

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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

**06E VOCATIONAL SKILLS, PERSONALITY
DEVELOPMENT AND SPORTS**

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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STANDARD FOUR NATIONAL ASSESSMENT
(SFNA) 2015**

**06E VOCATIONAL SKILLS, PERSONALITY DEVELOPMENT
AND SPORTS**

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FOREWORD

This report on analysis of Pupils' responses to the Standard Four National Assessment (SFNA) 2015 in Vocational Skills, Personality Development and Sports subjects has been prepared for the purpose of giving feedback to pupils, teachers, policy makers, curriculum developers and other education stakeholders on how pupils responded to assessment items. Pupils' responses in the assessment items is one of the indicators of what the pupils were able to attain and what they did not manage to learn successfully in the four-year period of primary education.

This booklet has identified various factors which led to the pupils' inability to answer the assessment questions correctly. The analysis shows that the following factors contributed to the pupils' failure to provide correct answers: inability to understand the demands of the questions; inadequate knowledge in the respective topics of the subject; and teaching and learning methods that based on theory rather than practical lessons. The analysis of each item was presented by indicating the number and percentage of pupils who were able to answer each question correctly; those who were unable to answer questions correctly and those who did not respond to the questions. Possible reasons that could have led to the pupils to choose incorrect answers are provided for each item.

The National Examinations Council of Tanzania believes that the feedback provided will enable different stakeholders in education to take necessary steps in improving the teaching and learning process for the purpose of eliminating the weaknesses identified in this report. In addition, the Council believes that if the recommendations given in this report are implemented accordingly, the knowledge and skills acquired by the pupils will be

enhanced and eventually the pass rates in the future Standard Four National Assessment will increase.

The National Examinations Council of Tanzania would like to express sincere gratitude to the Examinations Officers, Examiners, Staff Members of the Department of Information and Communication Technology and all others who contributed to the preparation of this report.

Finally, the Council will appreciate any fruitful comments and recommendations from teachers, pupils, and other education stakeholders aiming at improving the quality of future reports.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Standard Four National Assessment (SFNA) 2015 for Vocational Skills, Personality Development and Sports subjects was held on November 2015. The number of pupils who sat for the assessment was 950,304, equivalent to 94.1 percent of all registered pupils. Analysis of pupils' responses to the questions in this paper indicates that 801,229 (84.3%) pupils passed the assessment.

The SFNA paper for the year 2015, for Vocational Skills, Personality Development and Sports subjects consisted of 25 questions distributed in two sections: A and B. Pupils were required to answer all questions in each section and each question carried two (2) marks. Section A was on Vocational Skills and consisted of seven multiple choice questions; five matching items and three short answer questions. Section B which was on Personality Development and Sports consisted of seven multiple choice questions and three short answer questions. In multiple choice questions, the pupils were required to choose the correct answer from the four given alternatives and write its letter in the box provided. In matching items, pupils were instructed to match the questions in List A against their corresponding answers in List B by writing the letter of the correct answer in the bracket provided. The short answer questions required pupils to fill in the blanks with the correct word in the gap provided so as to make the sentence meaningful.

This report analyses pupils' answers in each question. This analysis presents the requirements of each question, the performance of pupils, and the reasons for such a performance.

2.0 ANALYSIS OF PUPILS' RESPONSES

2.1 Section A: Vocational Skills

Question 1 – 7: Multiple-choice Questions

Question 1: The two types of textures are

- A thin and thick
- B heavy and light
- C small and large
- D rough and smooth.

This question was derived from the topic of *Pictorial Arts, Printing, and Modeling and Decoration*. The question intended to test the pupils' knowledge on identifying the types of textures. In order to answer this question correctly, the pupils were required to have adequate knowledge on identifying various types of textures.

The general performance of pupils in this question was average as a total of 227,227 (23.91%) pupils chose the correct answer D "rough and smooth" while 722,810 (76.06%) pupils chose among distractors A "thin and thick", B "heavy and light" and C "small and large". However, 265 pupils (0.03%) did not respond to this question. Figure 1 shows the performance of pupils in this question.



Figure 1: The percentages of pupils' response pattern showing that the performance in question 1 was poor.

Pupils who chose incorrect options lacked knowledge on the meaning of the term texture and the types of appearances of the surfaces of real objects, drawings or pictures. Some pupils in this category confused the general appearance with the appearance of a surface of an object. For example, these pupils failed to understand that the surface of a piece of wood can be felt rough or smooth but not small or large. Pupils who did not respond to this question lacked knowledge on textures.

The pupils who chose the correct answer understood that the appearance of the surface of real objects, pictures or drawings should be either rough or smooth. This proved that they were aware that a surface of an object such as a piece of wood can be felt as either rough or smooth.

Question 2: Cleanliness and safety are the major principles of

- A serving food
- B cooking food
- C eating food
- D producing food.

The question was constructed from the Cookery topic. The question tested the pupils' knowledge on the hygienic and safety principles in cooking. In order to answer this question correctly, the pupils were required to have adequate understanding on the hygienic and safety principles to be observed during food preparation.

A total of 519,437 (54.7%) pupils chose the correct answer B "Cooking food" while 430,718 (45.3%) pupils chose among distractors A "serving food", C "eating food", and D "producing food". Additionally, 145 pupils did not respond to this question.

The general performance of pupils in this question was average as shown in Table 1.

Table 1: Number and percentages of pupils who responded to question 2.

Scores	Incorrect	Correct	No response
No. of Pupils	430,718	519,437	145
% of Pupils	45.3	54.7	0

The pupils who chose the correct answer managed to identify the hygienic and safety principles that should be observed while preparing and cooking food. They also understood that it

is important to observe the hygienic and safety principles clearly in order to prevent accidents, loss, damage and other effects that may occur due to improper observation of those principles.

The pupils who chose the incorrect options failed to identify the activity at which the principles of cleanliness and safety should be clearly observed. Pupils who did not respond to this question lacked knowledge on the principles of cookery.

Question 3: Just after taking measurements, a dressmaker should

- A draw the measurements on the patterns
- B prepare the needlework table
- C sew the pattern
- D cut the patterns.

This question was constructed from the topic of *Needlework*. The question intended to test the pupils' knowledge on the garment making procedures. In order for the pupils to answer this question correctly, they were required to have adequate knowledge on the steps to follow in making a garment.

The correct answer A "draw the measurements on the patterns" was chosen by 477,997 (50.3%) pupils while 472,191 (49.7%) pupils chose among distractors B "prepare the needlework table", B "sew the pattern" and C "cut the patterns". However, 109 pupils did not attempt this question. The pupils' performance in this question was average as shown in Table 2.

Table 2: Number and percentages of pupils who responded to question 3.

Scores	Incorrect	Correct	No response
No. of Pupils	472,191	477,997	102
% of Pupils	49.7	50.3	0

The pupils who chose the correct answer A “to draw the measurements on the patterns” had enough knowledge on the steps of making a garment. They understood that after taking measurements, a dressmaker should draw the patterns using the measurements taken before cutting and sewing a garment.

