkwawa fought against the Germany domination and the site of ancient civilisation in Tanzania was the ancient stone at Gangilonga in Iringa and Kondoa Irangi in Dodoma region which shows the remains of the drawings of ancient people.

**Question 33:** During a lesson about different disasters, one pupil asked about the benefit of volcanic eruptions to human beings. Which of the following would be your answer?

- A It leads to outbreak of fire
- B It leads to the occurrence of spring
- C It leads to emission of smoke
- D It leads to the formation of rocks
- E It leads to landslides

The question required the candidate to identify the benefit of volcanic eruptions to human beings. Generally, the performance for in this question was average because 592,713 (43.88%) candidates selected the correct answer *B, It leads to the occurrence of spring.* Those candidates showed adequate knowledge on the consequences of volcanic eruption, especially on the advantages and disadvantages to human beings.

On the other hand, a total of 739,648 (54.76%) candidates chose distractors *A, It leads to outbreak of fire; C, It leads to emission of smoke; D, It leads to the formation of rocks and E, It leads to landslides.* Those candidates failed to differentiate between the advantages and disadvantages of volcanic eruption to human beings. They were not aware that, the outbreak of fire, emission of

smoke, formation of rocks and landslides are not benefits of volcanic eruption, these are the disadvantages to human being and the environment at large.

- Question 34:** Natural fire disaster leads to great loss to individuals and the nation at large. What is the main source of that disaster?
- A Volcanic eruption
  - B Thunderstorm
  - C Honey harvesting
  - D Hunting
  - E Cooking

The question required the candidate to identify the main source of the natural fire disaster. The performance for this question was weak because a total of 1,065,071 (78.85%) candidates selected distractors; *C, Honey harvesting; D, Hunting* and *E, Cooking*. Those candidates failed to understand that, those were not natural causes but they were sources caused by human activities.

Contrarily, 268,775 (19.90%) candidates selected the correct answer *B, Thunderstorm*. Those candidates had adequate knowledge on the fire disaster. They were also able to differentiate natural and man induced fire disasters and their causes. Thunderstorm is a natural phenomenon which is the results of voltage with different charges which originates in the clouds or between the clouds and the land. Thunderstorm leads to natural fire because of the sparks which burn grasses or trees as the result natural fire occurs.

- Question 35:** Which advice would you give to villagers who use firewood as their daily source of energy?
- A Cutting firewood early in the morning before sunshine
  - B Making charcoal using the remains of crops
  - C Appropriate use of the cut down trees
  - D Availability of special people to sell firewood
  - E Cutting down firewood far away from residential areas



**Table 6: Number and percentage of candidates' performance for each option**

Option	A	B*	C	D	E	Others
No. of Candidates	105,337	390,594	328,253	101,739	405,603	19,248
% of Candidates	7.80	28.92	24.30	7.53	30.03	1.42

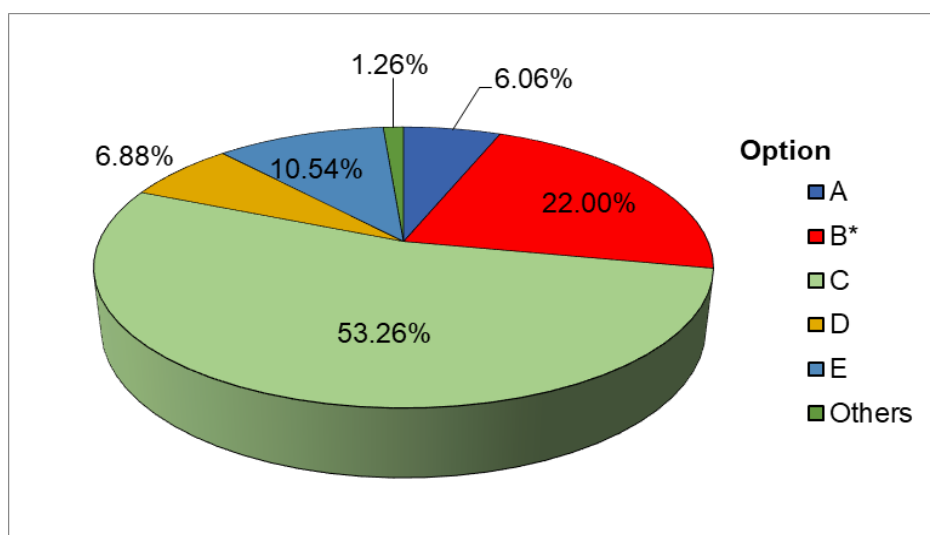
The question demanded the candidate to identify the best advice to give to the villagers about the use of firewood as source of energy. As Table 6 shows, the performance for this question was weak as 940,932 (69.66%) candidates selected distractors; *A, cutting firewood early in the morning before sunrise; C, Appropriate use of cut down trees; D, Availability of special people to sell fire wood; E, Cutting down firewood far away from residential areas.* Those candidates had inadequate knowledge about the impacts of cutting down trees to the environment, despite the time or reasons for cutting down those trees.

On the other hand, 390,594 (28.92%) candidates who selected the correct answer *B, Making charcoal using remains of crops,* showed, adequate knowledge on the concept of environmental conservation and the use of alternative sources of energy. The remains of crops when burnt in the furnace and later put in a special machine produces charcoal pieces like the common one which is produced using tree logs. Charcoal produced from the remains of crops is much better as it does not produce smoke when used. Hence, those candidates had adequate knowledge of the effect of using firewood as source of energy to the environment as it leads to the disappearance of forests.

