

THE MALAWI NATIONAL EXAMINATIONS BOARD

2022 PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION

CHIEF EXAMINERS' REPORTS



THE MALAWI NATIONAL EXAMINATIONS BOARD

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Executive Director

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In reply please quote:

Our Ref:

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CONFIDENTIAL

19th October 2022

To : **District Education Managers (34)**

Dear Sir/Madam,

THE 2022 PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION CHIEF EXAMINERS' REPORTS

Please, find enclosed the reports for the 2022 Primary School Leaving Certificate Examinations (PSLCE).

Kindly ensure that all schools receive the reports that have been sent to you and that teachers are requested to make full use of them.

Yours faithfully,

Prof Dorothy Nampota
EXECUTIVE DIRECTOR

Encls.



THE MALAWI NATIONAL EXAMINATIONS BOARD

2022 PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION

CHIEF EXAMINER'S REPORT

ARTS AND LIFE SKILLS (P017)

GENERAL COMMENTS ON:

A. Quality of the paper

The 2022 Arts and Life Skills paper was fair and comparable to previous papers. The questions were developed from a wide range of topics of the syllabus. The questions ranged from low order to high order. The paper was at appropriate level of difficulty for PSLCE candidates.

B. Candidates' performance

Some candidates scored above average whereas majority of the candidates scored below. Most learners were able to give clear and correct answers which clearly indicated that they mastered the content.

However some candidates were failing to express themselves in Section **B** due to poor English language background. The reasoning ability also was poor.

COMMENTS ON PERFORMANCE OF CANDIDATES ON INDIVIDUAL QUESTIONS

Section A

Question 1

The question demanded candidates to choose what could reduce monotony in music. Most candidates performed well. However some candidates were confused with the word “monotony” and ended up missing the question.

Question 2

The candidates were asked to identify the knitting stitch. The majority of the candidates attempted this question and got it right.

Question 3

The question demanded the candidates to select ways of preventing injuries in netball. The question was well performed by most candidates.

Question 4

Candidates were asked to choose the resource used for making a cyclist toy. The majority of the candidates performed well.

Question 5 and 6

The questions required candidates to identify the name of a musical instrument shown (banjo) in a diagram and how it produces sound. Most candidates missed these questions because they failed to differentiate between a banjo and guitar and ended up choosing a guitar instead of a banjo.

Question 7

The question demanded candidates to choose the importance of displaying artistic items. Most candidates did well.

Question 8

Candidates were asked to choose the characteristic of dictatorship. Most learners did well in this question. They were able to choose option “A” only the leader’s voice counts.

Question 9

The question demanded candidates to identify skills that could increase environmental degradation. Most candidates got it right.

Question 10

The question demanded candidates to choose activities that could demonstrate unity among learners in artistic performance. The majority of the candidates got it right.

Question 11

Candidates were asked to choose the factor to be considered when forming a group of guidance and counseling. Most candidates performed well.

Question 12

The question demanded candidates to identify the term used to describe the relationship between and among people. The candidates demonstrated the understanding of the topic ‘interpersonal relationship’ because the majority got it right.

Question 13

The question demanded the candidates to choose the positive effect of stress and anxiety. Most candidates got it right.

Question 14

The question was based on the case study on rights. Most candidates performed poorly in this question as they were failing to relate the question with the case study.

Question 15

The question demanded the candidates to choose the first source of information on sex and sexuality for the youth. Some candidates failed as all the options given were the sources of information but they were required to choose the first source of information of which most of them were confused.

Question 16

Candidates were asked to choose the stages of planning which involve judging whether the activity is done according to the plan. Most candidates performed very well.

Question 17 and 18

The questions were based on a case study on moral values. Most candidates failed it, which showed that teachers do not include case studies when teaching and assessing learners. They do not also link the skills to the real situation when teaching.

Questions 19

Candidates were asked to choose the definition of budget. The majority of candidates got it right which shows that they understood the topic.

Questions 20

The question demanded candidates to choose the best way of assisting vulnerable children. Most candidates failed this question. They were choosing options like 'buying them toys' and 'giving them biscuits'.

Question 21

The question demanded candidates to choose the effect of some morals and values that are practiced in communities. Most candidates performed well.

Question 22

The question demanded candidates to identify a non psychological change experienced by adolescents. The majority of the candidates failed this question as they failed to differentiate physical changes from psychological changes.

Question 23

Candidates were asked to choose a way of avoiding conflicts. The majority of the candidates got it right.

Question 24

The question was based on the picture showing a girl and boy walking together demonstrating a sexual act. Most candidates failed the question as they were failing to relate the picture with the question.

Question 25

The question demanded candidates to choose the effect of abortion. Most candidates performed well.

Question 26

The question demanded candidates to identify factors that make women more vulnerable to HIV infection. Most learners were able to choose the correct option.

Question 27

Candidates were asked to identify a way which is not used in dealing with problems associated with adolescents. Most candidates got it right.

Question 28

The question demanded candidates to choose a term which is given to the logical sequencing of activities for proper management of resources. Most candidates failed as they were not familiar with the term.

Question 29

Candidates were asked to identify a way of overcoming barriers to HIV testing and counselling. Most candidates got it right

Question 30

The question demanded the candidates to complete the future's wheel on challenges of everyday life. Most candidates performed well.

Section B**Question 31 a**

The question demanded candidates to give any one way of reducing risks in sewing. Most candidates failed to express themselves due to language barrier.

Question 31 b

Candidates were asked to give any two ways in which carrying out market research is important. Most candidates failed due to lack of knowledge.

Question 31 c (i)

The question demanded candidates to explain one way of improvising a charcoal burner. The majority of candidates failed. This showed that teachers probably do not teach practical lessons.

Question 31 c (ii)

The question demanded candidates to mention any two ways in which paper models could be removed from a mould. Most candidates were able to give the correct responses.

Question 31 c (iii)

The question asked the candidates to give any one reason for not displaying teaching resources for too long. Most candidates got it right.

Question 31 d

The question demanded the candidates to explain any one advantage of learning different skills by members of the community. Some candidates failed because they were just stating the points without explaining.

Question 32 a (i)

The question asked the candidates to state any two ways in which taking body measurements when making sports attire is important. Most candidates got it right.