On the other hand, pupils who chose the distractors had insufficient knowledge on the steps of making a garment. For example, those who chose distractor B “prepare the needlework table” failed to understand that the table has to be prepared before taking measurements as it is used for drawing and cutting the patterns and the fabric. Those who chose C “sew the pattern” did not understand that pattern cannot be sewn as it is a guide for cutting out a garment. Pupils who chose D “cut the patterns” did not understand that after taking body measurements, the next step is to draw the pattern and not to cut the pattern. Those who did not respond to this question lacked knowledge on the procedure of garment making.

Question 4: _____ improves the sound during singing.

- A Stanza
- B Radio
- C Guitar
- D Sound recorder.

The question was constructed from the *Music* topic. It was intended to test the pupils' knowledge on the type of musical instruments used to improve the sound during singing. In order to answer this question correctly, the pupils were required to have understanding on the functions of different musical instruments which are used during singing.

A total of 312,860 (32.92%) pupils chose the correct answer C "guitar" while 637,324 (67.07%) chose among distractors A "stanza", B "radio" and D "sound recorder". In addition, 115 pupils (0.01%) did not respond to this question. The overall performance of pupils in this question was average as shown in Figure 2.

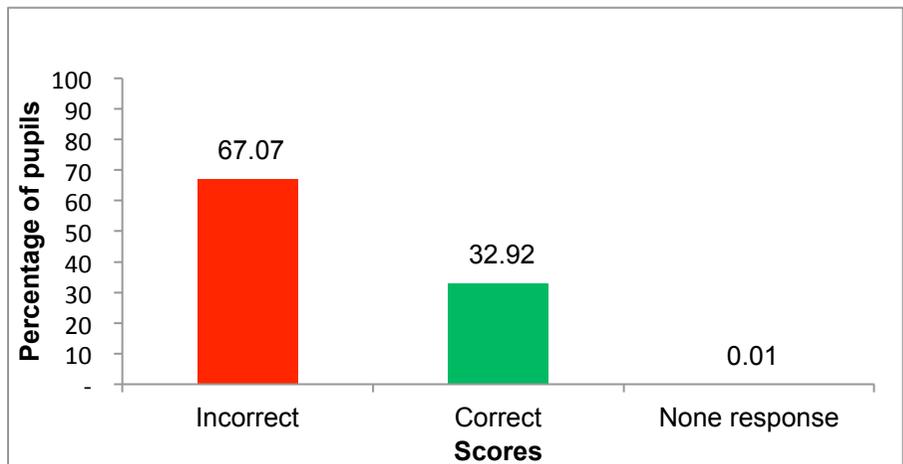


Figure 2: The percentages of pupils’ response pattern showing that the performance in question 4 was poor.

The pupils who chose distractor A “stanza” failed to understand the requirement of the question. Other pupils who chose distractor B “radio” knew that radio produces sound but did not know that it cannot improve the sound during singing. Those who chose distractor D “sound recorder” had inadequate knowledge on musical instruments and their functions hence associated the words “sound recorder” and the word “sound” in the stem of the question. However, these pupils thought that sound can be improved during recording. Pupils who did not respond to this question had inadequate knowledge on the functions of musical instruments.

Pupils who chose the correct answer had enough knowledge on the functions of different musical instruments. They knew that a guitar, if properly played, it produces sound that improves the sound produced by the singers and other instruments.

Question 5: We dip palm leaves in water in order to

- A clean them
- B soften them
- C make them long
- D add colour.

This question was constructed from the topic of Basketry. The question intended to test the pupils' understanding on the reason of dipping palm leaves in water before braiding twill bands. In order to answer this question correctly, the pupils were required to have understanding on the preparation procedures of palm leaves before braiding or weaving.

A total of 454,200 (47.8%) pupils chose the correct answer B "soften them" while 495,991 (52.2%) pupils chose among distractors A "clean them", C "make them long" and D "add colour". However, 110 pupils did not respond to this question. The overall performance of pupils in this question was average as shown in Table 3.

Table 3: Number and percentages of pupils who responded to question 5.

Scores	Incorrect	Correct	No response
No. of Pupils	495,991	454,200	110
% of Pupils	52.2	47.8	0

The pupils who chose distractor A "clean them" associated water with cleaning. However, they did not understand that palm leaves are not cleaned by washing them with water before

weaving. Moreover, the pupils who chose C “make them long” did not understand that palm leaves are parts of palm plant that are cut and cannot be made longer anyhow. Pupils who chose D “add colour” did not understand that clear water cannot add colour to the palm leaves. Other pupils confused the process of softening palm leaves and that of colouring, since both involves the procedure of dipping palm leaves in either clear water or coloured water respectively. These pupils and those who did not respond to this question had insufficient knowledge on the steps of preparing palm leaves and the function of water during the preparation of palm leaves for braiding twill bands.

Pupils who chose the correct answer understood clearly the preparation procedure of palm leaves for braiding or weaving. These pupils understood that the function of water is to soften palm leaves to prevent them from breaking during braiding or weaving the twill bands.

- Question 6:** Bell, horn, trumpets and whistle are instruments used in playing
- A bragging
 - B poems
 - C local dances
 - D dramatic poems.

This question was constructed from the topic of *Theatre Arts*. The question tested pupils’ understanding on different sound instruments used in theatre arts. In order to answer this question correctly, the pupils were required to have understanding on

sound instruments and their functions in different theatrical themes.

A total of 608,974 (64.1%) pupils chose the correct option C “local dances” while 341,236 (35.9%) pupils chose among distractors A “bragging”, B “poems” and D “dramatic poems”. However, 88 pupils did not respond to this question. The analysis shows that the overall performance of pupils in this question was good as illustrated on Table 4.

Table 4: Number and percentages of pupils who responded to question 6.

Scores	Incorrect	Correct	No response
No. of Pupils	341,236	608,974	88
% of Pupils	35.9	64.1	0

The pupils who chose the correct answer had adequate knowledge of the types of musical instruments and where they can be used. Thus, this group of pupils managed to identify theatrical arts which do not use musical instruments such as bragging, poetry and dramatic poems.

The pupils who chose the incorrect options had inadequate knowledge either on the sound instruments or on the themes of theatre. They failed to understand that each theatrical theme uses different instruments whereas others such as bragging, poetry and dramatic poems can be performed without any instrument. Pupils who did not respond to this question lacked knowledge on sound instruments.

Question 7: We wash clothes in order to

- A remove dirty
- B add good smell
- C remove colour
- D add brightness.

This question was constructed from the *Laundry* topic. The question was intended to assess pupils' understanding on the purpose of washing clothes. In order to answer this question correctly, pupils were required to have adequate knowledge on various steps in clothes care and the importance of each step.

A total of 810,176 (85.25%)pupils chose A “remove dirty’ which was the correct answer while 140,051 (14.74%) pupils chose among distractors B “add good smell”, C “remove colour” and D “add brightness”. Furthermore, 70 (0.01%) pupils did not respond to this question. Figure 3 shows that the general performance of pupils in this question was good.

