

***E
X
A
M
I
N
E
R
'
S

R
E
P
O
R
T***

MINISTRY OF EDUCATION

FIJI YEAR 8 EXAMINATION

2025

SOCIAL SCIENCE

1.0 General Comments

This Examiners' Report presents a comprehensive national analysis of the **2025 Fiji Year 8 Social Science Examination**, drawing on consolidated marking data, item-level statistics and qualitative feedback from markers across the country. The report provides an evidence-based overview of candidate performance, identifying key trends, strengths and areas for improvement across all sections of the examination. Its primary purpose is to inform the Ministry of Education, curriculum developers, school leaders, teachers and other stakeholders of learner achievement patterns and to support continuous improvement in teaching, learning and assessment practices.

In 2025, a total of **18,616 candidates** sat the Year 8 Social Science Examination, of whom **12,590 achieved a pass**, resulting in a national pass rate of **67.63%**. The national **average score of 57.3** and **median score of 60** indicate that overall performance clustered around the mid-range, while a **standard deviation of 20.9** highlights considerable variation in achievement across schools and learner contexts. When compared with 2024, candidature declined slightly; however, a more notable concern was the decrease in the number of passes and the overall pass rate, signalling emerging challenges in learner performance that require targeted response.

The Examination assessed a broad range of knowledge, skills and competencies aligned with the Year 8 Social Science syllabus, including factual knowledge, conceptual understanding, interpretation skills, research processes, graph and picture analysis, creativity and short-answer written responses. Sections such as **True or False**, **Graph Interpretation**, and aspects of **Matching** demonstrated strong learner engagement and understanding, while other areas—particularly **Fill in the Blanks**, **Research Skills (lessons learnt)**, **Picture Study factual recall**, and **Short Answer questions** revealed persistent challenges related to vocabulary, reading comprehension, factual recall and examination technique.

This report not only documents performance outcomes but also synthesises marker observations to provide clear, actionable recommendations. These recommendations emphasise strengthened classroom practice, improved alignment with syllabus and circulars, explicit teaching of examination skills, refinement of assessment design and enhanced support for literacy and comprehension development. Collectively, the findings aim to guide schools and teachers in addressing identified gaps and improving learner outcomes in future assessments.

2.0 Specific Comments

2.1 Multiple Choice Questions Strengthen core Social Science skills and content coverage across all schools through consistent coverage of work and pacing, ensuring all key outcomes are taught before the examination.

- i. **Target support for low-performing learners** using remedial programmes focused on vocabulary, comprehension of source-based questions and structured responses (where applicable).
- ii. **Reduce performance variability** by strengthening moderation and support for schools with persistent low achievement, including coaching and resource support.
- iii. **Use item-level analysis and classroom assessment evidence** to identify common misconceptions and weak strands, then address these through focused re-teaching and practice tasks.
- iv. **Improve examination readiness** through regular practice using past years question papers, emphasising time management by attempting easier question first.
- v. **Multiple response** - learners need regular practice in selecting **one correct option only** and avoiding multiple responses.
- vi. **SECTION A MULTIPLE CHOICE**

QUESTION NO.	CORRECT RESPONSE	A (%)	B (%)	C (%)	D (%)	% NO RESPONSE	% MULTIPLE RESPONSE
1.	A	36	22	17	20	3	2
2.	D	8	9	12	52	10	9
3.	B	17	55	14	12	1	1
4.	D	9	10	13	54	8	6
5.	D	13	14	22	43	4	4
6.	C	10	11	64	13	1	1
7.	A	75	11	8	5	0.4	0.6
8.	B	10	68	9	12	0.6	0.4
9.	B/C	12	39	24	20	3	2
10.	D	17	13	18	44	5	3
11.	B	18	57	11	13	0.8	0.2
12.	A	59	20	7	13	0.8	0.2
13.	D	20	18	17	42	2	1
14.	B	11	72.8	9	7	0.2	0
15.	D	15	36	18	25	3	3
16.	C	21	12	49	16	1.5	0.5
17.	D	9	7	10	63	5	6
18.	D	10	13	12	62	2	1
19.	D	13	18	19	40	6	4
20.	C	8	10	58	11	6	7

Overview of Item Performance

The distribution of responses shows **variation in item difficulty and learner understanding** across the paper. Items with **high correct-response percentages (above ~60%)** indicate strong understanding of assessed concepts, while items with **low correct-response percentages and high distractor selection, non-response, or multiple responses** highlight areas of conceptual misunderstanding and weak content mastery.

