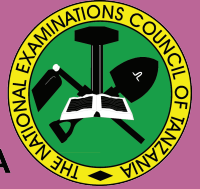




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



FORMAT FOR STANDARD FOUR NATIONAL ASSESSMENT

ISSUED BY:

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
P.O. BOX 2624
DAR ES SALAAM
TANZANIA

APRIL, 2025



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FOREWORD

The National Examinations Council of Tanzania (NECTA) has prepared this assessment format booklet for the Standard Four National Assessment in line with the provisions of the 2014 Education and Training Policy, 2023 Edition and the 2023 revised Primary Education Curriculum for Standards III and IV issued by the Ministry of Education, Science and Technology. The booklet has been developed to meet the goals of the revised curriculum and syllabi which are to promote Reading, Writing, Arithmetic and effective communication skills, to foster knowledge, the ability to inquire, innovate and solve problems, to identify and nurture talents, vocational skills, sports and arts, to develop a sense of valuing and loving work, to recognise and apply science and technology, to promote knowledge, skills and attitudes for environmental conservation, to respect gender equality, and to enhance the ability to interact in an inclusive environment.

The booklet's assessment formats will be used effectively from 2025. The compulsory assessment subjects are Kiswahili, English Language, Geography and Environment, Arts and Sports, Mathematics, Science and Historia ya Tanzania na Maadili. Additionally, the booklet covers French Language, Lugha ya Kiarabu and Lugha ya Kichina as optional subjects.

This format has been prepared following a five-paragraph structure for each subject, comprising the introduction, general objectives, general competence, specific competencies and the assessment structure. Each subject format concludes a respective table of specifications to show the percentage weight of each competency to be assessed.

The National Examinations Council believes this format will enable setters, moderators and teachers to prepare assessment questions to ensure fair, valid and reliable results. Moreover, this booklet should not replace the relevant subject syllabi in the teaching and learning process.

The National Examinations Council of Tanzania sincerely thanks all who participated in preparing this booklet.



Dr. Said A. Mohamed
EXECUTIVE SECRETARY

L01 KISWAHILI

1.0 UTANGULIZI

Fomati hii inatokana na Muhtasari wa mwaka 2023 wa somo la Kiswahili na itaanza kutumika mwaka 2025. Fomati hii imezingatia uboreshaji wa mitaala ya mwaka 2023 ambapo malengo yake ni pamoja na kubaini kiwango cha wanafunzi wa Darasa la Tatu na Darasa la Nne cha udadisi, ubunifu, ushirikiano, mawasiliano na utatuzi wa changamoto katika mazingira yao.

Upimaji katika Fomati hii utazingatia vigezo vilivyoainishwa katika kila shughuli ya ujifunzaji wa mwanafunzi ili kupima mabadiliko katika maarifa, stadi na mwelekeo wa kutenda, kuthamini, kusimulia na kutumia stadi anazojifunza katika mazingira yanayomzunguka. Maboresho yamefanyika katika idadi ya vipengele vya maswali ambapo Upimaji wa somo hili utakuwa na maswali **matano (5)** yenye vipengele **30**.

2.0 MALENGO YA JUMLA

Upimaji wa somo la Kiswahili unalenga kupima uwezo wa mwanafunzi katika:

- 2.1 kukuza stadi za kusoma, kuandika na kuwasiliana kwa lugha fasaha;
- 2.2 kuifahamu, kuitumia na kuithamini lugha ya Kiswahili;
- 2.3 kukuza maarifa, uwezo wa kudadisi, kufikiri kiyakinifu, kubuni na kutatua matatizo; na
- 2.4 kukuza stadi za kusikiliza, kuzungumza, kusoma na kuandika kwa Kiswahili.

3.0 UMAHIRI MKUU

Upimaji unalenga kupima umahiri wa mwanafunzi katika:

- 3.1 kuwasiliana katika miktadha mbalimbali;
- 3.2 kuonesha uelewa wa jambo alilolisikiliza au kulisoma; na
- 3.3 kuwasilisha hoja kwa mazungumzo na kwa maandishi kulingana na muktadha.

4.0 UMAHIRI MAHUSUSI

Upimaji wa somo la Kiswahili unalenga kupima umahiri wa wanafunzi katika:

- 4.1 kutambua matamshi ya sauti mbalimbali katika silabi, maneno, sentensi na habari;
- 4.2 kuendeleza mazungumzo katika miktadha mbalimbali;
- 4.3 kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali;
- 4.4 kuonesha stadi za kusikiliza na kuelewa;
- 4.5 kusoma matini kwa ufasaha na ufahamu;
- 4.6 kuwasilisha hoja kwa njia ya mazungumzo katika miktadha mbalimbali;
- 4.7 kuandika matini mbalimbali;
- 4.8 kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali; na
- 4.9 kuonesha stadi za awali za ubunifu wa kazi mbalimbali za Kiswahili.

5.0 MUUNDO WA KARATASI YA UPIMAJI

Upimaji wa somo la Kiswahili utakuwa na karatasi **moja (1)** na utafanyika kwa muda wa saa **1:00**. Wanafunzi wenye mahitaji maalum watafanya Upimaji kwa muda wa saa **1:10**. Upimaji utakuwa na sehemu **A, B** na **C** zenye jumla ya maswali **matano (5)** yenye jumla ya vipengele **30**. Mwanafunzi atatakiwa kujibu maswali **yote** yenye jumla ya alama **50**.

5.1 SEHEMU A

Sehemu hii itakuwa na maswali **mawili (2)**. Swali la kwanza litakuwa la imla. Swali hilo litakuwa na sentensi **tano (5)**. Kila sentensi itakuwa na maneno **manne (4)**. Mwanafunzi atatakiwa kusikiliza sentensi zitakazosomwa na kuandika kwa usahihi katika sehemu iliyoachwa wazi. Kila neno litakuwa na alama **0½**. Swali la pili litakuwa la kuchagua jibu sahihi kutoka katika chaguo **A – D** na litakuwa na vipengele **kumi (10)**. Kila kipengele kitakuwa na **alama 01**. Hivyo, kufanya sehemu hii kuwa na jumla ya **alama 20**.