**Question 36:** Why is it advised to sprinkle water to clothes before ironing if they are over dried?

- A To remove dust or dirty
- B To remove wrinkles easily
- C To avoid burning the clothes
- D To kill germs
- E To avoid colour fading of the clothes

The question demanded the candidate to identify the reasons for sprinkling water on clothes before ironing. The performance for this question was weak because among 1,350,774 candidates who answered that question, 1,035,585 (76.74%) chose incorrect responses. Among them, 81,875 (6.06%) candidates selected distractor A, *To remove dust or dirty*. This option was incorrect because dust and dirty are removed during washing of the clothes. Furthermore, 719,436 (53.26%) candidates who chose distractor C, *To avoid burning the clothes*, failed to understand that decreasing the amount of heat during ironing is done to avoid burning the clothes. Furthermore, 92,946 (6.88%) candidates who chose alternative D, *To kill germs* were not correct because germs in the clothes can be removed by ironing even without sprinkling water because heat can kill them. Likewise, 142,328 (10.54%) candidates who selected option E, *To avoid colour fading of the clothes*, did not understand that the clothes do not fade due to sprinkling water, but due to frequent washing or prolonged exposure to Sunshine. The performance of candidates for that question is presented in figure 9.



**Figure 9:** The performance of candidates for Question 36

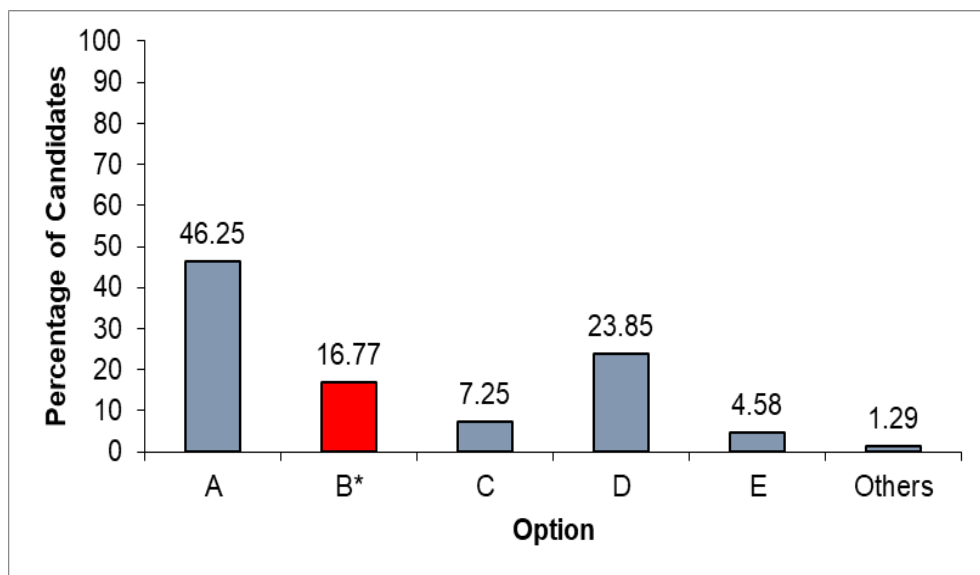
On the other hand, 297,142 (22.00%) candidates selected the correct answer B, *To remove wrinkles easily*. Those candidates showed adequate knowledge about the concept of clothes and body cleanliness. Few drops of water when sprinkled on the dry cloth

makes it become soft and when, ironed the wrinkles are easily removed.

**Question 37:** When clothes are stained they lose their attractiveness. What type of stain remover would you use to remove blood stains?

- A Water mixed with lemon
- B Cold water mixed with table salt
- C Sour milk
- D Hot water mixed with table salt
- E Sun rays

The question required the candidate to identify a stain remover suitable for removing blood stains on the clothes. The performance for this question was weak because among 1,350,774 candidates who answered that question, 1,106,882 (81.93%) chose distractors A, Water mixed with lemon; C, Sour milk; D, Hot water mixed with table salt and E, Sun rays. They were not aware that salt, hot water, lemon, sour milk and Sun rays are used to remove stains that originate from fruits and soup. The performance of candidates for this question is presented in figure 10.



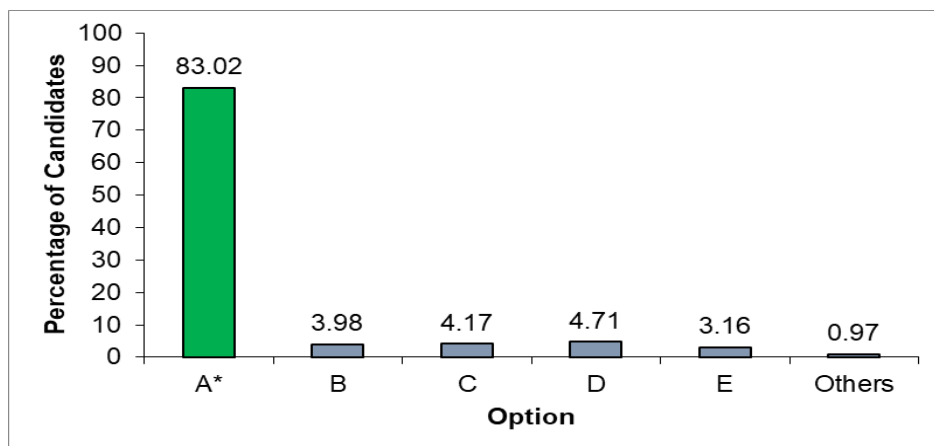
**Figure 10:** The performance of candidates for Question 37

However, 226,576 (16.77%) candidates selected the correct answer *B, Cold water mixed with table salt*. Those candidates had adequate knowledge that when salt is mixed with water it produces a mixture. Hence, when the produced mixture is used in washing clothes with blood stain tends to absorb the stain and leaves the cloth clean.

**Question 38:** Shamte asked for advice on the type of food which would help him fight against diseases. Which food would you advise him to use?