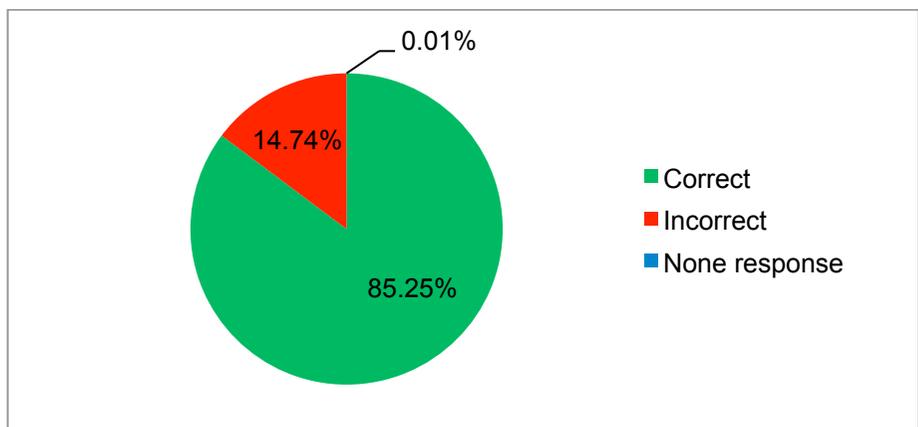


Figure 3: The percentages of pupils' response pattern showing that the performance in question 7 was good.

The pupils who chose the correct answer understood the purpose of washing clothes. This indicates that the pupils understood clearly the laundry topic. This can also be caused by the experience they had from their homes as they wash or see others wash dirty clothes.

The pupils who chose distractor B “add good smell” related washing with the good smell caused by some laundry soaps. Those who chose distractor C “remove colour” may have chosen this option due to the fact that some materials bleaches when washed, hence they thought this to be the reason for washing clothes. Pupils who chose D “add brightness” failed to differentiate cleanliness and brightness appearance on clothes. However, pupils who did not respond to this question failed to identify the reason for washing clothes.

Question 8 – 12: Matching Items

Questions 8 – 12 were constructed from the topic of *Agriculture, Animal Keeping and Fishing*. These questions intended to assess pupils’ ability to use the knowledge they have to identify different types of vegetables. In order for pupils to answer these questions correctly, they were required to have knowledge on the classification of vegetables and examples of vegetables in each group.

Questions and answers for question 8 – 12.

	List A	Letters	List B
8.	Vegetables of fruits type	()	A Spinach
9.	Vegetables of roots type	()	B Garlic
10.	Vegetables of leaves type	()	C Irish potatoes
11.	Vegetables of flowers type	()	D Peas
12.	Vegetables of seeds type	()	E Tomatoes
			F Cauliflower
			G Carrots

Question 8: Vegetables of fruits type ()

The question was intended to assess pupils' ability to identify vegetables of fruits type.

A total of 390,579 (41.1%) pupils chose E "tomatoes" which was the correct answer while 559,503 (58.9%) pupils chose among A "spinach", D "peas" and G "carrots". However, 219 pupils did not respond to this question. The overall performance of pupils in this question was average as shown in Table 5.

Table 5: Number and percentages of pupils who responded to question 8.

Scores	Incorrect	Correct	No response
No. of Pupils	559,503	390,579	219
% of Pupils	58.9	41.1	0

Pupils who chose A "spinach" failed to understand that spinach are the leaves part of the plant and not fruits. The pupils who chose D "peas" failed to differentiate fruits from seeds. In

addition, those who chose G “carrots” confused carrots with fruits due to its colour which resembles that of the most ripe fruits. Those who did not respond to this question might have inadequate knowledge on vegetables of fruits type.

The pupils who chose the correct answer were aware that a tomato plant stores food in the fruits that can be eaten raw or cooked as an ingredient in many dishes, sauces, salads and drinks.

Question 9: Vegetables of roots type ()

The question was intended to assess pupils’ ability to identify vegetables of roots type.

The overall performance of pupils in this question was average as 323,238 (34.01%) pupils chose the correct answer G “carrots” while 626,826 (65.96%) pupils chose among options B “garlic”, C “irish potatoes” and F “cauliflower”. Additionally, 239 pupils (0.03%) did not respond to this question. Figure 4 shows the performance of pupils in this question.

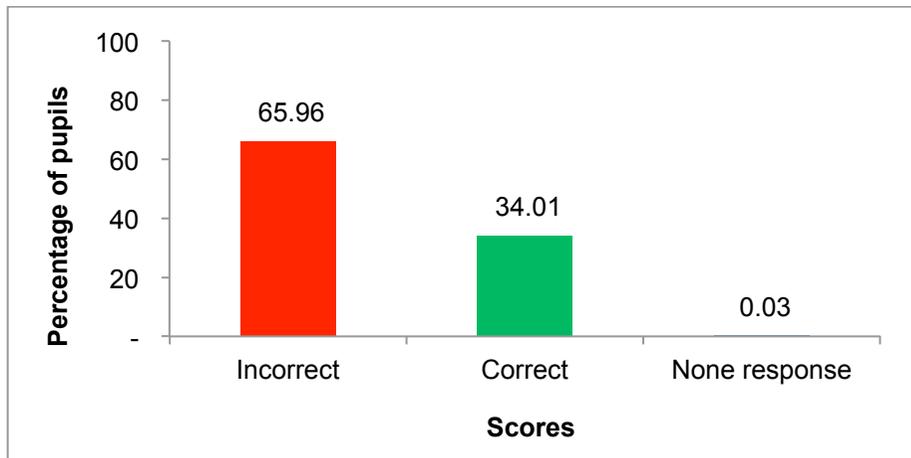


Figure 4: The percentages of pupils' response pattern showing that the performance in question 9 was average.

Pupils who opted incorrect answers had insufficient knowledge on the types of vegetables. Those who chose B “garlic,” and C “irish potatoes” thought that these are vegetables of roots as their edible parts (vegetable) are found in the soil. Those who chose F “cauliflower” were not familiar with this type of vegetables. Pupils who did not respond to this question had insufficient knowledge on vegetables of roots type.

Pupils who chose the correct answer had sufficient knowledge on the groups of vegetables hence, they were able to identify vegetables of roots type.

Question 10: Vegetables of leaves type ()

The question intended to assess pupils' ability to identify vegetable of leaves type.

The analysis shows that the general performance of pupils in this question was good as 591,628 (62.26%) pupils chose the correct answer A “spinach” while 358,453 (37.72%) pupils chose among B “garlic”, C “irish potatoes”, D “peas” and E “tomatoes”. A total of 219 (0.02%) pupils did not respond to this question. Figure 5 shows the performance of pupils in this question.