Question 32 a (ii)

The question demanded candidates to name areas where body measurements are taken when making sports attire. Some candidates missed the key word in the question 'areas' they were mentioning places instead of parts of the body.

Question 32 b

The question asked the candidates to state any two ways of showing people the problems of discrimination in artwork. Most candidates failed due to lack of knowledge. Most teachers probably do not teach practical lessons.

Question 32 c

The question demanded candidates to state an example of a finished artistic item made from weaving. The majority got it right.

Question 32 d

Candidates were asked to name the stage in career development where artists perform their work and learners observe. Most candidates performed well except very few whose responses showed that they did not learn the concept.

Question 32 e

The question demanded candidates to state any two ways in which educational dances are important. Most candidates failed the question because it needed reasoning ability.

Question 33 a (i) and (ii)

The question was based on the diagram showing a source of risk in sports. Most candidates got it right; they were able to relate the picture with the questions.

Question 33 b

The question demanded candidates to describe any one stage of job shadowing. Most candidates failed as they were not able to express themselves in English.

Question 33 c

The question asked the candidates to explain any one advantage of using modern means of communication. Most candidates were not able to explain.

Question 33 d

The question demanded candidates to state any one advantage of using verbal form of communication. Most candidates performed well.

Question 33 e

Candidates were asked to give any two institutions where one could go for on-site activities. Most candidates got it right.

Question 33 f

The question demanded the candidates to give the meaning of wearing animal skins and carrying a shield among the Ngoni culture. The majority performed well.

Question 34 a

The question demanded the candidates to name any one material that can be used for making costumes and sports attire. Most candidates performed well.

Question 34 b

The question demanded candidates to explain any one way in which a dye could be produced from yellow flower. Most candidates failed as they were explaining how to dye fibers instead of explaining how to produce a dye.

Question 34 c

Candidates were asked to mention any two factors to consider when costing artworks. Most candidates performed well.

Question 34 d

Candidates were asked to state any two activities that a person can do to learn more about a career. Most candidates got it right.

Question 34 e

The question demanded candidates to explain any one way in which repetition and contrast is important. Most candidates were just mentioning the point without explaining.

Question 34 f

The question demanded candidates to mention any one way in which carving industry could be sustained. Some candidates failed because they were confused with the word 'sustained'.

Question 35 a (i)

The question demanded the candidates to give any two entrepreneurship skills that are required in selling second hand clothes. Most candidates performed well.

Questions 35 a (ii)

The question demanded candidates to explain any one factor that affects people living with HIV and AIDS in entrepreneurship. Most candidates failed as they were failing to express themselves in English language.

Question 35 b

The question asked the candidates to state any two effects of negative peer pressure. Most candidates got it right.

Question 35 c (i)

The question demanded the candidates to name any two places where the youth could get guidance and counseling services in Malawi. Most candidates got it right.

Question 35 c (ii)

Candidates were asked to state any two points to be considered when making a work plan for peer guidance and counselling. Most candidates failed due to lack of knowledge. The question demanded reasoning ability.

Question 36a

The question demanded candidates to state any two problems associated with home based care and support. The majority of the candidates got it right.

Question 36b (i)

The question demanded candidates to state examples of good eating habits. Most candidates performed well except a few who failed to differentiate between eating habits and health habits and they ended up giving examples of health habits like bathing regularly, doing physical exercises e.t.c.

Question 36b (ii)

The question asked the candidates to state any one cultural practice that affects good health habits. Most candidates got it right.

Question 36c

The question demanded candidates to state any one factor that influences assertiveness. The majority of the candidates got it right.

Question 36 d

Candidates were asked to explain any one consequence of low self esteem. Most candidates failed because they were just mentioning the points without explaining.

Question 36 e

The question asked the candidates to explain any one way in which rights of people living with HIV and AIDS could be promoted. Most candidates failed to explain.

Question 37a (i) and (ii)

The questions were based on the picture on conflict resolution strategy. Most candidates performed poorly as they failed to relate the picture with the questions.

Question 37b

The question demanded candidates to explain any one problem that affects adolescents' sexuality. Most candidates got it right.

Question 37c

The question asked the candidates to state any two emotional changes that take place in adolescents. Most candidates failed this question as they were giving examples of physical changes instead of emotional changes like deep voice among the boys.

Question 37d

The question demanded the candidates to describe any one way in which budgeting in entrepreneurship is important. Most candidates failed because they could not express themselves in English language.

Question 37e

The question demanded candidates to state any two skills that the youth can use to address the problem of early marriages. Most of the candidates performed well.

C. RECOMMENDATIONS TO:

(i) Schools

- Teachers must cover the syllabus adequately.
- Conduct CPDs on teaching of Expressive Arts and Life Skills.
- Practical lessons should be emphasized.
- The following should be encouraged to be used by teachers during lessons:
 - a. Musical instruments
 - b. Garment construction tools e.g. tape measures and scissors
 - c. Carving tools e.g. an adze, chisel, gouge, mallet etc.

(ii) Ministry of Education

- Refresher courses to be conducted to Arts and Life Skills teachers.
- Ministry should provide text books to schools.



THE MALAWI NATIONAL EXAMINATION BOARD

2022 PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION

CHIEF EXAMINER'S REPORT

CHICHEWA (P032)

GENERAL COMMENTS

(a) Quality of the Paper

The 2022 PSLCE Chichewa paper was generally fair. The paper covered the syllabus adequately. The questions were clear and had no typographical errors. Most candidates attempted to answer most of the questions in all the four sections.

(b) GENERAL PERFORMANCE

Generally, the performance of most candidates in the 2022 PSLCE Chichewa paper was rated good. Most candidates performed far much better in Section D (Multiple Choice) than in the other Sections (A, B and C). However, some candidates' responses showed that they had difficulties in composition. It was also noted that some questions were not correctly answered due to misunderstanding of the demands of the questions and inadequate coverage of the syllabus.

COMMENTS ON PERFORMANCE OF CANDIDATES ON INDIVIDUAL QUESTIONS

SECTION A

In this section, candidates were asked to choose one question; either Q1 (Composition) or Q2 (Letter writing).

QUESTION 1: COMPOSITION

In this question, candidates were asked to write a composition entitled "MALONDA OCHITIKA M'DERA LATHU". The question was fair and most candidates attempted and correctly

answered it following the guidelines that were given in all the three paragraphs. However, some candidates that attempted the question were off track in paragraph one and two as their responses mismatched with the given guide.

