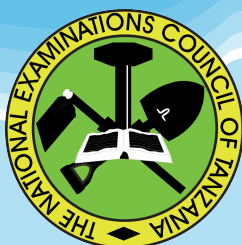**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**

PUPILS' ITEMS RESPONSE ANALYSIS REPORT FOR STANDARD FOUR NATIONAL ASSESSMENT (SFNA) 2015

03 SOCIAL STUDIES

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

PUPILS' ITEMS RESPONSE ANALYSIS REPORT FOR STANDARD FOUR NATIONAL ASSESSMENT IN 2015

03   SOCIAL STUDIES

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PREFACE

The report on the Analysis of the Pupils' Item Response to Standard Four National Assessment in Social Studies subject, 2015 has been purposely prepared for giving feedback to pupils, teachers, policy makers, curriculum developers and other stakeholders on how the pupils responded to this National Assessment. Pupils' responses are one of the indicators of what the pupils were able/not able to learn in the four-years of Primary Education.

In this report, the analysis shows that the following factors have caused some pupils not to answer the questions effectively; failure to indentify the task of the questions; lack of enough knowledge in various topics; failure to transfer their knowledge and provision of multiple answers contrary to the instructions. Moreover, pupils with good performance had enough knowledge on various topics, thus managing to identify the tasks of the questions. The analysis of each question has been done and the pupils' weaknesses in answering the questions have been identified. Furthermore, topics with good, average and weak performance in this National Assessment have been shown.

It is the expectation of the Examinations Council of Tanzania that this feedback will enable various educational stakeholders to take serious measures in addressing the identified shortcomings in order to improve the performance in the Standard Four National Assessment in future.

Finally, the Council would like to express sincere appreciation to the Examination Officers and all others who participated in the preparation of this report. The Council will value comments and suggestions from teachers, pupils and other educational stakeholders which aim at improving the quality of such future assessment.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Standard Four National Assessment in Social Studies Subject was held on the 25th November, 2015. Pupils who registered for this assessment were **1,076,086** of which **1,010,813** participated in this Assessment. Analysis of Pupils' Items Response to the questions in Social Studies subject indicates that **873,823** (**86.4%**) pupils passed this assessment and only **136,990 (13.6%)** pupils failed.

The Standard Four National Assessment (SFNA) for the year 2015 in Social Studies subject consisted of 25 questions which were divided into three sections: A: History, B: Civics and C: Geography. Pupils were required to answer all questions in all three sections. Moreover, pupils were instructed to choose the correct answer/letter and write it in the space provided, interpret map and signs and match the items. The analysis of pupils' answers has been done and the reasons which made them to choose/not to choose the correct answers have been revealed. The categories of performance are indicated using colours, whereby the green colour indicates pupils with good performance, yellow indicates pupils with average performance and red indicates pupils with poor performance.

This report is divided into three sections. The first section deals with the analysis of History responses, the second section deals with the analysis of Civics responses and the third section deals with the analysis of Geography responses.

2.0 ANALYSIS OF PUPILS' RESPONSES

The analysis of pupils' responses shows that a total of **1,010,813 (93.9%)** pupils attempted all the assessment questions (1 - 25) in Social Studies Subject. The following is the anlaysis of pupils' responses for each question in all sections.

2.1 Section A: History

Question 1: The family consists of

      A people who live in the same village

      B people who live in the same street

      C father, mother and children

      D father, mother and neighbours.

The question tested the ability of the pupils to identify people who compose a family. Majority of the pupils (81.8%) managed to identify the correct answer C "father, mother and children" probably due to the fact that they are part of the family hence it was easy for them to realize that father and mother are also part of the family members.

A total of 184,293 (18.2%) pupils failed in this question. Pupils who chose distracters A "people who live in the same village" and B "people who live in the same street" were probably attracted by the word "same" in these distracters and hence associated it with familihood. Moreover, pupils who chose distracter D "father, mother and neighbours" probably thought that neighbours are part of the family since they usually support family members in their day to day activities hence it was difficulty for these pupils to differenciate them from real family members. Generally, these pupils probably chose such distracters after associating the family with the real life in their environment. **Figure 2.1.1** shows the percentage of the pupils in each score.
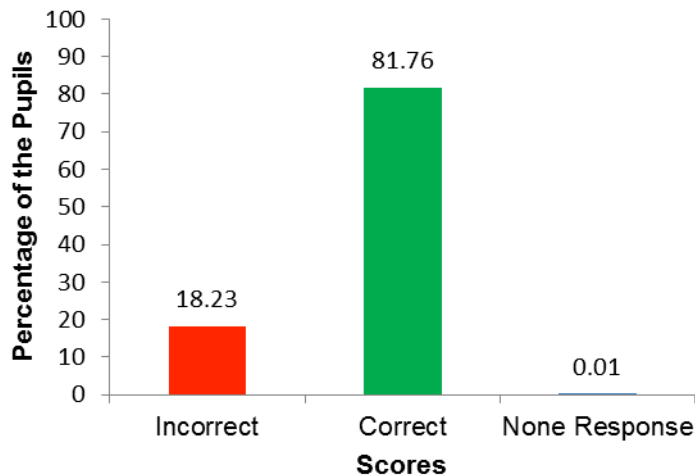
Figure 2.1.1, shows that majority of the pupils managed to choose the correct answer and very few (0.01%) omitted the question.

Question 2: The last stage among the following stages in the evolution of man according to the scientific theory was

    A Chimpanzee

    B   Homo habilis

    C Zinjanthropus

    D Homo sapiens.

The question tested the pupils' ability to identify the origin of man and his evolution in different stages by using scientific theory. A total of 671,041 (66.4%) pupils failed in this question by choosing and writing distracter A "Chimpanzee", B "Homo habilis" and C "Zinjanthropus". These pupils had a scientific outlook which believes that man originated from the primates and evolved through different stages but they failed to arrange such stages chronologically.

Moreover, few pupils (33.6%) chose and wrote a correct answer D "Homo Sapiens". Such pupils had enough knowledge on the proper chronological stages of the scientific

evolution of man. **Figure 2.1.2** shows the percentage of the pupils to each score.

0.02%

33.60%

66.39%

Key:
■ Incorrect

■ Correct

■ None Response
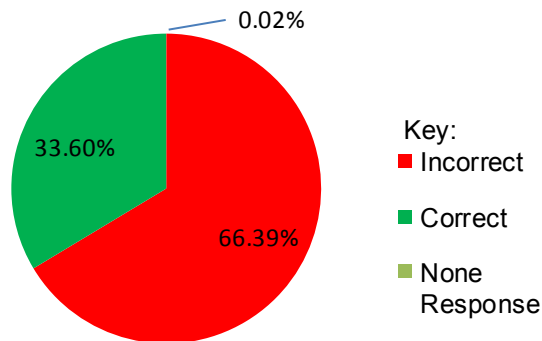
Figure 2.1.2 shows that more than a half of the pupils failed to choose the correct answer and 0.02 percent omitted the question.

