



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



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2025**

**TOURISM AND HOSPITALITY
(VOCATIONAL STREAM)**



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TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 REGISTRATION AND ATTENDANCE OF STUDENTS	1
3.0 ASSESSMENT RESULTS IN EACH SUBJECT	2
4.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH SUBJECT	2
4.1 Analysis of Students' Performance Based on Competences.....	3
4.1.1 Analysis of Food Production.....	3
4.1.2 Analysis of Food and Beverage Services and Sales.....	4
4.1.3 Analysis of Tourism	5
4.2 Analysis of Students' Performance based on Questions.....	6
4.2.1 Analysis of Food Production Subject.....	6
4.2.2 Analysis of Food and Beverage Services and Sales Subject.....	13
4.2.3 Analysis of Tourism Subject	20
5.0 CONCLUSION AND RECOMMENDATION.....	26
5.1 Conclusion.....	26
5.2 Recommendations	27
Appendix I:	28
A Summary of Students' Performance per Competence in Tourism.....	28
Appendix II:	28
A Summary of Students' Performance per Competence in Food Production	28
Appendix III:.....	29
A Summary of Students' Performance per Competence in Food and Beverage Services and Sales.....	29

FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Students' Item Response Analysis (SIRA) report on the Form Two National Assessment in Tourism and Hospitality subjects which was conducted in November 2025. Tourism and Hospitality in this report comprises of three subjects: Food Production, Food and Beverage Services and Sales and Tourism. The report has been prepared to inform students, teachers, parents and other stakeholders on the performance of students who sat for the assessment.

This report provides a detailed analysis of students' performance and highlights factors that contributed to incorrect responses. These factors include insufficient mastery of subject content, limited understanding of task requirements, misinterpretation of questions and inadequate integration of practical skills with theoretical knowledge. In contrast, the students who performed well demonstrated adequate knowledge of the various concepts tested, which enabled them to understand the demands of the questions and present relevant responses across the items in the assessment.

The National Examinations Council expects that the feedback provided in this report will help students to identify their strengths and weaknesses to improve their learning before sitting for future assessments. Additionally, it will support teachers in identifying challenging areas and taking appropriate measures in their teaching.

Lastly, NECTA would like to express its sincere gratitude to examinations officers and everyone who participated in the preparation of this report.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is based on the analysis of students' performance in three subjects of Tourism and Hospitality which are Food Production, Food and Beverage Services and Sales and Tourism in the Form Two National Assessment of 2025. It examines the competencies acquired by students in relation to the Ordinary Secondary Education Vocational syllabus. In the Tourism subject, students were assessed through a theory paper, while in Food Production and Food and Beverage Services and Sales, students were assessed through both Theory paper (Paper 1) and Practical paper (Paper 2). Each paper carried a total of 100 marks, contributing equally to the final subject score.

The analysis highlights the strengths and weaknesses observed in students' responses, aiming to provide a comprehensive overview of the student's performance patterns.

In this report, the student's performance in each question is regarded as good if they scored from 65 to 100 per cent which is indicated by using green colour. It is considered average if the students scored from 30 to 64 per cent which indicated by using yellow colour and poor (weak) if the score is from 0 to 29 per cent which is indicated using red colour. This classification enables stakeholders to easily identify priority areas requiring improvement.

2.0 REGISTRATION AND ATTENDANCE OF STUDENTS

A total of 117 students sat for Tourism and Hospitality subjects FTNA 2025. Among them 97 sat for Food Production, 20 sat for Food and Beverage Services and Sales and all 117 sat for Tourism subject. Table. 1 shows the registration for each subject.

Table 1. Students' Registration and Attendance for FTNA 2025 in Tourism and Hospitality Subjects

S/N	Subject	Sex	Registered	Sat		Absent	
			Number	Number	Percentage	Number	Percent age
1.	Food Production	F	96	94	98	2	2
		M	3	3	100	0	0
2.	Food and Beverage Services and Sales	F	20	20	100	0	0
		M	1	0	0	1	100
3.	Tourism	F	116	113	97.41	3	2.59
		M	4	4	100	0	0

In Table 1 the high attendance rate across subjects indicates strong participation and suggests minimal disruption during the assessment period. However, gender imbalance was observed, with female students forming the majority across all subjects.

3.0 ASSESSMENT RESULTS IN EACH SUBJECT

The assessment results show that all students in Food and Beverage Services and Sales passed the assessment, while one student in Food Production failed. In contrast, 62 students in Tourism failed. Table 2 summarises the results.

Table 2: Students' Performance by Subject and Grade

S/N	Subject Name	Grades					Total
		A	B	C	D	F	
1.	Food Production	1	12	59	24	1	97
2.	Food and Beverage Services and Sales	0	0	16	4	0	20
3.	Tourism	0	0	26	29	62	117

As data in Table 2 shows, the high failure rate in Tourism indicates significant competence gaps in theoretical understanding of the tourism and hospitality industry. This suggests the need for strengthening instructional strategies, particularly in conceptual and industry-based content delivery.

4.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH SUBJECT

The analysis of students' performance was based on thirty (30) questions which were assessed in theory papers (Food Production, Food and Beverage Services and Sales and Tourism). Six (6) showed good performance, eight (8) were average and sixteen (16) indicated weak performance. On the other side analysis in practical papers which are Food Production and Food and Beverage Services and Sales consisted of five (5) questions whereby student was required to attempt only one question. Students scored good performance on these questions. The consistently high performance in practical assessments may be attributed to direct supervision, guided preparation and familiarity with routine tasks.