- A Green vegetables and fruits
- B Rice and green bananas
- C Meat and flying termites
- D Fish and beans
- E Maize and potatoes

The question required the candidate to give advice about the type of food which helps to fight against diseases. Generally, the performance for this question was good because among 1,350,774 candidates who answered that question, 1,121,363 (83.02%) chose the correct answer *A, Green vegetables and fruits*. Their understanding was influenced by sufficient knowledge they had on balanced diet that includes a variety of food stuff like vegetable, fruits, vitamins, protein and cooking oils as well as their function. They also knew that vegetables and fruits enable the body to fight against diseases as they have potassium, vitamins A and C. The performance of candidates for this question is presented in figure 11.



**Figure 11:** The performance of candidates for Question 38

A total of 216,321 (16.01%) candidates selected distractors *B, Rice and green bananas; C, Meat and flying termite; D, Fish and beans,* and *E, Maize and potatoes*. Those candidates were not aware that rice, green bananas, maize and potatoes are starch foods, which provide energy in the body. Also, Meat, flying termites, Fish and beans are protein foods which build the body. The selection of incorrect options showed that those candidates had insufficient knowledge about the types of food and their functions in the human body.

- Question 39:** Arts help to get different types of products for various uses. Which items are the products of weaving?
- A Mats, table mat and baskets
  - B Baskets, table mat and pots
  - C Table mats, pots and mats
  - D Mats, hat and pans
  - E Pans, table mat and baskets

The question demanded the candidate to identify the items which are the products of weaving. The performance for this question was good as 1,007,492 (74.59%) candidates selected the correct answer *A, Mats, table mats and baskets*, because they had adequate knowledge about weaving. They were aware that, mats table mats and baskets are weaved products which are made out of palm leaf strips, ropes and coconut leaves.

Contrarily, 329,637 (24.40%) candidates were attracted by distractors; *B, Baskets, table mat and pots; C, Table mats, pots and mats; D, Mats, hats and pans* and *E, Pans, table mat and baskets*. Those distractors were not correct due to the presence of pots and pans in them Pots results from pottery and pans are made by using tin or iron. The choice of those distractors indicated that the candidates had inadequate knowledge to differentiate between the arts of weaving and other types of arts like pottery, sculpturing and textile designs.

- Question 40:** Why is it important to read the expiry date of a commodity before purchasing?
- A Protecting sellers' health
  - B Getting the original commodity
  - C Protecting consumer's health
  - D Getting the new commodity
  - E Protecting the manufacturer

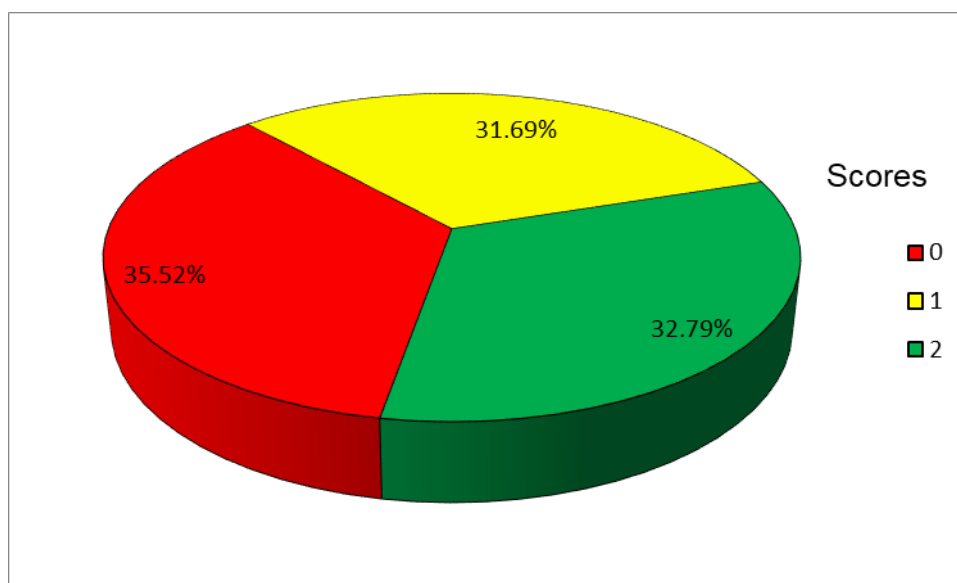
This question required the candidate to identify the importance of reading the expiry date of a commodity before purchasing it. The performance for this question was average because 668,370 (49.48%) candidates chose the correct answer *C, To protect consumer's health*. Those candidates had adequate knowledge on the effects of using expired commodities. They were aware that using expired commodities impacts health as they may lead to dizziness, nausea, diarrhoea, stomach growling and they may even cause death.

On the other hand, 68,742 (5.09%) candidates selected option *A, To protect sellers health*. Those candidates failed to understand that the effects of using expired commodities go to the consumer and not the seller. If the commodity has expired, then the consumer is the one who faces the consequence. Similarly, the 331,350 (24.53%) candidate who opted for distractor *B, To get the original commodity* failed to understand that the original commodity with good quality is certified by the Tanzania Bureau of Standards (TBS) for quality assurance and licensed with the TBS mark of quality and not expiring date. Likewise, the 206,133 (15.26%) candidates who chose option *D, To get the new commodity* were not aware that the new commodity is the one which is not in the stock of the seller. Moreover, 58,939 (4.36%) candidates who selected alternative *E, To protect the manufacturer*, failed to understand that the manufacturer produces new commodities and once they are completed, the expiring date is put. Therefore, the choice of those distractors showed that those candidates had inadequate knowledge of the side effects of using expired commodities.