Question 3: Man domesticated animals and birds during the

A   Late Stone Age

B   Iron Age

C   Middle Stone Age

D   Early Stone Age.

The question tested the pupils' ability to understand various economic and social developmental stages which man passed through in different ages. The performance in this question was poor since only 335,377 (33.2%) pupils chose and wrote the letter of the correct answer A "Late Stone Age". Such pupils had enough knowledge on the development of man in every era hence it was easy for them to identify the correct answer.

However, a total of 675,198 (66.8%) pupils failed in this question. In this group, majority of them were attracted by

distracter B "Iron Age" probably due to the importance of iron in various economic activities especially hunting which is closely associated with the activity of keeping animals and birds. Moreover, pupils who chose distracters C "Middle Stone Age" and D "Early Stone Age" probably understood that man domesticated animals and birds in the stone ages but they failed to understand a specific stone age in which such domestication began. **Figure 2.1.3** shows the percentage of the pupils to each score.
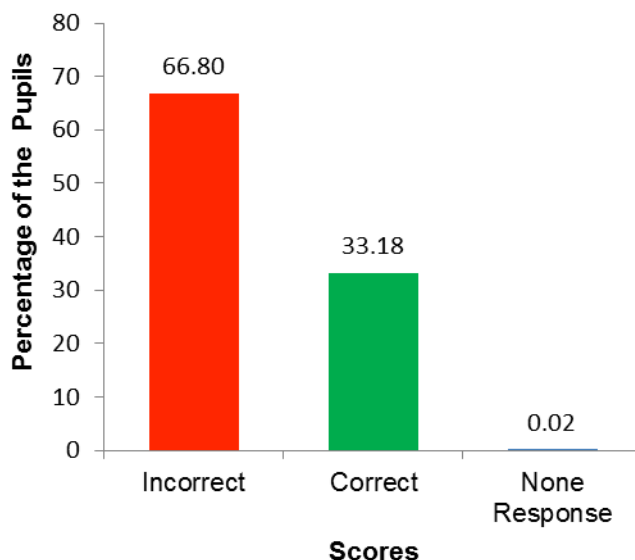
Figure 2.1.3 shows that many pupils (66.80%) failed to choose the correct answer and few (0.02%) omitted the question.

Question 4: One of the bad traditions and customs in Tanzania in the past includes

    A   initiation ceremonies

    B   obedience of laws

    C   early marriage

    D   payment of the bride prices.

The question tested the ability of the pupils to evaluate the past Tanzanian traditions and customs. A total of 524,521 (51.9%) pupils chose and wrote a letter of the correct answer

C "early marriages". Apart from being taught in schools, these pupils probably managed to identify the correct answer because they were aware of the effects associated with early marriages in their own societies.

Moreover, a total of 486,109 (48.1%) pupils failed in this question. The pupils who chose distracter A "Initiation ceremonies" probably associated it with some bad customs such as Female Genital Mutilation (FGM) which are practiced by some societies during the initiation period but they failed to understand that generally, initiation ceremonies provide fundamental knowledge which prepares the youth to meet various life challenges. Pupils who chose distracter B "obidience of laws" failed to understand that obedience of laws is not related to traditions and customs. The pupils who chose distracter D "payment of bride prices" lacked skills and knowledge of evaluating past Tanzanian traditions and customs; since paying of bride prices is one of the good traditions and customs among many Tanzanian tribes. **Figure 2.1.4** shows the percentage of the pupils to each score in this question.
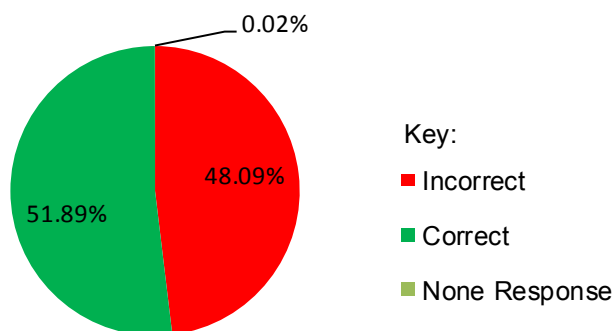

Figure 2.1.4 shows that more than half of the pupils managed to choose the letter of the correct answer. Moreover, 0.02 percent of the pupils omitted this question.

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Question 5: A collection of many related families creates a _____. (clan, tribe, society, nation)

The question tested the pupils' ability to determine the origin of a clan. This question was expected to have a good performance taking into consideration that every pupil originates from one of the clans available in the country. A total of 664,628 (65.8%) pupils chose and wrote a correct answer "clan". Such pupils realized that a clan is a collection of several blood related families.

However, a total of 345,030 (34.1%) pupils who chose distracters "tribe", "societies" and "nation" failed to realize the relationship between a society, a tribe and a nation. A tribe comprises of people who originate from one ethnic group and use the same traditional language to communicate while a society is a particular community of people who share the same custom and laws and a nation comprises of various societies within a certain country. **Figure 2.1.5** shows the percentage of the pupils in each score.
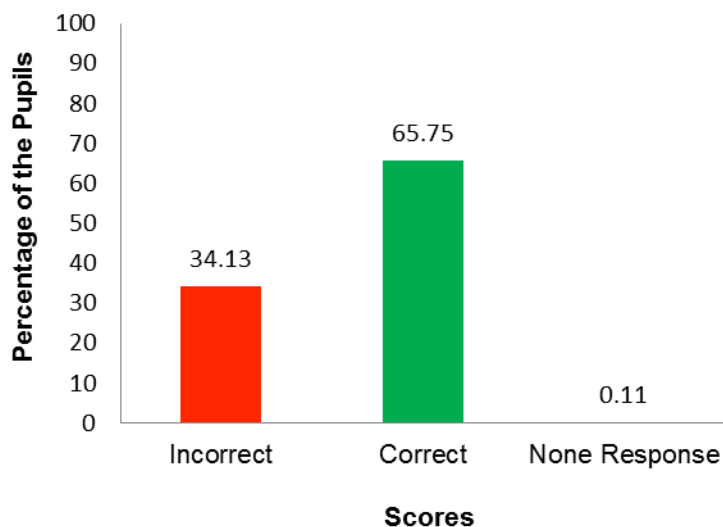

Figure 2.1.5 shows that many pupils managed to choose and write the correct answer "clan" and very few (0.11%) omitted the question.

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Question 6: During barter trade the _____ had iron tools. (Yao, Sukuma, Vinza, Pare)

The question aimed at testing pupils' understanding of various goods which were used by the Tanzanian societies during the barter trade and the societies which participated in this trade. This was among the questions with poor performance since a total of 700,501 (69.3%) pupils failed in this question by choosing and writing distracters "Yao", "Sukuma" and "Vinza". These pupils did not understand that such tribes were not famous in the production of iron.