The analysis of students' responses was conducted to establish competences and questions that had good and weak performance on each subject. It focuses on explaining the requirement of the question and the percentage of the students who attempted the question with their scores. Furthermore, the

analysis explains the strengths and weaknesses observed in students' responses and identify some possible reasons for such responses. Sample extracts from students' scripts are attached for illustration. This approach enhances reliability of interpretation by linking quantitative scores with qualitative evidence from students' responses. Tables have been incorporated to systematically summarize and present the statistical findings discussed, thereby improving clarity and supporting the analytical narrative.

4.1 Analysis of Students' Performance Based on Competences

4.1.1 Analysis of Food Production

A total of seven (7) competences were assessed in Food production 1 (theory). Among these, four competences demonstrated average performance: *Maintaining a Safe and Health Work Environment* (53.60%), *Performing Cooking* (50.50%) *Preparing and Cooking Breakfast Dishes* (44.30%), *Preparing and Cooking Tanzania Local Dishes* (36.60%). In contrast three competences showed weak performance: *Preparing and Cooking Vegetable, Pulses and Vegetarian Dishes* (26.80%), *Providing Basic Food and Beverage Services* (25.80%) and *Preparing and Cooking Stocks, Soups and Sauces* (5.20%). Weak performance in stocks, soups and sauces (5.20%) indicates a serious conceptual gap in foundational culinary principles, which are essential for progression to advanced food production skills.

On the other hand, a total of five (5) competences were assessed in Food production 2 (practical). All five competences had good performance, *preparing and cooking breakfast dishes* (100%), *performing cooking* (100%), *providing basic food and beverage services* (100%), *preparing and cooking stocks, soups and sauces* (100%) and *preparing and cooking vegetables pulses and vegetarian dishes* (100%). Such uniformly high scores may indicate effective hands-on training; however, it is also important to review assessment difficulty level and marking criteria to ensure adequate discrimination of competence levels.

In order to improve students' performance on the analysed weak competences, the following should be done by teachers and students.

- (a) The use of role-play exercises should be allied to teach hazard identification and risk management. Also, role playing guest interactions.

- (b) Use engage and motivation technique. Use group activities and competition for example, fastest correct table set up to keep students motivated.
- (c) Adaptability and real world exposure. Invite industry professional like chefs or restaurant managers for guest lectures. Study visits can also be included.
- (d) Apply cultural and market exposure. Encourage storytelling about dishes especially local dishes for example, pilau for celebrations, kachumbari as a side dish.
- (e) Engage families and communities by encouraging students to apply safety practices at home, extends learning beyond school.
- (f) Provide regular and immediate feedback after exercises to highlights strengths and areas for improvement.
- (g) Engage learners in more practical to assess mastery of skills.
- (h) Apply demonstration practice when introducing new cooking methods.
- (i) Integrate competency-based assessment tools i.e performance rubrics and workplace simulation tasks to strengthen skill mastery.

4.1.2 Analysis of Food and Beverage Services and Sales

A total of five (5) competences were assessed in Food and Beverage Services¹ (theory). All five competences showed weak performance: *Providing Food Service* (20%), *Maintaining a Safe and Health Working Environment* (20%), *Providing Beverage Services* (15%), *Performing Customer Care* (15%) and *Providing Outside Catering Services* (2.5%). This indicates inadequate theoretical grounding despite strong practical skills, suggesting that students may be performing tasks procedurally without understanding underlying service principles and standards.

A total of three (3) competences were assessed in Food and Beverage Services and Sales 2 (practical). All three competences showed good performance, *Providing Food Services* (100%), *Performing Customer Service* (100%) and *Providing Beverage Services* (100%). This disparity between theory and practice highlights the need for integrating service

theory with real-life simulation exercises and customer interaction scenarios.

In order to improve students' performance on all mentioned competences with weak performance, the following should be done by teachers and students.

- (a) Invite guest trainers from the catering industry to share insights (guest lectures).
- (b) Provide hands on training, the use of role-play exercises to teach hazard identification and risk management. Also role playing guest interactions.
- (c) Use group activities and competition for example, fastest correct table set up to keep students motivated.
- (d) Engage families and communities by encouraging students to apply safety practices at home, extends learning beyond school.
- (e) Provide regular and immediate feedback after exercises to highlights strengths and areas for improvement.
- (f) Practice performance tasks. Engage in more practical to assess mastery of skills.
- (g) Apply demonstration practice when introducing new cooking techniques.

4.1.3 Analysis of Tourism

A total of two (2) competences were assessed in Tourism 1 (theory). All two competences showed average performance, *understanding the tourism industry in Tanzania* (37.55%) and *describing hospitality industry operations* (36.80%). Although categorized as average, the scores remain below desirable mastery levels, indicating limited understanding of tourism industry structure, operations and economic contribution. This may result from insufficient exposure to real tourism environments such as hotels, tour companies, heritage sites and national parks.

In order to improve students' performance in the weak performed competencies, the following strategies are recommended:

- (a) Enhance adaptability and real world exposure by inviting tourism and hospitality industry professionals to deliver guest lectures and share practical experiences with students.
- (b) Strengthen school-community collaboration by encouraging students to apply learned concepts in real-life settings and engage families in supporting tourism-related learning activities beyond the classroom.
- (c) Provide regular, constructive and timely feedback after classroom exercises and assessments to highlight students' strengths and identify areas that require further improvement.
- (d) Integrate structured study visits, field trips and educational tours into the learning and teaching process to students' understanding of tourism operations and industry practices.

