



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



CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE PRIMARY SCHOOL LEAVING EXAMINATION (PSLE) 2025

SOCIAL STUDIES AND VOCATIONAL SKILLS



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TABLE OF CONTENTS

PREFACE.....	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF CANDIDATES' RESPONSES IN EACH QUESTION	2
2.1 SECTION A: MULTIPLE CHOICE QUESTIONS AND MATCHING ITEMS.....	2
2.2 SECTION B: SHORT ANSWERS QUESTIONS	15
2.3 SECTION C: SKETCH MAP	32
3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH COMPETENCY.....	39
4.0 CONCLUSION	41
5.0 RECOMMENDATIONS.....	41

PREFACE

The National Examinations Council of Tanzania has prepared a report on the analysis of candidate's item response in the Primary School Leaving Examination (PSLE) for the year 2025 Social Studies and Vocational Skills subject. This report aims to provide feedback to pupils, teachers, curriculum developers, policy makers and other educational stakeholders so as to improve performance of candidates in the future examinations.

The report provides an evaluation of the effectiveness of education system especially on teaching and learning process of Social Studies and Vocational Skills subject for Standard Seven pupils. The candidates' responses is one of the indicators that shows the extent to which the education system has been successful or not in giving candidate's the expected competence and skills.

This report provides a detailed analysis of each question, highlighting the various challenges the candidates encountered while answering them. Furthermore, it shows performance levels in each competency, aiming at identifying challenging competencies among candidates. Moreover, it has provided recommendations on how to address the challenges to enhance candidate's competencies in Social Studies and Vocational Skills subject.

The analysis revealed that the candidates with highest scores had adequate knowledge in the assessed competencies and they understood the requirements of the questions. On the contrary those who had low scores failed to identify the demands of the questions, as they provided incorrect responses or left the questions unanswered.

The National Examination Council of Tanzania expects that this feedback will enable education stakeholders to take necessary measures to improve teaching and learning methods in order to improve candidates' competence in this subject.

The National Examinations Council of Tanzania extends its sincere gratitude to all individuals who participated in the preparations of this report.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the candidates' performance in Social Studies and Vocational Skills subject on the Certificate of Primary School Leaving Examination (PSLE) held in September 2025. The examination is based on the competencies outlined in the 2015 syllabus, the version of 2019 for Social Studies and Vocational Skills. The examination had seven (7) questions, which were divided into sections A, B and C.

The analysis of Primary School Leaving Examination (PSLE) results was conducted based on five grades A, B, C, D and E with the following intervals: 41 – 50 (Excellent), 31 – 40 (Very Good), 21 – 30 (Good), 11 – 20 (Satisfactory) and 0 – 10 (Unsatisfactory), respectively. The pass grade is 21 to 50 marks (grade A - C). A total of 1,146,200 candidates sat for this examination. Among them, 805,661 candidates' equal to 70.29 percent, passed the examination.

The candidates' performance on each question is divided into three categories: weak, average and good. These levels depend on the percentage score of the specific question. If the candidates performance ranges from 0–39, 40–59 and 60–100 percentage, the performance is categorised as weak, average and good, respectively. Charts have been used to summarise performance. In every chart the red colour is used to present weak performance, yellow represents average performance, and green is for good performance. Samples of candidates' correct and incorrect responses were used to validate the given explanations.

The examined competencies in Social Studies and Vocational Skills subject were; *Identify different events occurring in his/her environment, Applying entrepreneurial skills, Mastering cooking a variety of foods, Applying good grooming practices and Creating works of art*, which were examined in question 1. *Applying economic principles in doing income generating activities* was examined in question 2 and 6. *Identifying the principles of patriotism into the society* examined in question 3, 4, and 5, and *Applying the*

knowledge of maps and the astronomy to daily life examined in question 7.

2.0 ANALYSIS OF CANDIDATES' RESPONSES IN EACH QUESTION

This section presents the analysis of each question and candidates' responses. The reasons for different performance levels are presented. Furthermore, the candidate's response samples are presented.

2.1 SECTION A: MULTIPLE CHOICE QUESTIONS AND MATCHING ITEMS

This section was composed of two questions with 20 items. Question 1 consisted of 15 multiple choice items and question 2 consisted of one matching item with five items. This section had a total of 20 marks.

2.1.1 Question 1: Multiple Choice Questions

This question aimed at testing the candidates' knowledge on identifying different events occurring in his/her environment, applying economic principle in doing income generating activities, mastering cooking a variety of food, applying good grooming practices and creating work of art. Each item had 5 alternatives (A – E). Candidates were instructed to choose the correct answer out of the five alternatives, whereby each item carried 01 mark.

A total of 1,146,200 candidates attempted this question. The analysis of data on performance shows that 150,163 (13.10%) candidates scored 0 to 5 marks, 439,847 (38.37%) scored 6 to 8 marks and 556,190 (48.53%) candidates scored 9 to 15 marks. Figure 1 illustrates the performance of the candidates on this question.

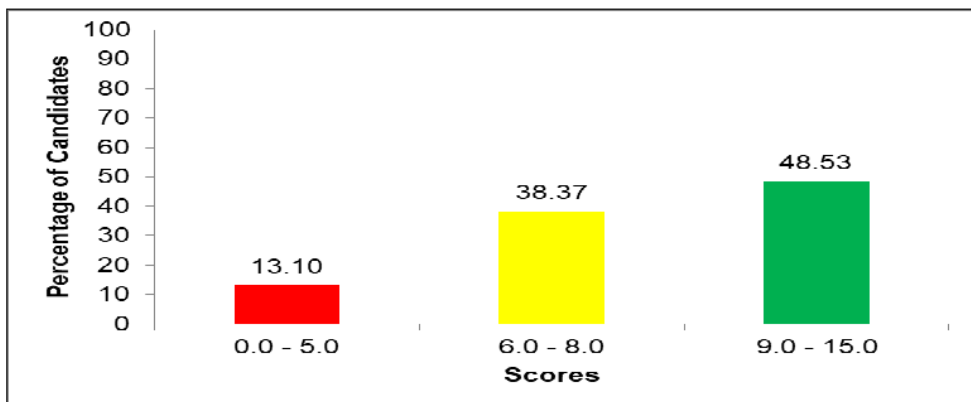


Figure 1: The Performance of candidates for Question 1

Figure 1 shows that the performance of candidates in this question was good, as 86.90 percent of the candidates had average performance of 6 to 15 marks.

The analysis showed that 996,037 (86.90%) candidates who responded to this question performed by scoring 6 to 15 marks. This performance was the result of writing correct response in 6 to 15 items. Those candidates had knowledge and skills on the tested competencies. They were able to choose the correct answer from the given alternatives.

Despite the good performance, 150,163 (13.10%) candidates had a weak performance in this question. Those candidates failed to choose the correct responses in all items and some of them managed to select correct answers in four or less than four items.

Further analysis on how the candidates answered this question on each item is as follows:

(i) *In Kazamoyo village trees have dried, animals are thin and people lack food. What disaster was the area facing?*

A Earthquake

B Drought

C Storms

D Volcanic eruption

E Eruption of diseases

The item was derived from a specific competency of conserving the environment. A candidate was required to identify the natural disaster that caused lack of food and pasture. Candidates who chose the correct answer, *B, Drought*, had knowledge on natural disasters, particularly effects of drought.

On the other hand, candidates who choose the distractors *A, Earthquake, C, Storms D, Volcanic eruption and E, Eruption of diseases*, had inadequate knowledge on the natural disasters. This is because earthquake leads to destruction of buildings and other infrastructures such as roads and electricity. Storms destroy natural vegetation, rip roofs of buildings, cause flooding, and damage electrical infrastructure. Volcanic eruptions cause fire and fatalities among humans and animals, while eruption of diseases cause deaths and loss of man power.

(ii) *Which season of the year is characterized with lack or very little rainfall in a prolonged time?*

A Summer

B Autumn

C Spring

D Winter

E Drought

This question was derived from specific competence of using the knowledge of weather conditions in doing day to day activities and required a candidate to demonstrate the understanding of various seasons of the year and their characteristics. Candidates who chose the correct answer, *A, Summer*, were knowledgeable of the seasons of the year and their characteristics.

Candidates who selected distractors *B, Autumn, C, Spring, D, Winter and E, Drought*, did not have knowledge on the seasons of the year. They did not realize that *B, Autumn* refers to early rains that occur at the beginning of the rainy season; *C, Spring*, refers to a season of heavy rainfall that lasts for a long time; *D, Winter*, refers to the cold season; and *E, Drought*, refers to a prolonged period of abnormally low rainfall in a certain area.