5.2 SEHEMU B

Sehemu hii itakuwa na maswali **mawili (2)** yenye vipengele **vitano (05)** kila moja. Swali la tatu litakuwa la kujaza nafasi iliyoachwa wazi. Swali la nne litakuwa la kupanga sentensi katika mtiririko unaoleta maana ili kuunda kifungu cha habari kwa kuzipa herufi **A, B, C, D** na **E**. Kila kipengele kitakuwa na **alama mbili (2)**. Hivyo, sehemu hii itakuwa na jumla ya **alama 20**.

5.3 SEHEMU C

Hii sehemu itakuwa na swali **moja (1)** la ufahamu. Swali hili litakuwa la kuandika majibu mafupi kutoka katika kifungu cha habari/ushairi au hadithi na litakuwa na vipengele **vitano (5)**. Kila kipengele kitakuwa na **alama mbili (2)**. Hivyo, sehemu hii itakuwa na jumla ya **alama 10**.

6.0 JEDWALI LA KUTAHINI KISWAHILI

Jedwali la Utahini lifuatalo linaonesha umahiri mahususi utakaopimwa, idadi ya vipengele vya maswali na asilimia ya uzito kwa kila umahiri.

Na.	Umahiri Mahususi	Ngazi za Nyanja ya Utambuzi Zitakazopimwa						
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda	Idadi ya Vipengele kwa Umahiri
1	Kutambua matamshi ya sauti mbalimbali katika silabi, maneno, sentensi na habari.							2
2	Kuonesha stadi za kusikiliza na kuelewa.							3
3	Kuendeleza mazungumzo katika miktadha mbalimbali.							10
4	Kuandika matini mbalimbali.							3
5	Kuwasilisha hoja kwa njia ya mazungumzo katika miktadha mbalimbali.							2

Na.	Umahiri Mahususi	Ngazi za Nyanja ya Utambuzi Zitakazopimwa							Asilimia ya uzito kwa kila Umahiri
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda	Idadi ya Vipengele kwa Umahiri	
6	Kusoma matini kwa ufasaha na ufahamu.							3	10.2
7	Kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali.							2	6.7
8	Kuonesha stadi za awali za ubunifu wa kazi mbalimbali za Kiswahili.							2	6.4
9	Kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali.							3	9.5
Idadi ya Vipengele								30	100
Asilimia ya Uzito wa Vipengele vya Maswali kwa kila Ujuzi									

L02 ENGLISH LANGUAGE

1.0 INTRODUCTION

This format is based on the 2023 English Language Syllabus for Primary Education and will be used effectively from 2025. It outlines the main and specific English Language competencies pupils should acquire in standards III and IV. Moreover, the format indicates what ought to be assessed in the subject.

The assessment will adhere to the criteria set in the pupils' learning activities for assessing the extent to which the pupils' have developed knowledge and skills and the ability to perform different activities using acquired skills. The assessment will consist of **six (6)** questions with **32** items from **five (5)** specific competencies derived from all **three (3)** main competencies in the 2023 syllabus.

2.0 GENERAL OBJECTIVES

The English Language assessment aims at testing the pupil's ability to:

- 2.1 develop reading and writing skills; and
- 2.2 master, appreciate, and use the English language.

3.0 MAIN COMPETENCIES

The assessment will measure the pupil's ability to:

- 3.1 demonstrate mastery of basic English language skills;
- 3.2 comprehend oral and written information; and
- 3.3 communicate effectively in different contexts.

4.0 SPECIFIC COMPETENCIES

The assessment will measure the pupil's ability to:

- 4.1 develop listening skills and demonstrate basic skills in creative writing;
- 4.2 develop phonemic awareness;
- 4.3 demonstrate knowledge of the basic features of spoken language;
- 4.4 use appropriate grammar and vocabulary both orally and in writing, relating words with objects in the environment and

- 4.5 produce short written messages and respond in a familiar communicative context.

5.0 ASSESSMENT RUBRIC

The English Language assessment will consist of **one (1)** paper to be completed in **1:00** hour. Pupils with special-needs pupils will take **1:10** hour. The paper will comprise three sections **A**, **B**, and **C** with **six (6)** questions and **32** items. Pupils will be required to answer all the questions, worth **50** marks.

5.1 SECTION A

This section will consist of **three (3)** questions. The first question will be on dictation. The question will consist of **five (5)** sentences each consist of **four (4)** words. Pupils will be required to listen attentively to the sentences read and write them correctly. Each word carrying **0½** marks. The second question will consist of **ten (10)** multiple-choice items. The pupil will choose the answer from options **A** to **D**. Each item will carry **one (01)** mark. The third question will be on filling in the gaps. This question will consist of **five (5)** items, weighing **two (2)** marks each. This section will carry **30** marks.

5.2 SECTION B

This section will have **two (2)** questions, 4 and 5. Question 4 will consist of **three (3)** items on jumbled letters. The pupil will arrange the letters to form words. Each item will carry **two (02)** marks. Question 5 will consist of **four (4)** filling-in-the-blank space items. The pupil should change words provided in the brackets into their correct form to complete a given short written message. Each item will carry **one (01)** mark. This section will weigh a total of **10** marks

5.3 SECTION C

This section will comprise **one (1)** short answer question (Question 6). The pupil will be required to read and comprehend a passage and then respond to **five (5)** short-answer items. Each item will carry **two (2)** marks. The section will weigh **10** marks.

6.0 ENGLISH LANGUAGE TABLE OF SPECIFICATIONS

The following Table of Specifications presents specific competencies for assessment, the number of items and the percentage weight of each competency:

S/N	Specific Competencies	Cognitive Levels to be Tested						Number of Items per Competence	Percentage Weighting per Competence
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Develop listening skills and demonstrate basic skills in creative writing.							5	17
2	Develop phonemic awareness.							5	16
3	Demonstrating knowledge of the basic features of spoken language.							7	23
4	Use appropriate grammar and vocabulary both orally and in writing, relating words with objects in the environment.							11	36
5	Produce short written messages and respond in a familiar communicative context.							4	8
Number of Items								32	100
Total Percentage Weight of Items per Cognitive Level									

L03 FRENCH LANGUAGE

1.0 INTRODUCTION

This format is based on the 2023 French Language Syllabus for Primary Education and will be used effectively from 2025. The format considers the main and specific competencies the pupils should acquire in each class from standard III to VI.