Strengths Identified

1. Strongly Performing Items

The following questions demonstrated **high alignment with learner understanding**, as evidenced by a high percentage of correct responses and low rates of non-response or multiple responses:

Strengths observed:

- Learners demonstrated a **clear understanding of key concepts** assessed in these items.
- Distractors were generally effective, with minimal confusion.
- Low non-response and multiple-response rates indicate that questions were **clearly worded and accessible**.
- These items reflect **effective classroom coverage and learner familiarity** with the assessed content.

Weaknesses Identified

2. Weak or Problematic Items

Several questions recorded **low correct-response percentages (below ~45%)**, indicating significant learning gaps or assessment challenges:

Key weaknesses observed:

- **Distractor dominance:** In several items (e.g. Q1, Q5, Q15, Q19), incorrect options attracted a high proportion of responses, suggesting **misconceptions or guessing**.
- **High non-response and multiple response rates** (Q2, Q4, Q17, Q20) suggest:
 - unclear question wording,
 - cognitive overload,
 - or poor examination technique.
- **Low mastery of content** assessed in weaker items, especially where the correct option was not clearly distinguished from distractors.

Recommendations

A. Teaching and Learning

1. **Targeted re-teaching of weak content areas.**
 - Enhance teaching using the Syllabus.
 - Concepts assessed in low-performing items (e.g. Q1, Q5, Q9, Q15, Q19) should be explicitly revisited using visuals and real-life examples.
2. **Focus on addressing misconceptions.**
 - Teachers should analyse common incorrect options and explicitly explain why they are incorrect.

B. Assessment Design

3. **Review and revise ambiguous items.**
 - Items such as **Q9** should be reviewed to ensure **only one clearly correct answer**.
4. **Improve distractor quality.**
 - Distractors should reflect common misconceptions but remain clearly incorrect when the content is understood.
5. **Reduce cognitive load in question stems.**
 - Simplify language where high non-response rates are observed.

C. Assessment Administration

6. **Reinforce test-taking strategies.**
 - Emphasise reading the question carefully, attempting every item, and checking for double shading.
7. **Improve candidate familiarity with Multiple – Choice Question (MCQ) formats.**
 - Regular classroom based MCQ practice will help reduce non-response and multiple responses.

Overall, the analysis shows that while **many candidates demonstrated strong understanding in several core areas**, there remain **significant gaps in specific content areas and examination technique**. Addressing these through **targeted teaching, improved assessment design, and strengthened learner preparation** will contribute to improved performance in future examinations.

Section A Part 2 Matching

Overall Performance

It is reported that the Matching section was **generally well attempted**, with a significant number of students demonstrating clear understanding of the format and content. Most candidates followed instructions correctly and attempted all questions, with many achieving **high scores**, including full marks. This indicates that the section was largely accessible and appropriately aligned with the Year 8 Social Science Syllabus.

Matching				
Question No	% Correct Response	% Incorrect Response	% No Response	% Multiple Response
1	74.4	22.6	2	1
2	68.4	28.6	1	2
3	50.6	46.4	2	1
4	44.2	52.8	1	2
5	41.2	55.8	2	1
6	65.2	31.8	1	2
7	41.2	55.8	2	1
8	50.2	46.8	1	2
9	68.2	28.8	2	1
10	50	47	1	2

Strengths Identified

1. Understanding of Instructions and Format

- Most students correctly followed instructions by **writing the letter from Column II in Column I**, rather than copying full words or sentences.
- The matching format was familiar to candidates, enabling them to attempt all questions confidently.
- Markers noted that **instructions were clear** and generally well understood.

2. Strong Performance in Several Items

- Questions **1, 2, 3, 6, 8, 9 and 10** were consistently reported as **well answered**.
- A high proportion of students scored **above 5 marks**, with many scorings **above 8 marks**, and a notable number achieving **full marks**.
- More than **50% of candidates passed** this section, with approximately **25% answering all items correctly** in some centres.

3. Content Relevance and Syllabus Alignment

- The content was reported as **relevant and appropriate to the Year 8 level**, with questions drawn directly from the syllabus.
- The section covered a **good scope of work across different strands**, testing both vocabulary knowledge and conceptual understanding.
- Terms and concepts assessed were generally familiar to students, supporting fair assessment.

Weaknesses Identified

1. Difficult or Confusing Items

- Questions **4, 5 and 7** were repeatedly identified as **problematic**, with many students performing poorly on these items.
- Some items contained **terminology that was too complex or abstract** for Year 8 learners.