Moreover, a total of 309,087 (30.6%) had knowledge that early communities participated in trade using goods which were produced in their areas hence chose the correct answer "Pare" who were famous in iron smelting. **Figure 2.1.6** shows the percentage of the pupils to each score in this question.
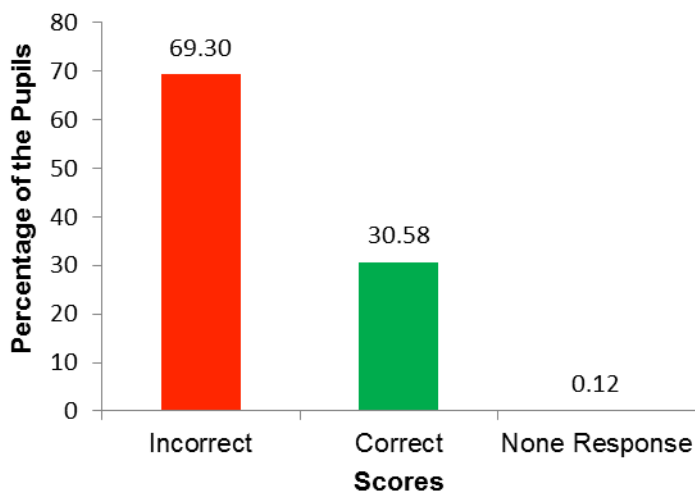

Figure 2.1.6 shows that majority of the pupils failed to choose and write the correct answer while very few (0.12%) omitted the question.

Question 7: The first non-exploitative mode of production in which Tanzanian societies passed was called _____. (socialism, capitalism, slavery, communalism).

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The question tested pupils' understanding of various modes of production which man passed through. A total of 543,371 (53.8%) pupils failed after choosing the wrong options. The pupils who chose distracter "socialism" failed to understand that although socialism was non-exploitative mode of production but was not the first. Moreover, pupils who chose distracters "capitalism" and "slavery" failed to understand that these modes of production were exploitative.

However, a total of 463,273 (45.8%) pupils were able to choose the letter of the correct answer "communalism" which was the first non-exploitative mode of production. **Figure 2.1.7** shows the percentage of the pupils in each score.
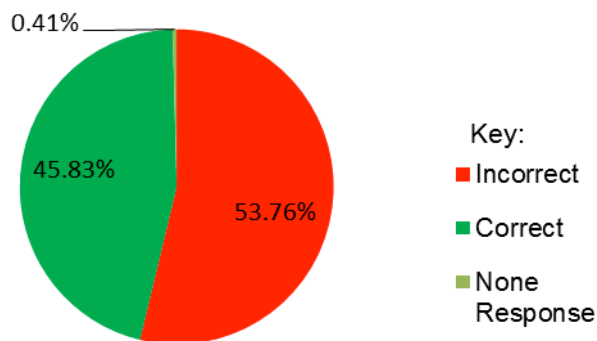
Figure 2.1.7 shows that this question was averagely perfomed since 45.83 percent of the pupils were able to choose and write the correct answer.

2.2 Section B: Civics

Question 8: A man and woman in the Coat of Arms represents

A   workers

B   farmers

C   unity

D   freedom.

The question tested the ability of the pupils to interpret the signs on the Coat of Arms. This question had an average performance since only 472,893 (46.8%) pupils chose and wrote a letter of the correct answer C "unity". Basically, this sign shows cooperation in the nation between men and women regardless of their sex.

On the other hand, 537,750 (53.2%) pupils were attracted by distracters A "workers" and B "farmers" probably due to the fact that in any society workers and farmers are men and women. Moreover, the pupils who chose distracter D "freedom" failed to understand that freedom is not one of the symbols in the Coat of Arms. **Figure 2.2.1** shows the percentage of the pupils to each score.
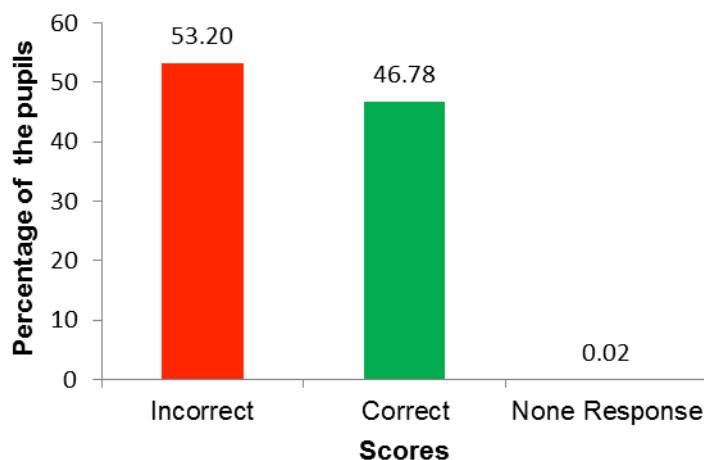

Figure 2.2.1 shows that more than half of the pupils failed to choose the correct answer and 0.02 percent omitted the question.

Question 9: The Union between Tanganyika and Zanzibar is celebrated each year on

    A 12 January

    B 26 April

    C 01 May

    D 07 July.

This question tested the ability of the pupils to identify the national holidays in Tanzania. This question had an average performance since half of the pupils 514,669 (50.92%) failed by choosing distracters A "12 January", C "10 May" and D "07 July". These pupils were probably attracted by these famous dates since 12th January is the Zanzibar Revolution Day, 10th May is the World Workers' Day and 07th July is the Tanzanian International Trade Fair Day (Sabasaba) in which various national and international goods are exhibited.

However, a total of 496,017 (49.07%) chose and wrote the letter of the correct answer B "26 April" a date in which the union between Tanganyika and Zanzibar was inaugurated. This reveals that such pupils had enough knowledge on the concept of the national holidays hence, it was easy for them to identify this holiday among the others. **Figure 2.2.2** shows the percentage of the pupils to each response in this question.

0.01%

49.07%

50.92%

Key:
■ Incorrect
■ Correct
■ None Response
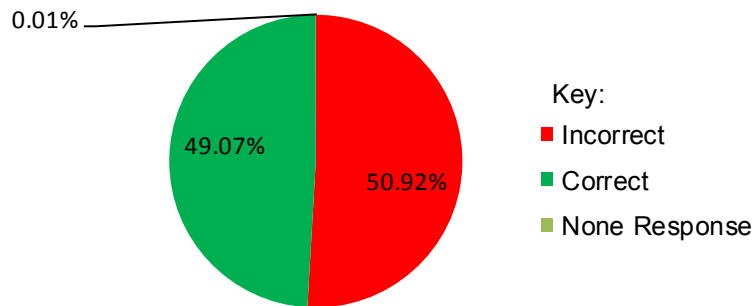
Figure 2.2.2 shows that nearly half of the pupils who attempted this question chose the correct answer "26th April" and very few (0.01%) omitted the question.

Question 10: How many colours the National Flag has?

    A   One.

    B   Two.

    C   Three.

    D   Four.

The question tested the ability of the pupils to identify a total number of colours in the National Flag. The question had good performance since 803,761 (79.5%) pupils chose and wrote the letter of the correct answer D "Four". Although they are taught in the class, the presence of the National Flag in schools and government offices probably aided such pupils to acquire adequate knowledge on the colours of the National Flag.