(iii) *Kibwana recorded the average weather condition of Kiromo district for thirty years. What geographical phenomenon was he observing?*

A Climate

B Weather

C Temperature

D Rainfall

E Humidity

This item examined specific competency of using the knowledge of weather conditions in doing day to day activities. In this item candidates were required to identify the atmospheric condition of a place recorded for long period of time normally thirty years. Candidates who chose a correct answer, *A Climate* had knowledge on the particular atmospheric condition.

On the other hand, candidates who chose distractors *B, Weather, C, Temperature, D, Rainfall and E, Humidity* did not demonstrate knowledge of identifying what is happening in the lower part of the atmosphere above the Earth's surface at a particular location and time. Those candidates were not aware that *Weather* refers to the day-to-day, short-term state of the atmosphere at a specific time and place. *Temperature* is the degree of coldness or hotness of a body,.. and *Rain* refers to the droplets of water that fall to the earth's surface from the atmosphere after condensation of frozen clouds. Similarly, *humidity* refers to the amount of water vapour in the atmosphere.

(iv) *Luzando village is located 2,450 metres above sea level. What is its temperature if the temperature at sea level is 36 °C?*

A 14.7 °C

B 21.3 °C

C 24.5 °C

D 50.7 °C

E 11.5 °C

This item tested a specific competency of using the knowledge of weather conditions in doing day to day activities. In this item the candidates were required to identify the relationship between the distance from the sea level and the temperature condition of a particular place. Also, this item required the candidate's ability to apply mathematical skills. The correct answer in this item was *B, 21.3 °C* therefore, candidates who answered this item correctly

demonstrated competency in calculating the difference in temperature between different places in the earth's surface. Temperature decreases by 0.6 degree centigrade as the height increases by 100 metres. Furthermore, those candidates were able to apply mathematical skills to calculate and obtain the correct answer. Those candidates calculated;

Variation in altitude = $(2450 - 0)\text{m} = 2450\text{m}$

But the temperature decreases by 0.6°C per 100m up

$100 = 0.6$

$2450 = X$

$$X = \frac{2450 \times 0.6}{100}$$

$X = 14.7^{\circ}\text{C}$

Temperature of Luzando = $36^{\circ}\text{C} - 14.7^{\circ}\text{C} = 21.3^{\circ}\text{C}$

Candidates who opted for distractors A, 14.7°C , C, 24.5°C , D, 50°C and E, 11.5°C did not demonstrate ability to calculate the temperature of a place. Those candidates did not understand that temperature decreases at the rate of 0.6°C for every 100 metre rise. Some candidates lacked mathematical competence, ending up getting wrong answer. For example, those who opted for distractor D, 50°C , failed to understand that the temperature at sea level is supposed to be greater than that of Luzando village, hence, the correct mathematical operation is subtraction and not addition.

(v) What leadership position did Mwalimu Julius Kambarage Nyerere hold from December 9th 1961 to December 8th 1962?

A Vice President of Tanganyika

B The President of Tanganyika

C Prime Minister of Tanganyika

D Speaker of parliament of Tanganyika

E The President of Tanzania

This item assessed the specific competency of keeping records of historical events. In this item a candidate was required to identify the leadership position of Mwalimu Julius Kambarage Nyerere from December 9th 1961, to December 8th,1962. The candidates who choose the correct answer C, *Prime minister of Tanganyika*, demonstrated knowledge on different historical events that took place in Tanganyika and Tanzania in general. This enabled them to understand that during that time Tanganyika was independent and the first leadership position was the prime minister.

On the other hand, candidates who chose distractors A, *Vice president of Tanganyika*; B, *President of Tanganyika*; D, *Speaker of Tanganyika Parliament* and E, *President of Tanzania*, did not have knowledge about historical event occurred after independence. At this particular time Tanganyika was in transition after her independence from the British rule. For those opted for distractor A, *Vice president of Tanganyika*; B, *The president of Tanganyika*, and D, *the Speaker of Tanganyika Parliament*, were not aware that these positions were not in Tanganyika before 9th December 1962. Furthermore, for those who opted for distractor E, *the President of Tanzania* were not aware that Tanzania did not exist during that time, it rose after the union between Tanganyika and Zanzibar on April 26th ,1964.

(vi) *How did human being differ from other animals during Middle Stone Age?*

- A *Ability to cultivate using tractor*
- B *Ability to cultivate crops*
- C *Ability to make iron tools*
- D *Ability to do business*
- E *Ability to make fire*

This item tested the candidates' ability to keep records of historical events. In this item the candidates were required to demonstrate an understanding of the man's development during the middle stone age. The candidates who chose the correct answer E, *the ability to*

make fire demonstrated competency on development of man during stone age specifically the Middle Stone Age.

Candidates who choose distractors *A, the ability to farm using a tractor* were not aware that the use of tractors started after industrial revolution, those who opted for *B, the ability to cultivate crops* were not aware that human started cropping after improvement of tools in the late stone age, those who opted for *C, the ability to make iron tools* were not aware that human started making iron tools during the iron age and those who opted for *D, the ability to trade* were not aware that human engaged in trade during the iron age, 3500 BC.

(vii) *What should be done to overcome challenges associated with the use of oral narratives for keeping historical information?*

A Using other sources to verify the information of the specific event

B Using museum to keep collected information

C Using a narrator who has personal will

D Using narrator who is aged

E Using foreigners as sources of information

This item assessed the specific competency of keeping records of historical events. The candidates were required to identify the ways to overcome challenges associated with the use of oral narratives for keeping historical information. The candidates who chose the correct answer *A, using other sources to verify the information of the specific event* revealed knowledge of keeping historical records. These candidates recognized that the challenge of keeping historical events orally can be addressed by using other sources to verify the information.

On the other hand, candidates who opted for distractor *B, using museums to keep collected information* did not understand that the information kept in museums are only those that have been verified and confirmed to be true. Candidates who chose the distractor *C, using a narrator who has personal will* did not realise that such a narrator might only convey what personally interests him or her while omitting important details. Candidates who chose the distractor

D, using narrator who is aged did not understand that an older person might forget some significant events due to age. Similarly, those who chose *E, using foreigners as sources of information* were not aware that a foreigner may not have a full information about the specific community.

(viii) *Which one is a source of historical information about culture and human development?*

- | | | |
|--------------------------|--------------------------|----------------------|
| <i>A Archaeology</i> | <i>B Anthropology</i> | <i>C Linguistics</i> |
| <i>D Oral narratives</i> | <i>E Written records</i> | |

This item tested the candidate's ability in identifying various ways of keeping records of historical events. The candidate was required to identify the sources of historical information on culture and human development. The candidates who chose the correct answer, *B Anthropology* demonstrated understanding of the sources of information regarding historical events and human development. Those candidates were able to identify that Anthropology collects information about culture and human developments.

On the other hand, candidates who chose distractors *A, Archaeology*, *C, Linguistics*, *D, Oral Narratives* and *E, Written records* did not have knowledge on the sources of information on historical cultural events and human development, since *Archaeology* is used to collect information through excavating land to find ancient human remains, buildings and tools. Additionally, *oral narratives* involve verbal communications passed from generation to generation. *Written records* involve magazines, books and various documents and *Language* is the means of communication among humans.

(ix) *How does topography affect the climate of an area?*

- A By affecting the pattern of wind and rain*
- B By affecting the flow of river water*
- C By causing high rainfall across the country*
- D By removing heavy winds*
- E By increasing amount of sunlight*

This question assessed the candidates' competency on the amount of weather knowledge used in daily activities. The candidate was required to determine how topography affects the climate of an area. Candidates who opted for the correct answer A, *by affecting the pattern of wind and rain* demonstrated knowledge on the relationship between the topography and the climate of an area. These candidates identified that rainfall and its distribution, as well as wind, are influenced by the relief of the area. For example, areas with hills tend to have low temperatures due to the fact that for every 100 metres you go up, the temperature decreases by 0.6 degrees celsius and natural vegetation influences climate because areas with dense forests receive heavy rainfall, as cloud formation occurs more easily in these regions.

Candidates who opted for distractors B, *by affecting the flow of river water*, C, *by causing high rainfall across the country*, D, *by removing heavy winds* and E, *by increasing amount of sunlight* did not have knowledge on the relationship between the topography and the climate of an area. Also they did not know that, heavy rainfall across the country, heavy winds and amount of sunlight are not merely influenced by topography, but they can be influenced by other factors such as climate changes.

(x) Which musical instrument is made of an animal horn?

- A Drum B Saxophone C Kayamba
D Baragumu E Trumpet

This item assessed the specific competence on creating works of art. In this item, candidates were required to identify various musical instruments and how they are made. Candidates who chose the correct answer D, *Baragumu* demonstrated knowledge of the musical instruments and how they are made. They revealed that *baragumu* is a musical instrument made from animal horns.

