



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE PRIMARY SCHOOL LEAVING
EXAMINATION (PSLE) 2025**

CIVIC AND MORAL EDUCATION



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FOREWORD

The National Examinations Council of Tanzania has released an analysis report that explains how candidates answered questions in the Primary School Leaving Examination (PSLE) for Civic and Moral Education, held in September 2025.

The report was prepared to assess how candidates performed on questions derived from the main competencies of Being Responsible, Valuing the Community, being a Persevering Person, Respecting the Community, Maintaining Peace and Harmony, and Being a Person of Integrity. The analysis considered the number of candidates who attempted each question, the distribution of marks, and the quality of answers. Performance was grouped into good, average and weak levels. The report also explains the reasons for the candidates to respond correctly to the question or their failure in responding to the questions.

The results show that, in general, candidates understood the assessed concepts, especially in matching items and sentence completion questions. However, some challenges emerged in questions requiring a deeper understanding, correct interpretation of words and the application of knowledge to the real-life contexts. This analysis provides a clear picture of the status of teaching and learning, as well as the competencies candidates have acquired. Therefore, this report will serve as a useful tool for education stakeholders in improving the teaching and learning of Civic and Moral Education subject.

The National Examinations Council of Tanzania expresses its sincere gratitude to all those who participated in the preparation of this report.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Primary School Leaving Examination (PSLE) 2025 for Civic and Moral Education examined the competencies specified in the 2019 syllabus for Standards III–VII, following the improved 2024 format. The examination consisted of six (6) questions divided into Sections A, B and C. Candidates were required to answer all questions in each section.

Section A consisted of three (3) questions. Question 1 carried 10 marks, while Questions 2 and 3 carried 5 marks each. This section had a total of 20 marks. Section B consisted of two (2) questions, questions 4 and 5, each carrying 10 marks, hence making a total of 20 marks. Section C consisted of question 6, which carried 10 marks. Therefore, the entire examination was worth 50 marks. Questions 1, 2 and 3 required candidates to choose the correct answers, questions 4 and 5 required candidates to fill in the blanks; and question 6 was based in a comprehension.

The statistics shows that a total of 1,172,324 candidates were registered for the examination. Among them, 1,146,198 (97.77%) sat for the examination and 26,126 (2.23%) did not do the examination. A total of 989,901 (86.37%) candidates passed the examination, while 155,236 (13.63%) failed. The overall pass rate was 86.37 per cent, which is categorised as "Good." Hence, there is an increase of 6.69 percentage compared to the 2024 PSLE, which had a pass rate of 79.68 per cent.

Further analysis shows that the 86.37% of candidates who passed obtained grades A, B and C, while the 13.63% who failed obtained grades D and E. The candidates with good performance demonstrated their language competencies and understood the requirement of the questions while those who failed had language difficulties and did not understand the requirement of the questions. This report includes extracts of candidates' responses, figures of performance statistics for each question and a summary of performance levels for each competency is provided in the Appendix.

The candidates' performance on each question is divided into three categories: weak, average and good. These levels depend on the percentage score of the specific question. If the candidates performance ranges from 0–39, 40–59 and 60–100 percentage, the

performance is categorised as weak, average and good, respectively.

2.0 ANALYSIS OF CANDIDATES' RESPONSES FOR EACH QUESTION

This section analyses candidate performance for each question, noting the number of attempts and the quality of responses. Performance levels are divided into three groups: Good, Average, and Weak, based on the distribution of marks in each question.

2.1 Question 1: Being Responsible

This question consisted of 10 multiple-choice items based on the main competency of Being Responsible. These items were derived from specific competencies, including: protecting national resources and interests; managing school and household tasks; obeying rules and regulations; being disciplined; and cooperating with others. Candidates were required to select the correct answer from five options (A–E) for items (i) - (x).

Analysis shows that 1,146,198 candidates answered this question. Of these, 1,016,925 (88.72%) candidates passed. Within this group, 381,014 (33.24%) candidates scored from 4 to 5 marks, representing an average performance, while 635,911 (55.48%) scored from 6 to 10 marks, representing a good performance. Additionally, 129,273 (11.28%) candidates scored from 0 to 3 marks, indicating a weak performance. The performance distribution for this question is illustrated in Figure 1.