2. Vocabulary and Language Challenges

- Vocabulary difficulty emerged as a consistent issue, particularly for students with **reading and comprehension challenges**.
- Some terms (e.g. *contemporary measures*) were considered too advanced and could be simplified (e.g. using *reduce* instead).

3. Instructional and Presentation Issues

- A number of students:
 - wrote **full words instead of letters**,
 - did not follow instructions carefully,
 - showed poor **alphabet formation and handwriting**, making responses difficult to read.
- These issues suggest that a small group of candidates lacked familiarity with examination conventions rather than content knowledge.

4. Uneven Understanding across Topics

- Some topic areas, such as **World Organisations and Famous People**, were identified as requiring additional classroom focus.
- While many students performed well overall, a small number scored **very low marks (including zero)** or left responses blank, indicating gaps in understanding and engagement.

Recommendations

1. Teaching and Learning

- Reinforce teaching of concepts assessed in **Questions 4, 5 and 7**, using simplified language and concrete examples.
- Emphasise conceptual understanding rather than rote memorisation, particularly where terms are similar.

- Use classroom-based matching and sorting activities to strengthen associations between concepts.

2. Examination Technique

- Continue reinforcing correct response conventions to eliminate remaining multiple-response and no-response cases.

Many candidates demonstrated strong performance and understanding in the matching question, the analysis indicates that **vocabulary level, item clarity and instruction adherence** impacted the performance of weaker students. Addressing these issues through simplified language, clearer distinctions between similar terms and reinforced examination skills will further improve student outcomes in future assessments.

Section A Part 3 True or False

Overall Performance

The **True or False section was generally well attempted** by most candidates. Most students demonstrated a sound understanding of the concepts assessed, with **a high proportion scoring between 7 to 10 marks**.

The results indicated **strong learner confidence** and in some cases **all students passed** this section. The section was regarded as **one of the best-answered parts of the paper**.

True or False				
Question No.	% Correct Response	% Incorrect Response	% No Response	% Multiple Response
1	67	30	1	2
2	76.2	20.8	2	1
3	82.6	14.4	1	2
4	79.4	17.6	2	1
5	72.8	24.2	1	2
6	68.8	28.2	2	1
7	82.2	14.8	1	2
8	80	17	2	1
9	66.6	30.4	1	2
10	71	26	2	1

Strengths Identified

- Most questions were **clear and simple** enabling students to respond confidently.
- Students demonstrated strong understanding of:
 - Famous people in Fiji
 - General factual knowledge
 - Straightforward concept-based statements
 - Majority of students attempted all questions, showing good engagement.

Weaknesses Identified

Despite the strong overall performance, several recurring issues were identified:

1. **Failure to follow instructions**
 - A significant number of students wrote **“True” and “False”** in full instead of using **“T” or “F”**, as instructed.
 - Some students used **ticks (✓)** and **crosses (X)**, however it is not encouraged.
 - A few students wrote **both T and F** for a single question.
2. **Misinterpretation of Specific Questions**
 - **Questions 1, 9 and 10** were most frequently identified as poorly answered.
 - Some students appeared to guess answers rather than apply understanding.
 - A small number of students left questions blank.
3. **Content Gaps**
 - Concepts related to **different climate regions** and **their characteristics** were not well understood.
 - A few vocabulary items were considered **too challenging** for some students.
4. **Presentation Issues**
 - In some cases, **handwriting clarity** affected the interpretation of responses.

Recommendations

1. Teachers should **explicitly teach** and **practise examination instructions**, particularly the correct use of **T** and **F**.
2. More classroom emphasis should be placed on:
 - **Climate regions and environmental concepts**
 - Careful reading of questions before responding
3. Consider reinforcing instructions on scripts and during pre-exam briefings.

The True or False section was successfully completed by most students, demonstrating good foundational knowledge.

SECTION B

PART 1 FILL IN THE BLANKS

Overall Performance

The Candidates performance in the Fill in the Blanks section was **poorly done** with **low participation rates**. Many students demonstrated **lack of understanding of core syllabus concepts**, which is reflected in the fact that **less than 50% of students scored above the pass mark** in this section.

However, the results also reveal **inconsistent performance across individual questions**, with a majority of items recording **high incorrect response rates**, indicating challenges related to **reading comprehension, vocabulary difficulty and question interpretation**.