QUESTION 2: LETTER WRITING

In this question, candidates were asked to write a letter to their friend telling her / him about the type of crop they grow in their area. The candidates that attempted the question performed well although some candidates failed to use idiomatic expressions properly.

SECTION B

QUESTION 3: COMPREHENSION

In this section, candidates were required to read a comprehension passage and answer questions from it. Most candidates attempted the question and performed fairly well. The following is an individual question analysis.

- a. It was fair and most candidates got it right.
- b. It was fair and most candidates answered it correctly.
- c. It was fair. Most candidates did well.
- d. Another fair question. Most candidates got it right.
- e. It was fair but poorly done by most candidates.
- f. (i) It was fair and most candidates got it right.
(ii) It was poorly done by most candidates.
(iii) The question was poorly done by most candidates.
- g. The question was fair and most candidates got it right.
- h. A fair question and most candidates answered it correctly.
- i. It was poorly done by most candidates.
- j. It was fair and most candidates got it right.
- k. It was poorly done by most candidates.

SECTION C

QUESTION 4: MALONJE

In this section, candidates were required to answer questions from a small passage that was given. Most candidates attempted it and performed well. The following is an individual question analysis in this section.

- a. (i) The question was poorly done by most candidates.
(ii) It was fair and most candidates got it right.
(iii) The question was fair and most candidates performed well.
- b. It was fair. Most candidates got it right.
- c. The question was well done by most candidates.

QUESTION 5: SENTENCE CONSTRUCTION

In this section, candidates were required to make sentences using the given words. The question was fair and most candidates attempted it. However, some candidates failed to punctuate the sentences correctly. This showed that candidates lacked practice in sentence construction in their schools.

SECTION D: MULTIPLE CHOICE

In this section, candidates were required to choose the letter representing the correct answer.

QUESTIONS 6 to 10

In this part, candidates were asked to choose the correct part of speech of the underlined words in the given sentences. The questions were fair and most candidates performed well.

QUESTIONS 11 to 15

In this part, candidates were asked to choose the correct verb tense for the underlined verbs in the given sentences. The questions were fair and most candidates attempted them. However, a few candidates performed poorly in question 15.

Questions 16 to 20

In this part, candidates were asked to choose the correct classes of the underlined nouns in the given sentences. Most candidates did well. However, a few had problems in question 20.

QUESTION 21 to 25

In this part, candidates were asked to choose words with similar meaning to the underlined words in the given sentences. The questions were fair and most candidates that attempted them did well. However, a few had problems in question 25.

QUESTION 26 to 30

In this part, candidates were asked to choose the correct functions of the underlined prepositions in the given sentences. The questions were fairly done by most candidates. However, a few had problems in questions 29 and 30.

QUESTIONS 31 to 35

In this part, candidates were asked to choose sentences that were correctly punctuated from the given sets of sentences. Most candidates attempted the questions and performed fairly well. However, a few candidates had problems in question 35.

QUESTIONS 36 to 40

In this part, candidates were asked to choose the correct meanings of the idiomatic expressions in the given sentences. Most candidates that attempted the questions did well. However, a few had problems in question 36.

QUESTION 41 to 45

In this part, candidates were asked to choose the correct feminine forms of the underlined masculine forms in the given sentences. Most candidates that attempted the questions did well. However, a few performed poorly in question 44.

RECOMMENDATIONS TO SCHOOLS

- Schools should cover the syllabus adequately.
- Teachers should drill learners on how to use idiomatic expressions in composition and letter writing.
- Teachers should be more resourceful. They should not just rely on the prescribed text books.
- Teachers should encourage learners to understand the demands of the questions before tackling them.
- Head teachers should allocate teachers according to their abilities and knowledge of subject matter.

RECOMMENDATION TO THE DEMS AND PEAS

- Zonal examinations should be encouraged.
- Study cycles should be encouraged in all schools.
- Supervision of teachers should be intensified to ensure that delivery of instruction is indeed taking place in schools.

RECOMMENDATION TO MINISTRY OF EDUCATION

- The Ministry should provide enough textbooks, teachers' guides and syllabi to schools.



THE MALAWI NATIONAL EXAMINATIONS BOARD

2022 PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION

CHIEF EXAMINER'S REPORT

ENGLISH (P052)

GENERAL COMMENTS ON:

A. The Quality of the Paper

The paper was generally fair. Items in the paper were drawn from all the aspects of the syllabus that could be tested through pencil and paper examination. Thus, the paper contained composition, report, reading comprehension, construction of sentences, parts of speech, clauses, question tags and grammar. Almost all the skills such as understanding, imagination, and critical thinking, among others, were tested.

B. Standard of Overall Performance

The general performance was average. Although many candidates managed to attempt almost all the questions in the paper, it was discovered that some candidates had challenges in handling questions which required them to demonstrate reasoning skills and critical thinking such as writing sentences using given words in Section C. In addition, a few candidates were able to show high levels of imagination as demanded in questions 1 and 2. For example in Question 2, paragraph 1, bullet 3 where they were asked to give reasons for someone going into an early marriage.

Conversely, most candidates did reasonably well in Section D, just as the case has been in previous examinations. The most popular areas were question tags and parts of speech.

COMMENTS ON CANDIDATES' PERFORMANCE ON INDIVIDUAL QUESTIONS

Section A

Question 1

Candidates were required to imagine that strong winds had damaged their school and they were asked to write a report to their Member of Parliament, asking him or her for assistance. Most candidates who attempted the question did very well in bullet 1 of paragraph 1. A good number of candidates were also able to come up with an explanation of what they did to protect property during the incident as demanded in bullet 2 of paragraph 3. However, most of them did not explain fully how the incident affected activities at their school.

Question 2

Candidates were demanded to imagine that one of their friends had dropped out of school while still young to get married. They were asked to write a composition titled, **The evils of early marriage**.

Most candidates who attempted this question were able to come up with the age at which the friend got married as required in bullet 1 of paragraph 1. In addition, they were able to give reasons why their friend went into an early marriage. They were also able to come up with problems that their friend experienced due to early marriage such as poverty.