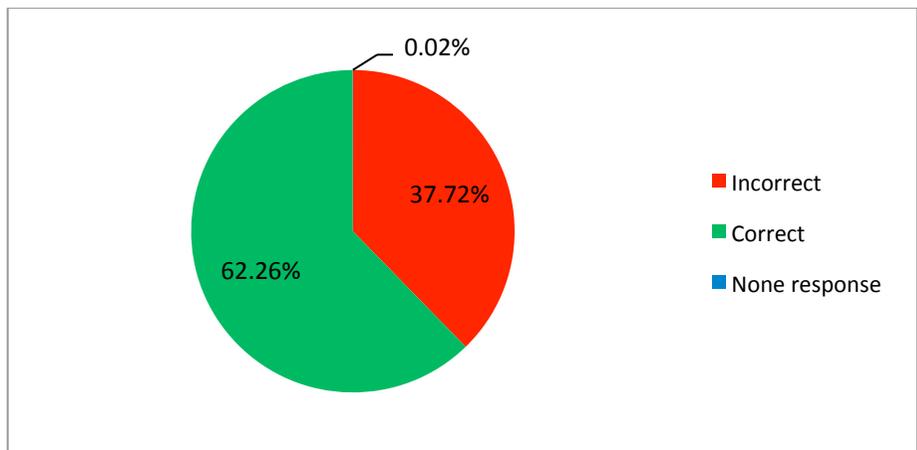


Figure 5: The percentages of pupils’ response pattern showing that the performance in question 10 was good.

Pupils who chose the correct answer had sufficient knowledge on leafy vegetables. This was due to the fact that this type of vegetables is commonly used in most families, so, majority of pupils were aware of them.

Pupils who chose options B “garlic”, “irish potatoes”, D “peas” and E “tomatoes” lacked knowledge on these types of vegetables. They thought that these should be classified under vegetables of leafy type because some people use their leaves as vegetables depending on the eating culture of specific

community. Pupils who did not respond to this question had insufficient knowledge on vegetables of leaves type.

Question 11: Vegetables of flowers type ()

This question intended to assess pupils' ability to identify vegetables of flowers type.

A total of 352,484 (37.1%) pupils chose F "cauliflower" which was the correct answer while 597,555 (62.9%) pupils chose among A "spinach", B "garlic", G "carrots", D "peas" and E "tomatoes". However, 262 pupils did not respond to this question. The general performance of pupils in this question was average as shown in Table 6.

Table 6: Number and percentages of pupils who responded to question 11.

Scores	Incorrect	Correct	No response
No. of Pupils	597,555	352,484	262
% of Pupils	62.9	37.1	0

Pupils who chose among A "spinach", B "garlic", G "carrots" and E "tomatoes" lacked adequate knowledge on classification of vegetables and parts of plants. Those who chose D "peas" thought that peas are vegetables of flowers type because pea plants produce attractive flowers but could not recognize that these flowers are not vegetables. Pupils who did not attempt this question had inadequate knowledge on vegetables of flowers type.

Pupils who chose the correct answer understood that the edible part of a cauliflower plant is the flower. Other pupils in this category related the word “flowers” from the question in List A with the term flower from the term cauliflower in List B.

Question 12: Vegetables of seeds type ()

The question was intended to assess pupils’ ability to identify vegetables of seeds type.

A total of 456,847 (48.1%) pupils chose the correct answer D “peas” while 493,235 (51.9%) pupils chose B “garlic”, C “irish potatoes”, E “tomatoes” and G “carrots”. A total of 215 pupils did not respond to this question. The overall performance of pupils in this question was average as shown in Table 7.

Table 7: Number and percentages of pupils who responded to question 12.

Scores	Incorrect	Correct	No response
No. of Pupils	493,235	456,847	215
% of Pupils	51.9	48.1	0

The pupils (493,235) who chose B “garlic”, E “tomatoes” and G “carrots” had insufficient knowledge on these vegetables. They failed to understand that the seeds from these vegetables are very small and they cannot be taken as vegetables. Those who chose C “irish potatoes” thought that irish potatoes are regarded as seeds since the potato pieces (edible parts) are planted and

grow to produce other potatoes (vegetables). Pupils who did not respond to this question failed to classify vegetables.

Pupils who chose the correct answer (456,847) had enough knowledge on vegetables of seeds type. They understood that these vegetables are classified under legumes which include peas, beans, soya beans, chick peas, pigeon peas, and cow peas. These pupils had adequate knowledge on this class of vegetables.

Question 13 – 15: Filling in the Blanks Questions

Question 13: The advantage of keeping local chicken is to get meat and _____ which are sources of protein.

The question was constructed from the topic of *Agriculture, Animal Keeping and Fishing*. The question intended to assess pupils' understanding of foods which are obtained from chicken that provide protein. In order to answer this question correctly, pupils were required to have knowledge on the advantages of keeping chicken in relation to nutrition.

The correct answer was "eggs" and it was provided by 491,431 (51.7%) pupils. A total of 458,522 (48.3%) pupils provided incorrect answers while 347 pupils did not respond to this question. The overall performance of pupils in this question was average as shown in Table 8.

Table 8: Number and percentages of pupils who responded to question 13.

Scores	Incorrect	Correct	No response
No. of Pupils	458,522	491,431	347
% of Pupils	48.3	51.7	0

The pupil's who wrote the correct answer had enough knowledge on food products obtained from local chicken. These pupils understood that apart from meat, chicken also provide eggs which are the sources of protein. Good performance in this question can also be due to the experience the pupils get from their homes as some families keep local chicken for the purpose of getting meat and eggs. Extract 1 shows a sample of the pupil's correct answer.

Extract 1

13. The advantage of keeping local chicken is to get meat and <u>eggs</u> which are sources of protein.

Extract 1 is a sample answer from a pupil who managed to write the correct answer.

Pupils who failed to write the correct answer lacked knowledge on the protein foods obtained from local chicken. For example, some of the pupils in this category wrote products such as milk, manure (the chickens droppings), and money because they lacked experience on animal keeping from their families. These pupils failed to understand that the answer should be a product from local chicken and source of protein. Others wrote rice and chips which are neither the sources of protein nor the chicken products. Pupils who did not respond to this question lacked

knowledge on the advantages of keeping local chicken in order to get protein. Extract 2 shows a sample of the answer of a pupil who failed to provide the correct answer.

Extract 2

13. The advantage of keeping local chicken is to get meat and milk which are sources of protein.

Extract 2 is a sample answer from a pupil who wrote milk, a product of cow or goat instead of eggs which are the product of chicken.

Question 14: Table clothes are decorated by using _____ stitches.

This question was constructed from the *Needlework* topic. The question intended to assess the pupils' ability to identify the types of stitches used to decorate clothes. In order to answer this question correctly, pupils were required to have knowledge on the types of stitches and their uses.

A total of 151,656 (15.96%) pupils wrote "embroidery" which was the correct answer while 798,238 (84%) pupils wrote incorrect answers. However, 409 pupils (0.04%) did not respond to this question. The general performance of pupils in this question was poor as shown in Figure 6.