## 2.2 Section B: Short Answer Questions

**Question 41:** How does creativity help an entrepreneur in his/her work? Give two reasons.

This question required the candidate to give two reasons on the role of creativity to entrepreneurship. The performance for this question was good because 442,853 (32.79%) candidates scored 02 marks, 427,881 (31.69%) candidates scored 01 mark and 479,618 (35.52%) candidates scored 00. Figure No. 12 illustrates the performance of the candidates for this question.



**Figure 12:** *The Performance of Candidates for Question 41*

The 442,853 (32.79%) candidates who scored 02 marks managed to give the two correct responses. The reasons they gave include; *It improves quality of products or services, It increases profit, it controls theft and It helps to compete in business.* The correctness of responses showed that those candidates had enough knowledge concerning the benefits of creativity in business. Extract 1:1 shows a sample of the correct answer from the candidate with adequate knowledge and skills.

QUESTION NO. 41

Creativity helps an entrepreneur through:

- a) By increasing customers which will enable him/her to gain/earn extra money
- b) It helps him/her to widen his/her business and attracts customers from foreign countries as well as Tanzania.

**Extract 1.1:** A sample of the correct answers for Question 41

As shown in extract 1.1, the candidate gave two correct responses. In the first part, the candidate argued that creativity helps in attracting more customers. In the second part, the candidate wrote that creativity helps in expanding the business further.

On the other hand, 427,881 (31.69%) candidates scored 01 mark in that question because they provided one correct and one incorrect response. Thus, those candidates had inadequate knowledge concerning the benefits of creativity in business. For example, one candidate wrote; *to attract tourists and dareness*. The candidate failed to realise that *dareness* is the characteristics of an entrepreneur and not the benefit of creativity, therefore it is not the correct answer. Another candidate wrote *entrepreneur to lose customers* and *entrepreneur to increase customers*. This candidate failed to realise that *to lose customers* is an outcome of lack of creativity. Also, another candidate wrote *entrepreneur to increase customers* and *government to enact laws*. This candidate also failed to realise that *enacting laws* is the way of controlling illegal business practices by the government.

On the other hand, 479,618 (35.52%) candidates scored 00. Those candidates lacked knowledge about the benefits of creativity in business. For example, some of them explained the characteristics of entrepreneurs such as; *being faithful, being creative* and *to be able to use opportunity effectively*. Others, explained illegal practices in business like; *selling expired products* and *cheating in weights and measures*. Moreover, some candidates explained legal practices in entrepreneurship. Such as *paying tax timely* and



*educating the community*. Extract 1.2 shows a sample of incorrect responses in this question.

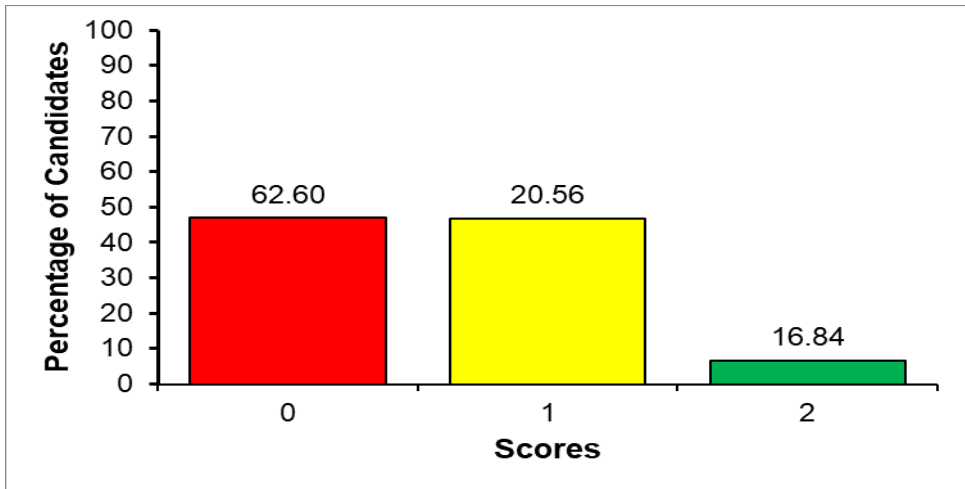
QUESTION NO. 41
i.) Government exacting laws.
ii.) Police intervening business.

**Extract 1.2:** *Sample of incorrect responses for Question 41*

In extract 1.2, the candidate provided the factors that hinder the running of business, instead of giving the reasons for the importance of creativity to an entrepreneur.

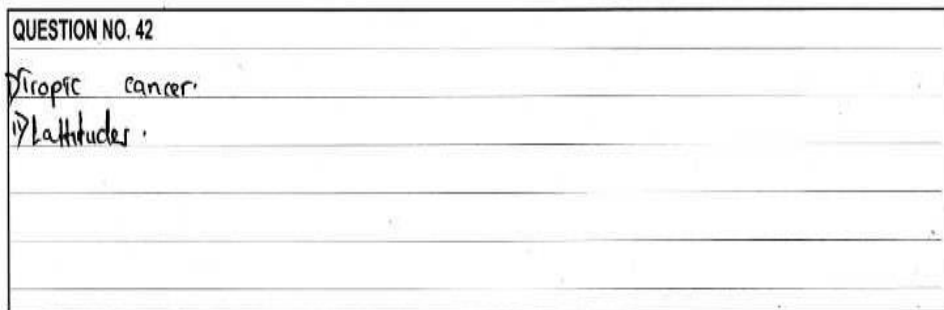
**Question 42:** Pupils discussed on the imaginary lines that run from the North to the South which meet at the earth's pole. What are the two uses of those lines?

The question required the candidate to mention two uses of the imaginary lines that run from the North to the South of the world's map. The performance for this question was weak because 227,350 (16.84%) candidates scored 02 marks, 277,686 (20.56%) candidates scored 01 mark and 845,316 (62.60%) candidates scored 00. Figure No. 13 illustrates the performance of candidates for this question.