However, some candidates were confusing responses required for bullet 2 of paragraph 2 (two things that the candidate can do to solve the problem) with those of paragraph 3 (two things that can be done to stop the problem of early marriages among the youth). Bullet 2 in paragraph 2 focused on what the individual involved in early marriage should do whereas paragraph 3 demanded action by the community and other responsible people on how to deal with the problem.

Section B (Question 3)

The comprehension passage was easy to understand. It did not have difficult words. Again, the story was interesting, dealing with what learners do at school.

Candidates were able to easily answer questions **a, b, and c**, though some still had challenges with question **a** because they confused phrasal verbs “coming from” and “walked from”. This showed that some candidates are not very familiar with phrasal verbs.

A good number of candidates had difficulties to come up with reasons why friends admired Madalo and Sayile. They were expected to deduce the reasons by reading in-between the lines. The very last sentence of paragraph 1 reveals that this would be their first time to see the lake. Most candidates were able to come up with correct responses for questions **e, f, g, h, i** and **k** though some had challenges with **e** due to tense problems and sentences instead of a brief and concise title for the passage.

Section C

Question 4 – 13

Candidates performed fairly well in this sub-section that involved vocabulary items although some candidates had difficulties with the word **accept** as they confused it with **except**. Candidates’ responses to this section showed that they did not have much practice in this area.

Question 9 – 15

The vocabulary items given in this sub-section were fair, although some candidates had difficulties with the word **accept** as they confused it with **except**.

Section D

Questions 14 – 26

Most candidates performed very well in this area. However, some candidates had difficulties with questions 25 and 26, showing that they were not given enough practice on verb tenses.

Questions 27 – 39

Candidates were required to demonstrate their knowledge of parts of speech. Most candidates again, did very well.

Questions 40 – 44

Most candidates scored good marks. This showed that candidates were well drilled in question tags.

Questions 45 – 48

The question demanded candidates' knowledge of similes and proverbs. A good number of candidates performed well.

Question 49 – 53

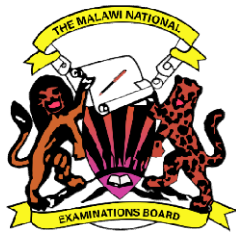
This sub-section required candidates to demonstrate their knowledge on clauses and their functions. The items were fairly done showing that a substantial amount of effort was done in teaching on clauses in schools.

C. RECOMMENDATIONS TO:**Ministry of Education**

- Supply adequate teaching and learning materials in schools.
- Recruit more teachers to improve on the current teacher/pupil ratio.
- Introduce and intensify activities that help learners in language skills e.g. debates and drama.

Malawi Institute of Education (MIE)

- Revise content in Teachers' Guides.



THE MALAWI NATIONAL EXAMINATIONS BOARD

2022 PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION

CHIEF EXAMINER'S REPORT

MATHEMATICS (P131)

GENERAL COMMENTS

(a) Quality of the Paper

The 2022 PSLCE Mathematics paper was fair in the sense that it prompted many candidates to attempt all the questions. In addition, the paper was free from errors. Although the paper was fair, some candidates did not perform well.

The paper covered almost all the topics in the syllabus, the language used was clear. The diagrams were also clear.

(b) General Performance of the Candidates

Generally, the performance of the candidates was average. It has shown that some topics were not taught thoroughly for mastery e.g. drawing of graphs.

COMMENTS ON CANDIDATES' PERFORMANCE ON INDIVIDUAL QUESTIONS

SECTION A

Question 1

The item required candidates to identify significant figures. Many candidates got it correct. Those who failed could hardly differentiate decimal numbers and significant figures.

Question 2

Candidates were to identify Roman numeral. Most candidates got it right.

Question 3

The question required candidates to identify a missing number in a number pattern. Many candidates failed because they were unable to establish the rule for the pattern.

Question 4

The question required candidates to identify the abacus which was represented by 3.012. The question was very popular and many candidates got it correct.

Question 5

Candidates were asked to identify the modal number. Most candidates got it right.

Question 6

The question required candidates to calculate the median. Most candidates failed it. They did not arrange the numbers in either ascending or descending order

Question 7

Candidates were to express K8 000 as a percentage of K40 000. Most candidates failed it because they only calculated the commission.

Question 8

The question required candidates to calculate a side of a square given its perimeter. Most candidates got it right. Those who failed could not recall the properties of a square.

Question 9

Candidates were to calculate the number of packets using the concept of mass. Many candidates got it wrong. They failed to convert Kilograms into grams.

Question 10

The question required candidates to convert capacity to volume. Most candidates failed to relate volume to capacity.

Question 11

Candidates were asked to write a correct mathematical statement an equation. Some failed to use the correct symbol.

Question 12

Candidates were asked to observe the lowest temperature from a given table. Most got it correct.

Question 13

This item required candidates to add $\frac{1}{5}$ and $\frac{3}{5}$ and then relate to the modelled fraction. Many got it correct.

Question 14

The question required candidates to multiply 8.3 by 3 and then subtract. Many failed due to the wrong multiplication of decimals.

Question 15

Candidates were required to identify the meaning of the term “transaction”. Many got it wrong.

Question 16

Candidates were asked to find the cost of postal orders. Some did well while others didn't. However, those who failed were confused because some of the numbers were in words and figures i.e. 7 postal orders and three postal orders.

Question 17

Candidates were asked to identify the term “premium”. Most candidates got it correct.

Question 18

The item required candidates to calculate selling price given cost price and profit percent. Most candidates failed it.

Question 19

Candidates were asked to tell time. Many got it correct.

Question 20

The question required candidates to find the scale used to draw a figure on paper. It was tricky because many failed to interpret the scale since the measurements were different i.e. metre and centimetres.

SECTION B**Question 21**

The question required candidates to divide the LCM of 10, 20 and 30 by their HCF. Some candidates were able to find the LCM and HCF but they failed to divide.

Question 22a

Candidates were asked to solve the equation $8h - 3h + 9 = 23 - 2h$. Most candidates failed to put like terms together. Some candidates lost marks awarded on the last operation of division.

Question 22b

The question required candidates to formulate an inequality and solve it. Most candidates could not differentiate greater than or equal to and less than or equal to signs. Hence most failed it.

Question 23a

Candidates were required to find the fourth number in a given pattern. Most candidates did not get full marks because they were unable to generate the rule.