4.2 Analysis of Students' Performance based on Questions

4.2.1 Analysis of Food Production Subject

Food Production 1 (theory) comprised of ten (10) questions. The performance was good on two (2) questions, three (3) questions showed average and five (5) questions showed weak performance.

The analysis on student responses shows that those who showed good performance had adequate knowledge on the tested competence(s). Students with average and weak performance frequently provided partially correct responses, listed unrelated points or failed to follow command words such as "outline," "explain," and "describe". This suggests a need to strengthen examination technique skills, including interpretation of task verbs and structured response writing. Moreover, the students who managed to provide correct responses understood the demand of the question. Other students mixed correct and incorrect responses hence, scored average performance.

For example, question number 3 shows good performance. The question stated:

- (a) *In five points, briefly explain the importance of steaming methods in meal preparation.*
- (b) *List two types of food which are suitable for steaming method.*
- (c) *Outline four (4) ways of cooking food by using steaming method.*

The question was attempted by 97 (100%) students. The analysis of the performance indicates that 6 (6.20%) students scored from 7.0 to 8.0 marks, 43 (44.30%) scored from 3.0 to 6.0 marks and 48 (49.50 %) students scored from 0.0 to 2.0 marks.

Although categorized as relatively good compared to other questions, nearly half of the students still demonstrated weak performance, indicating partial understanding of the content.

In part (a), some of the students they correctly explained the importance of steaming methods in meal preparation. These students have practical experience gained from cooking food using different methods at their homes. As the result this enabled them to provide correct responses such as, *it helps the food to taste good, avoids the food to loss the flavor, it is used to prepare more than one dishes in one pot and make the food to attractive, helps to add flavor, help to preserve nutrients in the food, help the food to be digested in the body, also help the food to add texture and it save time because the foods soften faster.* Other responses were *steaming it avoid loss of nutrients, it is easy to cook, it saves time and energy, it is easy in digestion.*

Similarly, in part (b), some of students correctly listed two types of food which are suitable for steaming method. Majority of students wrote, *vegetables and potatoes, fillet fish and chicken.* Few of them wrote, *spinach, cabbage, carrots, potatoes, broccoli, pumpkin, fish, flesh, soft cuts of meat.*

Likewise, in part (c), some of students they correctly outline ways of cooking by using steaming methods. Correct responses reflected understanding of moist heat cooking methods and practical competence in food preparation. Their responses were, *steaming by using pressure, steaming by not using pressure, steaming with water steam.* Others wrote, *steam with water steam, steam with dry steam and steam with vapour.* Extract 1.1 demonstrates a sample of correct responses. Although minor inaccuracies were present, the student demonstrated adequate conceptual and practical knowledge of steaming methods.

3. (a) In five points, briefly explain the importance of steaming methods in meal preparation.
- (i) steaming helps to add flavours to the food e.g fish.
 - (ii) steaming helps to preserve and add some nutrients in the food
 - (iii) steaming helps in softening the food thus, make it easy to digest in the body.
 - (iv) Also, steaming helps the food to add texture and it saves time because the foods softens faster.
- (b) List two types of food which are suitable for steaming method.
- (i) Protein examples of those foods are fish, ~~and~~ eggs.
 - (ii) Vitamins. examples of these foods or vitamins are vegetables like spinach
- (c) Outline four ways of cooking food by using steaming method?
- (i) Steaming by using pressure, this is to cook food by using pressure e.g using pressure cooker
 - (ii) steaming by ~~not~~ using pressure, this is to cook by not using pressure.
 - (iii) Steaming with dry heat, this way of cooking is by using dry heat
 - (iv) Steaming with moist heat, this is the way of cooking food by using water

Extract 1.1: A sample of students' correct responses to Question 3

Extract 1.1 shows a sample of correct responses to the question whereby in part (a), the student managed to explain briefly the three importance of steaming method in meal preparation although she/he provided one incorrect point. In part (b), he/she managed to list type of foods which are suitable for steaming. The same in part (c), the student correctly outlined ways of cooking food by using steaming method. This shows that the student had sufficient knowledge about performing cooking.

Despite the good performance shown on question 3 and 2, analysis shows that 92 (94.80%) students attained weak performance on question 7. Among them 62 (63.90%) scored zero. Based on their responses the analysis reveal that these students had inadequate knowledge on the tested area. The question stated:

The head chef asks you to prepare and cook a puree soup for a child who is dining with her mother in the restaurant.

(a) Outline three tips for quality of the puree soup you will prepare.

(b) Explain seven procedures for preparing and cooking the soup.

A total of 97 (100%) students attempted the question. 92 (94.80%) students scored from 0.0 to 2.5 marks, among them 62 (63.90%) scored zero. 5 (5.20%) students scored from 3.0 to 6.0 marks. There is no student who scored above 6.0 marks.