On the other hand, candidates who chose the distractors, A, *Drum*, B, *Saxophone*, C, *Kayamba* and E, *Trumpet*, did not have knowledge about musical instruments and the materials used to

make them. For instance, candidates who selected *the drum* were not aware that it is made up of animal skins such as those of goats or cattle and materials in circular or rectangular shape normally from wood, can, bucket or a barrel. Those who chose option *B, Saxophone* did not realize that it is a musical instrument that uses air to produce sound and is made out of copper. Those who chose option *E, Trumpet* were unaware that it is a brass wind instrument made primarily from metal, especially white brass.

(xi) *Kapungu is a pastoralist who produces a lot of milk. Which packaging material would you advise him to use?*

- A Bottles and small gallons*
- B Paper bags and small gallons*
- C Bottles and transparent boxes*
- D Paper bags and bottles*
- E Transparent boxes and baskets*

This question item assessed the specific competence of applying entrepreneurial skills in daily activities. Candidates demonstrated knowledge regarding the best methods for storing milk products. Candidates with competency on food packaging were able to choose the correct answer *A, Bottles and small gallons*.

Candidates who chose distractors *B, Paper bags and small gallons*, *C, Bottles and transparent boxes*, *D, Paper Bags and bottles* and *E, Transparent boxes and baskets* lacked knowledge on the best methods for storing liquid products such as milk. This is because paper bags cannot prevent moisture and are easy to leak, *transparent boxes* do not have the ability to block UV light rays which may harm the milk similarly baskets have less ability to withhold milk and easy to leak it out.

(xii) *Which disease is spread by the rat?*

- | | | |
|-------------------------|------------------|------------------|
| <i>A Bilharzia</i> | <i>B Typhoid</i> | <i>C Malaria</i> |
| <i>D Bubonic plague</i> | <i>E Ebola</i> | |

The specific competence assessed in this item is conserving the environment of the surrounding community. In this item, the candidate was required to identify the diseases spread by rat. The candidates who chose the correct answer *D, Bubonic plague* demonstrated knowledge on the diseases and how they spread.

Candidates who chose distractors *A, Bilharzia*, *B, Typhoid*, *C, Malaria* and *E, Ebola* lacked knowledge to identify how various diseases are spread. Those candidates did not understand that *Bilharzia* is spread by parasites called *Schistosoma* found in contaminated water. *Typhoid Fever* is spread by drinking water or eating food contaminated with bacteria, *Malaria* is transmitted by female mosquitoes (*Anopheles*) and *Ebola* is spread by the Ebola virus.

(xiii) *Which cloth needs special treatment to avoid damaging its appearance during washing?*

- | | | |
|-------------------|------------------|---------------|
| <i>A Trousers</i> | <i>B Shirt</i> | <i>C Gown</i> |
| <i>D Skirt</i> | <i>E Sweater</i> | |

The item assessed candidate's ability to care for clothes and maintaining cleanliness. The candidate was required to demonstrate skills in washing various types of clothes. Candidates who chose the correct answer, *E Sweater* demonstrated the skills of taking care of clothes particularly when washing. They revealed that sweaters need special care during washing, as they are made from thick fibres of cotton, which can easily get damaged if washed improperly. Additionally, the temperature of water and the type of soap can also affect the fibres and shape of the sweater.

On the other hand, candidates who chose distractors *A, Trousers*, *B, Shirt*, *C, Gown* and *D, Skirt* lacked skills of washing different clothes, as the materials used to make trousers, shirts and skirts are lightweight fibres made of cotton, polyester or silk, which are difficult to be damaged.

- (xiv) *The Doctor advised Zawadi to eat foods such as cassava, rice, ugali and sweet potatoes. Why did the doctor gave that advice?*
- A To fight against diseases*
 - B To build the body*
 - C To fight against bacteria*
 - D To give the body energy and heat*
 - E To increase body weight*

The specific competence assessed in this item is following health principles to build good health. In this item, candidates were required to identify various food groups and their functions. Candidates who chose the correct answer *D, to give the body energy and heat* demonstrated knowledge of food groups, as cassava, rice, ugali and potatoes belong to the carbohydrate group. They realised that the function of carbohydrate is to provide the body with energy and heat.

On the other hand, candidates who chose distractors *A, to fight diseases, B, to build the body, C, to fight against bacteria* and *E, to increase body weight* lacked knowledge about food groups and their functions. Those candidates did not realize that, to fight against diseases one has to take protective foods which contain adequate number of vitamins and minerals like pawpaw, tamarind and mangoes. Also to build our bodies one has to take protein foods from animals, insects and plant sources like meat, fish and beans. To increase body weight, one has to eat food rich in calories and oil, food such as groundnuts, butter, sour milk and grain.

- (xv) *Which method is used to produce sound from the drum made of animal skin?*
- | | | | | | |
|----------|-----------------|----------|-----------------|----------|-----------------|
| <i>A</i> | <i>Blowing</i> | <i>B</i> | <i>Striking</i> | <i>C</i> | <i>Plucking</i> |
| <i>D</i> | <i>Pressing</i> | <i>E</i> | <i>Rubbing</i> | | |

The specific competency assessed in this question is creating works of art. In this item, candidates were required to identify various ways used to produce sound from musical instruments. Candidates who chose the correct answer *B, Striking* demonstrated knowledge on the way used to produce sound from the drum made of animal skin.

On the other hand, candidates who chose the distractors *A, Blowing, C, Plucking, D, Pressing* and *E, Rubbing*, lacked knowledge about how musical instruments produce sound. For example, *blowing* is a method used to produce sound in instruments like trumpet and *baragumu*. *Rubbing* is the method used to produce sound in instruments like zeze and guitar, while pressing is used to produce sound in an organ.

2.1.2 Question 2: Matching Items

This was a matching item question with five items from the specific competency of applying economic principles in doing income generating activities. The question required the candidate to match the areas with minerals in List A with the respective type of mineral in List B by writing the letter of the correct response in the brackets provided. The question had a total of 5 marks.

A total of 1,146,200 (100%) candidates attempted this question. Among them, 293,291 (25.59%) scored 0 to 1 mark, 601,569 (52.48%) scored 2 to 3 marks and 251,340 (21.93%) candidates score 4 to 5 marks. Figure 2 illustrates the performance of the candidates for this question.

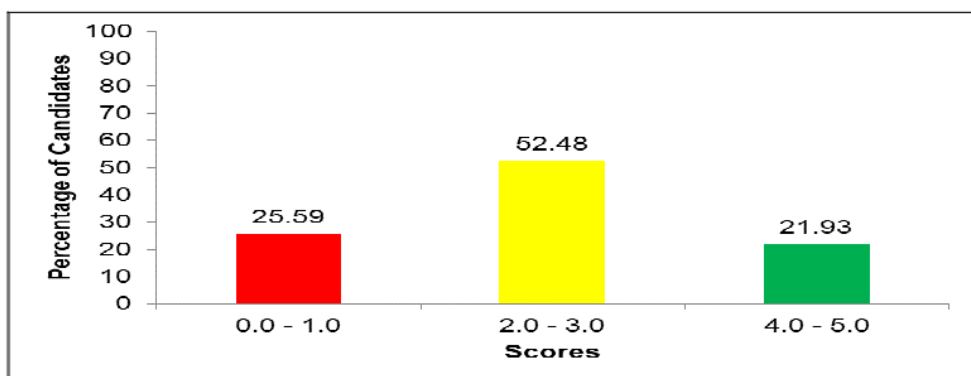


Figure 2: The Performance of candidates for Question 2

Figure No.2 shows that, 74.41 percent of the candidates had average and good performance (2 – 5 marks). This implies that the performance for this question was good.

Candidates who scored between 2 to 5 had knowledge to identify various types of minerals available in the country and their locations. Thus, they identified minerals found in various areas. The candidates were able to match the locations with minerals in List A and the types of minerals in List B. The responses indicated were (i) Chunya, Mbeya region - C, Gold, (ii) Uvinza, Kigoma region - A, Salt, (iii) Mererani, Manyara region - F, Tanzanite and (iv) Namtumbo, Ruvuma region - D, Uranium.