Question 23b

This question required candidates to find the temperature of the fourth bucket. Many got it wrong because they failed to calculate the average of the four buckets to the total temperature. Others found the average temperature for the three buckets only instead of adding the temperature for the four buckets.

Question 24a

This item required candidates to calculate the time taken by a motor car to cover a distance which a bus takes in four hours at a speed of 80 km/hr. Most candidates failed to understand the question.

Question 24b

The question asked candidates to calculate the total cost of sending postal orders. Many candidates failed to add the commission and hence failed.

Question 25

The question required candidates to fill a withdraw form. Many got it correct.

Question 26

The question required candidates to find the age of a son when a mother was celebrating a diamond jubilee. Many got it correct. Those who failed it did not understand the meaning of the terms: diamond, silver and golden jubilee. Others drew pictures showing people dancing “celebration”.

Question 27

Candidates were required to calculate the money paid by 6 passengers. It was fair. Most candidates got it correct. However, others instead of dividing they were multiplying.

Question 28

Learners were not able to plot a bar graph using the given scale and information. Most candidates failed to plot bar graph so they were plotting either linear or histogram. Labelling of horizontal and vertical axis was also a challenge.

Question 29

Candidates were asked to calculate the area of a composite shape. Most of the candidates were calculating area of a circle, they were failing to divide diameter by 2 to get radius. Most of them failed to identify the base of a triangle. Most candidates failed.

Question 30

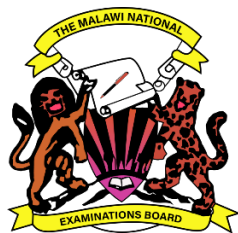
Candidates were required to construct a plan of a garden using a scale of 1 cm to represent 4 cm. Candidates were not drawing using correct measurements, they failed to use the given scale, others failed to change the units of length (using m instead of cm). Some candidates failed to bisect the line AB. Most of them failed.

RECOMMENDATIONS TO SCHOOLS

- Schools should have proper Teaching and Learning resources for Mathematics e.g. text books, graphs.
- Promotion of learners from Standard 7 to 8 should be on merit.
- Allocation of teachers to subjects should be considered based on subject matter.
- Mathematics should be taught in English not Chichewa.
- Teachers should learn to mark for methodology not correct answer.

RECOMMENDATION TO THE MINISTRY OF EDUCATION

- MoE should provide enough teaching and learning resources to schools.



THE MALAWI NATIONAL EXAMINATIONS BOARD

2022 PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION

CHIEF EXAMINER'S REPORT

PRIMARY SCIENCES (P163)

A. GENERAL COMMENTS ON QUALITY OF THE PAPER

The 2022 Primary Sciences paper was fair. It compared well with the previous papers. It covered all the core elements in the teaching syllabus and tested all the skills.

B. GENERAL COMMENTS ON OVERALL PERFORMANCE OF CANDIDATES

The general performance of candidates was average. There were some candidates who performed very well while others performed poorly. Candidates who performed well demonstrated mastery of skills in Sciences. They were able to express themselves in good English. They were also able to construct grammatically correct sentences in their responses. Almost all the candidates performed very well on recall questions than reasoning and application of knowledge. Candidates who performed poorly failed to express themselves in grammatically correct English. This costed them a lot of marks.

C. PERFORMANCE OF CANDIDATES ON INDIVIDUAL QUESTIONS

There were a lot of variations in terms of performance on individual questions.

Section A: Multiple Choice

In this section, the general performance was above average. Almost all the candidates got the first four questions right. However, most candidates performed poorly on the questions which involved critical thinking.

Question 1

The question asked for ways of improving maize yield. Most candidates performed very well. This reflected coverage of the topic.

Question 2

The question asked for ways of solving problems using principle of substitution. Most candidates performed well. The skill of reasoning was displayed by many candidates reflecting syllabus coverage.

Question 3

The question asked about problems of agricultural marketing. Most candidates performed very well.

Question 4

The question asked for ways that can best solve the problem of agricultural marketing. Most candidates got it right.

Question 5

The question asked candidates to identify a marketing function. Most candidates performed well.

Question 6

The question asked for the advantages of marketing functions. Most candidates did well.

Question 7

The question asked the candidates to identify ways of improving soil fertility. Almost all candidates performed well.

Question 8

The question asked about ways of controlling termites in a woodlot. Most candidates got it right.

Question 9

The question asked candidates to identify types of fruits which are harvested by felling trees. Almost all the candidates performed well.

Question 10

The question asked candidates to identify the method of cattle improvement. Most candidates did not do well and it reflected inadequate coverage of the syllabus.

Question 11

The question asked candidates to identify the indicator of cattle improvement. Most candidates performed well.

Question 12

The question asked for activities in marketing function which involve sorting and weighing. Most candidates performed well.

Question 13

The question asked about the raw materials which can be obtained from farm animals. Most candidates performed well.

Question 14

The question asked candidates to identify a weed in a maize field shown in a diagram. Most candidates performed well, a reflection of good observation skills.

Question 15

The question asked on how a weed identified in question 14 would be controlled. Most candidates did well.

Question 16

The question asked candidates to identify a characteristic of a good animal house. Most candidates performed well.

Question 17

The question asked candidates to identify a sub branch of animal production to which bee keeping belongs. Many candidates performed well.

Question 18

The question asked candidates to identify a sign of East Coast fever disease. Few candidates got it right. Many candidates chose “change in body temperature” as a correct answer. This shows candidates failed to differentiate signs and symptoms.

Question 19

The question required candidates to identify a given vegetable. Few candidates got it right. Many chose a wrong option which was okra. This reflected poor observation skills.

Question 20

The question asked candidates to identify a vegetable group to which the vegetable belong. Few candidates got it correct. It reflects inadequate coverage of the topic.

Question 21

The question asked candidates to identify the reason for dark red colour in blood moving in the veins. Few candidates got it right.

Question 22

The question asked candidates to identify a vegetable that could be preserved by both salting and drying. Most candidates performed well.

Question 23

The question asked the candidates to identify a reason for airing during laundering of garments. Most candidates got it right.

Question 24

The question asked candidates to identify a fabric made from artificial fibres. Most candidates got it right. Most candidates opted for “cotton” which is an example of a natural fibre.

Question 25

The question asked candidates to identify a condition for seed germination being investigated in a given experiment. Most candidates performed well.