Moreover, 206,941 (20.5%) pupils who chose distracters A "One", B "Two" and C "Three" had limited knowledge on the topic of the National Symbols. **Figure 2.2.3** shows the percentage of the pupils in each score.
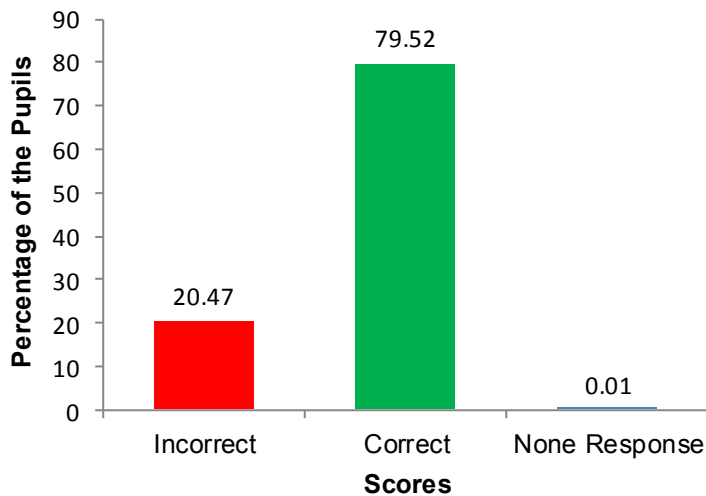
Figure 2.2.3 shows that majority of the pupils chose the letter of the correct answer and very few (0.01%) omitted the question.

Question 11: Family properties are supposed to be protected by

    A   children only

    B   father and mother

    C   every member in the family

    D   grandfather and grandmother.

The question tested the pupils' understanding of defence and security of the family property. A total of 512,831 (50.7%) pupils failed this question by choosing and writing distracters A "children only", B "father and mother" and D "grand father and grand mother". Such pupils failed to understand that defence and security is the responsibility of all members in the family.

However, a total of 497,860 (49.3%) pupils chose and wrote the correct answer C "every member in the family". Such pupils realized that everyone in the family has a responsibility of defending and keeping the family property. It is likely that these pupils probably transferred their knowledge of what is done in their own family. **Figure 2.2.4** shows the percentage of the pupils to each score.

0.01%

49.25%   50.74%

Key:
■ Incorrect
■ Correct
■ None Response
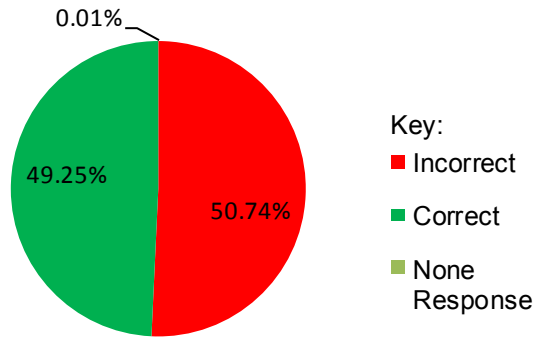
Figure 2.2.4 shows that this question was averagely perfomed since nearly a half of the pupils (49.25%) chose the correct answer.

Question 12: Before crossing the road in a place where there is no traffic lights or zebra crossing it is advised to look at your

    A   right left and then right

    B   left, right and then left

    C   right and left only

    D   left and right only.

The question tested the pupils' understanding of the road safety. This question had an average performance since only 422,833 (41.8%) pupils chose and wrote the letter of the correct answer A "right, left and then right". These pupils realized that before crossing the road, one should look at the right hand side first, then left and right again since while looking at the left probably a vehicle can pass at the right hand side.

However, a total of 587,801 (58.2%) pupils failed in this question. Those who chose distracter B "left, right and then left" didn't know which side to look at first before crossing the road. Moreover, pupils who chose distarcters C "right and left only" and D "left and right only" had inadequate knowledge on the proper ways of crossing the road since it is very dangerous

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to ignore traffic regulations. **Figure 2.2.5** shows the percentage of the pupils to each score in this question.
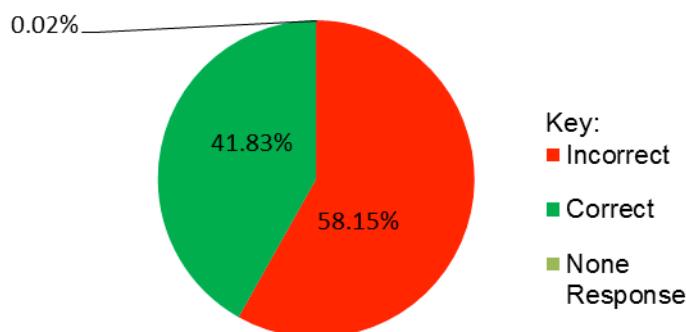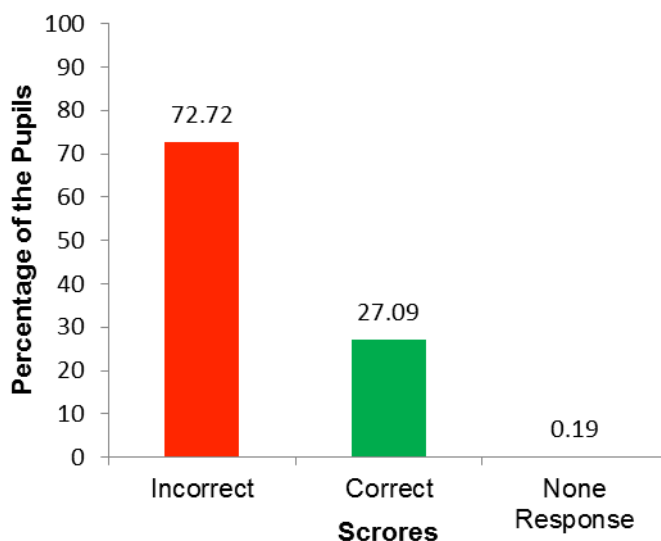

Figure 2.2.5 shows that many pupils failed to choose the letter of the correct answer and very few (0.02%) omitted the question.

Question 13: One of the advantages of involving children in decision making is to _____ (take children to school, listen to their views, give children favour)

The question tested the pupils understanding of the advantages of involving children in decision making. This question had poor performance since 735,068 (72.7%) pupils chose the distracters "take children to school" and "give children favour". Such pupils failed to understand that sending children to school is one of their basic rights while favouring pupils may lead them to misbehave.

However, only 273,857 (27.1%) pupils chose the correct answer "listen their views" since if children are involved in decision making, their views will be heard. **Figure 2.2.6** shows the percentage of the pupils to each score.

Figure 2.2.6 shows that many pupils (72.72%) failed to choose and write the correct answer and few (0.19%) omitted the question.