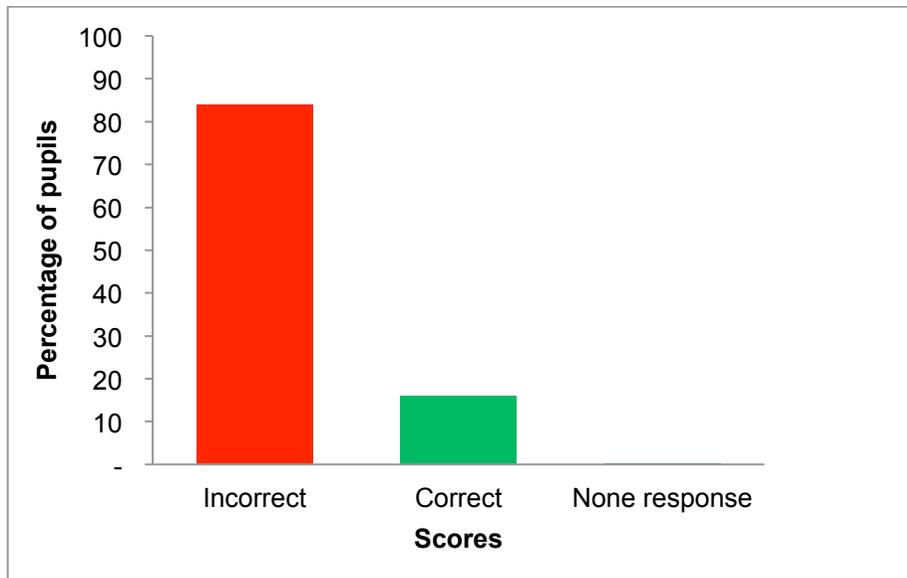


Figure 6: The percentages of pupils' response pattern showing that the performance in question 14 was poor.

The pupils who failed to provide the correct answer could not identify the decorative stitches and their applications. Some of these pupils mentioned the equipments and materials used in needlework such as needle, machine, thread and cloth. Others mentioned the types of embroidery/decorative stitches such as cross, filler and chain instead of a group of stitches namely decorative stitches. Those who did not respond to this question lacked knowledge on decorative stitches used in decorating clothes. Extract 3 shows a sample of the answer of a pupil who provided an incorrect answer.

Extract 3

14. Table clothes are decorated by using thread stitches.

Extract 3 is a sample answer from a pupil who wrote thread, a stitching material instead of embroidery, which is a group of decorative stitches used to decorate table cloth.

Pupils who provided the correct answer had enough knowledge on sewing stitches. This knowledge enabled them to understand that the type of stitches used to decorate table clothes are decorative or embroidery stitches. Some of these pupils were familiar with the term embroidery or they had experience from the embroiderers found in their environment. Extract 4 shows a sample of the answers of pupils who wrote the correct answer.

Extract 4

14. Table clothes are decorated by using embroidery stitches.

Extract 4 is a sample of the answer of a pupil who wrote the answer correctly.

Question 15: A cooking method which is used for making breads is called _____.

The question was constructed from the *Cookery* topic. The question intended to assess pupils' understanding on the methods of cooking. In order to answer this question correctly, pupils were required to have knowledge on various cooking methods.

A total of 223,393 (23.51%) pupils wrote "baking" which was the correct answer while 726,487 (76.45%) pupils failed to write the correct answer. Additionally, 421 (0.04%) pupils did not respond to this question. Table 9 shows that the overall performance of pupils in this question was average.

Table 9: Number and percentages of pupils who responded to question 15.

Scores	Incorrect	Correct	No response
No. of Pupils	726,487	223,393	421
% of Pupils	76.45	23.51	0.04

Pupils who failed to write the correct answer had misconceptions on the methods of cooking food. Some pupils mentioned the type of grain (wheat) which is usually ground into wheat flour important in bread making instead of cooking method. Others mentioned grilling and roasting methods of cooking knowing that bread is also cooked in the absence of water. Pupils who did not respond to this question lacked knowledge on cooking methods. Extract 5 shows a sample of the answer of a pupil who wrote incorrect answer.

Extract 5

15. A cooking method which is used for making breads is called wheat

Extract 5 is a sample answer from a pupil who mentioned wheat, the grain which provides the flour used to make bread instead of baking.

Pupils who wrote the correct answer had enough knowledge on cooking methods. Such pupils managed to differentiate the method used to make bread from other methods used in cooking other foods such as grilling and roasting. Extract 6 shows a sample of the answers of pupils who wrote the correct answer.

Extract 6

15. A cooking method which is used for making breads is called baking

Extract 6 is a sample answer from a pupil who managed to write the correct answer.

2.2 Section B: Personality Development and Sports

Question 16 – 22: Multiple Choice Questions

Question 16: People do communicate in order to

- A provide information to others
- B greet people orally
- C builds the spirit of working cooperatively
- D use communication tools.

The question intended to assess pupils' understanding on the reason for people to communicate. The question was constructed from the topic of *Communication, Relationship and Cooperation*. In order to answer this question correctly, pupils were required to have knowledge on the importance of communication in the community.

A total of 657,729 (69.2%) pupils chose the correct answer A "provide information to others" while 292,477(30.8%) pupils chose among distractors, B "greet people orally", C "builds the spirit of working cooperatively" and D "use communication tools". Furthermore, 91 pupils did not respond to this question. The pupils' performance in this question was good as shown in Table 10.

Table 10: Number and percentages of pupils who responded to question 16.

Scores	Incorrect	Correct	No response
No. of Pupils	292,477	657,729	91
% of Pupils	30.8	69.2	0

Pupils who chose the correct answer had adequate knowledge on the purpose of communication. This can be due to the fact that pupils like other people provide and get information through communication tools such as radio, writings, newspapers and oral communication. This assisted them to identify the correct answer.

On the other hand, pupils who failed to choose the correct answer lacked sufficient knowledge on communication. For example, those who chose distractor B “greet people orally” failed to understand that this is one of the ways of communication and not a reason. Pupils who were attracted by distractor D “use communication tools” failed to understand that the use of communication tools is not the reason of communicating. The pupils who did not respond to this question lacked knowledge on the reasons for communication.

Question 17: An advantage of creativity is

- A creation of various objects
- B to improve people’s talents
- C self-involvement in work
- D to be able to buy materials for creativity.

The question intended to assess pupils' knowledge on the advantages of creativity in the community. This question was derived from the topic of *Creativity*, Entrepreneurship, and Resources. In order for pupils to answer this question correctly, they were required to have knowledge on the concept of creativity and how the community can benefit from creativity.

A total of 300,072 pupils (31.6%) chose the correct answer B "to improve people's talents" while 650,145 (68.4%) pupils chose among distractors A "creation of various objects", "C self-involvement in work" and D "to be able to buy materials for creativity". A total of 82 pupils did not respond to this question. The performance of pupils in this question was average as shown in Table 11.

Table 11: Number and percentages of pupils who responded to question 17.