This format consists of **six (6)** questions with a total of **30** items designed to assess all eight specific competencies derived from **three (3)** main competencies. The format will enable a pupil to demonstrate the ability to cope with the development of Science and Technology in the contemporary world and, thus, build foundational competence for higher classes in other levels of primary education.

2.0 GENERAL OBJECTIVES

The French Language assessment aims at testing the pupil's ability to:

- 2.1 develop the four language skills of speaking, listening, reading and writing;
- 2.2 master, appreciate and use the French Language;
- 2.3 recognise and use science and technology in learning and real life; and
- 2.4 learn and recognise other people's cultures.

3.0 MAIN COMPETENCIES

The assessment will focus on the pupil's ability to:

- 3.1 demonstrate mastery of basic French language skills;
- 3.2 comprehend oral and written information; and
- 3.3 communicate effectively in different contexts.

4.0 4.0 SPECIFIC COMPETENCIES

The assessment will measure the pupil's competencies in:

- 4.1 listening and understanding simple information;

- 4.2 demonstrating knowledge of basic spoken French features;
- 4.3 associating words with objects in the environment;
- 4.4 developing phonemic awareness and pronunciation of French letters;
- 4.5 mastering simple grammar and vocabulary;
- 4.6 speaking in different contexts, using appropriate grammar and vocabulary;
- 4.7 responding appropriately to a familiar communicative context; and
- 4.8 reading and comprehending simple texts.

5.0 ASSESSMENT RUBRIC

The French Language assessment will consist of **one (1)** paper to be completed **1:00** hour. Pupils with special needs will take **1:10** hour. It will comprise three sections **A**, **B**, and **C** with **six (6)** questions and **30** items. Pupils will be required to answer all the questions accounting for **50** marks.

5.1 SECTION A

This section will consist of **two (2)** questions. The first question will consist of multiple-choice items or dictation. The multiple-choice question will require pupils to choose the correct answer from options **A - D**. Each item will carry **one (01)** mark. The second question will be on filling in the gaps using given sound parts to make meaningful words. This question will consist of **five (5)** items with **one (01)** mark each. This section will carry a total of **10** marks.

5.2 SECTION B

This section will have **three (3)** questions. The third question will be on dialogue. A pupil must complete a dialogue by writing the missing sentences or words in the spaces provided. This question will consist of **six (6)** items carrying **two (02)** marks each. The fourth question will consist of **five (5)** items on jumbled words or sentences; a pupil must arrange mixed words or sentences. Each item will carry **two (02)** marks. The fifth question will be on filling in the gaps.

This question will consist of **four (4)** items carrying **two (02)** marks each. This section will weigh a total of **30** marks.

5.3 SECTION C

This section will comprise **one (1)** short answer question (Question 6) on reading and comprehending the written information and respond to **five (5)** short answer items. Each item will carry **two (2)** marks. The section will weigh a total of **10** marks.

6.0 FRENCH LANGUAGE TABLE OF SPECIFICATIONS

The following Table of Specifications presents specific competencies for assessment, the number of items and the percentage weight for each competency.

S/N	Specific Competencies	Cognitive Levels to be Tested						Number of Items per Competence	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Listening and understanding of simple information.							2	6.6
2	Demonstrating knowledge of the basic spoken French features.							3	10.1
3	Associating words with objects in the environment.							5	16.7
4	Developing phonemic awareness and pronunciation of French letters.							2	6.6
5	Mastering simple grammar and vocabulary.							5	16.7
6	Speaking in different contexts, using appropriate grammar and vocabulary.							6	20.0
7	Responding appropriately to a familiar communicative context.							2	6.6

S/N	Specific Competencies	Cognitive Levels to be Tested					Number of Items per Competence	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	
8	Reading and comprehending simple texts.						5	16.7
Number of Items							30	
Total Percentage Weight of items per Cognitive level								100

L04 LUGHA YA KIARABU

1.0 UTANGULIZI

Fomati hii ya upimaji wa somo la Lugha ya Kiarabu inatokana na Muhtasari wa somo la Lugha ya Kiarabu uliotolewa mwaka 2023 na itaanza kutumika mwaka 2025. Fomati hii imejikita katika kupima kiwango cha ujifunzaji wa wanafunzi wa Darasa la Tatu na Darasa la Nne katika somo la Lugha ya Kiarabu.

Upimaji huu una lengo la kupima jinsi mwanafunzi anavyoweza kutumia ujuzi alioupata katika kutatua matatizo ya kijamii, kisiasa, kiuchumi na kiteknolojia katika jamii ili kujiletea maendeleo binafsi na Taifa kwa jumla. Upimaji wa somo hili utakuwa na maswali **sita (6)** yenye jumla ya vipengele **30**.

2.0 MALENGO YA JUMLA

Upimaji wa somo la Lugha ya Kiarabu unalenga kupima uwezo wa mwanafunzi katika:

- 2.1 kusikiliza, kuzungumza, kusoma na kuandika kwa Lugha ya Kiarabu; na
- 2.2 kutumia lugha ya Kiarabu kwa urahisi kulingana na mahitaji ya mawasiliano katika miktadha mbalimbali.

3.0 UMAHIRI MKUU

Upimaji unalenga kupima umahiri wa mwanafunzi katika:

- 3.1 kumudu stadi za msingi za Lugha ya Kiarabu;
- 3.2 kuonesha uelewa wa taarifa katika mazungumzo na maandishi; na
- 3.3 kuwasiliana kwa ufanisi katika miktadha mbalimbali.