Question 14: The symbol that is seen in President's Flag is _____. (hoe and hammer, coat of arms, independence torch)

The question tested the pupils' understanding of the symbol that is seen in the President's Flag. This question had a poor performance since a total of 638,637 (63.2%) pupils chose distracters "hoe and hammer" and "independence torch". These pupils were attracted by these distracters probably due to the fact that a hoe and hammer are famous symbols since they are on the flag of Chama Cha Mapinduzi (CCM), which is seen around some pupils' residences while the Independence Torch race which passes through the whole country, impresses the people because of the message of 'unity and solidarity' it carries.

However, only 370,590 (36.7%) pupils managed to choose and write the correct answer "Coat of arms", hence revealed to have enough knowledge about National Symbols. **Figure 2.2.7** shows the percentage of the pupils to each score in this question.
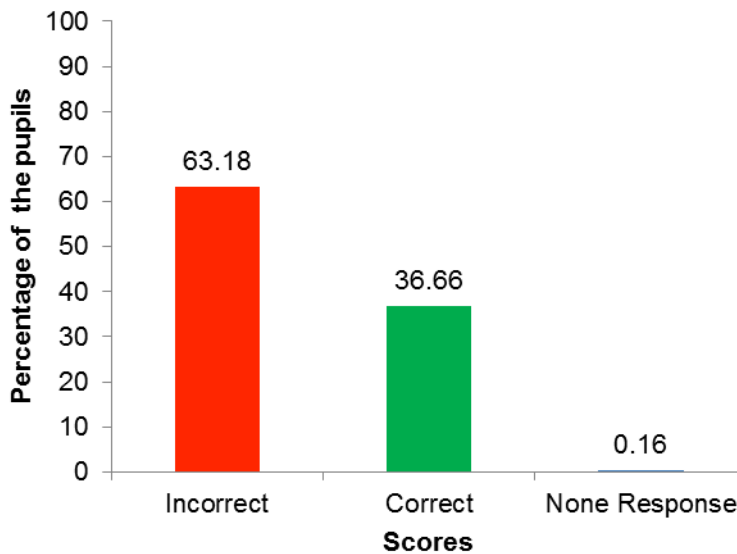
Figure 2.2.7 shows that this question had a poor performance since 63.18 percent of the pupils failed to choose the correct answer.

2.3 Section C: Geography

Question 15: Everything that surrounds man and other living organisms is called

  A national parks

  B environment

  C oceans and forests

  D land and forests.

This question tested the pupils' understanding of the meaning of environment. The performance of this question was good since 692,660 (68.5%) chose the correct answer B "environment" because the environment consists everything on the earth's surface.

However, a total of 317,913 (31.5%) who chose distracters A "nationa park", C "ocean and forests" and D "land and forest" failed to understand that national parks, oceans, land and forests are part of the environment. **Figure 2.3.1** shows the percentage of the pupils to each score in this question.
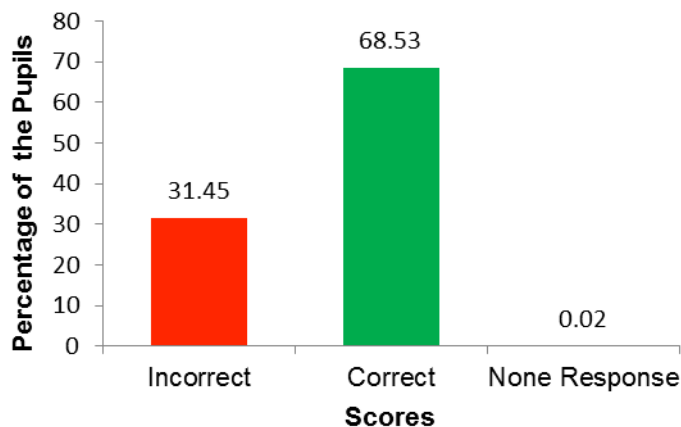
Figure 2.3.1 shows that many pupils managed to choose the letter of the correct answer and only 0.02 percent omitted the question.

Question 16: Cardinal points can be identified by using

      A   sun rise and sun set

      B   pictures and maps

      C   a key and a scale

      D   left and right hand.

The question tested the pupils' skills in identifying the cardinal points. This question had poor performance since a total of 733,920 (72.6%) pupils failed to identify the correct answer. These pupils chose distracters B "pictures and map", C "a key and a scale" and D "left and right hand" which do not help to determine the cardinal points.

However, a total of 276,644 (27.38%) pupils chose the correct answer A "sunrise and sunset". These pupils understood that the sun rises in the east and sets in the west. Therefore, by knowing these directions, it was easy for them to understand the cardinal points. **Figure 2.3.2** shows the percentage of the pupils to each score.
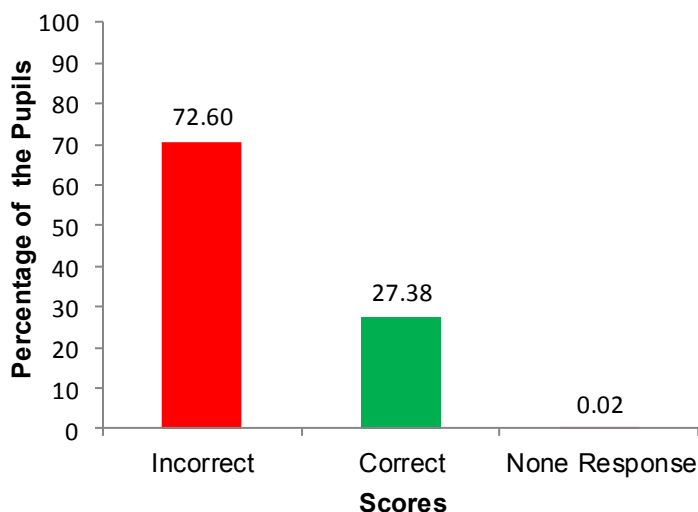
Figure 2.3.2 shows that majority of the pupils failed to chose the correct answer and very few (0.03%) omitted the question.

Question 17: Some of the economic activities in Tanzania include

      A agriculture, politics and livestock keeping.

      B fishing, tourism and science

      C industries, trade and entertainments

      D agriculture, tourism and industries.

The question tested the understanding of the pupils on the economic activities in Tanzania. This question had poor performance since 713,053 (70.5%) pupils chose and wrote distracters A "agriculture, politics and livestock keeping" B "Fishing, tourism and science" and C "industries, trade and entertainment". These pupils failed to understand that politics, science and entertainment are not economic activities. They were probably attracted by these activities since they usually take place in pupils' residences.