In part (a), some students misinterpreted the questions' requirements hence provided irrelevant responses. Instead of outlining the quality characteristics of a puree soup, many students listed foods that could be added to soup. For example, one of the students wrote, *meat, chicken and fish*. Another wrote, *legume food, root food and potatoes*. These answers reflect a misunderstanding of the task, as the question required quality considerations (such as texture, consistency, smoothness, flavor balance and nutritional suitability), rather than ingredients. Other students incorrectly provided types of soup, such as "thin soup, thick soup and cream soup," which again did not address the required quality attributes of a puree soup. For example, one of the students wrote, *thin soup, thick soup and creamed soup*. Additionally, some responses demonstrated serious conceptual confusion. A number of students described procedures for marinating meat, their responses were, *collect ingredients, prepare the meat, mix with marinade base and leave for some time*. Others outlined general cooking methods. such as, *moist heat method, boiling, simmering and braising*. Another one wrote, *steaming, baking, roasting and boiling*. These responses were unrelated to the question and indicate a failure to distinguish between soup preparation principles and other culinary processes. Furthermore, a few students provided completely irrelevant answers due to inadequate understanding of the tested competence. For instance, one of the students wrote, *prepare and cook chicken soup, prepare and cook meat soup, prepare and cook loaf soup*, while another listed, *cooked food, fresh food to be cooked, steamed food and boiled potatoes*. Overall, these responses demonstrate significant gaps in content knowledge, weak interpretation of command words and limited understanding of the specific quality standards of puree soups. This suggests a need for reinforcement of core culinary

concepts and improved training in question analysis and response structuring.

In part (b), majority of students demonstrated insufficient knowledge of the procedures for preparing and cooking puree soup and therefore failed to provide correct responses. Instead of outlining systematic preparation steps such as, preparation of ingredients, cooking, blending/pureeing, adjusting consistency, seasoning and proper serving many students listed unrelated dishes or general food items. Examples of responses included: *preparing cooking chicken soup, is a preparing cooking banana soup, preparing cooking fish soup, preparing dishes local ball soup*. Other responses reflected further misunderstanding, with students listing unrelated cooking methods or general culinary terms such as *preparing dishes local meat soup steaming method, rapid method, roasted food, braised food, temperature, time, ugali, samosa, beans, cake, porridge*. These responses indicate a lack of understanding of the specific procedural steps required in puree soup preparation. Few students misinterpreted the question by listing utensils instead of describing preparation procedures. For example, one of the students wrote *steamer and pressure cooker*, which are cooking utensils rather than procedural steps. Overall, the responses reveal limited procedural knowledge, weak conceptual clarity and difficulty in interpreting instructional verbs such as “explain” or “describe.” Extract 1.2 provides a sample of incorrect responses.

7. The head chef asks you to prepare and cook a puree soup for a child who is dining her mother in the restaurant.

(a) Outline three tips for quality of the puree soup you will prepare.

(i) cleaning the meat

(ii) Cutting meat

(iii) Mixing with lemon, carrot, pepper etc

(b) Explain seven procedures for preparing and cooking the soup?

(i) Cutting the meat

(ii) Creaming and water

(iii) on the kitchen

(iv) Cutting, ~~carrot~~ carrot, ~~pepper~~ pepper, onion, lemon
meat masala, garlic, ginger

(v) Mixing

(vi) Boiling the your soup

(vii) Start for eating soup

Extract 1.2: A sample of students' incorrect responses to Question 7

Extract 1.2 shows a sample of incorrect responses in question 7. The student wrote irrelevant responses in all parts of the questions, indicating insufficient knowledge of the concepts related to the preparation and cooking stocks, soups and sauces particularly soups preparation.

Moreover, food production 2 (practical) comprised two questions, from which each student was required to attempt only one, selected through a secret ballot system. Each question comprised of three tasks of which the students was required to perform all tasks. The tasks were planning, direct performance and product assessment.

The general performance in this paper was good, because all students 97 (100%) attained average and above scores. The analysis shows that these students had adequate knowledge on the tested tasks. Majority of the student managed to provide correct responses and clear explanation demonstrating proper understanding of the question requirements and task expectations. However, a few students demonstrated partial understanding by mixing correct and incorrect procedures during task execution, which resulted in average performance scores. The questions stated that:

1. *In the kitchen store the only food remains is pulses.*
 - (a) *Prepare, cook and serve:*
 - (i) *A snack.*
 - (ii) *Stew by using different type of the pulses in your kitchen store.*
 - (b) *Prepare, cook and serve suitable drink to be taken with the dish prepared in part (a)(i).*
2. *You have been visited by your friends.*
 - (a) *Using yeast, prepare, cook and serve two dishes for breakfast.*
 - (b) *Prepare, cook and serve hot drink to be taken with the dishes in part (a).*

Planning task

The task was attempted by 97 (100%) students. Majority of the students 96 (99.00%) managed to choose the correct dishes prepared from pulses and yeast. In question 1, for example, one of the student correctly planned the snacks to be prepared from pulses, made appropriate selection and presented a clear and logical sequence of preparation steps accompanied by a comprehensive shopping list. The student identified lentils and cowpeas as main ingredients for making snacks, demonstrating an understanding that pulses can be versatile and nutritious ingredients ingredient in snack preparation.

In question 2 for example, one of the students correctly planned the breakfast dishes using yeast as a raising agent, selected suitable recipes and provided a logical workflow together with a detailed shopping list. The student correctly applied yeast as a raising agent in the preparation of bread and doughnuts, demonstrating an understanding that yeast is essential for

fermentation and for improving the texture and volume of the baked breakfast products.