4.0 UMAHIRI MAHUSUSI:

Upimaji wa somo la Lugha ya Kiarabu unalenga kupima uwezo wa mwanafunzi katika;

- 4.1 kumudu ufahamu wa fonimu na matamshi ya herufi za Kiarabu na uandishi wake;

- 4.2 kuhusianisha maneno na vitu katika mazingira;
- 4.3 kumudu sarufi na msamiati sahili;
- 4.4 kusikiliza na kuelewa taarifa;
- 4.5 Kusikiliza na kuelewa taarifa zilizotolewa kwa mdomo;
- 4.6 kusoma na kuelewa matini sahili;
- 4.7 kuonesha mwitiko sahihi katika muktadha wa kimawasiliano unaofahamika; na
- 4.8 kuonesha uelewa wa sifa za msingi za lugha ya mazungumzo na maandishi.

5.0 MUUNDO WA KARATASI YA UPIMAJI

Karatasi ya Upimaji wa Lugha ya Kiarabu itakuwa na sehemu **A** na **B**. Upimaji utakuwa na maswali **sita (06)** yenye jumla ya vipengele **30**. Muda wa kufanya upimaji utakuwa saa **1:00**. Wanafunzi wenye mahitaji maalumu watafanya Upimaji kwa muda wa saa **1:10**. Upimaji huu utakuwa na jumla ya alama **50**.

5.1 SEHEMU A

Sehemu hii itakuwa na maswali **matatu (3)**. Swali la kwanza, la pili na la tatu. Swali la kwanza litakuwa ima la kuchagua kati ya chaguzi **A – D** au la imla. Swali hili litakuwa na vipengele **vitano (5)**. Swali la pili litakuwa la kuoanisha na litakuwa na vipengele **vitano (5)**. Wanafunzi watatakiwa kuoanisha vipengele katika Orodha **A** na majibu yake kutoka Orodha **B**. Kila kipengele katika maswali haya kitakuwa na alama **moja (1)**. Swali la tatu litakuwa la kujaza nafasi zilizoachwa wazi kwa kuchagua jibu sahihi kutoka kwenye kisanduku/mabano na litakuwa na vipengele **vitano (5)**. Kila kipengele katika swali hili kitakuwa na alama **mbili (2)**. Hivyo kufanya sehemu hii kuwa na alama **20**.

5.2 SEHEMU B

Sehemu hii itakuwa na maswali **matatu (3)**. Swali la 4, la 5 na la 6. Maswali haya yatakuwa ya majibu mafupi (kupanga herufi au maneno/kujaza nafasi zilizo wazi/maswali ya majibu mafupi/ mazungumzo (*dialogue*) au kusoma kifungu cha

habari kitakachoambatana na majibu mafupi). Kila swali litakuwa na vipengele **vitano (5)** na kila kipengele kitakuwa na alama **mbili (02)**. Hivyo sehemu hii itakuwa na alama **30**.

6.0 JEDWALI LA KUTAHINI LUGHA YA KIARABU

Jedwali la Utahini lifuatalo linaonesha umahiri mahususi, idadi ya vipengele vya maswali na asilimia ya uzito kwa kila umahiri.

Na.	Umahiri Mahususi	Ngazi za Nyanja za Utambuzi Zitakazopimwa						Idadi ya Vipengele	Asilimia ya uzito kwa kila Umahiri
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1	Kumudu ufahamu wa fonimu na matamshi ya herufi za Kiarabu na uandishi wake.							5	17.14
2	Kuhusianisha maneno na vitu katika mazingira.							5	17.14
3	Kumudu sarufi na msamiati sahili.							5	15.71
4	Kusikiliza na kuelewa taarifa.							3	8.57
5	Kusikiliza na kuelewa taarifa zilizotolewa kwa mdomo.							3	8.57
6	Kusoma na kuelewa matini sahili.							2	7.14
7	Kuonesha mwitiko sahihi katika muktadha wa kimawasiliano unaofahamika.							3	11.43
8	Kuonesha uelewa wa sifa za msingi za lugha ya mazungumzo na maandishi.							4	14.29
Idadi ya Vipengele								30	
Asilimia ya Uzito wa Vipengele vya Maswali kwa kila Ujuzi									100

L05 LUGHA YA KICHINA

1.0 UTANGULIZI

Fomati hii ya upimaji wa somo la Lugha ya Kichina inatokana na Muhtasari wa somo la Lugha ya Kichina wa mwaka 2023 na itaanza kutumika mwaka 2025. Fomati hii imezingatia malengo ya Upimaji wa Elimu Msingi Darasa la Tatu na la Nne ambayo ni pamoja na kufuatilia kiwango cha ujifunzaji wa wanafunzi wa Darasa la Tatu na Darasa la Nne katika somo la Lugha ya Kichina.

Upimaji huu una lengo la kumjengea mwanafunzi udadisi, ubunifu, ushirikiano, mawasiliano na utatuzi wa changamoto katika mazingira yake. Upimaji wa somo hili utakuwa na maswali **sita (6)** yenye jumla ya vipengele **30**.

2.0 MALENGO YA JUMLA

Upimaji wa somo la Lugha ya Kichina unalenga kupima uwezo wa mwanafunzi katika:

- 2.1 kukuza stadi za Kusoma, Kuandika, Kuhesabu na kuwasiliana kwa lugha fasaha;
- 2.2 kufahamu, kutumia na kuthamini Lugha za Kiswahili, Kiingereza na lugha moja ya kigeni;
- 2.3 kuthamini na kudumisha utamaduni wa Mtanzania, Umoja wa Kitaifa na kutambua tamaduni nyingine;
- 2.4 kukuza maarifa, uwezo wa kudadisi, kufikiri kiyakinifu, kubuni na kutatua matatizo;
- 2.5 kukuza maadili, uadilifu, na kuheshimu tofauti za imani;
- 2.6 kubaini na kukuza vipaji, vipawa, stadi za kazi, michezo na sanaa;
- 2.7 kukuza tabia ya kuthamini na kupenda kufanya kazi;
- 2.8 kutambua na kutumia sayansi na teknolojia katika kujifunza na katika maisha ya kila siku;
- 2.9 kukuza maarifa, ujuzi na mwelekeo wa kutunza mazingira, kuheshimu usawa wa kijinsia na masuala mengine mtambuka; na
- 2.10 kukuza uwezo wa kuchangamana katika mazingira jumuishi.