FILL IN THE BLANKS				
Question No.	% Correct Response	% Incorrect Response	% No Response	% Multiple Response
1	35.9	59.1	3	2
2	56.3	38.7	4	1
3	33.7	61.3	5	0
4	35.7	59.3	5	0
5	45.9	49.1	4	1
6	42.8	52.2	3	2
7	44.6	50.4	5	0
8	55.9	39.1	5	0
9	58.3	36.7	4	1
10	38.7	56.3	4	1

Strengths Identified

1. High Attempt Rate

- Markers consistently noted that **almost all candidates attempted the questions**, with relatively low *no-response rates* (generally between 3–5% across questions).
- This indicates good engagement and willingness to attempt the section.

2. Strong Performance in Selected Questions

- Questions 2 (56.3%), 8 (55.9%), and 9 (58.3%) recorded the **highest correct response rates**.

3. Understanding of Key Concepts

- Students were able to **recall and apply familiar concepts**, especially where **simple, commonly used classroom vocabulary** was employed.
- This aligns with the observation that many students scored **more than 5 marks**, indicating partial to good mastery of the content.
- This supported stronger students in demonstrating their understanding.
-

Weaknesses Identified

1. **Low Accuracy in Several Questions**
 - Questions **1 (35.9%), 3 (33.7%), 4 (35.7%), and 10 (38.7%)** recorded **low correct response rates**, with **incorrect responses exceeding 55%**.
2. **Vocabulary and Language Difficulty**
 - Markers frequently highlighted that **difficult or unfamiliar vocabulary** negatively affected performance, particularly for **slow and below-average learners**.
 - This is reflected in higher incorrect response rates and evidence of **guesswork**, especially in questions requiring precise word selection.
3. **Reading Comprehension and Interpretation Issues**
 - Many students struggled to **interpret the context of the questions**, resulting in:
 - Incorrect answers despite content familiarity
 - Writing **one answer for multiple blanks**
 - Selecting answers that did not fit the sentence meaning.
 - This explains the high incorrect response percentages in Questions **3–6**, where contextual understanding was essential.
4. **Confusion with Similar Terms**
 - Candidates were confused between “**affect**” and “**effect**”, which contributed to errors in multiple questions.
 - This confusion aligns with incorrect response rates above **50%** in several items.
5. **Literacy and Presentation Challenges**
 - Spelling errors, untidy writing and incomplete responses affected scoring.
 - Some students left blank spaces and a small number scored **very low or zero**, indicating serious literacy challenges.

Recommendations

1. Reinforce **reading comprehension strategies** and contextual word use in classroom teaching.
2. Place greater emphasis on **key Social Science vocabulary**, including commonly confused terms.
3. Provide regular practice using fill-in-the-blank questions with graduated difficulty levels.
4. Review the balance of language used in assessment items to ensure accessibility for **mixed-ability learners**.
5. Encourage careful reading and discourage guesswork through targeted exam preparation.

The Fill in the Blanks section allowed many students to demonstrate a reasonable understanding of core Social Science concepts. While stronger students performed well, **literacy-related challenges** significantly impacted weaker candidates. Addressing these issues through targeted teaching will improve overall performance in future Examinations.

SECTION B Skills Section (a) – Research

Overall Performance

Overall performance in the Research Skills section was **good**, with majority of candidates demonstrating an understanding of basic research processes. Approximately **95% of students attempted the section** and more than half of the candidates were able to correctly identify a research topic, describe lessons learned and explain challenges faced during the research process.

However, performance was uneven across the three questions, with weaknesses mainly linked to **non-adherence to recommended research topics**.

Statistical Overview

Question	Focus Area	% Correct	% Incorrect	% No Response	% Multiple Response
Q1	Research Topic	63.4%	31.6%	5.0%	0%
Q2	Lessons Learnt	52.4%	35.5%	9.0%	3.1%
Q3	Problems Faced	65.7%	25.4%	6.4%	2.5%

The data shows that **Question 2 (Lessons Learnt)** was the most challenging, while **Questions 1 and 3** were comparatively better answered.

Strengths Identified

- 1. High Participation and Engagement**
 - Nearly all students attempted the section, with **low no-response rates** across all three questions.
 - Students found the questions to be **clear, straightforward and familiar**, contributing to highly attempt.
- 2. Understanding of Research Processes**
 - A significant proportion of students demonstrated the ability to:
 - identify a research topic
 - describe challenges encountered
 - reflect on lessons learned
 - This aligns with **63.4% correct responses in Q1** and **62.6% in Q3**.
- 3. Effective Use of Research Terminology**
 - Many students applied **appropriate research-related terminology**, showing exposure to research concepts in classroom teaching.
- 4. Improved Performance Where Topics Were Correctly Chosen**
 - Students who selected the **correct recommended research topic** performed well across all sub-questions.
 - Questions **1 and 3** were **well answered**.