Direct Performance Assessment

The task was attempted by 97 (100%) students and every student (100%) performed the task correctly in preparing selected dishes. During this assessment the students were required to demonstrate varieties of skills and processes in making selected dishes. The students were expected to show economical use of ingredients, water and fuel, maintain logical workflow as outlined in planning task, observe hygiene and safety standards and demonstrate professionalism throughout the process. These students demonstrated adequate knowledge on the methods of cooking, the use of kitchen equipment such as chopping board, blender, pans and spoons. Moreover, correctly executed key preparation techniques such as mixing ingredients, preparing vegetables and baking products. The prepared dishes had desirable taste, good texture and an attractive, appetising presentation. Most students demonstrated strong practical skills in incorporating pulses in various dishes in question 1. Also in question 2, they effectively demonstrated the use of yeast in preparing various dishes like bread, buns and doughnuts, showing competence in handling fermented dough products.

Product/Service Assessment

The task was attempted by 97 (100%) students. Majority of the students (99.00%) managed to produce dishes with appropriate texture, good flavours and taste. They produce dishes with bright colour, correct appearance, appropriate consistency. The students demonstrated proper use of spices, herbs and condiments, the selected suitable plates and serving utensils and applied garnishes of appropriate size and proportion. Additionally, all garnishes and decoration elements were edible and enhanced the overall presentation of the dishes.

4.2.2 Analysis of Food and Beverage Services and Sales Subject

Food and Beverage Services and Sales 1 (theory) comprised of ten (10) questions. Only question one (1) scored good performance, while the remaining nine (9) questions scored weak performance. Question 1 consisted of multiple-choice items drawn from various competencies, which

appeared to be less demanding in terms of explanation and application of knowledge.

The overall analysis of students' responses indicates that many students demonstrated inadequate knowledge and understanding of the tested competencies. Some students misinterpreted the requirements of the questions while others provided partial correct responses hence mixed with incorrect information, resulting in low scores. The discussion based on weak performed question because the question that perform good is a multiple question.

Analysis shows that all 20 (100%) students attained weak performance on question 10. Their responses revealed limited understanding of outside catering operations, particularly in relation to packing and loading equipment. The question stated:

Your teacher assigned you to pack equipment for outside catering planned to be at the beach.

- (a) Briefly explain three important things to consider when packing the equipment.*
- (b) Explain ten procedures to follow when loading the equipment.*
- (c) Differentiate packing from loading of equipment as used in catering.*

All 20 (100 %) students attempted the question. However, all scored from 0.0 to 2.5 marks out of the total allocated marks. Among them, 15 (75.00%) students scored zero, indicating serious gaps in conceptual understanding and application.

In part (a), some students misinterpreted the requirement of the questions. Instead of explaining important considerations when packing equipment for outside catering, they listed types of equipment used in catering services. For example, one of the students wrote, *insulated food carriers, chafing dishes, serving spoon*. Another student wrote, *cutleries, crockeries and food storage containers*. These responses demonstrate confusion between identifying catering equipment and explaining considerations when packing such equipment, such as safety, protection from damage, suitability for the venue, weather conditions and transportation arrangements.

Some responses were unclear and repetitive. For example, one of the students wrote, *make sure the equipment is clean, make sure equipment are well prepared, make sure equipment are well packed*. Another student wrote, *cooked food, fresh food to be cooked, steamed food and boiled food*. Such responses indicate inadequate knowledge of planning considerations for outside catering, particularly in a beach environment where factors such as sand, weather, transport safety and hygiene are critical.

In part (b), majority of students demonstrated insufficient knowledge of the correct procedures to follow when loading equipment. Many responses focused on general cleanliness or food preparation rather than systematic loading procedures. For example, one of the students wrote, *clean the equipment, make sure the place you put equipment is safe and clean, that place you pack food or hot pot must be clean, napkin must be clean, make sure the foods are well cooked, make sure no any animal, make sure no any problem at the place your going*. Another student wrote, *you should lock the type of the dish because it is not every dish you pack, you should look if the food is suitable in packing for a long time, you should lock the trip which they want to go and the food is it suitable that day*.

Few students completely misinterpreted the question and described food preparation procedures instead of equipment loading procedures. For example, one of the students wrote, *collecting, peeling, washing, cutting, cooking, packing and serving*. This clearly indicates that students lacked clarity on the distinction between food production processes and equipment handling procedures in catering operations.

In part (c), majority of students failed to provide relevant responses due to insufficient knowledge of the distinction between packing and loading of equipment in catering operations. Instead of differentiating the two concepts, many students repeated general statements related to cleanliness and food safety. Their responses were, *clean the equipment, make sure the place you put equipment is safe and clean, that place you pack food or hot pot must be clean, napkin must be clean, make sure the foods are well cooked, make sure no any animal, make sure no any problem at the place your going*. These responses were irrelevant to the requirement of differentiating between packing (arranging and securing equipment in preparation for transport) and loading (placing the packed equipment into a vehicle in a safe and systematic manner for transportation). This

demonstrates a significant conceptual gap in understanding key operational terms used in catering services. Extract 2.1 presents a sample of weak responses.

10. Your teacher assigned you to pack equipment for outside catering planned to be at the beach.

(a) Briefly explain three important things to consider when packing the equipment.

(i) mobile room service

(ii) Decentralized room service

(iii) centralized room service.

(b) Explain ten procedures to follow when loading the equipment.

(i) mobile room service

(ii) prepared room

(iii) preper kitchen

(iv) preper to family

(v) preper garden

(vi) preper drink

(vii) To preper environment

(viii) To preper food

(ix) To preper restaurant

(x) To preper packing

(c) Differentiate packing from loading of equipment as used in catering.
catering is a way of kitchen are working pac
king to restaurant to outside
catering is was equipment of kitchen examp
le: knife, spoon, plate, cups.