3.0 UMAHIRI MKUU

Upimaji unalenga kupima umahiri wa mwanafunzi katika:

- 3.1 kumudu stadi za msingi za Lugha ya Kichina;
- 3.2 kuonesha uelewa wa taarifa katika mazunguzo na maandishi; na
- 3.3 kuwasiliana kwa ufanisi katika miktadha mbalimbali.

4.0 UMAHIRI MAHUSUSI

Upimaji wa somo la Lugha ya Kichina unalenga kupima uwezo wa mwanafunzi katika:

- 4.1 kumudu ufahamu wa fonimu na matamshi ya awali, mwisho, toni, na *hanzi*;
- 4.2 kuhusianisha maneno na vitu katika mazingira;
- 4.3 kumudu sarufi na msamiati sahili;
- 4.4 kuonesha mwitiko sahihi katika muktadha wa kimawasiliano unaofahamika;
- 4.5 kuonesha uelewa wa sifa za msingi za Lugha ya mazungumzo na maandishi;
- 4.6 kusikiliza na kuelewa taarifa;
- 4.7 kusoma na kuelewa matini sahili; na
- 4.8 kuzungumza katika miktadha mbalimbali kwa kutumia sarufi na msamiati mwafaka.

5.0 MUUNDO WA KARATASI YA UPIMAJI

Upimaji wa somo la Lugha ya Kichina utafanyika kwa muda wa saa **1:00**. Wanafunzi wenye mahitaji maalum watafanya Upimaji kwa muda wa saa **1:10**. Upimaji utakuwa na sehemu **A** na **B** zenye jumla ya maswali **sita (6)** na vipengele **30**. Mwanafunzi atatakiwa kujibu maswali **yote** yenye jumla ya alama **hamsini (50)**.

5.1 SEHEMU A

Sehemu hii itakuwa na maswali **matatu (3)**. Swali la kwanza litakuwa ima la kuchagua jibu sahihi kati ya machaguo **A – D** au la imla na litakuwa na vipengele **vitano (5)**. Swali la pili litakuwa la kuoanisha dhana mbalimbali. Swali hilo litakuwa

na vipengele **vitano (5)**. Wanafunzi watatakiwa kuoanisha vipengele katika Orodha **A** na majibu yake kutoka Orodha **B**. Swali la kwanza na la pili kila kipengele kitakuwa na alama **1** na kufanya jumla ya alama **10**. Swali la tatu litakuwa la kuchagua na kujaza nafasi iliyoachwa wazi. Swali hilo litakuwa na alama **10**, kila kipengele kitakuwa na alama **mbili (2)**, hivyo, sehemu hii itakuwa na jumla ya alama **20**.

5.2 SEHEMU B

Sehemu hii itakuwa na maswali **matatu (3)**. Swali la nne litakuwa la kujaza nafasi zilizoachwa wazi, ambalo litakuwa na vipengele **vinne (4)**. Swali la tano na la sita yatakuwa ya majibu mafupi, ambapo swali la tano litakuwa na vipengele **vitano (5)**. Swali la sita litakuwa na vipengele **sita (6)** ambapo kila kipengele kitakuwa na alama **mbili (2)**. Hivyo, sehemu hii itakuwa na jumla ya alama **30**.

6.0 JEDWALI LA KUTAHINI LUGHA YA KICHINA

Jedwali la Utahini lifuatalo linaonesha umahiri Mahususi utakaopimwa, idadi ya vipengele vya maswali na asilimia ya uzito kwa kila umahiri.

Na.	Umahiri Mahususi	Ngazi za Nyanja ya Utambuzi Zitakazopimwa						Idadi ya Vipengele	Asilimia ya uzito kwa kila Umahiri
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1	Kumudu ufahamu wa fonimu na matamshi ya awali, mwisho, toni, na <i>hanzi</i>							8	27.9
2	Kuhusianisha maneno na vitu katika mazingira.							7	23.6
3	Kumudu sarufi na msamiati sahili							5	17.1

Na.	Umahiri Mahususi	Ngazi za Nyanja ya Utambuzi Zitakazopimwa						Idadi ya Vipengele	Asilimia ya uzito kwa kila Umahiri
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
4	Kuonesha mwitiko sahihi katika muktadha wa kimawasiliano unaofahamika.							2	7.1
5	Kuonesha uelewa wa sifa za msingi za Lugha ya mazungumzo na maandishi.							3	7.1
6	Kusikiliza na kuelewa taarifa.							2	7.1
7	Kusoma na kuelewa matini sahihi.							2	7.1
8	Kuzungumza katika miktadha mbalimbali kwa kutumia sarufi na msamiati mwafaka.							1	2.8
Idadi ya Vipengele								30	
Asilimia ya Uzito wa Vipengele vya Maswali kwa kila Ujuzi									100

A06E GEOGRAPHY AND ENVIRONMENT: ARTS AND SPORTS

1.0 INTRODUCTION

This format is derived from two syllabi of 2023 which are Geography and Environment as well as Arts and Sports subjects and will be used effectively from 2025. The format has considered improvements made in the 2023 curricula, which aim to equip graduates with knowledge, skills and competencies to enable them to be self-employed or employed and manage their daily lives.

Assessment will focus on the criteria specified for each pupil's learning activities for assessing the extent to which the pupils' have developed knowledge, skills and attitudes, appreciation, narration, and application of the skills they are learning in their surrounding environment. The assessment for this subject will consist of **eight (8)** questions with **30** items.

2.0 GENERAL OBJECTIVES

The assessment of the Geography and Environment: Arts and Sports subject aims to evaluate the pupils' ability to:

- 2.1 develop knowledge, inquire, think critically, design and solve problems;
- 2.2 develop the habit of appreciating/valuing and loving work;
- 2.3 develop knowledge, skills and attitudes towards environmental conservation, respect gender equality and other cross-cutting issues;
- 2.4 develop the ability to socialise in an inclusive environment; and
- 2.5 develop talents, gifts, work skills, sports and arts in various contexts.