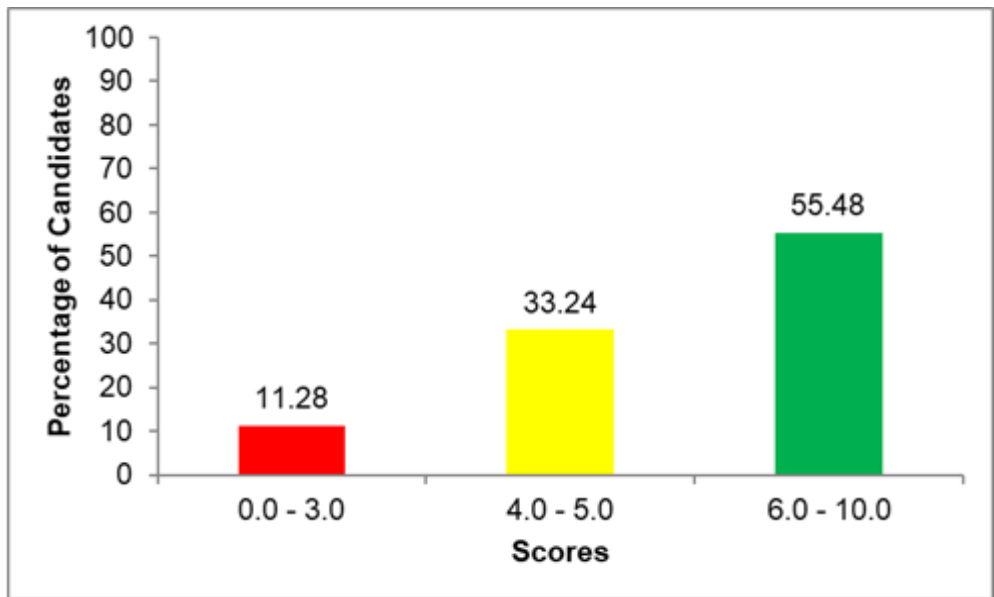


Figure 1: Candidates' Performance in Question 1

The data in Figure 1 confirms that 88.72 per cent of candidates performed well in this category. Such performance demonstrates a clear understanding of the requirements of the 'Being Responsible' competency.

The analysis of candidates' responses for each item in question 1 is provided as follows:

- (i) Which responsibility can be performed by a child at home?
 - A Supplying food for family members
 - B Protecting the family members
 - C Cleaning home surroundings
 - D Paying the electric bills
 - E Buying clothes for the family

This question aimed to test the candidates' understanding of their role in the family and the importance of participating in household activities. The correct answer was C. Candidates who chose C, *Cleaning home surroundings* recognised that, in addition to environmental cleanliness, a child is responsible for helping with small household chores, maintaining personal hygiene, participating in food preparation, and tidying their sleeping area.

Conversely, candidates who failed to identify these responsibilities chose distractors A, B, D or E. These candidates did not realise that those duties, such as supplying food, protecting members or paying bills, are parental responsibilities rather than those of a child.

- (ii) Which of the following steps are involved in preparing a project?
- (i) To identify the problem and its source
 - (ii) To explain the impact
 - (iii) To identify the tools to be used
 - (iv) To set goals
 - (v) To build creativity
- | | | | |
|---|----------------|---|---------------|
| A | (i) and (ii) | B | (ii) and (v) |
| C | (i) and (v) | D | (ii) and (iv) |
| E | (iii) and (iv) | | |

This question assessed the candidates' ability to identify the technical process of preparing a project. The correct answer was E. Candidates who selected E (iii) *To identify the tools to be used* and (iv) *To set goals*, were aware that a project involves planned activities implemented to meet specific goals within a set timeframe.

Candidates who chose distractors A, B, C, or D, failed to distinguish between the procedural step and benefit derived from the project. For instance those who opted for "building creativity" confused this with benefit of the project and the procedural step. These candidates did not realise that "identifying the problem" is a preliminary step to pinpointing challenges and "explaining the impact" is not a standard step in project preparation.

- (iii) Hamis wishes to change his habit of coming late to school. Which means do you think he should use to change such behaviour?
- A Consulting the parents/guardians
 - B Consulting the scout leaders
 - C Consulting class leaders
 - D Consulting sports leaders
 - E Consulting the religious groups

This question tested candidates' understanding of punctuality and methods for self-improvement. Candidates with knowledge of behavioural change chose the correct answer, A, *Consulting the parents/guardians*. They understood that parents and guardians are responsible for monitoring a child's conduct and are essential in correcting or reinforcing behaviour.

In contrast, candidates who chose B, *Consulting, the scout leaders* did not realise that scout leaders focus primarily on discipline, solidarity and social activities. Those who chose distractors C, D or E did not understand the specific roles of class leaders (classroom order), sports leaders (coordinating physical activities), or religious groups (spiritual and moral integrity). These groups, while foundational to society, do not serve as the primary means for a pupil to rectify personal lateness to school.

(iv) Who is responsible in protecting national resources?

- | | |
|-----------------------------------|--------------------|
| A The government pillars | B The park rangers |
| C The police force | D Every citizen |
| E Tanzania People's Defense Force | |

This question tested the candidates' understanding of patriotic responsibility regarding national resources. Candidates who chose the correct answer D, *Every citizen*, understood that a citizen is a member of a country with constitutional rights and duties. A primary responsibility of every citizen is the protection of national resources.