On the other hand, 293,291 (25.59%) candidates were not competent on the types of minerals and their locations in Tanzania. This was revealed by their failure to correctly match the area with minerals. The candidates failed to match correctly item (i) Chunya, Mbeya region, because the mine is not famous to many candidates. Furthermore, Shinyanga and Geita region are famous for having many gold deposits in Tanzania. Candidates in this category were able to accurately identify correct answer in one of the items among the three, which are; (ii) Uvinza, Kigoma region. This is because the area is famous for the production of salt and it is used by almost every individual. The candidates responded correctly in item (iii), Mererani, Manyara region, because the minerals found there are unique in the world and the name resembles the country's name. Also, in item (iv), Namtumbo, Ruvuma region, because it is a new valuable mine and known to many candidates as it has been published frequently by various media. It is a new mine with valuable Uranium minerals.

2.2 SECTION B: SHORT ANSWERS QUESTIONS

This section consisted of four questions, 3, 4, 5 and 6 with a total of 20 marks. Questions 3 and 4 consisted of 3 items, which carried 6 marks each. Questions 5 and 6 consisted of 2 items, each question carried 4 marks.

2.2.1 Question 3

The question had 3 items which were set from the specific competencies of promoting Tanzanian culture (a) and building good relationship with other society members (b and c). The candidates were asked:

- (a) *What is the main function of the National Arts Council?*
- (b) *Why did the prominent German trader, Carl Peters sign many false treaties with African chiefs?*
- (c) *How did the explorers cause the colonisation of African continent?*

A total of 1,146,200 candidates attempted this question among them, 867,951 (75.72%) candidates scored 0 to 2 marks, 67,933 (5.93%) scored 3 marks and 210,316 (18.35%) candidates scored 4 to 6 marks. Figure 2 illustrates the performance of the candidates for this question.

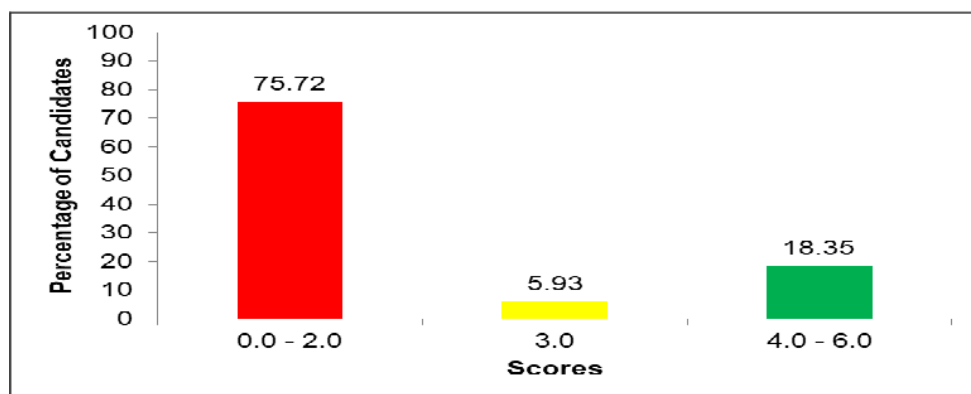


Figure 3: *The Performance of candidates for Question 3*

Figure 3 shows that 75.72 percent of the candidates had weak performance (0 – 2 marks). This means that the performance for this question was weak.

The data analysis showed that 867,951 (75.72%) candidates scored 0 to 2 marks. This indicates that they did not have knowledge and skills on identifying the principles of patriotism in the society. In item (a) those candidates lacked competency on promoting Tanzanian culture and in (b) and (c) building good relationship with other society members.

In item (a), they failed to identify the main functions of the National Arts Council instead of they listed various types of art. They wrote responses such as “*sculptural arts and performance arts*,” while others mentioned functions of the central government such as *promoting peace in Tanzania, enhancing national security, and protecting the country's borders*. Extract. 1.1 shows a sample of incorrect response for this item.

3. (a) What is the main function of the National Arts Council?

To promote peace and security

Extract 1.1: A sample of incorrect response for Question 3 (a)

In Extract 1.1 the candidate wrote the role of central government instead of the function of the National Arts Council.

In item (b), the candidates failed to identify the reason of the trader Carl Peters to sign many false treaties with African chiefs. Those candidates described Carl Peters' character as, that of *a tyrant*, implying that he used force to make them sign those treaties. Others responded that he was a *trader*, believing that for business to occur, a treaty must be signed. Additionally, some wrote about the characteristics of traditional chiefs, stating that they were *illiterate*, inattentive and *were driven by greed*. Extract. 1.2 shows a sample of incorrect response to this question.

- (b) Why did the prominent German trader, Carl Peters sign many false treaties with African Chiefs?

In order to defend his country

Extract 1.2: A sample of incorrect response for Question 3 (b)

In Extract 1.2 the candidate wrote the role of central government instead of the reason why Carl Peters signed many false treaties with African chiefs.

In item (c), the candidates were unable to identify the contribution of explorers in colonial domination of the African continent. Those candidates wrote how exploration of African continent was done. The candidates wrote; *they moved across African continent* and *they secretly entered Africa continent*. Extract 1.3 shows a sample of incorrect responses.

- (c) How did explorers cause the colonization of African continent? Give two points.

(i) To fight against colonialism

(ii) To promote Berlin Conference

Extract 1.3: A sample of incorrect responses for Question 3 (c)

In Extract 1.3 the candidate wrote the reasons for African resistance against colonial rule instead of explaining how did explorers cause the colonisation of African continent.

Despite the poor performance in this question, 278,249 (24.28%) candidates were able to write correct answers and hence scored 3 to 6 marks. In item (a), candidates with competency were able to accurately identify the main functions of the National Arts Council. Those candidates provided correct answers, such as *promoting arts, supervising arts related works in the Country, developing and*

promoting Tanzanian culture. Extract 1.4. represents a sample for correct responses to this item.

3. (a) What is the main function of the National Arts Council?

*To promote and improve arts activities
in Tanzania.*

Extract 1.4: Represents a sample of correct responses for question (3a)

In Extract 1.4 the candidates wrote the correct function of National Arts Council which is to promote arts activities in the country.

In item (b), the candidates who were competency, accurately outlined the reasons for the famous German trader, Carl Peters, to sign false treaties with African chiefs. Those candidates wrote correct responses such as *he wanted to take their land, he knew that by misleading them, they could easily give him their land and to acquire the land in the areas where African chiefs ruled.* Extract 1.5 shows a sample of correct response to question 3(b).

- (b) Why did the prominent German trader, Carl Peters sign many false treaties with African Chiefs?

In order to colonize Africa easily.

Extract 1.5: A sample of correct responses for Question 3 (b)

In Extract 1.5, the candidate managed to write correct reason for Carl Peters to sign many false treaties with African Chiefs.

In item (c), the candidates who had knowledge outlined correctly how explorers contributed to the colonisation of the African continent. These candidates wrote correct responses such as *acquiring fertile land, searching for markets for trade, investigating areas with favourable climates suitable for colonizers, and seeking areas rich in*

resources. Extract. 1.6 shows a sample of correct response in item (3c).

(c)	How did explorers cause the colonization of African continent? Give two points.
(i)	Through reporting about weather
(ii)	Through reporting about areas with potential things

Extract 1.6: A sample of correct responses for Question 3 (c)

In Extract 1.6 the candidate was able to provide correct causes for the Africans colonisation through what they explorers did.

2.2.2 Question 4

This question assessed the main competency in identifying the principles of patriotism into the society. The question consisted of three items derived from the specific competency of honouring our heroes (a) and building good relationships with the surrounding community, (b), and (c). The candidates were asked:

- (a) *What are the two ways used to honor heroes in Tanzania?*
- (b) *What two internal factors forced many African countries, including Tanganyika to struggle for independence?*
- (c) *Identify one positive economic effect of the Portuguese rule in the East African coast.*

A total of 1,146,200 candidates attempted this question. Among them, 708,910 (61.85%) candidates scored 0 to 2 marks, 150,018 (12.45%) scored 3 marks and 318,806 (27.81%) candidates scored 4 to 6 marks. The performance of candidates for this question is illustrated in figure 4.

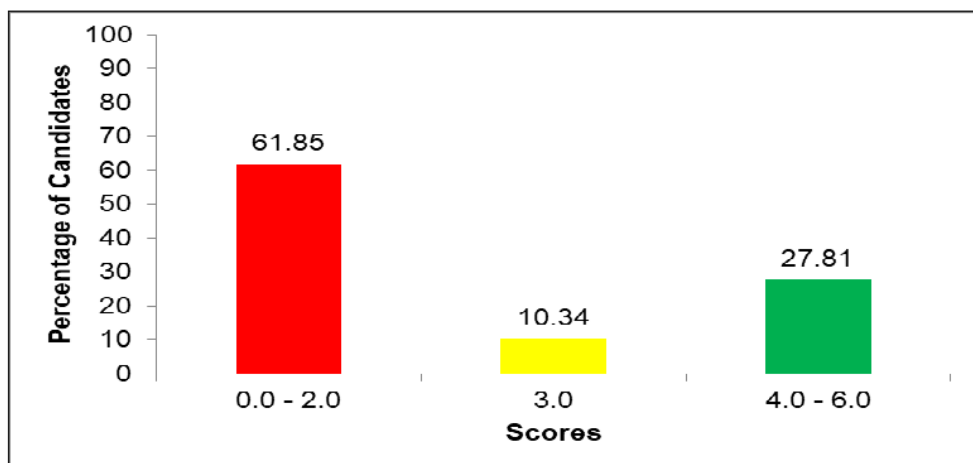


Figure 4: The Performance of candidates for Question 4

Figure 4 shows that 61.85 percent of the candidates had 0 to 2 marks. This means that the performance for this question was weak.