Weaknesses Identified

1. **Use of Research Topics not recommended**
 - A major weakness was students choosing **research topics outside the five recommended topics**.
 - Many students continued to use **topics such as “Famous People” or organisations** that was not recommended.
 - This explains the **31.6% incorrect responses in Q1** and reduced performance in Q2.
2. **Difficulty Explaining ‘Lessons Learnt’**
 - **Question 2 recorded the lowest correct response rate (52.4%)** and the highest no-response rate (9%).
 - Some students misunderstood the concept of *lessons learnt*, confusing it with topic description or background information.
3. **Inconsistent Research Skills Among Students**
 - While some students demonstrated good research understanding, others showed:
 - limited knowledge of how to conduct research
 - inability to link research findings to challenges faced
 - responses not aligned with marking scheme expectations
4. **Failure to Read Questions Carefully**
 - Some students did not read the questions thoroughly, leading to:
 - off-topic explanations
 - incorrect linkage between topic, lesson learnt and problems faced
 - incomplete or irrelevant responses

Recommendations

1. Strengthen teacher awareness and compliance with current subject **Circular**.
2. Reinforce explicit teaching of:
 - what constitutes a **research topic**
 - how to clearly explain **lessons learnt**
 - how to identify **problems faced** during research
3. Continue assessing research skills, as this section effectively differentiate levels of understanding.

The Research Skills section was generally well attempted and demonstrated that many Year 8 students possess emerging research abilities. However, **non-adherence to recommended topics and misunderstanding of assessment expectations** significantly affected students’ performance.

(b) – Graph Study

Overall Performance

Overall performance in the **Graph Interpretation section** was **very good**, with the majority of students demonstrating a clear understanding of how to read and interpret graphs.

More than 50% of students passed and **almost all candidates attempted all questions**. Only about **3–4%** of students were unable to provide correct responses, indicating strong engagement and familiarity with the skill.

Statistical Overview

Graph Study					
Question	Focus Area	% Correct	% Incorrect	% No Response	% Multiple Response
1	Reading graph values	87.2%	9.3%	3.5%	0%
2	Interpretation	84.5%	12.2%	3.3%	0%
3	Analysis	72.9%	21.4%	5.4%	0.3%
4	Comparison	68.3%	26.1%	4.1%	1.5%
5	Trend description	47.6%	41.3%	7.2%	3.9%

The data shows **very strong performance in Questions 1–4**, with a noticeable decline in **Question 5**, which required students to **describe a trend in rainfall**.

Strengths Identified

- 1. Strong Graph Reading Skills**
 - Very high correct response rates in **Questions 1 and 2 (above 84%)** confirm that most students can:
 - read values accurately from the x- and y-axes
 - interpret basic information presented in graphs
 - Students were **confident and accurate** in reading graphs.
- 2. Effective Interpretation and Calculation**
 - Students demonstrated good ability in:
 - interpreting graphical data
 - performing simple calculations linked to graph values
- 3. Familiarity with Graph-Based Questions**
 - The integration of **Mathematics-related skills** supported student understanding.
 - Most candidates attempted all questions, indicating comfort with this type of assessment.

Weaknesses Identified

1. Difficulty Describing Trends (Question 5)

- **Question 5 recorded the lowest correct response rate (47.6%)** and the highest incorrect and no-response rates.
- Many students:
 - did not understand the term **“trend”**
 - gave **one-word answers** such as *“increasing”* without explanation
 - listed rainfall amounts instead of describing the overall pattern

2. Limited Written Explanation Skills

- While students could read and interpret graphs, many struggled to **express their understanding in complete sentences**.
- This explains the drop in performance in questions requiring **descriptive responses** rather than numerical answers.

3. Reading and Comprehension Challenges

- Some students ignored key words in the question or misunderstood what was being asked.
- Students with weaker reading comprehension found it difficult to:
 - identify patterns
 - analyse changes over time
 - use appropriate terminology

4. Minor Interpretation Errors

- A small number of students made **silly mistakes**, such as:
 - confusing days and numbers
 - misreading scales
 - providing unclear or poorly written responses

Recommendations

1. Explicitly teach and reinforce the concept of **“trend”**, including how to describe changes over time using full sentences.
2. Provide students with regular practice in:
 - writing **descriptive interpretations** of graphs
 - explaining increases, decreases, fluctuations and patterns
3. Integrate literacy strategies into Social Science lessons to support **written explanations**.
4. Continue using well-structured, graph-based questions, as they effectively assess student understanding.