**Figure 13:** *The Performance of Candidates for Question 42*

The 845,316 (62.60%) candidate scored 00. Those candidates had inadequate knowledge about the lines of Longitudes. For example; some candidates wrote the steps for calculating time such as; *find the difference in degrees* and *find the difference in time*. Other candidates gave the meaning of Latitudes and Longitudes such as; *latitudes are the horizontal lines* and *longitudes are the vertical lines*. Extract 2.1 shows a sample of incorrect responses from the candidate.



**Extract 2.1:** *A sample of an incorrect answers for Question 42*

In Extract 2.1 the candidate wrote the lines drawn from West to East and the collective name for those lines instead of the functions of Longitudes.

Likewise, 277,686 (20.56%) candidates scored 01 mark in this question because they provided one correct and one incorrect

answers. Those candidates revealed average knowledge about the lines of Longitudes. For example; one candidate wrote; *it causes seasons of the year and to measure the area of the Earth*. This candidate failed to realise that seasons of the year are caused by the revolution of the Earth. Also, another candidate wrote; *to locate areas and to identify element of weather*. This candidate failed to understand that there are special instruments for measuring the elements of weather. For example, Temperature is measured by Thermometer.

A total of 227,350 (16.84%) candidates who scored 02 marks were able to answer the question correctly. Some of the responses in this category include; *finding location or areas on the map, calculating time, measuring distances of areas on the map, directing sailors and pilots, to adjust day and time and determining areas on the map*. Those answers indicate that the candidates had sufficient knowledge about the concept of Latitudes and Longitudes. Extract 2.2 shows a sample of correct responses from the candidate.

QUESTION NO. 42	
i	It used to locate place
ii	It used to calculate time

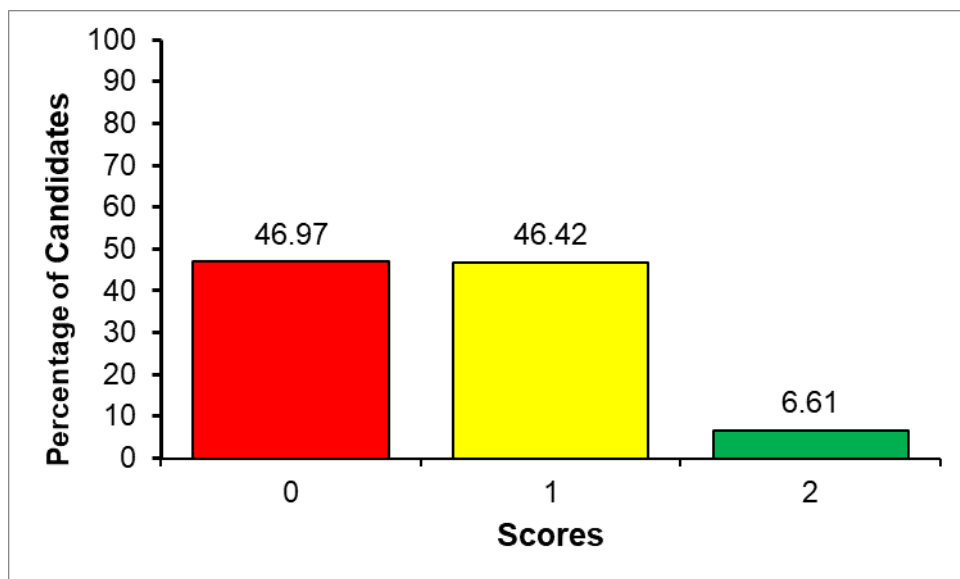
**Extract 2.2:** Sample of correct answers for Question 42

**Question 43:** A Meteorologist asked pupils to measure the amount of the atmospheric pressure for that day.

- (a) Which instrument are they supposed to use?
- (b) Which unit will they use to represent the data?

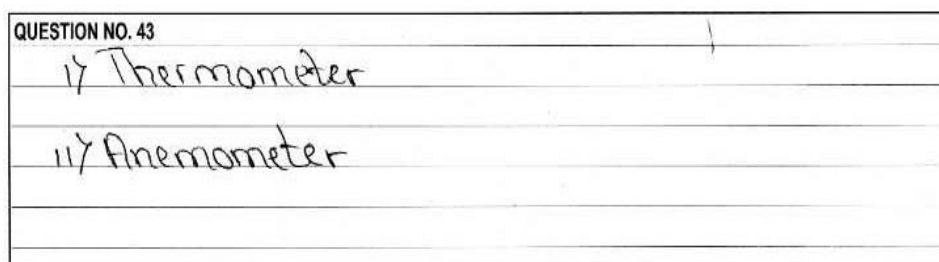
The question had two parts where the candidate was required to (a) name an instrument used to measure Atmospheric pressure and (b) name the units used to represent the data. The performance for this question was average as 89,241 (6.61%) candidates scored 02

marks, 626,906 (46.41%) candidates scored 01, mark and 632,205 (46.17%) candidates scored 00 mark. Figure No. 14 illustrates the performance of the candidates for this question.



**Figure 14:** The Performance of Candidates for Question 43

A total of 634,205 (46.97%) candidates who scored 00, lacked knowledge on elements of weather, instruments used to measure them and their units of measurements. For example; some candidates wrote *thermometer* in (a) and *Centigrade* in (b). Those candidates failed to realise that *Centigrade* is the unit measurement of *Temperature*. Other candidates wrote *Hygrometer* in (a) and *Millimetre* in (b). Those failed to identify that *Hygrometer* measures *Humidity* and *Millimetre* is the unit of measurement for *Rainfall*. Extract 3.1 shows a sample of incorrect responses from the candidate.