However, candidates who failed to identify the party responsible for protecting national resources selected distractor A, *The Government Pillars*. These candidates should have known that the pillars of the state are the primary organs that govern the country: The Legislature (enacting laws), the Executive (implementing laws), and the Judiciary (interpreting laws and administering justice).

Similarly, those who chose distractor B, *The Park Rangers* did not realise that these are specific officers tasked with safeguarding wildlife reserves and protecting the environment from poaching.

Those who selected distractor C *The Police Force* failed to distinguish that this is a state organ primarily responsible for internal security, maintaining public order and enforcing the law.

Candidates who chose distractor E *Tanzania People's Defence Force* did not realise that while the TPDF protects the nation's independence and borders, the Constitution places the fundamental duty of protecting national resources upon every citizen. In general, the collective responsibility of the citizenry is the cornerstone of safeguarding the nation's wealth.

- (v) Which act can endanger road safety?
- A Riding a bicycle beside the road
 - B Crossing the road at zebra crossing
 - C Walking on right side of the road
 - D Walking on left side of the road
 - E Crossing the road using fly over bridge

This question assessed the candidates' understanding of factors that can cause accidents and promoted the importance of following road safety rules. The correct answer was D. Candidates with an understanding of road safety laws and regulations chose D, *Walking on the left side of the road*. These candidates were aware that in a "keep-left" traffic system, walking on the left side with one's back to oncoming traffic significantly increases the risk of accidents, as the pedestrian cannot see or react to vehicles approaching from behind.

Conversely, candidates who chose distractors A, B, C or E did not realise that these describe safe practices. For example, walking on the right side of the road allows a pedestrian to face oncoming traffic, which is a key safety measure. Similarly, using zebra crossings and flyover bridges are methods used to enhance safety rather than endanger it.

- (vi) The use of abusive language and failure to attend class sessions are some of indisciplinary cases of pupils. Which effect is associated with such cases?
- A Decline of learning morale
 - B Decline of teaching morale to teachers
 - C Decline of academic performance
 - D Hindering teaching techniques at school
 - E Failure to meet school requirements

This question assessed the candidate's understanding of how discipline and ethics underpin academic and social success. The correct answer was C. Candidates who chose C, *Decline of academic performance* recognised that habitual indiscipline, including absenteeism and lateness, directly fails to acquire intended knowledge, ultimately leading to a decline in grades.

However, some candidates who failed to identify this direct consequence chose distractor A, *Decline of learning morale*. These candidates did not realise that while "morale" refers to enthusiasm or interest, it is a contributing factor rather than the primary *effect* of indisciplinary cases. Similarly, those who chose distractors B, D or E failed to realise that teacher morale and school requirements are often systemic or external factors, rather than direct outcomes of an individual pupil's misconduct.

- (vii) Which term is used to describe the authority or commandments put in place to protect and to ensure a particular aspect succeeds regardless of peoples' likes or dislikes?
- | | |
|--------------|--------------|
| A Directives | B Procedures |
| C Context | D Guideline |
| E Law | |

This question tested the candidates' understanding of the role of law as a necessary instrument to regulate society, regardless of individual preferences. The correct answer was E. Candidates who chose E, *Law* understood that laws are systems of binding rules established to ensure justice, safety and order within a social system.

On the other hand, candidates who chose distractor A, *Directives* or B, *Procedures* did not recognise that these terms refer to advisory guidelines or steps to achieve a specific goal, rather than mandatory commands with the force of authority. Those who selected distractor C, *Context* fundamentally misunderstood the term, which refers to the environment or history of a situation. However, those who chose distractor D, *Guideline* were incorrect because a guideline is a non-compulsory tool used to provide direction, whereas a law is an authoritative command.

(viii) Which behaviour is demonstrated by a pupil who can identify preferences in making correct decisions?

- | | |
|--------------------|----------------|
| A Self-recognition | B Self-valuing |
| C Self confidence | D Self-caring |
| E Self-loving | |

This question evaluated candidates' understanding of the skills required for prioritisation and sound decision-making. Those who had knowledge on identifying priorities and making the correct decisions selected the right answer C, *Self-confidence*. These candidates understood that self-confidence is defined as having faith in one's own abilities, acting without fear and avoiding an excessive dependence on others. They recognised that self-confidence fosters the courage to express opinions and participate in discussions without the fear of making mistakes.

Conversely, candidates who chose distractor A, *Self-recognition*, failed to understand that this is a profound process of internal awareness. Self-recognition involves understanding one's own state, abilities, feelings, needs and values. While it is an essential internal process that helps an individual to make informed decisions, strengthen relationships and promote personal growth, it does not specifically describe the mechanism of prioritisation in this context.