The Graph Interpretation section was a **highly successful component** of the Year 8 Social Science paper. Students demonstrated strong skills in reading and interpreting graphs, supported by clear question design and familiarity with mathematical concepts. However, targeted support is needed to improve students' ability to **describe trends clearly and accurately**, particularly in extended-response questions.

C – Picture Interpretation

Overall Performance

Overall performance in the **Picture Study section** was **fair**, with mixed outcomes across the questions. While most students attempted the section and demonstrated reasonable understanding of concepts related to **volunteering, NGOs and the roles of the Red Cross Red Crescent Movement**.

Results indicate that this section was **well structured and clearly presented**, enabling many students to engage with the questions. However, approximately **only about half of the candidates achieved satisfactory performance**, with notable weaknesses in **Questions 1 and 2**.

Statistical Overview

Picture Interpretation					
Question	Focus Area	% Correct	% Incorrect	% No Response	% Multiple Response
Q1	Year of establishment	29.5%	60.0%	7.6%	2.7%
Q2	Founder	28.4%	57.6%	14.0%	0%
Q3	Volunteering / roles	59.0%	31.0%	9.5%	0.5%
Q4(i)	Interpretation	59.3%	29.3%	9.7%	1.6%
Q4(ii)	Interpretation	59.8%	29.3%	10.7%	0.2%
Q5	Importance / roles	58.6%	27.0%	14.4%	0%

The data clearly shows **stronger performance in Questions 3–5** and **significantly weaker performance in Questions 1 and 2**.

Strengths Identified

- 1. Good Interpretation of Picture Content**
 - Marker comments consistently noted that students demonstrated **clear observation skills** and confidence in interpreting the picture.
 - This is reflected in **higher correct response rates (≈59%)** for **Questions 3, 4(i), 4(ii), and 5**.
- 2. Strong Understanding of Volunteering and NGO Roles**
 - Many students correctly identified the **roles and responsibilities of the Red Cross Red Crescent Movement** and the **importance of volunteering**.
 - Students were able to express ideas in their **own words**, indicating conceptual understanding rather than rote learning.

3. **High Attempt Rate**

- Most candidates attempted the section, particularly Questions 3–5, with very low multiple responses.
- This suggests familiarity with NGO-related content and picture-based questions.

Weaknesses Identified

1. **Poor Recall of Key Facts (Questions 1 & 2)**

- **Questions 1 and 2 recorded the lowest correct response rates (below 30%).**
- Many students could not correctly identify:
 - **The year the Red Cross was founded**
 - **The founder of the Red Cross**
- Common errors included confusing the Red Cross with **UNICEF**, indicating gaps in factual knowledge.

2. **High Non-Response Rates**

- Question 2 recorded a **14% no-response rate** and Question 5 also showed a relatively high non-response rate.

3. **Weak Comprehension and Literacy Skills**

- Some students struggled to comprehend what was being asked, resulting in:
 - guessing
 - irrelevant answers
 - blank responses
- Poor handwriting and spelling errors further affected clarity in some scripts.

4. **Insufficient Emphasis on Names and Dates**

- Candidates repeatedly highlighted that **founder's name and establishment dates** were not well mastered.
- This suggests that these factual components were **not sufficiently emphasised during teaching**.

Recommendations

1. Reinforce teaching of **key factual knowledge**, particularly:
 - Names of founders
 - Years of establishment
2. Provide regular practice with **picture-study questions** that integrate both **interpretation and factual recall**.
3. Strengthen **reading comprehension and recall skills**, especially for lower-ability learners.
4. Emphasise accurate notetaking and revision of **core facts related to NGOs and international organisations**.

The Picture Study section was generally well attempted, with strong performance in questions assessing **interpretation, volunteering and organisational roles**. However, **significant weaknesses in factual recall**, particularly regarding the **founder and establishment year of the Red Cross Red Crescent Movement**, affected overall performance.

(e) – Creativity

1. Overview of Performance

The creativity component assessed students' ability to visually represent ideas related to **time management**, supported by appropriate titles and explanations. Overall, the performance indicates that **most students demonstrated a satisfactory level of creativity**, imagination and conceptual understanding. However, inconsistencies were observed in **interpretation of questions, use of titles, labelling and explanations**, which affected overall achievement.