Only 297,502 (29.4%) pupils chose and wrote the letter of the correct answer D "agriculture, tourism and industry". Such

pupils chose the correct answer probably due to the fact that agricultural, tourist and industrial activities are conducted in the pupils' environment therefore, apart from being taught in schools, such pupils could easily transfer their knowledge. **Figure 2.3.3** shows the percentage of the pupils to each score in this question.
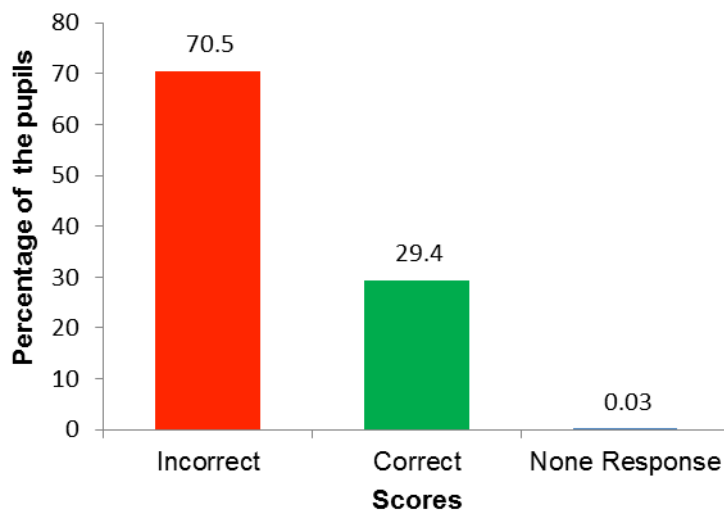

Figure 2.3.3 shows that this question had poor performance since majority of the pupils (70.5%) failed to choose the letter of the correct answer.

Question 18: One of the benefits of tourism in Tanzania is to

    A bring seasonal rains

    B rise national income

    C explore the environment

    D bring cash crops.

The question demanded the pupils to identify the advantages of tourism in Tanzania. This question had an average performance since only 469,605 (46.5%) pupils chose and wrote the correct answer B "rise national income". Such pupils had knowledge on the contribution of the tourist sector to the nation.

However, a total of 540,972 (53.5%) pupils who chose distracter A "bring seasonal rains", C "explore the environment" and D "bring cash crops" failed to understand that such distracters had no any correlation with the theme of the question. It is obvious such pupils failed to identify the demand of the question hence chose those distracters under trial and error basis. **Figure 2.3.4** shows the percentage of the pupils to each score.
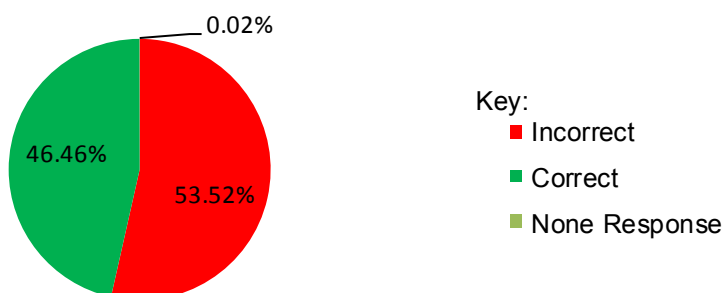

Figure 2.3.4 shows that more than half of the pupils (53.52%) who attempted this question failed to choose the correct answer.

Question 19: One of the following activities causes destruction of the environment to a great extent

    A afforestation

    B keeping large number of chickens

    C cutting down trees randomly

    D rice farming.

The question demanded the pupils to identify the economic activities that destruct the environment to a greater extent. This question had a good performance because a total of 721,447 (71.4%) pupils chose and wrote a letter of the correct answer C "cutting down trees randomly". These pupils probably associated environmental destructions in their environment with deforestation which is done in their environment in favour of the economic and social activities.

Such pupils revealed competence in this question because the distracters which attracted 289,080 (28.6%) in this question related, to a small extent, to the correct answer "keeping large number of chickens" for example, may cause soil erosion and air pollution. Moreover, "rice farming" if practiced without following terracing system may cause soil infertility. However, the pupils who chose distracter A "Afforestation" failed to understand that afforestation conserves the environment. **Figure 2.3.5** shows the percentage of the pupils to each score.
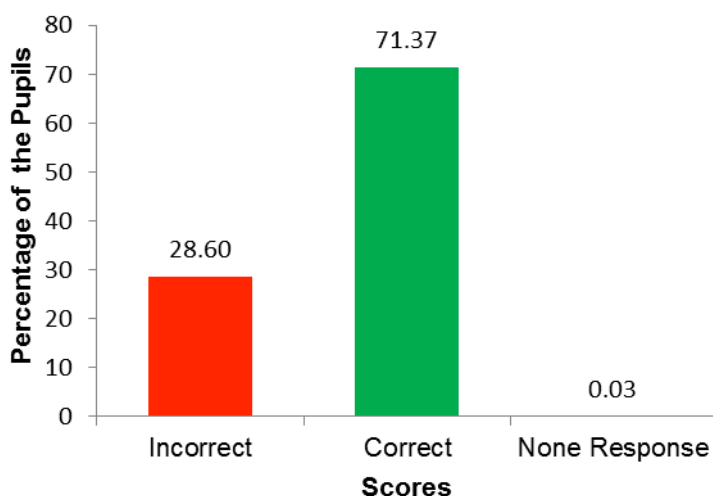
Figure 2.3.5 shows that majority of the pupils were able to choose the letter of the correct answer whereas very few (0.03%) omitted the question.

In questions 20 to 23, the pupils were required to identify the instruments that are used to measure the elements of weather from List B and match them against the questions from List A and then write the letter of the correct answer on the space provided.

Answers in List A

A. Hygrometer.
B. Wind vane.
C. Thermometer.
D. Barometer.
E. Rain gauge.
F. Anemometer.
G. Sun shine recorder.

Question 20: The instrument that measures the speed of the air in motion

The question demanded the pupils to identify an instrument that measures the speed of the air in motion. This question had a poor performance since a total of 838,436 (82.9%)

pupils were attracted by the distracters because all are used to measure weather elements. However, distracter B "wind vane" attracted more pupils than other distracters in this question probably due to the fact that the question demanded an instrument used to measure the "speed of the air" hence such pupils associated "wind" with "air in motion".

Only 171,368 (17%) pupils chose the correct answer F "anemometer" which is an instrument which is used to measure the speed of the air in motion. **Figure 2.3.6** shows the percentage of the pupils to each score in this question.
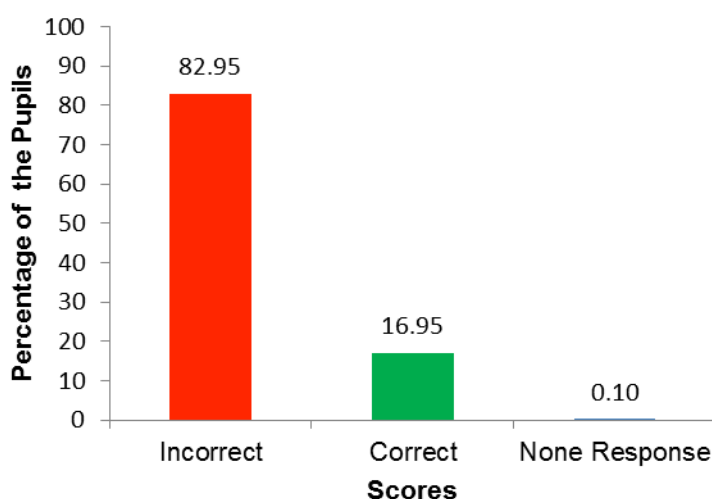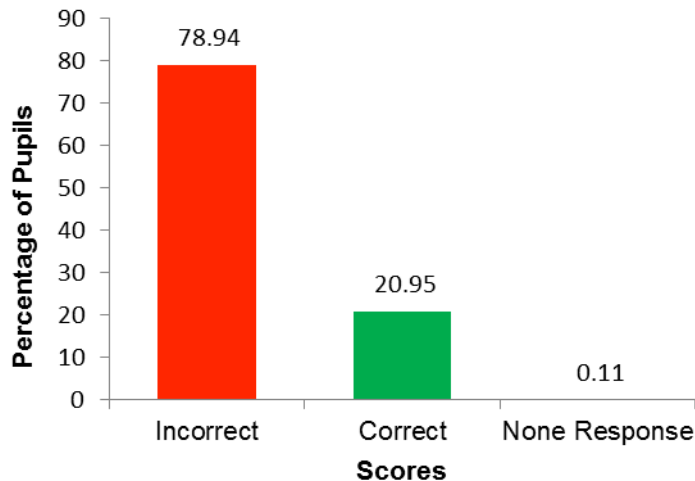