Extract 2.2: A sample of students' incorrect responses on question 10

Extract 2.2 shows a sample of incorrect responses to the question 10. The student provided irrelevant responses in all parts of the question, which indicates a lack of mastery of the tested competency and inability to interpret examination instructions accurately.

Furthermore, the Food and Beverage Services and Sales 2 (practical) contained three questions. Each student was required to attempt only one question selected through a secret ballot system. Each question carried 100 marks and consisted of three components: planning performance, direct performance and product/service performance. Students were required to successfully complete all three tasks within their selected question, demonstrating both theoretical understanding and practical competence in food and beverage service operations.

The general performance in this paper was good, as all students 20 (100%) attained average to good scores. The analysis shows that the students demonstrated adequate practical skills and satisfactory understanding of the tested competencies. The majority of students provided correct responses clear explanation and demonstrated competence in executing the assigned tasks. A few students, however, displayed minor weaknesses in certain aspects of performance which resulted in average scores.

The questions stated that:

1. *You are preparing beverages for Form Four farewell party and your teacher assigns you to make a cocktail using shaking method.*
 - (a) *Prepare two kinds of cocktail to serve during the party.*
 - (b) *Lay the table for serving a cocktail during a party.*
 - (c) *Show the procedures of serving a beverage and clearing a table after service.*
2. *Two visitors visit your school restaurant and ordered mocktail prepared by using blending method. Your teacher assigns you to prepare two kinds of mocktail.*
 - (a) *Prepare the mocktail as per order.*
 - (b) *Lay a table for serving the mocktail.*
 - (c) *Show the procedures for serving the mocktail to the visitors and clearing a table after service.*
3. *You have been assigned to prepare a table d'hôte menu and its bill for two guests.*
 - (a) *Perform the mis en place for the service.*
 - (b) *Set up the table for two table d'hôte covers.*
 - (c)
 - (i) *Demonstrate the procedures for correcting covers to suit the order of the guest who decided to take main meal only.*
 - (ii) *Present a bill to the guest.*

Planning task

The task was attempted by 20 (100%) students. The majority, 18 (90.00%) students successfully selected correct beverages/crockery and cutlery for table d'hôte, equipment and tools for laying a table/napkins and accessories, tools and equipment for making beverage/bill book. They also demonstrated logical sequencing of activities, realistic time indicated, well prepared shopping list, accurate specification of ingredients, quantities, tools and glassware, crockery/cutlery according to the demands of the question. For example, in question 1, one student effectively planned two cocktails suitable for a party, correctly selected the necessary equipment and tools for both preparation and table setting and presented a clear logical workflow with a comprehensive shopping list. The student used liquor and fruit juice as the main ingredients, demonstrating an understanding of the composition and preparation of cocktails using the shaking method.

In question 2, one student accurately planned two mocktail using blending method, selected appropriate equipment and table setting items and provided a clear logical progression of tasks with the detailed shopping list. The student used carbonated beverages and fruit juices as a main ingredients demonstrating clear knowledge of non-alcoholic beverage preparation and ingredient suitability.

In question 3, one student correctly planned the mise en place, selected appropriate beverages/crockery and cutlery for table d'hôte and outlined the necessary equipment and accessories for the table setup. The plan showed clear organization, accuracy and understanding of formal table service requirements.

Direct Performance Assessment

The task was attempted by 20 (100%) students and all students performed practical activities as planned. Students demonstrated a wide range of practical skills in beverage preparation, table setting and service procedures. They showed the economy use of ingredients, water and fuel, maintained logical workflow; adhered to hygiene and safety standards and displayed professionalism throughout the service process. Students demonstrated adequate knowledge in preparing cocktail and mocktail and in the correct use of kitchen equipment such as chopping board, blender, tot measure,

cocktail shaker and spoons. They also applied appropriate techniques, including accurate measuring, mixing, shaking and blending of ingredients.

In Question 1, the students demonstrated skills on preparing cocktails with desirable taste, appropriate texture and attractive/appetising presentation and correctly presented the bill.

In Question 2, demonstrated skills on preparing mocktail using the blending method, served them appropriately and correctly presented the bill after service.

In question 3, students demonstrated proper procedures for adjusting table covers to accommodate a guest who opted for main meal only and correctly presented the bill in a professional manner.

Product/Service Assessment

The task was attempted by 20 (100%) students. All students demonstrated high level of competence in product quality and service delivery during the assessment. Students maintained high standards of cleanliness and hygiene while serving beverages. Table décor and other accessories appropriately arranged and correctly positioned according to service standards. Orders were accurately taken and beverages were served according to customers' request. Glass/crockery/cutlery were well-polished free from stains and no finger marks and properly handled during service. The cocktails and mocktails were prepared with appropriate taste, balanced flavour, correct color, appealing appearance and suitable consistency. Beverages were served at a correct temperature, using appropriate serving equipment. Students also demonstrated professionalism in bill handling, ensuring that bills were correctly prepared, accurately presented and properly processed. Tables were cleared efficiently and systematically after service. Furthermore, students were well groomed and displayed professional conduct throughout the service process, reflecting strong practical competence in food and beverage operations.

4.2.3 Analysis of Tourism Subject

Tourism contained ten (10) questions. Three (3) questions scored good performance, four (4) questions scored average performance and three (3) questions scored weak performance.