Creativity					
Question No.	Focus Area	% Correct Response	% Incorrect Response	% No Response	% Multiple Response
i	Title drawing i	55.7	34.2	10.1	0
	Title drawing ii	50.8	32.7	12.4	4.2
	Drawing i	50.1	24.3	14.1	11.6
	Drawing ii	50.5	20.6	13.7	15.1
ii	Explanation of drawing 1	50.1	24.3	14.1	11.6
	Explanation of drawing 2	50.5	20.6	13.7	15.1

For all creativity-related items, the **percentage of correct responses ranged from 50.1% to 55.7%**, indicating that **about half of the candidates met expectations**. Incorrect responses ranged from **20.6% to 34.2%**, while **non-responses (10.1%–14.1%)** and **multiple responses (up to 15.1%)** highlight areas requiring instructional attention.

2. Item Analysis

a) Title Writing (Drawing i & ii)

- Correct responses ranged from **50.8% to 55.7%**.
- While **most students managed to write an appropriate title**, a noticeable number:
 - wrote incorrect or unrelated titles.
 - did not write titles altogether.
 - mismanaged of time by over-focusing on drawing rather than reading the question carefully.

This suggests that while students possess ideas, **linking a concise and accurate title to the drawing remains a challenge.**

b) Drawings (i & ii)

- Correct responses were around **50%** for both drawings.
- Students displayed:
 - creative use of colour, pencil work and imagination.
 - a wide variety of drawings, showing independent and innovative thinking.
- However:
 - some drawings were unclear, poorly planned, or not labelled.
 - a number of students drew irrelevant or repeated diagrams.
 - some focused on **misuse of time** instead of **effective time management**, indicating misunderstanding of the task.

c) Explanation of Drawings (1 & 2)

- 50% Correct responses.
- Many students were able to:
 - match explanations with drawings.
 - apply knowledge to real-life contexts.
- Difficulties noted:
 - explanations not related to drawings.
 - inability to clearly explain visual ideas.
 - some students left this section blank or gave very brief responses.

3. Overall Comments

- The creativity section was **well attempted by most students** and enabled them to express ideas visually.
- Students generally showed **confidence in drawing, imagination and original thinking.**
- Concepts related to time management were **understood by the majority**, as evident in their work.
- Despite this, **a significant minority struggled with interpreting the question, structuring responses and integrating titles, drawings and explanations coherently.**

The creativity component in the Year 8 Social Science assessment served as a valuable platform for students to demonstrate imagination, understanding and real-life application of concepts. While **most students performed well**, improvements are needed in **question interpretation, use of titles, labelling and explanation writing.** With targeted instructional strategies and increased classroom practice, students' performance in creativity-based assessments can be significantly enhanced at the national level.

Section B Part 3 Short Answer Questions

1. Overview of Performance

The Short Answer section assessed students' **content knowledge, comprehension and ability to express ideas clearly and concisely** across a range of Social Science topics. Overall, performance was **moderate**, with evidence that **many students attempted most questions**, but **depth of understanding and clarity of responses varied significantly**.

Short Answer Questions						
Question No.	Focus Area	% Correct Response	% Incorrect Response	% No Response	% Multiple Response	
1	One way climate affects daily life	50.1	36.5	11.6	1.8	
2	Benefits of Managing Money Wisely	50.1	36.7	10.7	2.4	
3	Next Commonwealth Games venue	33.9	47.7	14.7	3.7	
4	Characteristics common among political groups	36.9	40.8	18.8	3.5	
5	Effect of colonization	41.1	40	15.6	3.2	
6	Significance of hosting major sporting events	46	33.7	17.7	2.6	
7	Disadvantages of Globalisation	43.9	37.2	16.2	2.7	
		% scored 3 marks	% scored 2 marks	% scored 1 mark	% No Response	% Multiple Response
8	Groups of People	41.4	22.6	21.7	12.5	1.8

The percentage of correct responses ranged from **33.9% to 50.1%**, indicating that **only about 20% of candidates were able to answer correctly**. Incorrect responses were relatively high (**33.7%–47.7%**), while **no responses (10.7%–18.8%)** suggest challenges with comprehension and time management.

2. Question Analysis

Question 1: One way climate affects daily life

- **50.1% correct**, showing that most students could relate climate to personal experience.

Question 2: Benefits of Managing Money Wisely

- **50.1% correct**, but a high incorrect response rate (**36.7%**).
- Many students confused **money management** with **time management**, indicating misreading of the question.

Question 3: Next Commonwealth Games venue

- **Lowest performance** with only **33.9% correct** and **47.7% incorrect**.
- Most students lacked factual knowledge or awareness of current affairs.

Question 4: Characteristics common among political groups

- **36.9% correct**.
- Many students were unable to define or explain political groups, reflecting gaps in conceptual understanding and vocabulary.