The data analysis showed that 708,910 (61.85%) candidates scored 0 to 2 marks. Those candidates lacked knowledge on honouring heroes and building good relationships with the surrounding community. In item (a), candidates were required to identify various ways used to honour heroes in Tanzania. Those candidates failed to identify the various ways used to honour heroes in Tanzania. Some of the candidates wrote historical events such as Zanzibar revolution and Arusha declaration, while others pointed out heroes' characteristics, such as being patriotic and confident. Extract 2.1 represent a sample of the incorrect responses.

4. (a) What are the two ways used to honor heroes in Tanzania?

- (i) _____ To avoid poverty _____
- (ii) _____ To make the business _____

Extract 2.1: A sample of incorrect responses for Question 4 (a)

In Extract 2.1 the candidate wrote responses which relate to economic development in the community instead of ways to honour heroes.

In item (b), candidates were required to identify various reasons that forced many African countries, including Tanganyika, to struggle for independence. Those candidates failed to identify the various reasons that forced many African countries, including Tanganyika, to struggle for independence. Those candidates wrote ways used by African countries to fight for their independence, including *wars*, *political parties*, *riots* and *demonstrations*. These candidates failed to understand the requirements of the question and attempted to write about the methods used by countries to demand independence instead of the reasons for demanding it. Extract 2.2 represent a sample of the incorrect responses.

(b)	What two internal factors forced many African countries, including Tanganyika to struggle for independence?
(i)	<u>African Countries including Zanzibar.</u>
(ii)	<u>Mozambique.</u>

Extract 2.2: A sample of incorrect responses for Question 4 (b)

In Extract 2.2 the candidate outlined some of the countries struggled for independence instead of identifying the factors that forced African countries to struggle for their independence.

In item (c), candidates were required to identify the effects of Portuguese rule on the East African Coast. Those candidates were unable to identify the impacts of Portuguese rule on the East African Coast. The candidates were not competent in identifying the positive effects of Portuguese rule. Instead, they wrote about negative impacts such as *destruction of properties*, *spreading of diseases*, and *the slave trade*. Extract 2.3 represent a sample of the incorrect response.

- (c) Identify one positive economic effect of the Portuguese rule in the East African coast.

It Give People Confidence to fight to their Country.

Extract 2.3: A sample of incorrect responses for Question 4 (c)

In Extract 2.3 the candidate wrote about the inner feeling of people during the struggle for independence instead of giving positive economic effects of the Portuguese rule in the East African coast.

On the other hand, 437,290 (38.15%) candidate scored 3 to 6 marks. Those candidates demonstrated knowledge and skills in areas tested. In item (a), candidates with competency were able to identify two methods used to honour heroes in the country correctly. These candidates wrote correct responses, such as, *Commemorating heroes' day, building towers for them, giving names different projects, for example, Benjamini Mkapa stadium and having a special day to commemorate their deaths, for example, October 14, is the commemoration day of the death of the father of the nation.* Extract 2.4 represents a sample of correct responses to this item.

4. (a) What are the two ways used to honor heroes in Tanzania?

- (i) *Celebrating heroes' day Eg. 25th July each year.*
- (ii) *Naming infrastructures with heroes' name
Eg. Mwal Nyerere international airport.*

Extract 2.4: A sample of correct responses for Question 4 (a)

In Extract 2.4 the candidate was able to identify two methods used to honour heroes in the country.

In item (b), the candidates with knowledge were able to correctly identify two internal reasons that led many African countries to seek

independence. They wrote about being ruled brutally, being deployed in dangerous and hard works, overcoming *exploitation of resources*, and *being against racial segregation*, and *they wanted to gain their independence*. Extract 2.5 represents a sample of the correct responses.

(b)	What two internal factors forced many African countries, including Tanganyika to struggle for independence?
(i)	<u>Colonial humiliation</u>
(ii)	<u>Colonial exploitation</u>

Extract 2.5: A sample of correct responses for Question 4 (b)

In Extract 2.5 the candidate was able to correctly identify two internal reasons that led many African countries to seek independence.

In item (c), candidates with knowledge were able to identify the positive economic effects caused by Portuguese rule accurately. These candidates wrote correct responses such as *the introduction of foreign crops such as maize and the introduction of utensils*. Extract 2.6 represents a sample of the correct response.

(c)	Identify one positive economic effect of the Portuguese rule in the East African coast.
	<u>Introduction new cash crops.</u>

Extract 2.6: A sample of correct responses for Question 4 (c)

In Extract 2.6 the candidate was able to identify the positive economic effects caused by Portuguese rule accurately.

2.2.3 Question 5

The question assessed specific competency building good relationship with other society members in item (a), and promoting Tanzanian culture in item (b). The questions were as follows:

- (a) *Before the discovery of ships, dhows were used for transportation. What made them to move?*
- (b) *How do traditional dances promote Tanzanian culture?*

A total of 1,146,200 candidates attempted this question. Among them, 637,198 (55.59%) candidates scored 0 to 1 mark, 365,882 (31.92%) scored 2 marks, and 143,120 (12.49%) candidates scored 3 to 4 marks. The performance of candidates for this question is illustrated in Figure 5.

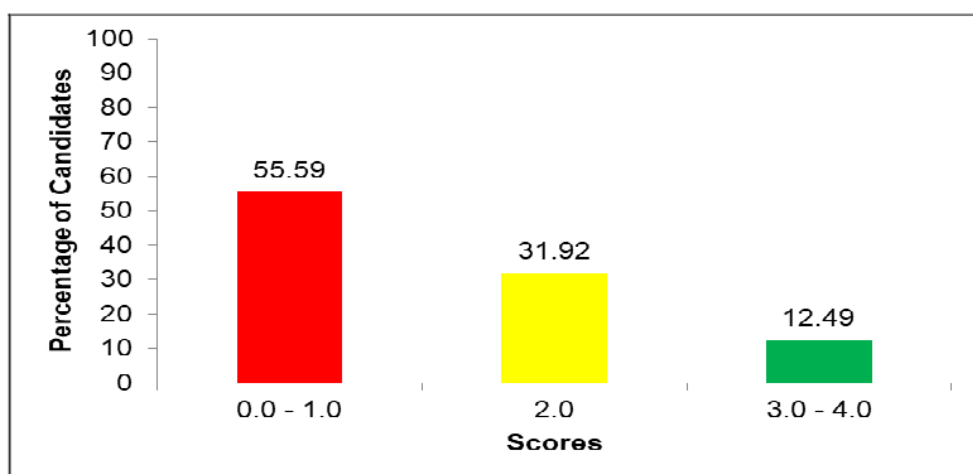


Figure 5: *The Performance of candidates for Question 4*

Figure 5 shows that 44.41 percent of the candidates had average and good performance (2 – 4 marks). This indicates that the performance for this question was average.

Further analysis shows that 509,002 (44.41%) candidates who scored between 2 and 4 had knowledge on transportation before discovery of ships and Tanzanian culture. In item (a), candidates were required to identify the means that enabled dhows to sail before the invention of ships. Those candidates with knowledge were able to accurately identify the means that allowed dhows to navigate prior to the discovery of ships. They were aware that wind was used as energy source that enabled the dhows to move. Those candidates

wrote correct responses such as: “monsoon wind” and others wrote “wind made them to move.” Extract 3.1 represent a sample of the correct responses.

5. (a) Before the discovery of ships, dhows were used for transportation. What made them to move?

The thing that made them to move is monsoon wind.

Extract 3.1: A sample of correct responses for Question 5 (a)

In Extract 3.1 the candidate was able to accurately identify the means that allowed dhows to navigate prior to the discovery of ships.

In item (b), candidates were required to identify the importance of traditional dances in promoting Tanzanian culture. Those candidates with knowledge identified the significance of traditional dances in promoting Tanzanian culture correctly. Some of the candidates responses were; *it promotes Kiswahili and local languages, to identify traditions and customs in the community, to help people work together and provide education basing on peace and security and promote unity.* Extract 3.2 represents a sample of the correct responses.