Scores	Incorrect	Correct	No response
No. of Pupils	650,145	300,072	82
% of Pupils	68.4	31.6	0

Pupils who failed to choose the correct answer had incorrect concept of the word creativity. Those who chose distractor A "creation of various objects" were possibly attracted by the word creation knowing that creativity involves creation and making new equipment. Those who were attracted by distractor "C self-involvement in work" and D "to be able to buy materials for creativity" thought that since creativity is an employment as other activities, an individual will get money that will enable them

buy materials for making new equipment. Pupils who did not respond to this question lacked knowledge on the concept of creativity.

The pupils who chose the correct answer had enough knowledge on the concept “creativity”. They understood that creativity involves the investigation, development of original ideas and putting them in writing or action to make new kinds of things. These pupils understood that creativity shows people’s talents and helps in improving talents of others in the community.

Question 18: Athletics is a game which involves

- A short and long distance races only
- B shot putting and discus throw
- C long and high jumps
- D races, jumps and throws.

The question was constructed from the *Athletics* topic. It intended to assess pupils’ ability to apply the knowledge they have to identify the components of athletics. In order for pupils to answer this question correctly, they were required to have knowledge on different types of games and how they are played.

A total of 338,112 (35.6%) pupils chose the correct answer D “races, jumps and throws” whereas 612,120 (64.4%) pupils chose among distractors A “short and long distance races only”, B “shot putting and discus throw” and C “long and high jumps”.

Furthermore, 69 pupils did not respond to this question. Table 12 shows that the pupils' performance in this question was average.

Table 12: Number and percentages of pupils who responded to question 18.

Scores	Incorrect	Correct	No response
No. of Pupils	612,120	338,112	69
% of Pupils	64.4	35.6	0

Pupils who failed to choose the correct answer did not have enough understanding on the concept of athletics. These pupils did not understand that athletics is not a single game but is composed of three groups of games which are races, jumps and throws. Pupils who did not respond to this question lacked knowledge on athletics.

Pupils who chose the correct answer understood that athletics is not a single game but is comprised of groups of games that can be played on one play ground at different times or in separate areas.

Question 19: Ways of avoiding risk behaviours include

- A passing under the electric wires
- B wearing shoes
- C playing on the road
- D playing in waste pits.

The question was constructed from the topic of *Problems and Risk Behaviours*. The question was intended to assess pupils' ability to apply the knowledge they have to avoid risk behaviours. In order for pupils to answer this question correctly, they were required to have knowledge on types of risk behaviours and the strategies to avoid them.

A total of 364,552 (38.4%) pupils chose the correct answer B "wearing shoes" while 585,661 (61.6%) pupils chose among distractors A "passing under the electric wires", C "playing on the road" and D "playing in waste pits". This question was not attempted by 88 pupils. The performance of pupils in this question was average as shown in Table 13.

Table 13: Number and percentages of pupils who responded to question 19.

Scores	Incorrect	Correct	No response
No. of Pupils	585,661	364,552	88
% of Pupils	61.6	38.4	0

Pupils who failed to choose the correct answer did not understand the demand of the question. These pupils thought they were required to identify risky behaviours while in principle they were required to select a strategy to prevent the risky behaviours such as passing under the electric wires, playing on the roads and playing in waste pits. One of the strategies used to prevent risk behaviours is to wear shoes. Those who did not respond to this question lacked knowledge on the effects of risky behaviours and how to control them.

On the other hand, pupils who chose the correct answer had enough knowledge on the topic of problems and risk behaviours. They understood that the habit of wearing shoes is one of the strategies of preventing the feet from being injured by sharp objects. These pupils chose the correct answer probably because they were able to transfer knowledge from the experience in their environment since they normally wear shoes when doing outdoor activities.

Question 20: An action which shows good decision making is

- A to ask an advice before making decision
- B to ask an advice after making decision
- C to ask an advice at a time of making decision
- D to follow the decision of many people.

The question was constructed from the topic of *Critical Thoughts, Good Decisions and Plans*. The question was intended to assess pupils' understanding about the right time to ask for advice in decision making. In order for pupils to answer this question correctly, they were required to have knowledge on good decision making.

A total of 474,755 (50%) pupils chose the correct answer A "to ask an advice before making decision" while 475,455 (50%) pupils chose among distractors B "to ask an advice after making decision", C "to ask an advice at a time of making decision" and D "to follow the decision of many people". The number of pupils who did not respond to this question was 88. The pupils' overall performance in this question was average as shown in Table 14.

Table 14: Number and percentages of pupils who responded to question 20.

Scores	Incorrect	Correct	No response
No. of Pupils	475,455	474,755	88
% of Pupils	50	50	0

Pupils who chose the correct answer had enough knowledge on the concept of decision making. They understood that a decision made is considered good or effective if the advice is sought before deciding.

Pupils who failed to choose the correct answer had insufficient knowledge on the concept of good decision making. For example, those who chose distractor B “to ask an advice after making decision” and C “to ask an advice at a time of making decision” lacked an understanding about the right time to ask for an advice. Others were attracted by distractor D “to follow the decision of many people” due to the notion that “majority are favoured”. Those who did not respond to the question lacked enough knowledge on the concept of good decision making.

- Question: 21:** An advantage of caring and protecting the body is
- A to have many fats in the body
 - B to have mental settlement
 - C to have additional nutrients in the body
 - D to avoid death.

The question was derived from the topic of *Health Care*. The question intended to assess pupils’ understanding about the

advantages of caring and protecting the body. In order for pupils to answer this question correctly, they were required to have knowledge on actions that promote mental health.

A total of 269,761 (28.4%) pupils chose B “to have mental settlement” which was the correct answer while 680,456 (71.6%) pupils chose among distractors A “to have many fats in the body”, C “to have additional nutrients in the body” and D “to avoid death”. Pupils who did not respond to this question were 79. The overall performance of pupils in this question was average as shown in Table 15.

Table 15: Number and percentages of pupils who responded to question 21.

Scores	Incorrect	Correct	No response
No. of Pupils	680,456	269,761	79
% of Pupils	71.6	28.4	0

Pupils who failed to choose the correct answer lacked enough knowledge on health care. Those who chose distractor A “to have many fats in the body” and C “to have additional nutrients in the body” failed to understand that these are the consequences of failure of caring for and protecting the body. The excess of fat and additional nutrients in the body is caused by unhealthy eating habits and lack of physical exercises. Pupils who were attracted by distractor D “to avoid death” failed to understand that a good body health reduces the possibility of death but cannot prevent death. Pupils who did not respond to

this question could not identify the advantages of caring and protecting the body.

On the other hand, pupils who chose the correct answer had enough knowledge on health care. These pupils understood that caring and protecting the body promote good health which results into mental settlement.

Question 22: Two sessions of a football match have a total of

- A 70 minutes
- B 45 minutes
- C 80 minutes
- D 90 minutes.

The question was constructed from the topic of *Football*. It intended to assess pupils' understanding about the duration required for playing football. In order for pupils to answer this question correctly, they were required to have sufficient knowledge on the principles and rules of playing game of football.