Based on the analysis of students' responses, those who attained good performance demonstrated adequate knowledge and understanding of the tested competence. These students were able to interpret the questions correctly, provide relevant explanations, express their ideas clearly using appropriate terminology. Question number 6 shows good performance. The question stated:

Every year form Four students organise a holiday trip for heritage tourism. This year the class teacher has switched it to sport tourism. However, many students are not aware of sport tourism. Familiarise them by:

- (a) Explaining four points on importance of this form of tourism.*
- (b) Suggesting four sport activities that they can do.*

The question was attempted by 117 (100%) students. The analysis of the performance indicates that 37 (31.60%) students scored from 7.0 to 8.0 marks, 48 (41.00%) scored from 3.0 to 6.0 marks and 32 (27.40%) students scored from 0.0 to 2.0 marks.

These results show that a significant proportion of students demonstrated satisfactory to strong understanding of sport tourism, although a notable minority still displayed limited knowledge.

In part (a), the students who performed well they managed to explain the importance of sport tourism, demonstrating adequate knowledge of different forms of tourism and their socio-economic benefits. Their responses reflected understanding gained both from classroom learning and real-life experiences. Also they had ability to express their ideas using appropriate language this enabled them to provide correct responses such as, *promotes physical fitness, generates income through tourism spending, promotes international interaction and cultural exchange and creates employment opportunities, improvement of sports infrastructure, promotion of national image and promotion of local community development job creation, government revenue, advanced infrastructure, , source of income, improve the standard life, source of entertainment, sharing idea with others.*

Similarly, in part (b), students who performed well correctly suggested appropriate sport activities associated with sport tourism. For example, one student wrote, *football, athletics, swimming and cycling.* Other students

suggest activities such as *basketball, volleyball, hiking and marathon running*. These responses demonstrate awareness of both competitive and recreational sports commonly linked to sport tourism activities. A sample of the correct responses is shown in extract 3.1.

6. Every year form Four students organise a holiday trip for herriage tourism. This year the class teacher has switched it to sport tourism. However, many students are not aware of sport tourism. Familiarise them by:

(a) Explaining four points on importance of this form of tourism.

- (i) It increases government revenues whereby taxes of tourists' income are charged in generated activities.
- (ii) It also improves the standard living of people and the society, and improves the infrastructures like roads, airports and bridges.
- (iii) It is also the employment opportunities to the community or society example cleaners, dishwashers, chefs and waiters may be employed.
- (iv) It is the source of income for the sport tourism and the staff members

(b) Suggesting four sport activities that they can do.

- (i) Hiking; this is the activity which is done in snow but it's a sport activity played and liked by many people.
- (ii) Football; is the activity where people or tourists kick the ball by using legs and usually done by boys or men

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|-------|---|
| (iii) | Snorkeling; also this sport activity is done in the snow but it's a game where many people like it during the winter. |
| (iv) | Kite skating; this is the activity of sport whereby tourists use kite for skating and enjoyed by many people. |

Extract 3.1: A sample of students' correct responses on question 6

Extract 3.1 shows a sample of correct responses in which the student clearly explained the importance of sport tourism in part (a) and suggested relevant sport activities in part (b). This indicates that the student possessed sufficient knowledge and understanding of forms of tourism, especially sport tourism.

Despite the good performance observed in question 6, the analysis shows that 100 (85.50%) students attained weak performance in question 3. Among them 42 (35.90%) scored zero, reflecting serious gaps in understanding of hotel classification and characteristics of town hotels. The question stated,

Your father asked for your assistance to classify his new hotel situated in town area. To assist him:

- (a) *Briefly explain five criteria you would use to classify.*
- (b) *Briefly describe five features that town hotels may have.*

A total of 117 (100 %) students attempted the question. Among them 100 (85.50%) students scored from 0.0 to 2.5 marks, 17 (14.50 %) students scored from 3.0 to 6.0 marks. There is no student who scored above 6.0 marks.

In part (a), some students misinterpreted the requirement of the question and failed to explain relevant criteria used in hotel classification. Such as start rating standards, range of services offered, size and capacity, facilities available, location, quality standards and level of comfort. Instead, several students provided incorrect responses. For example, one of the students wrote, *education tourism, medical tourism, business tourism, wildlife tourism and beach tourism*. These are forms of tourism and not criteria for

hotel classification. Another student wrote, *small hotel, medium hotel, large hotel, double hotel and single hotel*. While size can be one criterion, the response lacked explanation and included inaccurate categories, showing limited conceptual understanding. Others wrote irrelevant responses included: *money of the customers, capital of the hotel, resources, time of stay, priority*. Such responses indicate inadequate knowledge of standard hotel classification criteria and inability to apply theoretical concepts to practical scenarios.

In part (b), the majority of students failed to briefly describe relevant features of town hotels because of misconceptions and insufficient knowledge of the tested area. For example, one of the students wrote, *humanity, being smart and humble, self-confidence, self-esteem and good manners*. These are personal qualities of hotel staff rather than structural or service features of town hotels, indicating misunderstanding of the question requirement. Few of them had insufficient knowledge about features of town hotels hence provided irrelevant responses. For example, one of the student wrote, *unnecessary accidents, drowning, falling victims of the marine creature attacks and cancellation of the activities*. Extract 3.2 is a sample of weak responses from a students' script.

3. Your father asked for your assistance to classify his new hotel situated in town area. To assist him:

(a) Briefly explain five criteria you would use to classify.