**Extract 3.1:** A sample of an incorrect answers for Question 43

In extract 3.1, the candidate wrote the instruments, thermometer in (a) and anemometer in (b). The instrument in (a) measures temperature and that in (b) measures wind speed. In both responses, there was none which denoted a unit of measurement.

On the other hand, 626,906 (46.42%) candidates who scored 01 mark wrote one correct and one incorrect answers, or provided only one correct answer. Their responses showed that they had inadequate knowledge about the elements of weather, the instruments used to measure them and their units of measurements. For example; one candidate wrote *Anemometer* in (a) and *millibar* in (b). This candidate failed to differentiate between *Barometer* and *Anemometer* because, *Anemometer* is used to measure *Wind speed* which is measured in *Kilometre per Hour*. Another candidate wrote *Barometer* in (a) and *Temperature* in (b). The candidate was unable to identify that *Temperature* is measured by *Thermometer* and its units of measurement is *Centigrade (°C) or Fahrenheit (°F)*. Also, another candidate wrote *Barometer* in (a) and *Humidity* in (b). The candidate also failed to understand that *Humidity* is presented in *Percentage*.

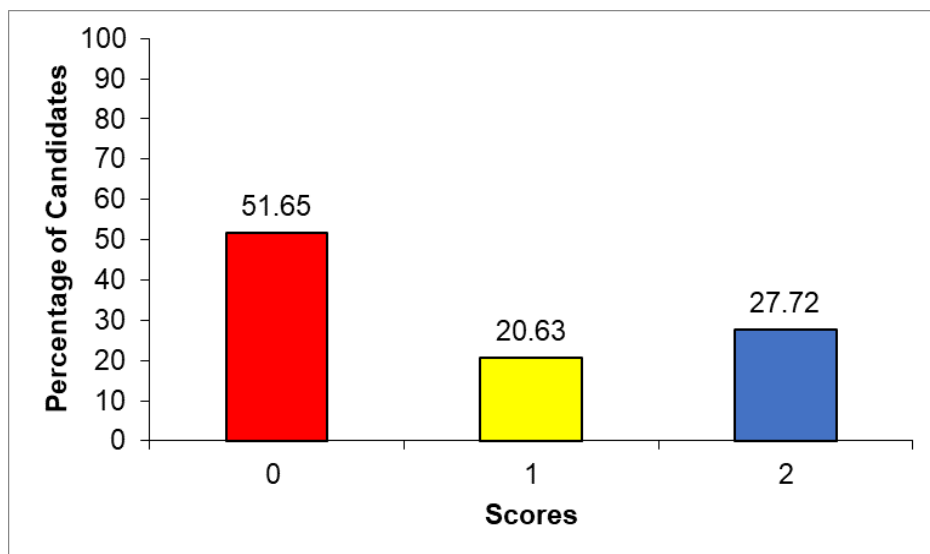
In this question, 89,241 (6.61%) candidates scored 02 marks because they wrote correct responses in both parts. They wrote *Barometer* in (a) and *Millibars* in (b). The correctness of their responses showed that they identified the elements of weather, instruments used to measure them and their units of measurements. Extract 3.2 shows a sample of correct responses from one of the candidates.

QUESTION NO. 43	
a)	Barometer
b)	Millibars

**Extract 3.2:** Sample of correct answers for Question 43

**Question 44:** Floods are among the natural hazards, with negative effects. Write two precautionary measures to be taken to prevent the negative effects that are likely to happen.

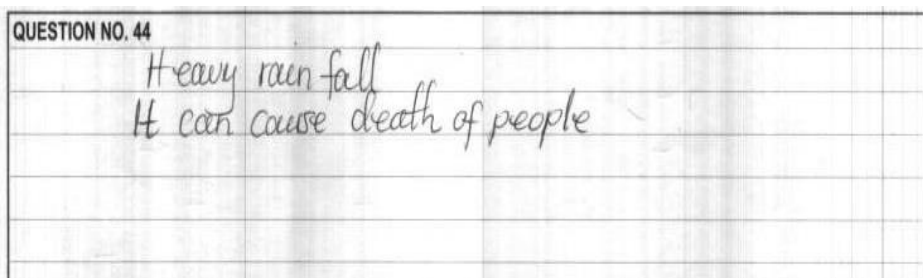
The question required the candidate to write two precautionary measures to be taken to prevent the negative effects of floods which are likely to happen. The performance for this question was average because 374,283 (27.72%) candidates scored all 02 marks, 278,631 (20.63%) candidates got 01 mark and 697,438 (51.65%) candidates scored 00. Figure No. 15 shows the performance of the candidates for this question.



**Figure No. 15:** *The Performance of Candidates for Question 44*

The 697,438 (51.65%) candidates who scored 00 lacked knowledge about natural disasters, their effects and the precautionary measures that can be taken against them. For example; one candidate wrote; *natural fire* and *volcano*. The candidate failed to realise that these are natural disasters and not precautionary measures for those disasters. Another candidate wrote *rain* and *humidity*. This candidate did not understand that *rain* and *humidity* are the elements of weather and not the precautionary measures to deal with floods. Likewise, another one wrote *food crops (maize and*

potatoes) which are not precautionary measures to deal with natural disasters. Those few candidates represent many others like them. Extract 4.1 shows a sample of incorrect responses from one of the candidates in this category.



**Extract 4.1:** A sample of incorrect answers for Question 44

In Extract 4.1, the candidate wrote the impact of floods, instead of the precautionary measures to prevent the negative impacts of floods.