Question 26

The question asked candidates to identify the results of the given experiment after five days. Most candidates got it right.

Question 27

The question asked candidates to identify worms that could be prevented by washing fruits before eating. Almost all the candidates performed well.

Question 28

The question asked candidates to identify foods that could be cooked using baking method. Most candidates got it right.

Question 29

The question asked candidates to identify foods which provide the body with water. Almost all the candidates got it right.

Question 30

The question asked candidates to identify disadvantages of improvising classroom technologies. Most candidates got it right. Those who failed were identifying advantages.

Question 31

The question asked candidates to identify a characteristic for insect pollinated flowers. Most candidates got it right. Those who failed opted for “have no nectar” as a correct answer instead of “produces nectar”.

Question 32

The question asked candidates to identify a problem in which a patient has difficulties in emptying bowel. Most candidates got it right. Those who failed opted for “constipation” instead of “haemorrhoids”.

Question 33

The question asked candidates to identify the effect of poor nutrition on an individual. Few candidates got it correct.

Question 34

The question asked candidates to identify two systems that are used in transmitting messages through a telephone. Most candidates got it right.

Question 35

The question asked candidates to identify a term that means cooking food in a liquid for a long time. Most candidates got it right.

Question 36

The question asked candidates to identify food stuffs which are rich in carbohydrates. Most candidates got it right.

Question 37

The question asked candidates to identify a laundry material used to stiffen garments. Half of the candidates got it right.

Question 38

The question asked candidates to identify the function of roots in a plant. Most of the candidates got it right.

Question 39

The question asked candidates to identify a danger of premarital sex. Almost all the candidates got it right.

Question 40

The question asked candidates to identify an occasional way of caring for a kitchen. Half of the candidates got it right. Those who failed opted for “mopping the floor” instead of “cleaning windows”.

SECTION B**Question 41a**

The question asked candidates to give reasons why the soil should contain humus for crop production. Most candidates got it right. However, those who failed gave the importance of soil as a correct answer e.g. holding plants.

Question 41b

The question asked candidates to give ways in which permaculture helps in improving soil fertility. Half of the candidates got it right. Those who failed, were giving the definition of permaculture.

Question 42a (i)

The question asked candidates to identify a disease of goats whose signs were given. Half of the candidates got it right.

Question 42a (ii)

The question asked candidates to give ways of controlling the disease identified in 42a(i). Half of the candidates got it right.

Question 42b

The question asked candidates to give ways of improving cattle. Few candidates got it right. Many who failed wrote “bleeding” instead of “breeding”.

Question 42c

The question asked candidates to give reasons for feeding goats balanced feed. Most candidates got it right.

Question 43a

The question asked candidates to give ways of keeping water safe. Most candidates got it right.

Question 43b (i)

The question asked candidates to identify an irrigation type given in a diagram. Many candidates got it wrong because they gave importance of the irrigation such as “farmers grow crops throughout the year”.

Question 43b (ii)

The question asked candidates to give advantages of the irrigation system. Most candidates got it right.

Question 44a (i)

The question asked candidates to identify a given farm record. Most candidates got it right.

Question 44a (ii)

The question asked candidates to identify from the given farm records the date when the farmer made the biggest profit. Most candidates got it right.

Question 44b

The question asked candidates to give two uses of a windmill as a farm implement. Half of the candidates got it right. Those who failed gave the uses of a treadle pump.

Question 44c

The question asked candidates to give reasons for keeping the control tap of a sprayer tight when not in use. Most candidates did not attempt the question and few got it right.

Question 45a

The question asked candidates to identify a crop given in a diagram. Most candidates got it right.

Question 45b

The question asked candidates to give uses of the crop identified in (a). Most candidates got it right.

Question 45c

The question asked candidates to give districts in Malawi where the given crop is grown. Most candidates got it right.

Question 46a

The question asked candidates to explain **disinfection** as a method of controlling diseases in cattle. Most candidates got it right.

Question 46b

The question asked candidates to explain **vaccination** as a method of controlling diseases in cattle. Most candidates got it right.

Question 47a

The question asked candidates to state two processes that happen in the body as blood is circulating. Some of the candidates got it right while others got it wrong because they were giving answers like “it contains less oxygen”.

Question 47b (i)

The question asked candidates to define the term “classification”. Almost all the candidates got it right.

Question 47b (ii)

The question asked candidates to give two ways in which animals are classified. Almost all the candidates got it right.

Question 47c

The question asked candidates to classify given food items into protective, energy giving and body building groups. About half of the candidates got it right.

Question 48a

The question asked candidates to state the recommended methods for separating given mixtures. Less than half of the candidates got it right. Most candidates were just writing the methods at any mixture, a reflection of just memorising the methods.

Question 48b

The question asked candidates to draw a series circuit with two bulbs, a switch and a cell. Many candidates got it wrong because they failed to draw a parallel circuit.

Question 49a

The question asked candidates to give one reason for including moringa in the diet of a person living with HIV and AIDS. Half of the candidates were giving the importance of taking ARVs. This proved to be the most challenging question for most candidates as almost all the candidates got it wrong.

Question 49b

The question asked candidates to state one negative effect of information and communication technologies. About half of the candidates got it right. Those who failed wrote “expressive” instead of “expensive”.

Question 50

The question asked candidates to name processes in a given illustration showing changes of state of matter and less than half of the candidates got it right.

Question 51a

The question asked candidates to define the term “malnutrition”. And less than half of the candidates got it right. Those who got it wrong gave “a condition in which there is lack or excess of certain nutrients in the **diet**”, instead of the body as a response.

Question 51b

The question asked candidates to give the importance of preserving food and more than half of the candidates got it right.

Question 52a (i)

The question asked candidates to name a labelled part of the human nervous system and more than half of the candidates got it right. Those who missed the question wrote “avoid drug and substance”, leaving out the word “abuse”.

Question 52a (ii)

The question asked candidates to state the function of a labeled part of the human nervous system. About half of the candidates got it right.

Question 52b (i)

The question asked candidates to state two ways of caring for the nervous system. About 65% of the candidates got it right. However some got it wrong because they wrote “avoid drug and substance”, leaving out the word “abuse”.

Question 52b (ii)

The question asked candidates to explain the effect on a human being when the brain is damaged. About half of the candidates got it right.