(b) How do traditional dances promote Tanzanian culture?

Through dancing traditional songs and brings unity and patriot to the nation.

Extract 3.2: A sample of correct responses for Question 5 (b)

In Extract 3.2 the candidate was able to identify the significance of traditional dances in promoting Tanzanian culture.

On the other hand, 637,198 (55.59%) candidates failed to answer this question correctly. Those candidates lacked the competency of building good relationships with other society members and to promoting Tanzanian culture.

In item (a), candidates failed to identify the means that enabled dhows to sail before the invention of ships. Those candidates listed equipment used to drive a canoe and a ship such as *paddle*, ship engine and *buoy*. They were unaware that; paddle is used to make a small boat or a canoe move. Buoys are used as safety equipment in all marine vessels. Other candidates in this category wrote animals used for transportation such as *donkeys*. Furthermore, some other candidates wrote *roads*; these candidates were not aware that dhows do not use road to travel. Extract 3.3 represents a sample of the incorrect responses.

5. (a) Before the discovery of ships, dhows were used for transportation. What made them to move? <u>they used bots</u>

Extract 3.3: A sample of incorrect responses for Question 5 (a)

In Extract 3.3 the candidate wrote another means of water transport instead of identifying what made dhows to move.

In item (b), candidates failed to identify the importance of traditional dances in promoting Tanzanian culture. These candidates demonstrated did not have knowledge to articulate how traditional dances contribute to the promotion of Tanzanian culture. Some of them wrote areas to which dances are used such as in *ceremonies*. Others wrote about economic importance as they wrote *employment*. Other candidates wrote things that correlate with disasters such as *majimaji war*, *drought* and *volcanic eruption*. Extract 3.4 represents a sample of the incorrect responses.

(b) How do traditional dances promote Tanzanian culture?

wearing their clothes

Extract 3.4: A sample of incorrect responses for Question 5 (b)

In Extract 3.4 the candidate wrote other traditional things that also promotes culture instead of explaining how traditional dances promotes Tanzanian culture.

2.2.4 Question 6

The question assessed the specific competence of applying economic principles in doing income generating activities. The question composed of two parts (a) and (b), whereas part (a) focused on the specific competence of valuing and protecting natural resources and part (b) focused on the specific competence of identifying productive activities in the community. The questions are as follows:

(a) Identify two economic opportunities found in mining areas.

(b) Why is agriculture the backbone of Tanzania's economy?

A total of 1,146,200 candidates attempted this question. The 411,567 (35.91%) candidates scored 0 to 1 mark, 228,567 (19.94%) scored 2 marks and 506,066 (44.15%) candidates scored 3 to 4 marks. The performance of candidates in this question is illustrated in figure 6.

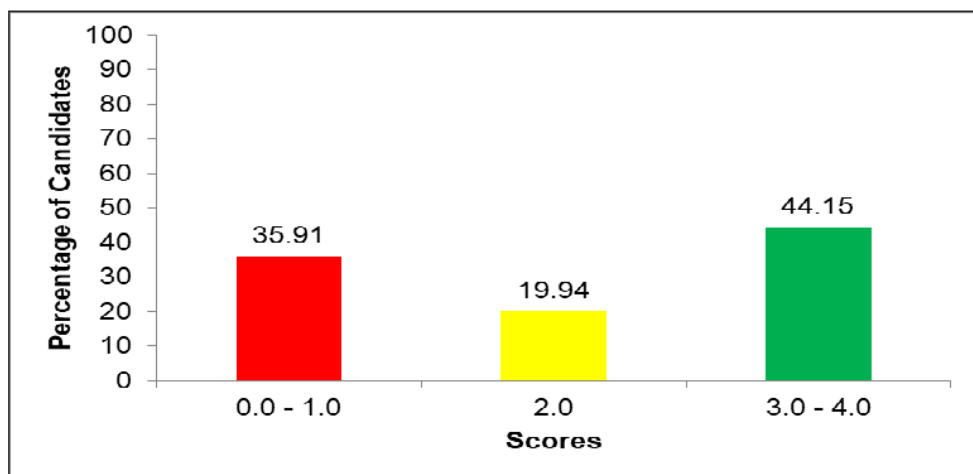


Figure 6: The Performance of candidates for Question 6

Figure 6 shows that 64.09 percent of the candidates had average and good performance. (2 – 4 marks). This means that the performance of this question was good.

Further analysis of candidates answers showed that 734,633 (64.09) performed well. Those candidates scored between 2 to 4 marks. They had competence on tested concepts. In item (a), candidates were required to identify various economic opportunities available in mining areas. Those candidates identified two economic opportunities such as *trade*, *job opportunities for youth* and *transportation*. Extract 4.1 represents a sample of the correct responses.

6. (a) Identify two economic opportunities found in mining areas.

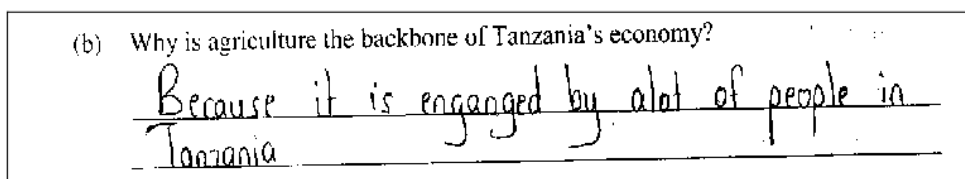
(i) Trade

(ii) Transportation

Extract 4.1: A sample of correct responses for Question 6 (a)

In Extract 4.1 the candidate was able to identify two economic opportunities in mining areas.

In item (b), candidates were required to identify the importance of agriculture in the economy of Tanzania. The candidates with knowledge accurately explained the importance of agriculture in the economy of Tanzania. Those candidates showed their competency in identifying different economic activities in Tanzania. They also identified that agriculture is the main economic activity by writing answers such as; *because agriculture provides us with food and money, because agriculture creates jobs, and because it contributes to economic growth*. Extract 4.2 represents a sample of the correct responses.



Extract 4.2: A sample of correct responses for Question 6 (b)

In Extract 4.2 the candidate accurately explained the importance of agriculture in the economy of Tanzania.

On the other hand, candidates 411,567 (35.91%) failed to answer this question correctly. Those candidates failed to understand the demands of the question and others lacked knowledge on the tested skills. In item (a), candidates failed to identify various economic opportunities available in mining areas. Those candidates identified economic opportunities available in other areas like ocean, lakes or ponds and in forests as they wrote; *fishing, hunting* and others wrote *agriculture* and *sesame*. Other candidates provided some of negative impact of mining activities to the people being involved, as they wrote: *acquiring diseases*. Extract 4.3 represents a sample of the incorrect responses.

6. (a) Identify two economic opportunities found in mining areas.

(i) Drought

(ii) Shortage of rainfall

Extract 4.3: A sample of incorrect responses for Question 6 (a)

In Extract 4.3 the candidate mentioned the environmental effect that may result due to mining activities instead of identifying the economic opportunities found in mining areas.

In item (b), candidates failed to identify the importance of agriculture in the economy of Tanzania. Some of candidates failed to differentiate between backbone to economy and resources as they responded *because the resources are many*. Others provided environmental effects of agriculture as they wrote; *to cause drought and decrease of soil nutrients*. Other candidates skipped the item. Extract 4.4 represents a sample of the incorrect responses.

(b) Why is agriculture the backbone of Tanzania's economy?

Many Tanzanians prefer farming to

Because its our traditional

Extract 4.4: A sample of incorrect responses for Question 6 (b)

In Extract 5.4 the candidate wrote on behavioural perception of agriculture instead of explaining why the agriculture is the backbone of Tanzanians' economy.

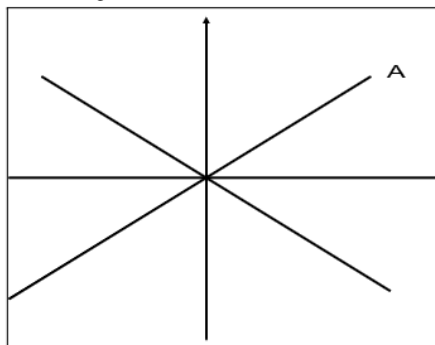
2.3 SECTION C: SKETCH MAP

This section was composed of 1 question which had 5 items with a total of 10 marks. Each item had 2 marks. The candidates were required to answer all items in this section.