- (i) Resort hotels
this is the hotel that are found in popular location such as mountains, beaches and other destination.
- (ii) Airports hotels
This is the hotel that are designed for guests/travellers that are want to close to the airport because of an early take off.
- (iii) Motels
This is the hotels that are located in highway and other major roads ways.
- (iv) Lodge → this is the hotel that are found in wildlife parks where people stay on holiday especially when they are on tours.
- (v) City/town hotels → This are hotel that are found in urban area and offered furnished accommodation and other hotels services.

(b) Briefly describe five features that town hotels may have.

- (i) Accommodation → the feature of the town hotel it must have a good accommodation for tourist to feel comfortable.
- (ii) Amenities and Services → the town hotel may provide the extra facilities to the tourist like swimming pools, watching television etc.
- (iii) Attraction → the town hotel usually it attract for tourist and desire them to make a destination.
- (iv) Business travellers support → the town hotel may support the business travellers in their businesses to create employment.
- (v) Destination marketing → the town hotels have a good attract to the tourist and make a tourist to make a destination.

Extract 3.2: A sample of students' incorrect responses on question 3

Extract 3.2 shows a sample of incorrect responses from a student's script. In part (a), the student misinterpreted the question and provided types of hospitality accommodation instead of classification criteria. In part (b), the student gave irrelevant responses, reflecting insufficient knowledge of the features that characterize a town hotel.

5.0 CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The data indicates that 47.01 per cent of students passed Tourism subject, 98.97 per cent passed Food Production and (100%) passed Food and Beverage Services and Sales by scoring A, B, C and D grades. This good performance observed particularly in Food Production and Food and Beverage Services and Sales, was largely attributed to students' adequate subject knowledge, ability to interpret the demands of questions correctly and strong practical skills. However, the relatively in Tourism is largely attributed to partial understanding of key Tourism and Hospitality concepts, misinterpretation of theoretical questions and insufficient mastery of specific competencies such as hotel classification and tourism forms. The analysis of Tourism and Hospitality subjects further revealed that students performed better in practical papers than in theory papers. This difference in performance may be explained by the following factors:

- (a) Practical tasks involve active participation and application of knowledge, which enhances understanding and retention compared to passive learning methods such as listening or reading.
- (b) Practical activities are often perceived as more relevant, engaging and connected to real-life situations, thereby increasing students' motivation and effort.
- (c) Practical activities provide immediate results and feedback, allowing students to quickly identify mistakes and correct them, which strengthens learning outcomes.

5.2 Recommendations

In order to improve the performance in these subjects, it is recommended that:

- (a) Teachers should train students to read and analyse assessment questions carefully and identify key commands words (such as explain, describe, differentiate) and respond precisely to the requirements before attempting any task.
- (b) Teachers should ensure that all topics stipulated in the syllabus are adequately covered, emphasizing both theoretical concepts and their practical applications, followed by systematic revision before assessments.
- (c) During the teaching and learning process, teachers should identify students with learning difficulties at an early stage and provide remedial teaching, extra coaching and continuous support.
- (d) Teachers are encouraged to adopt learner-centred and participatory teaching approaches, including discussions, demonstrations, case studies and problem-solving activities, to enhance conceptual understanding.
- (e) Schools should strengthen field-based learning training and practical exposure in tourism subjects by organizing regular educational tours, field trips, hotel visits and site visits. This will enable students link theoretical knowledge with real-life experiences and provide relevant practical examples in examinations.
- (f) Schools should provide regular professional development and capacity-building programs for tourism and hospitality teachers to enhance instructional quality and update them on current industry practices.
- (g) The Ministry of Education, Science and Technology should use findings from this report to strengthen supervision, monitoring and support of teaching and learning processes in schools, with the aim of improving overall performance standards in these subjects.

Appendix I**A Summary of Students' Performance per Competence in Tourism**

S/N	Competence	Qn. Number	Percentages	Remarks
1.	Various competence	1	95.70	Good
2.	Understanding the Tourism Industry in Tanzania	2,3,4,5,6,8,9 and 10	37.55	Average
3.	Describing Hospitality Industry Operations	7	36.80	Average

Appendix II**A Summary of Students' Performance per Competence in Food Production**

S/N	Competence	Question Number	Percentages	Remarks
1.	Various competence	1p1	87.60	Good
2.	Performing Cooking	3p1, 1p2, 2p2	75.25	Good
3.	Preparing and Cooking Breakfast Dishes	4p1, 1p2	72.15	Good
4.	Preparing and Cooking Vegetable, Pulses and Vegetarian Dishes	8p1,1p2	63.40	Average
5.	Providing Basic Food and Beverage Services	6p1, 2p2	62.90	Average
6.	Maintaining a Safe and Health Work Environment	(2 and 10) p1	53.60	Average
7.	Preparing and Cooking Tanzania Local Dishes	(5 and 9) p1	36.60	Average
8.	Preparing and Cooking Stocks, Soups and Sauces	7 p1	5.20	Weak

Appendix III

A Summary of Students' Performance per Competence in Food and Beverage Services and Sales

S/N	Competence	Question Number	Percentages	Remarks
1.	<i>Various competence</i>	1p1	90.00	Good
2.	<i>Providing Food Service</i>	2 and 9 p1 3p2	60.00	Average
3.	<i>Providing Beverage Services</i>	5p1 1p2, 2p2	57.50	Average
4.	<i>Performing Customer Care</i>	4 and 7 p1 1p2, 2p2	57.50	Average
5.	<i>Maintaining a Safe and Health Working Environment</i>	3 and 6 p1	20.00	Weak
6.	<i>Providing Outside Catering Services</i>	8 and 10	2.50	Weak