Likewise, 278,631 (20.63%) candidates scored 01 mark because they wrote one correct and one incorrect answers or wrote only one correct answer. Those candidates had average knowledge about natural disasters, their effects and the precautionary measures that can be taken to avoid them. For example; one candidate wrote; *not to live in the valleys and to use the land well*. This candidate failed to realise that *using the land properly* is an important factor in controlling the land effects related to natural disasters. Another candidate wrote *to bring disaster and take care of the environment*. The candidate did not realise that *bringing disaster* is the effect of natural disasters and not precautionary measures to deal with natural disasters. Also, another candidate wrote; *to provide education to the community and destroy infrastructure*, the candidate did not know that destroying infrastructure is the effect of natural disasters, rather than a preventive measure.

A total of 374,283 (27.72%) candidates scored 02 marks. Those candidates wrote two precautionary measures to be taken to prevent the negative effects of floods. They wrote among the following responses; *avoid living in dangerous areas, ensure that the environment is clean, have sustainable cities, plant trees and grass*

and *provide education to the public*. This showed that the candidates had sufficient knowledge about natural disasters, their effects and the precautionary measures that can be taken to avoid them. Extract No. 4.2 shows a sample of answers from the candidate with sufficient knowledge about effects of floods.

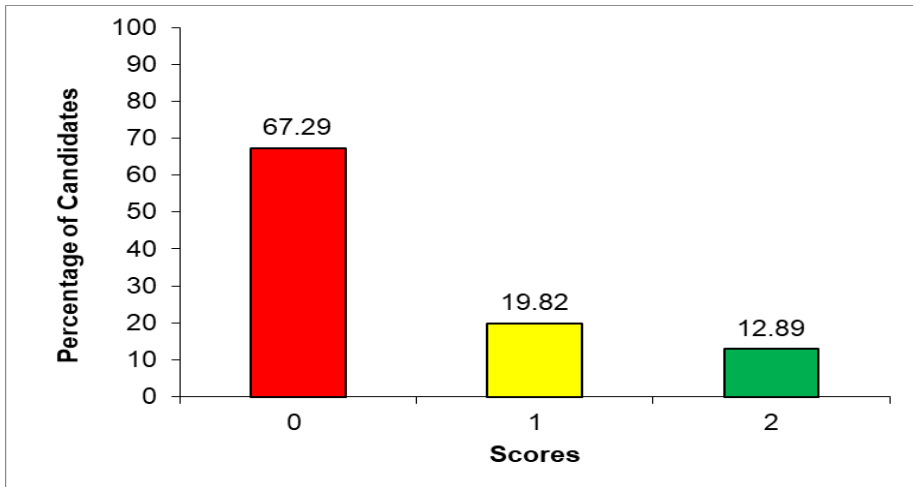
QUESTION NO. 44
i) Planting tree.
ii) To educate the society on how to protect themselves from floods.

**Extract No. 4.2:** Sample of the good response for question 44

**Question 45.** Culture is life, an identity and national value that is inherited from one generation to another. Which two factors affect the culture of Tanzanian societies.

The question required the candidate to identify two factors that affect the culture of Tanzanian societies. The performance for this question was weak since 174,069 (12.89%) candidates scored all 02 marks, 267,696 (19.82%) candidates got 01 mark and other 908,587 (67.29%) candidates scored 0. Figure No. 16 shows the performance of the candidates for this question.





**Figure No. 16:** *The Performance of Candidates for Question 45*

The 908,587 (67.29%) candidates who scored 0 did not understand the demands of questions. Some of them provided explanations about Tanzanian bad cultural practices such as; *Female Genital Mutilations (FGM), inheritance of widows, killing of elders because of their red eyes, burying people alive done by ancient African chiefs and killing of twins and early marriages*. These responses reflected bad actions which happen in the society. Thus, the candidates related those obstacles with the word affect used in the stem of the question, hence, they wrote incorrect responses.

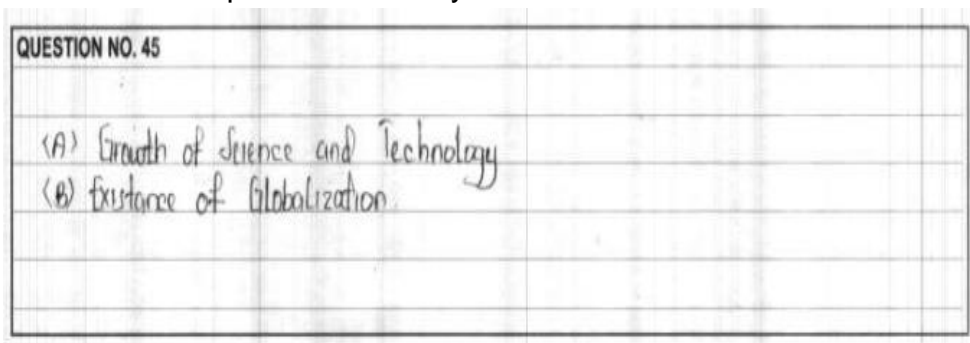
Likewise, few candidates in this category had insufficient knowledge about Tanzanian traditions and customs. They documented bad things happening in the society such as *laziness, the use of marijuana, heroin, cocaine and excessive alcoholism*. Extract 5.1 is a sample of candidate's responses who diverged from the demands of the question.

QUESTION NO. 45
i) Early marriage
ii) Force marriage.

**Extract 5.1:** *A sample of an incorrect answers for Question 45.*

In Extract 5.1, the candidate wrote bad practices which are conducted in some of the societies in Tanzania, instead of writing the factors affecting the culture of Tanzanian societies.

A total of 174,069 (12.89%) candidates wrote correct responses. Those candidates scored the highest marks (02) in that question. The performance of those candidates revealed adequate knowledge in identifying the factors affecting the culture of Tanzanian societies. The factors which were identified included; *growth of Kiswahili language, development of science and technology, environmental changes, growth of social interaction and social medias (Globalization)*. The broad understanding of the candidates in that question showed that the candidates had competencies about culture and the factors that can affect it. Likewise, 267,696 (19.82%) candidates who scored 01 mark revealed limited knowledge of Tanzanian culture since they mixed correct and incorrect responses. Extract 5.2 shows a sample of the candidate's responses who answered the question correctly.