2.3.1 Question 7

This question assessed the main competence of applying the knowledge of maps and the astronomy to daily life. The question had five items (a) – (e) as follows;

- (a) *By using eight cardinal points, identify the direction represented by letter A.*



- (b) *Which imaginary line is presented by $23\frac{1}{2}$ degrees North of the Equator?*
- (c) *A teacher pinned in a classroom a regional map with a scale of $\frac{1}{150,000}$. How is this way of expressing scale called?*
- (d) *The earth takes $365\frac{1}{4}$ days to revolve around the sun while Mercury takes 88 days. Why do these planets differ in duration?*
- (e) *A Tsunami occurred at 12:20 pm in Karachi 75° East. At what time will Tanzanians at 45° East watch the event live on Television?*

A total of 1,146,200 candidates attempted this question. Among them 790,697 (68.98%) candidates scored 0 to 3 marks, 160,065 (13.96%) scored 4 to 5 marks and 195,435 (17.06%) candidates scored 6 to 10 marks. The performance of candidates for this question is illustrated in figure 7.

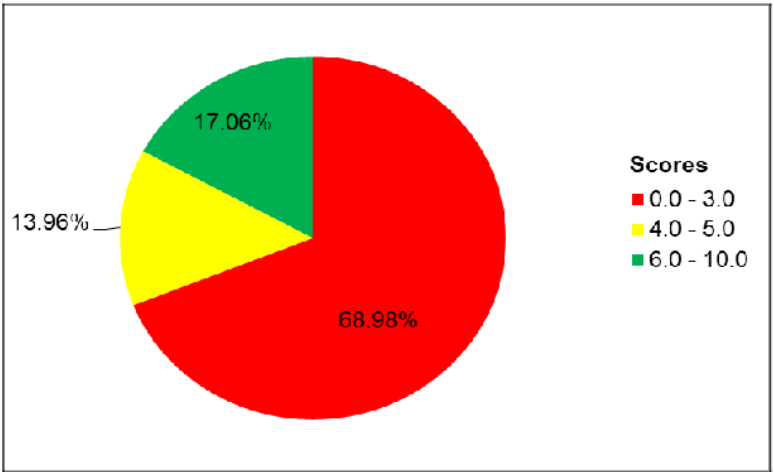
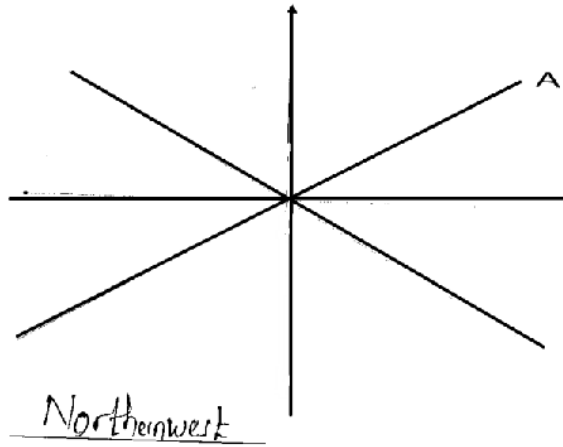


Figure 7: *The Performance of candidates for Question 7*

Figure 7 shows that 68.98 percent of the candidates obtained lower marks (0 – 3 marks). This implies that the performance for this question was weak.

The analysis showed that 790,697 (68.98%) candidates had a weak performance. Those candidates did not have competency of applying the knowledge of maps and astronomy to daily life. In item (a), the candidates failed to use the eight cardinal points of the compass to accurately identify the direction indicated by the letter A. Those candidates wrote directions different from the one shown in the diagram, such as *Northwest*, *north*, and *the Equator*. Extract. 5.1 shows a sample of incorrect responses.

7. (a) By using eight cardinal points, identify the direction represented by letter A.



Extract 5.1: A sample of incorrect responses for Question 7 (a)

In Extract 5.1 the candidate responded by writing *North west* instead of writing *North East* as direction represented by letter A.

In item (b), the candidates failed to identify the latitude line with $23\frac{1}{2}$ degrees North of the Equator. Those candidates mentioned other latitude lines such as *Equator* and *Tropic of Capricorn*. For example, the Equator is represented by 0 degrees, Tropic of Capricorn, $23\frac{1}{2}$ degrees South. This implies that the candidates are aware of latitude but cannot differentiate them. This may be attributed by lack of knowledge of their characteristics. Extract 5.2 shows a sample of an incorrect response.

- (b) Which imaginary line is presented by $23\frac{1}{2}$ degrees North of the Equator?
Greenwich

Extract 5.2: A sample of incorrect responses for Question 7 (b)

In Extract 5.2 the candidate wrote *Greenwich* which is a longitude with zero degree instead Tropic of Cancer.

In item (c), the candidates failed to identify the methods of representing scale on a map. They failed to accurately identify the

method of representation of the scale. Those candidates wrote about types of map scales instead. They provided responses such as “medium scale” and “large scale”. Those candidates were unaware that any type of scale may be represented by fraction, ratio or by a statement. Generally, the candidates mixed these concepts. Extract No. 5.3 shows a sample of an incorrect response.

(c) A teacher pinned in a classroom a regional map with a scale of $\frac{1}{150,000}$. How is this way of expressing scale called?

_____ Linear scale

Extract 5.3: A sample of incorrect responses for Question 7 (c)

In Extract 5.3 the candidate has written the other method of expressing a scale rather than the one that was asked.

In item (d), the candidates failed to explain the reasons that cause planets to differ in the time they use to move around the sun. The candidates were unable to correctly identify the reasons for the differences in the time it takes Earth and Mercury to orbit the sun. Those candidates lacked knowledge on solar system, particularly the movements of planet around the sun. They wrote answers like, “The earth is not a planet because the planet revolves faster than mercury,” and “Because of its duration,” and others wrote, “Because every planet has its own axis, each planet has its own orbit”. Extract 5.4 represents a sample of the incorrect responses.

(d) The earth takes $365\frac{1}{4}$ days to revolve around the sun while Mercury takes 88 days. Why do these planets differ in duration?

Because every planets have their own orbit.

Extract 5.4: A sample of incorrect responses for Question 7 (d)

In Extract 5.4 The candidate wrote an answer that is the ways planet use to revolve around the sun.

In item (e), the candidates failed to identify the time difference between locations with different longitudes. Those candidates lacked knowledge of using time-calculating principles. Other candidates in this category lacked knowledge of the procedures of time calculation, while others skipped the item. Those candidates provided answers such as 12:45 and 7:50 am. Extract 5.5 shows a sample of an incorrect response

(e) A Tsunami occurred at 12:20 pm in Karachi 75° East, At what time will Tanzanians at 45° East watch the event live on Television?

Difference in degrees. $1hr \times 30^\circ = 30^\circ$

$75^\circ E - 45^\circ E = 30^\circ E$ $2 \times 15^\circ = 15$ $1 = 2hr$ $12:20$

Difference in time. @ finding time. $2:00$

$1hr = 15^\circ$ $2:00$ $12:20 + 2:00 = 14:20pm$

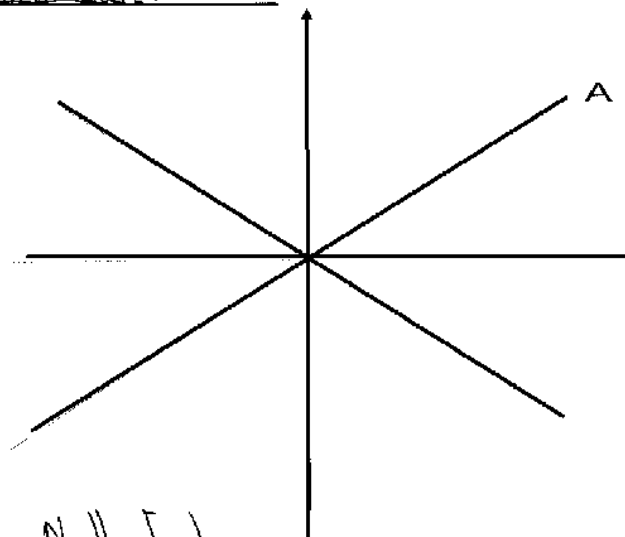
Extract 5.5: A sample of incorrect responses for Question 7 (e)

In Extract 5.5 the candidate here lacked knowledge of principle that 75° is farther east; therefore, its time should be ahead than those of 45° East. The candidate was supposed to subtract and not add as the result the answer was wrong.

Further analysis showed that 355,503 (31.02%) candidates scored higher marks (4 – 10 marks). Those had knowledge and skills in map reading, and they were able to show their competence in the tested areas. In item (a), candidates showed their competency on the use of eight cardinal points. Those candidates provided the correct answer *Northeast*. Extract 5.6 represents a sample of the correct response.

7. (a) By using eight cardinal points, identify the direction represented by letter A.

North East.