Figure 2.3.6 shows that majority of the pupils failed to choose the correct answer and very few (0.10%) omitted the question.

Question 21: The instrument that measures the atmospheric pressure

The question demanded the pupils to identify an instrument that is used to measure the atmospheric pressure. The performance of this question was also poor since a total of 797,968 (78.9%) pupils were attracted by the distracters, especially distracter F "Anemometer", because they failed to differentiate atmospheric pressure from the speed of the air in motion.

However, 211,737 (20.9%) pupils chose the correct answer D "Barometer" which is an instrument used to measure the atmospheric pressure. **Figure 2.3.7** shows the percentage of the pupils in each score.
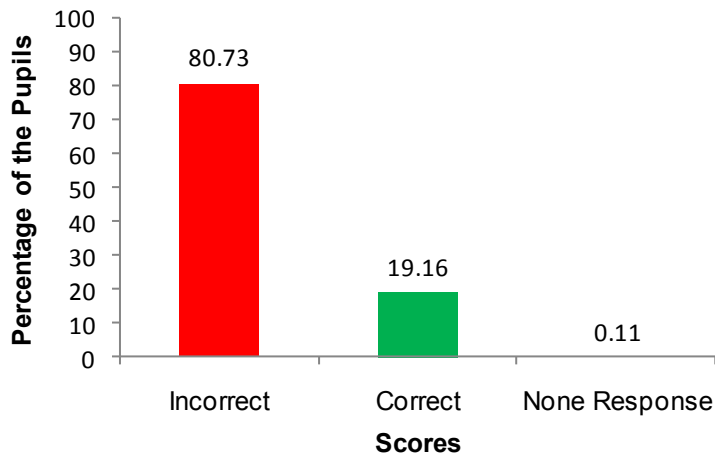

Figure 2.3.7 shows that this question had a poor performance since majority of the pupils (78.94%) failed to choose the correct answer.

Question 22: The instrument that measures the amount of moisture or water vapour in the atmosphere

The question demanded the pupils to identify an instrument which is used to measure the amount of moisture or water vapour in the atmosphere. This question had a poor performance since the majority of the pupils (80.7%) failed to choose the correct answer. These pupils failed to differentiate between air, wind, moisture and vapour.

However, 193,648 (19.2%) pupils chose the correct answer A "Hygrometer". **Figure 2.3.8** shows the percentage of the pupils to each score in this question.
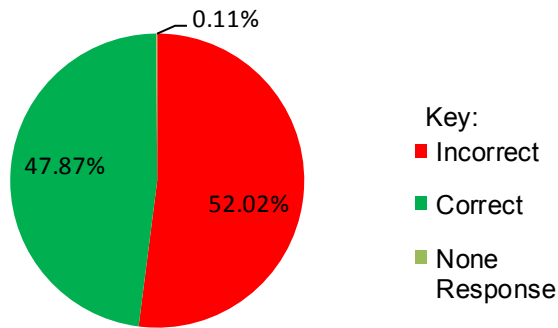
Figure 2.3.8 shows that this question had poor performance since majority of the pupils (80.73%) failed to choose the correct answer and few (0.11%) omitted the question.

Question 23: The instrument that measures the degree of hotness or coldness of a body or a place

The question tested the ability of the pupils to determine the instrument that measures the degree of hotness or coldness of a body or a place. The performance in this question was average since nearly a half of the pupils (47.9%) chose the correct answer C "Thermometer"

However, 525,852 (52%) pupils chose the distracters, a circumstance which reveals that they had inadequate knowledge on the topic of weather. However, many pupils in this group chose distracter G "sun shine recorder" probably because such pupils associated the sun with temperature. **Figure 2.3.9** shows the percentage of the pupils to each score.

Key:
- ■ Incorrect
- ■ Correct
- ■ None Response

0.11%
47.87%
52.02%

Figure 2.3.9 shows that this question had an average performance since nearly a half of the pupils (47.87%) chose the correct answer. However, 0.11 percent of the pupils omitted this question.

In questions 24 and 25, the pupils were required to read the sketch of the symbol and map and then fill the correct answer in the space provided.

Question 24: What does the symbol below represent on a map? _____.

N
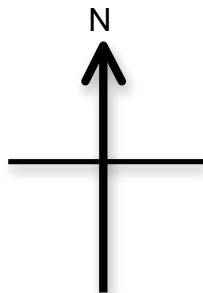
This question tested the pupils' skills of determining various signs which are used in the map and their uses. This question had the poorest performance in the Social Studies subject because 915,436 (90.6%) failed to choose and write the correct answer. Majority of them wrote "a key", "compass direction" and "the cardinal points" which were not correct answers.The key is used to interpret symbols and signs on the map. Compass direction is an instrument which is used to determine the

cardinal points. **Extract 2.3.10** is an example of the pupil who provided a wrong answer.

24. What does the symbol below represent on a map? _Compass direction_

N
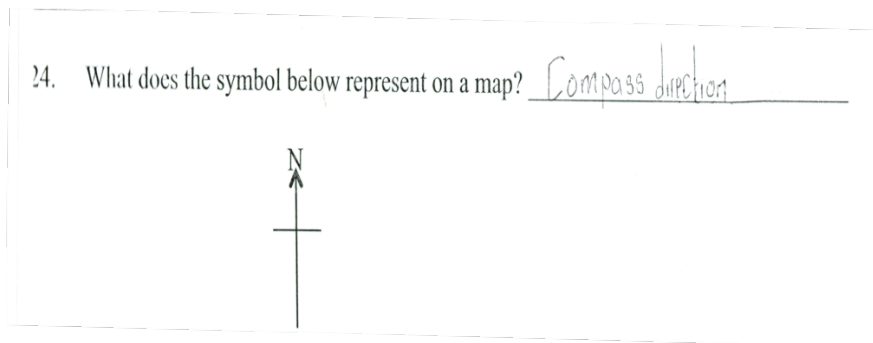
EXtract 2.3.10 shows the pupil who wrote "compass direction" instead of North direction.