D. RECOMMENDATIONS:

To schools

- Teachers should make sure that they cover the syllabus adequately and thoroughly
- Practical lessons should be conducted thoroughly.
- Technical vocabulary should be emphasised when teaching.
- Revision should be done from standard five work when preparing the candidates for examinations.

To Malawi Institute of Education

- The syllabi should be revised because some information mislead teachers e.g. the diagram which is on page 111 of standard 6 teacher's guide showing an example of a second order lever.

To Ministry of Education

- All the subjects in infant and junior section should be taught in English except Chichewa. This will assist learners to understand questions which are in English during national examinations.



THE MALAWI NATIONAL EXAMINATIONS BOARD

2022 PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION

CHIEF EXAMINER'S REPORT

SOCIAL AND RELIGIOUS STUDIES (P199)

GENERAL COMMENTS ON:

(a) Quality of the paper

The paper was generally fair and well set. The questions covered the syllabus adequately. The questions were of the difficulty level of PSLCE candidates.

Candidates' Performance

The general performance was average. Most candidates did not perform well on free response items which appear in sections B and C. The most popular questions were the multiple choice questions which were attempted by all the candidates.

COMMENTS ON PERFORMANCE OF CANDIDATES ON INDIVIDUAL QUESTIONS

SECTION A (30 marks)

Question 1

Candidates were asked to identify the way of acquiring citizenship to a stateless person. Most candidates performed poorly due to lack of understanding of the demands of the question.

Question 2

The question demanded candidates to identify the planet which has one satellite. Most candidates gave correct responses.

Question 3

Candidates were asked to identify a demonstration of bravery. Most candidates performed poorly on this question.

Question 4

The question demanded candidates to choose an institution which disseminates information on HIV and AIDS. Most candidates gave correct responses.

Question 5

The question asked candidates to identify the type of payment given to labourers. Most candidates got it right.

Question 6

Candidates were asked to identify the commodities which were used in the triangle trade. Most candidates performed well on this question.

Question 7

The question demanded the candidates to use the given diagram to identify the type of pollution. Most candidates got it correct.

Question 8

Candidates were asked to choose the effect of the pollution by the industry shown in the diagram and most candidates got it right.

Question 9

The question demanded candidates to identify the trading city state in Greek civilization. Although the question was straight forward, most candidates gave wrong responses because they were confusing trading state for military state.

Question 10

Candidates were asked to identify a sex role. However, most of them were giving answers for gender role.

Question 11

The question demanded candidates to identify the type of tax collected directly from business profit. Most candidates gave wrong responses.

Question 12

The question asked candidates to choose the structure of the government responsible for interpretation of the laws. Most candidates got it right.

Question 13

Candidates were expected to identify the country which the African Union helped to achieve independence. Most candidates gave wrong responses.

Question 14

The question asked candidates to identify a gender role. Most candidates failed the question.

Question 15

The question demanded candidates to identify a person who influenced the coming of early missionaries in Africa. Most candidates got it right.

Question 16

The question required candidates to identify the symbol that signifies self rule of the state of Malawi. Most candidates got it right.

Question 17

Candidates were asked to identify the military state in the Greek civilization. Most candidates gave correct responses.

Question 18

Candidates were asked to choose the country that influenced Malawi to become independent. Most candidates gave correct responses.

Question 19

Candidates were asked to identify the institution responsible for tax in Malawi. Most candidates performed well on this question.

Question 20

The question demanded candidates to choose the importance of a plateau. Most candidates gave correct responses.

Question 21

Candidates were asked to choose the system of government whose leadership is acquired through inheritance. The question was straight forward and most candidates got it right.

Question 22

The question demanded candidates to identify the characteristics of the planet Saturn. Most candidates responded well to this question.

Question 23

Candidates were required to choose the definition of the term, “gender equality”. Most candidates gave correct responses.

Question 24

The question demanded candidates to identify one way of resolving conflicts peacefully. Most candidates gave correct responses.

Question 25

Candidates were asked to choose the name of the movement of the earth around the sun. Most candidates gave wrong responses.

Question 26

The question demanded candidates to choose the component of the environment that deals with how people access money. Most candidates gave correct responses.

Question 27

Candidates were asked to choose the effect of gender stereotyping on development. Most candidates failed to give correct responses.

Question 28

The question demanded candidates to choose the system of government in which all the citizens participate actively in the running of the government. Most candidates gave correct responses.

Question 29

The question demanded candidates to identify one problem that affects fishing in Malawi. Most candidates gave correct responses.

Question 30

The question asked candidates to choose the importance of budgeting. Most candidates gave correct responses.

SECTION B (35 marks)**Question 31a**

Candidates were asked to state another name for longitudes. Most candidates got it right.

Question 31b

The question demanded candidates to state two uses of longitudes. Most candidates performed well on this question.

Question 31c(i)

The question required candidates to give one way in which forests can be mismanaged. Most candidates failed because they were giving responses to do with ways of managing forests.

Question 31c(ii)

The question asked candidates to give one way in which wild animals can be mismanaged. Most candidates failed to give correct responses.

Question 31d

Candidates were expected to give a reason why people in deserts settle around oases. Most candidates failed to express themselves on this question.

Question 32a

The question demanded candidates to give two contributions of the Nkhamanga Kingdom to the present Malawi. Most candidates responded well to the question due to limited vocabulary.

Question 32b

Candidates were expected to state any two aims of the early missionaries in Malawi. However, most candidates failed because they were giving contributions rather than aims.

Questions 32c

The question demanded candidates to give any three ways in which intolerance can affect national development. Most candidates failed to give correct responses because they failed to understand the meaning of intolerance.

Question 33a

Candidates were asked to give two destructive agents of the environment in the community. Most candidates gave correct responses.

Question 33b

Candidates were expected to give reasons why companies are important. Most candidates responded well to the question.

Question 33c

The question demanded candidates to give any two duties of the Ward Counsellor. Most candidates got it right.

Question 33d

Candidates were expected to mention the place for the administration headquarters of the commonwealth. Most candidates gave correct responses.

Question 34a

Candidates were asked to give any two factors that influence population distribution in Malawi. Most candidates got it right.

Question 34b

Candidates were expected to give any one function of the traditional and political structures. Most candidates failed the question because they failed to express themselves on this question.