Question 5: Effect of colonisation

- **41.1% correct**.
- Some students gave relevant answers, while others showed limited understanding of historical impacts.

Question 6: Significance of hosting major sporting events

- **46% correct**.
- Students who understood the term *significance* performed well, but others struggled due to unfamiliar vocabulary.

Question 7: Disadvantages of globalisation

- **43.9% correct**.
- This question was unsatisfactorily attempted, though some answers lacked detail or clarity.

Question 8: Groups of People (3-mark question)

- **41.4% scored full marks**, while **22.6% scored 2 marks** and **21.7% scored 1 mark**.
- Many students struggled to differentiate between groups, showing partial understanding.

Strengths Identified

- Majority of students attempted most questions.
- Good performance on:
 - climate and daily life.
 - disadvantages of globalisation.
 - some aspects of colonisation.
- Some students provided **clear, concise and relevant answers**.
- Evidence of critical thinking in students who understood the questions.
- Willingness among students to attempt challenging questions.

Weaknesses Identified

- Difficulty in **reading and interpreting questions**.
- Limited factual knowledge on Current affairs such as:
 - Commonwealth Games host.
 - Political groups.
- Confusion between similar concepts (e.g. money management vs time management).
- High number of incorrect and no-response answers in several questions.
- Some students gave **multiple responses** instead of one clear answer.
- Weak comprehension skills and limited ability to explain ideas in detail.
- Poor spelling and handwriting affecting clarity.

Recommendations

- Strengthen Reading Comprehension Skills**
 - Explicitly teach students how to identify key words in questions.
 - Provide regular practice with exam short answer questions.
- Simplify and Clarify Vocabulary**
 - Use simpler language for students where possible.
 - Teach key Social Science terminology explicitly and revise regularly.
- Improve Content Knowledge**
 - Reinforce topics such as political groups, colonisation, globalisation and current events.
 - Integrate current affairs discussions into lessons.
- Practice Writing Clear and Concise Answers**
 - Train students to give one clear point per question.
 - Encourage short, focused responses rather than vague explanations.
- Encourage Full Participation**
 - Motivate students to attempt all questions, even if unsure.
 - Build confidence through low-stakes classroom assessments.
- Reduce Conceptual Confusion**
 - Clearly differentiate similar concepts (e.g. money management vs time management).
 - Use examples, comparisons and real-life contexts.
 -

The Short Answer section revealed that **many Year 8 students have a basic understanding of Social Science concepts**, but **comprehension, vocabulary and content depth remain key challenges**. While some students performed well and demonstrated confidence and clarity, a significant proportion struggled with understanding questions and expressing ideas accurately. With targeted support in reading comprehension, vocabulary development and structured answer practice, overall performance in short answer questions can be substantially improved.

Conclusion

The 2025 Fiji Year 8 Social Science Examination results indicate that while many students demonstrated a sound understanding of key concepts and skills, **overall national performance declined compared with the previous year**, with lower pass rates and increased variability in achievement. High-performing candidates continued to achieve strong results, as evidenced by consistently high maximum scores, while the persistence of very low minimum scores highlights ongoing inequities in learner preparedness and support.

Analysis across examination sections shows encouraging strengths in areas such as **graph interpretation, True or False questions** and parts of **matching and picture interpretation**, where question design, syllabus alignment and learner familiarity contributed to strong outcomes. These sections demonstrate that when concepts are clearly taught, language is easy to understand and expectations are well understood, students can perform confidently.

However, the report also identifies critical areas that require attention. Challenges related to **reading comprehension, vocabulary difficulty, factual recall, research topic compliance** and **written expression** were evident across multiple sections. In addition, weaknesses in **examination technique**, such as failure to follow instructions, multiple responses and non-responses, impacted performance, particularly among lower-achieving candidates. These findings point to the need for more explicit instruction in assessing literacy alongside content teaching.

To address these issues, the report recommends a coordinated approach involving **targeted re-teaching of weak content areas**, strengthened focus on **literacy and comprehension skills**, improved **teacher awareness of national circulars**. Regular exposure to Examination questions, Item Analysis at the school level and focused support for struggling learners will be critical in improving future outcomes.

In conclusion, the 2025 Examination Report provides invaluable insights into learner achievement and challenges encountered in the Social Science Year 8 Examination. By acting on the evidence and recommendations outlined in this report, schools and stakeholders can strengthen learning and teaching practices, reduce performance gaps and enhance student readiness for future assessments.