Only 91,106 (9%) wrote the correct answer "North direction". These pupils had adequate knowledge on the meaning of the key, compass direction, cardinal points and North direction, thus, it was easy for them to write the correct answer. **Figure 2.3.11** shows the percentage of the pupils to each score in this question.
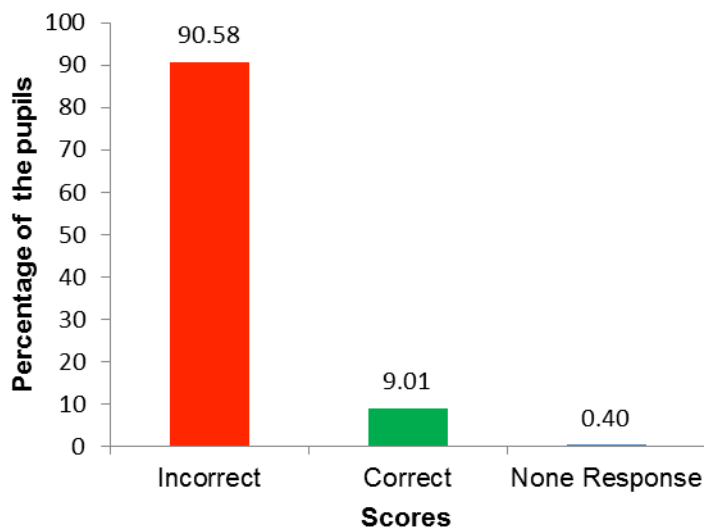

Figure 2.3.11 shows that this question had the poorest performance since 90.58 percent of the pupils were not able to choose and write the correct answer and 0.40 percent omitted the question.

28

Question 25: Map Reading

The question measured the pupils' skills of map reading and identification of various features on the earth's surface. In this question, a map of Tanzania was given and the pupils were supposed to write a name of the lake represented by letter C

A total of 567,900 (56.2%) pupils failed in this question because they wrote "Victoria" and "Nyasa" which were not correct answers. These pupils proved to have limited knowledge on the Tanzanian lakes.

However, a total of 441,186 (43.6%) wrote a correct answer "Tanganyika". These pupils managed to study the map of Tanzania carefully and therefore were able to determine the correct answer. **Figure 2.3.12** shows the percentage of the pupils to each score.
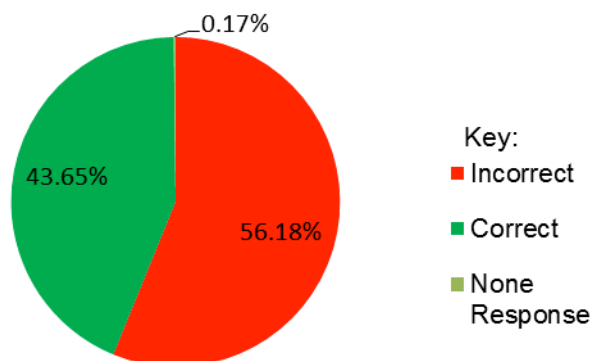
Figure 2.3.12 indicates that more than half of the pupils (56.18%) failed to read the map and fill the correct answer.

3.0 PERFORMANCE OF THE PUPILS PER TOPIC

The analysis of items per topic shows that some topics had good performance while others had average and poor performance. Generally, pupils' performance in all the topics was average since only 3 topics had good performance while 14 and 1 topics had average and poor performance respectively. The pupils' performance per topic has been presented in Appendix A and B in which the topics with poor performance have an average performance of 0 to 21 marks (red), average 22 to 61 (yellow) and good 62 to 100 (green).

Topics with good performance were Our Family, Our Clan, and Environment. Many pupils had adequate knowledge on these topics thus, they managed to choose/write the correct answers from the options provided.

Other topics such as Culture, Development of Economic and Administrative Systems in Tanzania up to 19th Century, National Symbols, School and National Symbols, Defence and Security in Family Level, Defence and Security in School Level and Components of the Environment, The Origin and Evolution of Mankind, Stages of Development in Different Ages, Interaction among Tanzanian Societies up to Nineteenth Century, Principles of Democracy, Simple Maps, Economic Activities in Division, District and Country and Weather Condition in Division, District and Country had an average perfomance.

The only topic with weak performance was Designing, Constructing, Moulding and Carving Maps.

4.0 CONCLUSION

The Analysis of the Pupils' Responses in the Standard Four National Assessment in Social Studies subject shows that generally, the pupils' performance was good since 86.4 percent of the pupils passed after scoring from 11 to 50 marks and 13.6 percent failed by scoring from 0 to 10 marks. However, the pupils' general performance in all the topics was average.

5.0 RECOMMENDATIONS

In order to improve the standard of education and performance in general, the National Examinations Council of Tanzania recommends the following:

(a) Teachers should put more efforts in teaching all the topics particularly topics which showed poor performance.

(b) Pupils should be taught how to read the questions carefully so as to identify the demands of the questions before answering them.

(c) Pupils should be encouraged to read text and reference books in order to widen their understanding.

(d) Teachers should set tests and examinations questions which will develop pupils' ability to answer questions which measures different skills.

(e) Respective authorities should make a follow up on the challenges which emanate from the teaching and learning process.

PERFORMANCE OF PUPILS IN EACH TOPIC

S/N	Topic	2015 Assessment			
		Performance Per Question		Average Performance (%)	Remarks
		Question Number	% Performance		
1	Our Family	1	81.8	81.8	Good
2	Environment	15	64.4	67.9	Good
		19	71.4		
3	Our Clan	5	65.8	65.8	Good
4	School and National Symbols	10	79.5	58.1	Average
		14	36.7		
5	Culture	4	51.9	51.9	Average
6	Defence and Security in the Family Level	11	49.3	49.3	Average
7	National Symbols	8	46.8	47.95	Average
		9	49.1		
8	Development of Economic and Administrative Systems in Tanzania up to 19th Century	7	45.8	45.8	Average
9	Components of the Environment	25	43.6	43.6	Average
10	Defence and Security in the School level	12	41.8	41.8	Average
11	Economic Activities in Division, District and Country	17	29.4	37.95	Average
		18	46.5		
12	The Origin and Evolution of Mankind	2	33.6	33.6	Average

S/N	Topic	2015 Assessment			
		Performance Per Question		Average Performance (%)	Remarks
		Question Number	% Performance		
13	Stages of Development in Different Ages	3	33.2	33.2	Average
14	Interaction among Tanzanian Societies up to 19th Century	6	30.6	30.6	Average
15	Simple Maps	16	27.4	27.4	Average
16	Principles of Democracy	13	27.1	27.1	Average
17	Weather Conditions in Division, District and Country	20	17.0	26.25	Average
		21	20.9		
		22	19.2		
		23	47.9		
18	Designing, Constructing, Moulding and Carving Map	24	9.0	9.0	Poor

PERFORMANCE OF THE PUPILS FOR EACH TOPIC