Question 34c

Candidates were expected to give any three reasons for the importance of road signs and signals. Most candidates gave correct responses.

Question 35a

The question demanded candidates to give any three factors that promote gender balance in the society. Most candidates gave correct responses.

Question 35b

Candidates were expected to give three reasons for the importance of patriotism for a citizen. Most candidates failed the question because they did not understand the meaning of the word “patriotism”.

Question 35c

The question demanded candidates to give any two disadvantages of hire purchase to the seller. On the other hand, most candidates were giving disadvantages of hire purchase to the buyer thereby, failing the question.

SECTION C (35 marks)**PART 1: BIBLE KNOWLEDGE****Question 36a**

Candidates were required to give any two uses of the Ark of the Covenant. Most candidates performed well.

Question 36b

Candidates were asked to mention what guided the Israelites on their way to Canaan during the night. Most candidates got it right.

Question 36c

Candidates were expected to give any two reasons why God told Adam to take care of the environment. Most candidates gave correct responses.

Question 36d

Candidates were asked to explain why Christians are forbidden to rebel against those in authority. Most candidates gave correct responses.

Question 37a

The question demanded candidates to mention two cities that Micah had a vision about their downfall. Most candidates got it right.

Question 37b

Candidates were asked to mention any two kings who ruled during the time of Isaiah. Most candidates gave correct responses.

Question 37c

The question demanded candidates to explain how God revealed his message to Isaiah. Most candidates gave correct responses.

Question 37d

Candidates were asked to explain why the blood of the lamb killed during the Passover was sprinkled on the door post. Most candidates performed well.

Question 38a

The question demanded candidates to describe the relationship between the Church and Politics. However, most candidates were giving the definitions rather than the relationship.

Question 38b

Candidates were asked to explain why Joseph was ill-treated by his brothers. Most candidates responded correctly.

Question 38c

The question demanded candidates to describe any two situations where Jesus showed love to the people. The question was straight forward and most candidates got it right.

Question 38d

Candidates were asked to give any two good effects of conflicts in a family. Most candidates were giving bad effects, hence failed the question.

Question 39a

The question demanded candidates to explain why Jesus healed the man with demons in the land of Gerasa. Most candidates gave correct responses.

Question 39b

Candidates were asked to give a reason why the disciples were afraid when they saw Jesus walking on the water. Most candidates got it right.

Question 39c

Candidates were asked to give three accusations that were made against Jesus. Most candidates gave correct responses.

Question 39d

Candidates were expected to explain the lesson learnt from the parable of the two sons who were told to go and work in the vineyard in the New Testament. Most candidates gave correct responses.

Question 39e

The question demanded candidates to state where Jesus started his ministry. Most candidates got it right.

Question 40a

Candidates were asked to define the term “Gentile”. Most candidates gave correct responses.

Question 40b

Candidates were asked to mention the miracle that Jesus did at the wedding in Cana. Most candidates responded well.

Question 40c

The question demanded candidates to give any two situations that require forgiveness. Most candidates gave correct responses.

Question 40d

The question required candidates to give two reasons why the Hebrews collected double their normal quantity of food on the sixth day. Most candidates got it right.

Question 40e

Candidates were asked to give a reason why Jesus wanted the raising of Jairus’ daughter to be a secret. Most candidates failed to express themselves on this question.

PART 2: RELIGIOUS EDUCATION**Question 41a**

The question demanded candidates to define gender roles. Most candidates gave correct responses.

Question 41b

Candidates were asked to give any two ways in which religious groups can promote virtues. Most candidates gave correct answers.

Question 41c

Candidates were asked to give any two examples of cardinal virtues. The question was straight forward and most candidates got it right.

Question 41d

Candidates were required to give the meaning of the proverb “kupatsa nkuyika” in African Traditional Religion. Most candidates performed well.

Question 41e

The question demanded candidates to give an example of a national event that shows tolerance in different religions. Most candidates failed the question due to lack of knowledge.

Question 42a

Candidates were requested to give two points in which society teaches about family life. Most candidates responded correctly.

Question 42b

Candidates were expected to name two Islamic festivals where food is distributed to the poor. Most candidates gave correct answers.

Question 42c

Candidates were asked to explain what happens to the human spirit of the person who dies. Most candidates got it right.

Question 42d

Candidates were required to state the family planning method mostly encouraged to be used by Christians in Malawi. Most candidates gave correct responses.

Question 42e

Candidates were asked to give an example of a vulnerable group amongst Christians. Most students responded correctly.

Question 43a

The question demanded the candidates to give two ways in which people can take care of the environment. Most candidates got it right.

Question 43b

Candidates were expected to give one similarity in the rites of passage in Islam and Christianity. Most candidates gave correct answers.

Question 43c

Candidates were asked to state the talent of M'bona in Lower Shire and Joseph in Egypt. Most candidates failed the question.

Question 43d

The question demanded candidates to state one responsibility of Moslems over God's creation in wildlife. Most candidates got it right.

Question 44a

Candidates were asked to give the name of the belief in one God in Islam. Most candidates gave the correct responses.

Question 44b

Candidates were expected to explain how modeling assists a person to discover his /her talents. Most candidates got it right.

Question 44c

Candidates were asked to state two things that Islam teaches about poverty. Most candidates got it right.

Question 44d

The question demanded candidates to mention two places in ATR that are believed to be inhabited by spirits. Most candidates got it right.

Question 45a

Candidates were asked to mention the founder of Christianity. Most candidates gave correct responses.

Question 45b

Candidates were requested to explain how God spoke with Moses and the Virgin Mary. The question was straight forward and most candidates responded well.

Question 45c

Candidates were asked to describe how the following religious symbols and artifacts: “red lights at crossroads” and “the dove that descended” are used in different religions. Most candidates got it right.

Question 45d

The question demanded candidates to state two ways in which marriage life is important. Most candidates performed well on this question.

RECOMMENDATIONS TO:**The Ministry of Education**

- Provide enough teaching and learning resources to all schools across the country.
- Ensure that there are enough teachers in schools to reduce teacher learner ratio.

Schools

- Teachers should endeavor to cover the syllabus.
- Subject teachers should teach thoroughly content areas of the syllabus.
- Teachers should emphasize unit assessment.
- Teachers should encourage reading culture to learners.