3.0 MAIN COMPETENCIES

The assessment of the Geography and Environment: Arts and Sports subject aims to assess the pupil's competencies to:

- 3.1 demonstrate mastery of an elementary knowledge of maps and the solar system;
- 3.2 demonstrate mastery of an elementary knowledge of the earth's relief and the available resources;
- 3.3 demonstrate mastery of an elementary knowledge of environmental conservation;
- 3.4 create works of art;
- 3.5 improve health, skills, and competitiveness; and
- 3.6 demonstrate mastery of exhibition skills in arts and sports.

4.0 SPECIFIC COMPETENCIES

The assessment of the Geography and Environment: Arts and Sports subject aims at assessing pupil's ability to:

- 4.1 use maps in daily life;
- 4.2 demonstrate an elementary understanding of the earth's relief;
- 4.3 demonstrate an elementary understanding of environmental conservation;
- 4.4 demonstrate mastery of the basics of singing and acting;
- 4.5 create images;
- 4.6 create various shapes;
- 4.7 demonstrate mastery of physical exercises;
- 4.8 play traditional sports;
- 4.9 play modern sports; and
- 4.10 demonstrate mastery in sports and art work exhibitions.

5.0 ASSESSMENT RUBRIC

The Geography and Environment: Arts and Sports assessment will consist of **one (1)** paper with **eight (8)** questions and **30** items. It will typically take **1:30** hour. Pupils with special needs will take **1:45** hour. The assessment will have two sections: **A** and **B**. Section A will focus on the Geography and Environment contents, whereas Section B will focus on the **Arts and Sports** contents. The total score will be **50** marks

5.1 SECTION A: GEOGRAPHY AND ENVIRONMENT

This section will consist of **four (4)** questions with **16** items. A pupil will have to answer **all** the questions. The first question will be on selecting the correct answer from options **A - D** and will have **six (6)** items carrying **one (1)** mark each. The second, third, and fourth questions will be short-answer questions. The second question will have **four (4)** items, with pupils choosing the correct answer from the box. The third question will have **two (2)** items requiring short answers and the fourth question **four (4)** items requiring interpreting pictures/diagrams/maps. Each item in question two to four will carry **two (2)** marks. The total weight for this section will be **26** marks.

5.2 SECTION B: ARTS AND SPORTS

This section will consist of **four (4)** questions with **14** items. A pupil will be required to answer **all** the questions. The first question will require pupils to select the correct answer from options **A – D**. It will have **four (4)** items, each carrying **one (1)** mark. The second, third, and fourth questions will be short-answer questions. The second question, which will have **five (5)** items, will require pupils to choose the correct answer from the box. The third question will require pupils to provide short answers and will have **two (2)** items. The fourth question will have **three (3)** items, which will require interpreting pictures/diagrams. Each item in question two to four will carry **two (2)** marks. The total weight for this section will be **24** marks.

6.0 GEOGRAPHY AND ENVIRONMENT: ARTS AND SPORTS TABLE OF SPECIFICATIONS

The following Table of Specification shows the specific competencies for assessment, the number of items and the percentage weight for each competency:

S/N	Specific Competencies	Cognitive Levels to be Tested							
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Number of Items per Competence	Percentage Weight per Competency
1	Use maps in daily life							10	33
2	Demonstrate an elementary understanding of the earth's relief							2	7
3	Demonstrate an elementary understanding of environmental conservation							4	13
4	Demonstrate mastery of the basics of singing and acting							2	7
5	Create images							2	7
6	Create various shapes							2	7
7	Demonstrate mastery of physical exercises							2	7
8	Play traditional sports							2	7
9	Play modern sports							1	2

S/N	Specific Competencies	Cognitive Levels to be Tested							
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Number of Items per Competence	Percentage Weight per Competency
10	Demonstrate mastery in sports and art work exhibitions							3	10
Number of Items								30	100
Total Percentage Weight of Items per Cognitive Level									

A07 HISTORIA YA TANZANIA NA MAADILI

1.0 UTANGULIZI

Fomati hii ya somo la Historia ya Tanzania na Maadili inatokana na muhtasari wa somo la Historia ya Tanzania na Maadili uliotolewa mwaka 2023 na itaanza kutumika mwaka 2025. Fomati hii imezingatia maboresho ya mitaala ya mwaka 2023 ambapo malengo yake ni pamoja na kuwa na wahitimu wenye maarifa na ujuzi utakaowawezesha kujiajiri, kuajiriwa na kumudu maisha yao ya kila siku.

Upimaji katika Fomati hii utazingatia vigezo vilivyoainishwa katika kila shughuli ya ujifunzaji wa mwanafunzi ili kupima mabadiliko katika maarifa, stadi na mwelekeo wa kutenda, kuthamini, kusimulia na kutumia stadi anazojifunza katika mazingira yanayomzunguka. Upimaji wa somo hili utakuwa na maswali **sita (6)** yenye jumla ya vipengele **35**.

2.0 MALENGO YA JUMLA

Upimaji wa Historia ya Tanzania na Maadili unalenga kupima uwezo wa wanafunzi katika:

- 2.1 kuonesha, kuthamini na kuheshimu utamaduni wa Mtanzania, umoja wa kitaifa na kutambua tamaduni nyingine;
- 2.2 kudadisi, kufikiri kiyakinifu, kubuni na kutatua matatizo;
- 2.3 kuonesha uadilifu na kuheshimu tofauti za Imani;
- 2.4 kuthamini na kupenda kufanya kazi;
- 2.5 kutunza mazingira, kuheshimu usawa wa kijinsia na masuala mengine mtambuka; na
- 2.6 kuchangamana katika mazingira jumuishi.