Extract 5.6: A sample of correct responses for Question 7 (a)

In item (b), candidates were required to show their competence on the use of Longitudes and Latitudes. Candidates with knowledge were able to accurately identify the line of latitude represented by $23\frac{1}{2}$ degrees North of the Equator. Those candidates correctly wrote the answer: *Tropic of Cancer*. Extract. 5.7 shows a sample of the correct response.

- (b) Which imaginary line is presented by $23\frac{1}{2}$ degrees North of the Equator?

Tropic of Cancer.

Extract 5.7: A sample of correct responses for Question 7 (b)

In Extract 5.7 the candidate was able to identify the line of latitude represented by $23\frac{1}{2}$ degrees North of the Equator which is the Tropic of cancer.

In item (c), candidates were tested their competence on identifying methods of presenting scale on a map. Candidates with competency were able to accurately identify the method of presenting the map scale as they wrote the answer; *fraction scale*. Extract. 5.8 shows a sample of the correct response.

- (c) A teacher pinned in a classroom a regional map with a scale of $\frac{1}{150,000}$. How is this way of expressing scale called?

Fraction scale

Extract 5.8: A sample of correct responses for Question 7 (c)

In Extract 5.8 the candidate was able to identify the method of presenting the map scale.

In item (d), candidates were required to explain why planets differ in the time taken to move around the sun. Candidates with knowledge of the solar system accurately identified the reasons that cause the Earth and other planets to vary in their time to move around the sun. Those candidates provided correct responses such as *the distance between the sun and the planets, with Earth being farther from the sun*. Extract 5.9 shows a sample of the correct response.

- (d) The earth takes $365\frac{1}{4}$ days to revolve around the sun while Mercury takes 88 days. Why do these planets differ in duration?

Because of the Distance from the Sun.

Extract 5.9: A sample of correct responses for Question 7 (d)

In Extract 5.9 the candidate was able to identified the reasons that cause the Earth and other planets to vary in their time to move around the sun which is a distance from the sun.

In item (e), candidates were required to determine the time difference between areas with different longitudes. Candidates were required to be aware of the procedures to follow. Those procedures involve understanding the time difference that exist between one degree of longitude to the other. Candidates also needed to have mathematical skills to calculate the difference. The competent candidates were able to get the time at which Tanzanians 45° East will watch the Tsunami incidence that took place at 12.20 Karachi 75° East. Those candidates correctly calculated and wrote the answer as 10:20 am. Extract 5.10 shows a sample of the correct response.

(e) A Tsunami occurred at 12:20 pm in Karachi 75° East. At what time will Tanzanians at 45° East watch the event live on Television?

Solution

$$75^\circ - 45^\circ = 30^\circ$$

$$1 \text{ hour} = 15^\circ \quad = 10:20 \text{ am}$$

$$? \times 30^\circ = 30^\circ$$

$$\frac{1 \text{ hour} \times 30^\circ}{15^\circ} = \frac{30}{15} = 2 \text{ Hours}$$

$$\begin{array}{r} 12:20 \text{ pm} \\ - 2:00 \\ \hline 10:20 \text{ am} \end{array}$$

Extract 5.10: A sample of correct responses for Question 7 (e)

In Extract 5.10 the candidate was able able to get the time at which Tanzanians 45° East will watch the Tsunami incidence that took place at 12.20 Karachi 75° East which is 10:20 am.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH COMPETENCY

Eight (08) competencies were examined in this subject; *identifying different events occurring in his or her environment; applying entrepreneurial skills; mastering cooking a variety of foods; applying*

good grooming practices; creating works of art, applying economic principles in income generating activities; identifying the principles of patriotism in the society and applying the knowledge of maps and the astronomy to daily life. Among the tested competencies, the good performance was in the competencies of *identifying different events occurring in his or her environment, applying entrepreneurial skills, mastering cooking a variety of foods, applying good grooming practices, creating works of art*, (86.89%) which was assessed in question 1, and *applying economic principles in income generating activities* (69.23%) which was assessed in question 2 and 6. The performance was weak in the two competencies, which are *identifying the principles of patriotism in the society* (35.59%), which was assessed in question 3 ,4 and 5, and *applying the knowledge of maps and the astronomy to daily life* (31.02%) which was assessed in question 7.

The performance level in each question showed that three question out of seven were good. The questions were 1 (86.89%), 2 (74.41%), and 6 (64.05%). The performance was average in question 5 (44.39%), and it was weak in three questions, which are 3 (24.26%), 4 (38.12%), and 7 (31.02%).

Performance levels in 2025 compared to 2024 showed that in the competences of *identifying different events occurring in his or her environment, applying entrepreneurial skills, mastering cooking a variety of foods, applying good grooming practices, creating works of art* has increased from 81.04% to 86.89%. That performance has increased by 05.85%. The performance has dropped in the competency of *applying economic principles in income generating activities* from 83.50% to 69.23%; hence, dropped by 14.27%. In *identifying the principles of patriotism in the society*, performance dropped from 44.48 to 35.59, which is 08.89%. Likewise, in applying the knowledge of maps and the astronomy to daily life, the performance decreased from 35.41 to 31.02%, which is 4.40% less than 2024. The performance level in each competency are shown in **appendix**.

4.0 CONCLUSION

The analysis of candidates' responses in Social Studies and Vocational Skills subject examination 2025 showed that 805,661 (70.29%) candidates scored between A and C grades which depicts a good performance. This good performance was influenced by the candidates' competency in the examined concepts. However, 340,470 (29.70%) candidates who failed lacked knowledge in the assessed competencies. Good performance was achieved in six competencies: *identifying different events occurring in his or her environment, applying entrepreneurial skills, mastering cooking a variety of foods, applying good grooming practices, creating works of art and applying economic principles in income generating activities.* Furthermore, the performance was weak in two competencies, namely, *identifying the principles of patriotism into the society and applying the knowledge of maps and the astronomy to daily life.* Effort is required so that the performance to be improved. It is expected that this report will help the responsible authorities to take appropriate measures.

5.0 RECOMMENDATIONS

To improve the performance of candidates in the tested competencies, the following are recommended:

- (a) Teachers should incorporate practical workshops to enable students learn to read and interpret maps, including utilizing Global Positioning System (GPS) technology. Moreover, teachers and students should undertake research trips to historical sites or geographical features, allowing students to apply map-reading skills in real contexts.
- (b) Students should perform various mathematical operations by doing a lot of practice so that they can master various methods for finding the time difference between cities, finding the temperature difference in different places and various methods for converting measurements.

- (c) Teachers should involve students in community activities or local heritage projects to foster a sense of pride and responsibility towards their country.
- (d) Teachers should engage students in discussions and debates about Tanzanian history and current events, emphasizing the importance of patriotism and civic responsibility. Moreover, teachers should also invite local leaders or former soldiers to talk about their experiences and the importance of serving and contributing to Tanzanian society.
- (e) Teachers should involve students fully in entrepreneurship education and teach them about economic fundamentals, such as supply and demand for goods or services. Furthermore, they should be taught practical skills such as creating a small business plan.
- (f) Teachers and students should conduct visits to local markets or businesses where students can witness income-generating activities and understand economic concepts in practice. In addition, students should have the opportunity to visit mining areas so that they can identify the various economic activities available in those areas.
- (g) Teachers should assign projects to students where they can research and present about major historical events in Tanzania. By so doing, students can gain the ability to remember various historical events.
- (h) Teachers should use Information Technology to facilitate teaching and learning of historical events to make them more interesting and thus attract the attention of students. Furthermore, teachers should organize visits to historical sites and museums, giving students the opportunity to learn from real environments and things related to the history of Tanzania.

**COMPARISON OF PERFORMANCE IN EACH COMPETENCY
BETWEEN 2025 AND 2024**

No.	Competency	2025 Examination				2024 Examination			
		Performance for each question		Average of performance (%)	Remarks	Performance for each question		Average of performance (%)	Remarks
		Number of questions	Performance of candidates (%)			Number of questions	Performance of candidates (%)		
1.	Applying economic principles in income generating activities	2	74.41	69.23	Good	2	95.53	83.50	Good
		6	64.05			6	71.47		
2.	Identifying different events occurring in his or her environment, mastering cooking a variety of foods, creating works of art, applying good grooming practices and applying entrepreneurial skills	1	86.89	86.89	Good	1	81.04	81.04	Good
3.	Applying the knowledge of maps and the astronomy to daily life	7	31.02	31.02	Weak	7	35.41	35.41	Weak
4.	Identifying the principles of patriotism into the society	3	24.26	35.59	Weak	3	22.13	44.48	Average
		4	38.12			4	61.08		
		5	44.39			5	50.23		