A total of 513,480 (54%) pupils chose the correct answer D "90 minutes" while 436,732 (46%) pupils chose among distractors A "70 minutes", B "45 minutes" and C "80 minutes". Pupils who did not respond to this question were 86. The overall performance of pupils in this question was average as shown in Table 16.

Table 16: Number and percentages of pupils who responded to question 22.

Scores	Incorrect	Correct	No response
No. of Pupils	436,732	513,480	86
% of Pupils	46	54	0

Pupils who chose the correct answer had good understanding of football game. These pupils understood that the football game have two sessions each played for 45 minutes, making a total of 90 minutes. Perhaps, these pupils got information about this common game through various information media or they were playing football game during sports lessons.

However, pupils who failed to choose the correct answer were not familiar with the football game. For example, pupils who chose distractor A “70 minutes” and C “80 minutes” it was obvious that they lacked knowledge on the principles of playing football game. These pupils might be lacking opportunities to play the game due to inadequate playing grounds and facilities at schools and homes. Pupils who chose distractor B “45 minutes” failed to understand that this is the time for one session of the game. Pupils who did not respond to this question lacked enough knowledge on the duration required for playing football.

Question 23 – 25: Filling in the Blanks Questions

Question 23:The game which involves leveling, roll sideways, and roll forward and backward is called _____.

The question was constructed from the topic of *Gymnastics*. The question intended to assess pupils' knowledge on gymnastics. In order for pupils to answer this question correctly, they were required to have knowledge on how to perform various physical exercises or gymnastics.

The correct answer “gymnastics” was written by 141,393 (14.88%) pupils while 808,618 (85.09%) pupils wrote incorrect answers. A total of 286 (0.03%) pupils did not respond to this question. Figure 7 shows that the overall performance of pupils in this question was poor.

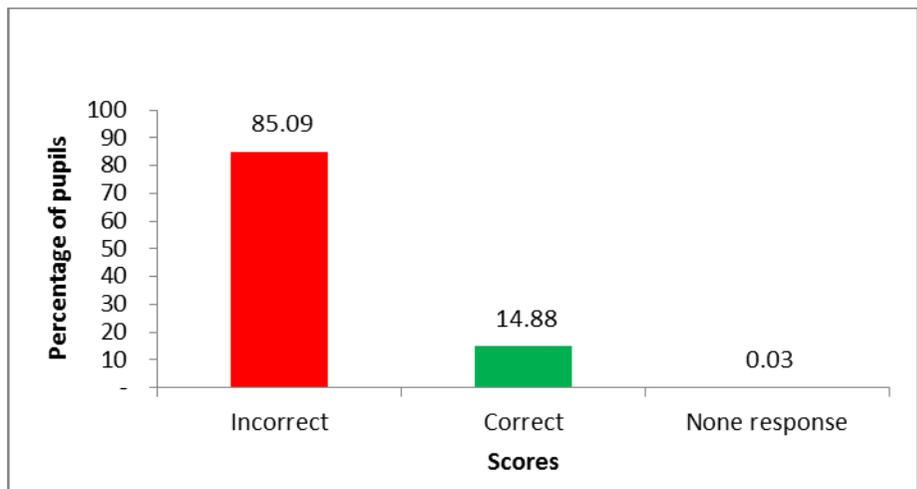


Figure 7: The percentages of pupils' response pattern showing that the performance in question 23 was poor.

Pupils who failed to write the correct answer had inadequate knowledge on this game due to various reasons. The reasons include lack of practices on these physical exercises and experience among teachers as the game is not common in our country. Majority of the pupils mentioned other games such as netball, football, and *rede*. Those who did not respond to this question had inadequate knowledge on gymnastic games. Extract 7 shows a sample of the answer of a pupil who provided incorrect answer.

Extract 7

23. The game which involves leveling, roll sideways and roll forward and backward is
football.

Extract 7 is a sample of the answer from a pupil who mentioned a common game, football instead of gymnastics.

Pupils managed to write the correct answer to show that they had good understanding about gymnastics and how it is performed. They were aware that leveling, rolling sideways, and rolling forward and backward are examples of such physical exercises or gymnastics. Extract 8 shows sample of the answer of a pupil who managed to write the correct answer.

Extract 8

23. The game which involves leveling, roll sideways and roll forward and backward is
gymnastic.

Extract 8 is a sample answer from pupils who managed to write the answer correctly.

Question 24: The game ‘rede’ is played by using _____.

The question was constructed from the topic of *Games*. The question intended to assess pupils’ ability to apply the knowledge they have to identify the type of equipment used to play ‘rede’. In order for pupils to answer this question correctly, they were required to have experience in playing ‘rede’ games.

A total of 398,123 (41.9%) pupils wrote the correct answer “a ball” or “bean ball” while 551,972 (58.1%) pupils failed to write the correct answer. Pupils who did not respond to this question were 190. Table 17 shows that the overall performance of pupils in this question was average.

Table 17: Number and percentages of pupils who responded to question 24.

Scores	Incorrect	Correct	No response
No. of Pupils	551,972	398,123	190
% of Pupils	58.1	41.9	0

Pupils failed to write the correct answer because they failed to identify the common equipment used in all ‘rede’ games. Majority of pupils in this category mentioned equipment such as sticks, bottles, stones and sand which are used depending on the type of ‘rede’ game to be played. Others mentioned types of playing balls such as football and netball, which in actual facts, cannot be used to play this game. Pupils who did not respond to this question had inadequate knowledge on how ‘rede’ game is played. Extract 9 shows a sample of the answer of a pupil who failed to provide the correct answer.

Extract 9

24. The game *rede* is played by using sticks

Extract 9 is a sample answer from a pupil who mentioned sticks instead of a ball.

Pupils who wrote the correct answer were good players of ‘*rede*’ games. They understood that for any type of ‘*rede*’, a ball is a main playing equipment and other equipment such as bottles and sand, stones, and sticks are optional depending on the type of ‘*rede*’ game to be played. Extract 10 is a sample answer of a pupil who wrote the correct answer.

Extract 10

24. The game *rede* is played by using a ball.

Extract 10: is a sample of the answer of a pupil who managed to identify that a ball is a correct answer as it is used to play all types of ‘*rede*’ games.

Question 25: The state of being kind and respectful to people is known as _____.

The question was constructed from the topic of *Ethics and Humanity*. The question intended to assess pupils’ understanding about the concept “humanity”. In order for pupils to answer this question correctly, they were required to have knowledge on the behaviours that demonstrate a person’s humanity in the society.

A total of 81,896 (8.62%) pupils wrote “humanity” which was the correct answer while 867,789 (91.32%) pupils failed to write the correct answer. However, 601 pupils (0.06%) did not respond to

this question. The performance of pupils in this question was lower as compared to other questions in this assessment as shown in Figure 8.