3.0 UMAHIRI MKUU

Upimaji wa somo la Historia ya Tanzania na Maadili unalenga kubaini umahiri wa mwanafunzi katika:

- 3.1 kulinda historia ya Tanzania, urithi na maadili ya taifa;

- 3.2 kumudu historia ya Tanzania na maadili kabla ya ukoloni; na
- 3.3 kumudu historia ya ujenzi wa taifa na maadili katika kipindi cha 1961-1966.

4.0 UMAHIRI MAHUSUSI

Upimaji wa somo la Historia ya Tanzania na Maadili unalenga kupima umahiri wa wanafunzi katika:

- 4.1 kumudu dhana ya historia ya Tanzania, urithi na maadili;
- 4.2 kumudu maarifa ya jamii yanayomzunguka;
- 4.3 kutumia maarifa na ujuzi wa jamii inayomzunguka kusimulia asili, urithi na maadili ya jamii husika;
- 4.4 kutathmini ushirikiano baina ya jamii za Kitanzania katika kujenga uhusiano wa kijamii na kiuchumi;
- 4.5 kueleza mifumo mbalimbali ya utunzaji na ukuzaji wa maadili ya jamii za Kitanzania kabla ya ukoloni;
- 4.6 kueleza maendeleo ya jamii za Kitanzania na maadili yake kabla ya ukoloni; na
- 4.7 kutumia alama za taifa kama utambulisho wa Tanzania.

5.0 MUUNDO WA KARATASI YA UPIMAJI

Upimaji wa somo la Historia ya Tanzania na Maadili utakuwa na karatasi **moja (1)** na utafanyika kwa muda wa saa **1:30**. Wanafunzi wenye mahitaji maalum utafanyika kwa muda wa saa **1:45**. Upimaji utakuwa na sehemu **A, B** na **C** zenye jumla ya maswali **sita (6)** na vipengele **35**. Wanafunzi watatakiwa kujibu maswali **yote** katika kila sehemu. Jumla ya alama zitakuwa **50**.

5.1 SEHEMU A

Hii sehemu itakuwa na maswali **matatu (03)**. Swali la kwanza litakuwa la kuchagua jibu sahihi kati ya machaguo **A - D** lenye vipengele **kumi (10)**. Swali la pili litakuwa la kuoanisha dhana mbalimbali na litakuwa na vipengele **vitano (5)**. Wanafunzi watatakiwa kuoanisha vipengele katika Orodha **A** na majibu yake kutoka Orodha **B**. Swali la tatu litakuwa la kuchagua jibu sahihi katika

mabano/kisanduku na kuliandika katika sehemu iliyoachwa wazi na litakuwa na vipengele **vitano (5)**. Kila kipengele kitakuwa na alama **moja (01)**, hivyo kufanya jumla ya alama katika sehemu hii kuwa **20**.

5.2 SEHEMU B

Hii sehemu itakuwa na maswali **mawili (2)** ya majibu mafupi. Swali la nne litakuwa la vielelezo na litakuwa na vipengele **vinne (4)** na swali la tano litakuwa la picha au ramani na litakuwa na vipengele **vitano (5)**. Kila kipengele kitakuwa na alama **mbili (02)**, hivyo kufanya jumla ya alama katika sehemu hii kuwa **18**.

5.3 SEHEMU C

Hii sehemu itakuwa na swali **moja (1)** la ufahamu/kupanga sentensi ili kuleta mantiki na litakuwa na vipengele **sita (6)**. Kila kipengele kitakuwa na alama **mbili (02)**. Hivyo sehemu hii itakuwa na jumla ya alama **12**.

6.0 JEDWALI LA KUTAHINI HISTORIA YA TANZANIA NA MAADILI

Jedwali la Utahini lifuatalo linaonesha umahiri mahususi utakaopimwa, idadi ya vipengele vya maswali na asilimia ya uzito kwa kila umahiri:

Na.	Umahiri Mahususi	Ngazi za Nyanja ya Utambuzi Zitakazopimwa						
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda	Idadi ya vipengele kwa Umahiri
1	Kumudu dhana ya historia ya Tanzania, urithi na maadili.							2
2	Kumudu maarifa ya jamii inayomzunguka.							5

Na.	Umahiri Mahususi	Ngazi za Nyanja ya Utambuzi Zitakazopimwa							
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda	Idadi ya vipengele kwa Umahiri	Asilimia ya uzito kwa kila Umahiri
3	Kutumia maarifa na ujuzi wa jamii inayomzunguka kusimulia asili, urithi, na maadili ya jamii husika.							5	17.74
4	Kutathmini ushirikiano baina ya jamii za kitanzania katika kujenga uhusiano wa kijamii.							4	9.67
5	Kueleza mifumo mbalimbali ya utunzaji na ukuzaji wa maadili ya Jamii za Kitanzania kabla ya ukoloni.							7	18.06
6	Kueleza maendeleo ya jamii za kitanzania na maadili yake kabla ya ukoloni.							10	31.94
7	Kutumia Alama za Taifa kama Utambulisho wa Tanzania.							2	3.23
Idadi ya Vipengele								35	100
Asilimia ya Uzito wa Vipengele vya Maswali kwa kila Ujuzi									

M08E MATHEMATICS

1.0 INTRODUCTION

This format is based on the 2023 Mathematics Syllabus for Primary Education and will be used effectively from 2025. The format has integrated the 2023 curriculum improvements, which aim to monitor the learning levels of pupils in standards III and IV in Mathematics to develop their ability to investigate, innovate, collaborate and solve problems in their environment.

Assessment for this subject will focus on the criteria outlined in each pupil's learning activities for assessing the extent to which the pupils' have developed knowledge, skills and attitudes in acting and applying the skills acquired in their surrounding environment. The assessment paper for this subject will consist of **six (6)** questions with a total of **25** items.

2.0 GENERAL OBJECTIVES

The objectives of the assessment are to measure the pupil's ability to:

- 2.1 develop skills in Reading, Writing, Arithmetic, and communicating fluently;
- 2.2 think logically, innovating and solving problems;
- 2.3 develop a desire for applying mathematical knowledge and logic for the benefit of peoples' development; and
- 2.4 recognise and apply Mathematics in learning and daily life.