**Extract 5.2:** *Sample of the good response for question 45.*

### **3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH COMPETENCY**

The examined competencies in PSLE 2022 Social Studies and Vocational Skills subject were; *Identifying different events occurring in his or her environment, Identifying the principles of patriotism into the society, Applying the knowledge of maps and the astronomy to daily life, Applying economic principles in income generating*

*activities, Creating works of art, Mastering cooking a variety of foods, Applying good grooming practices and Applying entrepreneurial skills.* The analysis showed that the performance for the two competencies; *Mastering cooking a variety of foods* (83.02%) and *Creating works of art* (74.59%) was good.

Further analysis showed that the performance for the four competency; *Applying economic principles in income generating activities* (54.70%), *Applying entrepreneurial skills* (49.48%), *Identifying the principles of patriotism into the society* (47.49%) and *Applying the knowledge of maps and the astronomy to daily life* (44.07%) was average. However, the performance for two competency of *Identifying different events occurring in his or her environment* (39.42%) and *Applying good grooming practices* (19.38%) was weak.

#### **4.0 CONCLUSION**

The analysis of candidates' responses in Social Studies and Vocational Skills examination 2022 showed that, 960,178 (71.08%) candidates scored between A-C grades which depicts a good performance. The good performance was influenced by the candidate's competency in the competencies of mastering cooking variety of foods, creating works of arts, use of maps together with good reading and writing ability and understanding of the demands of the questions. On the other hand, 390,596 (28.92%) candidates who scored grade D and E lacked the mentioned competencies. It was also found that, among the assessed competencies, the performance was good in two, average in four and weak in two competencies. These findings imply that more effort is required so that the performance for the four competencies in which candidates had average performance and in the two competencies in which the performance was weak improves. It is the Councils hope that this report will help the respective authorities to take appropriate measures towards improving the candidate's performance.

## 5.0 RECOMMENDATIONS

For further improvement of the candidates' performance in Social Studies and Vocational Skills subject, the National Examination Council of Tanzania recommends the following:

- (a) The teaching and learning should consider various teaching techniques such as:
  - (i) study tour to be employed to enable pupils to learn in the actual environment and to encourage them to learn more issues related to old stone tool, cave drawings, slave trade, invasion of people from Asia and Europe, equipment used to measure weather conditions and the way are used. This will improve the performance in the competency of *identifying different events that occurs in his/her environment* and *identifying the principles of patriotism into the society*.
  - (ii) use group discussions technique to enable candidate to acquired long-term memory and love to learn especially on the competency of *applying economic principles in income generating activities*.
  - (iii) use diagrams, maps and photographs to interpret different phenomenon during teaching and learning process especially on the competency of *applying the knowledge of maps and the astronomy to daily life*.
  - (iv) perform different learning activities such as clay modelling, weaving, drawings, sewing, sculpturing, cooking variety of foods, environmental and clothes cleanness to enable candidates to be competent on applying good grooming practices, mastering cooking variety of foods and creating works of art competencies.
- (b) Pupils should be advised and emphasised 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 teaching and learning process.

**COMPARISON OF PERFORMANCE IN EACH COMPETENCY  
BETWEEN 2021 AND 2022**

No	Competency	2021 Examination				2022 Examination			
		Performance for each question		Average of performance (%)	Remarks	Performance for each question		Average of performance (%)	Remarks
		Number of question	Performance of candidates (%)			Number of question	Performance of candidates (%)		
1.	Mastering cooking a variety of foods	38	55.90	55.9	Average	38	83.02	83.02	Good
2.	Creating works of art	36	57.30	57.03	Average	39	74.59	74.59	Good
3.	Applying economic principles in income generating activities	4	50.0	33.60	Weak	1	60.20	54.70	Average
		6	40.2			2	73.87		
		29	35.7			3	19.20		
		30	32.7			4	81.62		
		31	22			5	52.33		
		32	28.9			6	24.59		
		33	59.2			7	58.70		
		34	19.9			8	57.34		
		35	17.4			4	64.47		
		44	30.20						
4.	Applying entrepreneurial skills	37	25.10	25.10	Weak	40	49.48	49.48	Average
5.	Identifying the principles of	12	87.1	41.50	Average	14	27.94	47.49	Average
		13	44.9			15	55.09		

	patriotism into the society	14	25.5			16	17		
		15	41.0			17	46.58		
		16	73.0			18	63.19		
		17	76.5			19	62.11		
		18	23.4			20	46.49		
		19	56.0			21	22.72		
		20	15.2			22	68.3		
		21	34.6			23	46.48		
		22	24.6			24	57.39		
		23	25.8			25	71.43		
		42	11.5			45	32.71		
6.	Applying the knowledge of maps and the astronomy to daily life	24	74.3	53.80	Average	9	77.52	44.07	Average
		25	47.7			10	59.5		
		26	52.0			11	36.34		
		27	57.8			12	34.52		
		28	40.5			13	19.17		
		45	50.2			42	37.39		
7.	Identifying different events occurring in his or her environment	1	10.0	39.90	Weak	26	50.67	39.42	Weak
		2	65.9			27	17.48		
		3	30.4			28	57.49		
		5	25.4			29	18.45		
		7	46.3			30	28.85		
		8	47.6			31	23.86		
		9	45.5			32	42.97		
		10	50.8			33	43.88		
		11	44.2			34	59.09		
		41	43.8			35	28.92		
		43	15.6			43	53.04		

						44	48.34		
8.	Applying good grooming practices	39	63.3	39.90	Weak	36	22.00	19.38	Weak
		40	16.5			37	16.77		