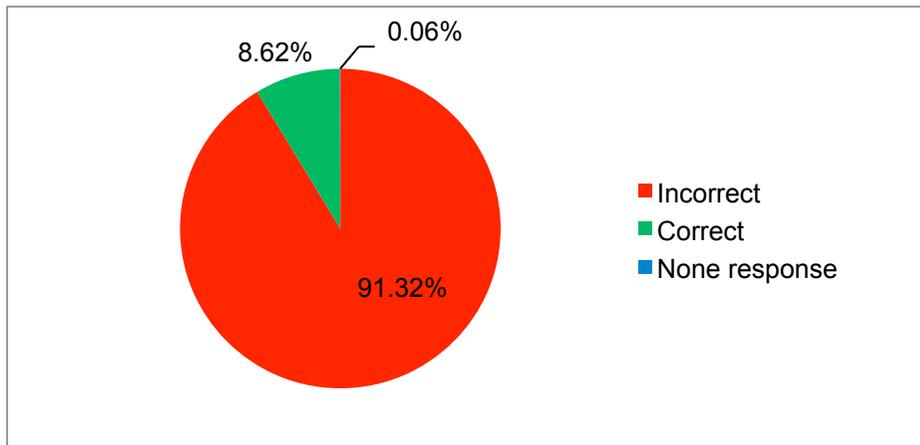


Figure 8: The percentage of pupils' response pattern showing that the performance in question 25 was poor.

Majority of the pupils failed to write the correct answer because they had insufficient knowledge on the concept of humanity. Many pupils in this category wrote behaviours such as obedience, being respectful, ethics and love. Those who wrote obedience, being respectful and love failed to understand that these are some of the actions or behaviours that demonstrate humanity. Those who wrote ethics failed to differentiate ethics from humanity because they are taught under the same topic. Pupils who did not respond to this question lacked knowledge on this topic. Extract 11 shows a sample of the answer of a pupil who failed to write the correct answer.

Extract 11

25. The state of being kind and respectful to people is known as being respectful

Extract 11 is a sample answer from a pupil who wrote being respectful instead of humanity.

On the other hand, few pupils (8.62%) who wrote the correct answer had sufficient knowledge on the concept of humanity. These pupils were aware of the actions or behaviours that demonstrate person's humanity in the society. Extract 12 shows a sample answer of a pupil who wrote the correct answer.

Extract 12

25. The state of being kind and respectful to people is known as humanity

Extract 12 is a sample answer from a pupil who managed to write the correct answer.

3.0 EVALUATION OF PUPILS' PERFORMANCE IN EACH TOPIC

The analysis of the pupils' performance in each topic in the Vocational Skills, Personality Development, and Sports assessment in SFNA 2015 indicates that the overall performance was average. Topics in which the performance was good in this assessment were Laundry (85.3%), Communication, Relationship and Cooperation (69.2%) and Theatre Arts (64.1%).

The topics which had average performance include Football (54%), Critical Thoughts, Good Decisions and Plans (50%), Agriculture, Animal Keeping and Fishing (45.7%), Basketry (45%), Games (41.9%), Cookery (39.1%), Problems and Risk Behaviours (38.4%), Athletics (35.6%), Needlework (33.2%), Music (32.9%), Creativity,

Entrepreneurship and Resources (31.6%), Health Care (28.4%) and Pictorial Arts, Printing, Modeling and Decoration (23.9%),.

This analysis has also revealed that the topics which had weak performance were Gymnastics (14.9%) and Ethics and Humanity (8.6%). The performance of pupils in SFNA 2015 topic wise has been presented in the **Appendix A** and **B**.

4.0 CONCLUSION

The item analysis indicated that several challenges contributed to the pupils' poor performance. These included lack of knowledge and limited understanding of various topics of the subjects. The limited understanding in some of the topics seemed to be caused by pupils to learn more towards theoretical than practical knowledge. Inability of pupils to identify the demands of the questions also contributed to poor performance in some of the questions in the Vocational Skills, Personality Development and Sports Subjects in the Standard Four National Assessment (SFNA) 2015.

Further analysis on each item has revealed that three questions (14, 23 and 25) had poor performance, eighteen questions (1, 2, 3, 4, 5, 8, 9, 11, 12, 13, 15, 17, 18, 19, 20, 21, 22 and 24), had average performance and four questions (6, 7, 10 and 16) had good performance.

5.0 RECOMMENDATIONS

In order to improve the pass rate of the Vocational Skills, Personality Development and Sports subjects, it is recommended that the following aspects should be adhered:

- (a) Teachers should ensure that all the topics indicated in the Vocational Skills and Personality Development and Sports syllabi are taught adequately by using participatory teaching and learning methods.
- (b) District Councils should ensure availability of playing grounds so that pupils can participate in sports even when at home.
- (c) The Ministry of Education, Science, Technology and Vocational Training and The Department of Education Quality Assurance (PMOLG) should make follow-up to ensure that all the topics indicated in the Vocational Skills and Personality Development and Sports syllabi are taught adequately by using relevant teaching strategies.
- (d) Subject teachers should be provided with teaching material so that they teach more practically instead of relying on theoretical teaching which affects the pupils' ability to understand some of the concepts.
- (e) Pupils should be advised to attend all the periods and to revise all topics indicated in the syllabi throughout their normal study time and during preparation for the national assessment.

Appendix A

**SUMMARY OF THE ANALYSIS OF PUPILS' PERFORMANCE BY TOPIC IN
VOCATIONAL SKILLS, PERSONALITY DEVELOPMENT AND SPORTS IN
STANDARD FOUR NATIONAL ASSESSMENT 2015**

S/N	Topic	Performance in each topic		Average performance (%)	Remarks
		No. of question	Performance (%)		
1	Laundry	7	85.3	85.3	Good
2	Communication, Relationship and Cooperation	16	69.2	69.2	Good
3	Theatre Arts	6	64.1	64.1	Good
4	Football	22	54	54	Average
5	Critical thoughts, Good decisions and Plans	20	50	50	Average
6	Agriculture, Animal Keeping and Fishing	8	41.1	45.7	Average
		9	34		
		10	62.3		
		11	37.1		
		12	48.1		
		13	51.7		
7	Basketry	5	45	45	Average
8	Games	24	41.9	41.9	Average
9	Cookery	2	54.7	39.1	Average
		15	23.5		
10	Problems and Risk Behaviours	19	38.4	38.4	Average
11	Athletics	18	35.6	35.6	Average
12	Needlework	3	50.3	33.2	Average
		14	16		
13	Music	4	32.9	32.9	Average
14	Creativity, Entrepreneurship and Resources	17	31.6	31.6	Average

S/N	Topic	Performance in each topic		Average performance (%)	Remarks
		No. of question	Performance (%)		
15	Health Care	21	28.4	28.4	Average
16	Pictorial arts, Printing, Modeling and Decoration	1	23.9	23.9	Average
17	Gymnastics	23	14.9	14.9	Poor
18	Ethics and Humanity	25	8.6	8.6	Poor

Appendix B

SUMMARY OF THE ANALYSIS OF CANDIDATES PERFORMANCE BY TOPIC AND VARIOUS QUESTIONS IN GRAPH FORM IN VOCATIONAL SKILLS, PERSONALITY DEVELOPMENT AND SPORTS STANDARD FOUR NATIONAL ASSESSMENT 2015