3.0 MAIN COMPETENCIES

The assessment of the Mathematics subject intends to measure the pupils' capability to:

- 3.1 demonstrate mastery of elementary mathematical skills; and
- 3.2 demonstrate mastery of the elementary application of mathematics.

4.0 SPECIFIC COMPETENCIES

The assessment will test the extent to which the pupils can:

- 4.1 demonstrate an understanding of the concept of numbers;
- 4.2 demonstrate an understanding of basic numerical operations;
- 4.3 demonstrate an understanding of measurements;
- 4.4 demonstrate an understanding of elementary geometry;
- 4.5 demonstrate an understanding of elementary mathematical skills on numbers;
- 4.6 demonstrate an understanding of the mathematics of time; and
- 4.7 demonstrate an understanding of the mathematics of money.

5.0 ASSESSMENT RUBRIC

The assessment paper for the Mathematics subject will comprise two sections, **A** and **B**, with **six (6)** questions and **25** items. Pupils must answer **all** questions, which weigh **50** marks. The time allocated to do the assessment is **1:30** hour. However, pupils with special needs will have **2:00** hours.

5.1 SECTION A

This section will consist of **four (4)** short answer questions with **18** items, requiring pupils to perform simple calculations. Question one will have **six (6)** items, question two **five (5)** items, question three will have **three (3)** items and question four **four (4)** items. Each item will carry **two (02)** marks, making a total of **36** marks.

5.2 SECTION B

This section will have **two (2)** questions on measurements, shapes, and figures, with a total of **seven (7)** items. Question five will have **three (3)** items, and question six will have **four (4)** items. Each item will carry **two (02)** marks for **14** marks in this section.

6.0 MATHEMATICS TABLE OF SPECIFICATIONS

The following Table of Specification contains specific assessment competencies, the number of question items, and the percentage weight for each competency:

S/N.	Specific Competency	Cognitive Levels to be Tested						Number of Items per Competence	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Demonstrate an understanding of the concept of numbers.							3	12.0
2	Demonstrate an understanding of basic numerical operations.							3	12.0
3	Demonstrate an understanding of measurements.							3	12.0
4	Demonstrate an understanding of elementary geometry.							4	16.0
5	Demonstrate an understanding of elementary mathematical skills on numbers.							5	20.0
6	Demonstrate an understanding of the mathematics of time.							4	16.0
7	Demonstrate an understanding of the mathematics of money.							3	12.0
Number of Items								25	100
Total Percentage Weight of Items per Cognitive Level									

S09E SCIENCE

1.0 INTRODUCTION

This format for the Science subject is based on the 2023 syllabus for Primary Education and will be used effectively from 2025. It has considered in the objectives of the Primary Education Assessment for standards III and IV, including determining the learning level of Standard IV pupils in the Science subject.

This assessment will focus on criteria outlined in each pupil's learning activities for assessing the extent to which the pupils' have developed knowledge, skills, and attitudes to act, evaluate, narrate, and apply them in the surrounding environment. The assessment format will consist of **six (6)** questions comprising **30** items.

2.0 GENERAL OBJECTIVES

The assessment of Science subjects aims at measuring the pupils' ability to:

- 2.1 develop understanding and apply knowledge, skills and have a scientific and technological orientation;
- 2.2 build capacity to apply Science and Technology in solving everyday problems; and
- 2.3 develop skills to apply various technological tools in learning.

3.0 GENERAL COMPETENCIES

The assessment aims at testing skills and the pupil's ability to:

- 3.1 demonstrate mastery of scientific theories;
- 3.2 demonstrate mastery of elementary scientific skills;
- 3.3 demonstrate mastery of ICT skills; and
- 3.4 design simple computer programmes.

4.0 SPECIFIC COMPETENCIES

The assessment in Science aims at testing the pupils' competencies in:

- 4.1 demonstrating an elementary understanding of scientific theories;
- 4.2 making simple scientific observations;
- 4.3 demonstrating a basic understanding of types of energy and their uses;
- 4.4 conducting elementary scientific experiments;
- 4.5 using ICT for learning; and
- 4.6 designing simple computer programmes.

5.0 ASSESSMENT RUBRIC

The Science assessment will consist of **one (1)** paper to be completed in **1:30** hour for all the pupils. Those with special needs will require **1:45** hour to undertake the assessment. The assessment will comprise sections **A** and **B**, with **five (5)** questions and **25** items. The pupils will be required to answer **all** the questions in each section. The total marks for this assessment will be **50**.

5.1 SECTION A

This section will have **three (3)** questions with **16** items. Question one will comprise **five (5)** multiple-choice items and will require the pupils to select the correct answer from options **A - D**. Question two, with **five (5)** items and will be on matching items. Pupils will be required to match the items in List **A** with their corresponding items in List **B**. Question three will be on filling in the gaps with **six (6)** items and will require the pupils to choose the correct answer from the box provided. Each item in questions one and two will carry **one (01)**, and **two (02)** marks for question three, hence a cumulative total of **22** marks for this section.

5.2 SECTION B

This section will comprise **three (3)** questions with a total of **14** items. Question four will be a jumbled question on the principles, concepts, procedures, or steps to arrange logically. This question will comprise **six (6)** items. Question five will require short answers on interpreting pictures or

figures for **six (6)** items. Question six will also demand short answers for **two (2)** items. Each item will carry **two (02)** marks, hence a total of **28** marks for this section.

6.0 SCIENCE SUBJEC TABLE OF SPECIFICATIONS

The following Table of Specification shows the specific competencies for assessment, the number of question items, and the percentage weight per skill:

S/N	Specific Competence	Cognitive Levels to be Tested						Number of items per Competence	Percentage Weight per Competence
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Demonstrating an elementary understanding of scientific theories.							5	18.0
2	Making simple scientific observations.							6	19.0
3	Demonstrating a basic understanding of types of energy and their uses.							6	19.0
4	Conducting elementary scientific experiments.							5	18.0
5	Using ICT for learning.							6	19.0
6	Design simple computer programmes.							2	7.0
Number of items								30	100
Total Percentage Weight of Items per Cognitive Level									