Candidates who opted for distractor B, *Self-valuing*, did not realise that this concept refers to a state of appreciating one's own worth, respecting one's dignity and recognising one's position within society. Self-valuing encourages a student to avoid behaviours that degrade their dignity, such as engaging in alcoholism or corruption.

However, it is a broader trait of character rather than a specific skill for determining priorities during the decision-making process.

Candidates who selected distractor D, *Self-caring*, were similarly incorrect. Self-caring refers to the act of looking after one's own interests in a positive way, particularly concerning one's health, safety and personal development. Therefore, it is not an accurate term to describe the behaviour of a student who is specifically tasked with identifying priorities to reach the right decision.

On the other hand, those who chose distractor E, *Self-loving*, misunderstood the term as a decision-making strategy. Self-loving is a state of perceiving oneself as important and accepting oneself as one is, without belittling oneself or engaging in negative comparisons with others. As this concept is primarily rooted in the heart and one's emotional state rather than in cognitive action, it is not the correct behaviour to demonstrate when identifying priorities and making effective decisions.

- (ix) How is the act of pupils considering and implementing the procedures that guide the learning process called?
- A Obeying classroom teacher's regulations
 - B Obeying the family regulations
 - C Obeying school law and regulations
 - D Obeying school leaders' regulations
 - E Obeying regulations of the society

This question tested the candidates' understanding of the concept of discipline in the learning environment, emphasising that the educational process cannot be effective without adherence to established procedures. The correct answer was C. Candidates who chose C, *Obeying school law and regulations* recognised that this involves following official rules for academic conduct and daily school life, such as attending classes, wearing uniforms, and respecting the school timetable. These regulations are vital for creating a stable environment where learning can take place without disruption.

On the other hand, candidates who chose distractors A, B, D, or E were incorrect. They failed to distinguish between foundational institutional rules and more specific or external guidelines. For instance, while obeying a classroom teacher (A) or school leaders (D) involves following specific instructions, it is the broader school law and regulations that provide the legal and structural framework for the learning process. Similarly, obeying family (B) or societal (E) regulations refers to following values and rules outside the specific scope of the school's academic procedures.

- (x) Which strategy is needed so as to have a proper use of social networks in a country?
- A To increase the use of communication networks
 - B To have equality in the use of communication networks
 - C To coordinate the use of communication networks
 - D To have positive use of communication networks
 - E To encourage the use of communication networks

This question aimed to test candidates' ability to identify appropriate strategies for the safe and correct use of social media at a national level. The correct answer was C. Candidates who identified C, *To coordinate the use of communication networks* demonstrated an understanding that coordination involves the planning, management, and monitoring of digital platforms. This ensures that social media is used for social, economic and political benefit without compromising national security, morals or cohesion.

Conversely, candidates who chose distractors A, B, D, or E confused the management of networks with their promotion or result. For example, increasing (A) or encouraging (E) the use of networks refers to expanding access, while seeking equality (B) refers to removing discrimination. Those who chose D *To have positive use of communication networks*, failed to realise that positive use is the desired outcome rather than the strategy (coordination) used to achieve it.

The analysis further identified that some candidates struggled with the basic requirements of the examination. A segment of the candidates failed to provide any response, while others provided invalid answers by writing letters (such as G, H, I, J, K, and L) that were not among the options provided (A–E). Such responses indicate a significant lack of understanding regarding the specific competencies being tested and a failure to follow the fundamental requirement of the questions.

2.2 Question 2: Valuing the Community

Match the descriptions in **List A** and its concept in **List B** by writing the correct letter in the brackets provided.

List A	Answers	List B
(i) The practice of converting waste material into new products so as to be reused.	()	A Oxygen gas B Wind energy C Solid waste D Poverty E Recycling F Carbon dioxide gas G Environment H Natural resources
(ii) The type of renewable energy that can be used at homes and in small industries.	()	
(iii) It causes people to engage in various activities that lead to environment destruction.	()	
(iv) Involves all things that surround human being including humans.	()	
(v) Contributes to the increase of heat worldwide.	()	

This question was based on the main competency of *Valuing the Community*. It tested the candidates' ability to recognise the importance of the environment, its role in human prosperity and the necessity of protecting and preserving it for present and future

generations. The question required candidates to match descriptions of environmental aspects in List A with the relevant terms in List B by writing the correct letter in the provided brackets.

The performance in this question was good, with 1,063,181 (92.76%) candidates passing. Of these, 151,225 (13.20%) achieved a score of 2, while 911,956 (79.56%) achieved a high score of 3 to 5. Conversely, 83,017 (7.24%) candidates scored 0 to 1, indicating poor performance. The distribution of candidates' performance for Question 2 is illustrated in Figure 2.

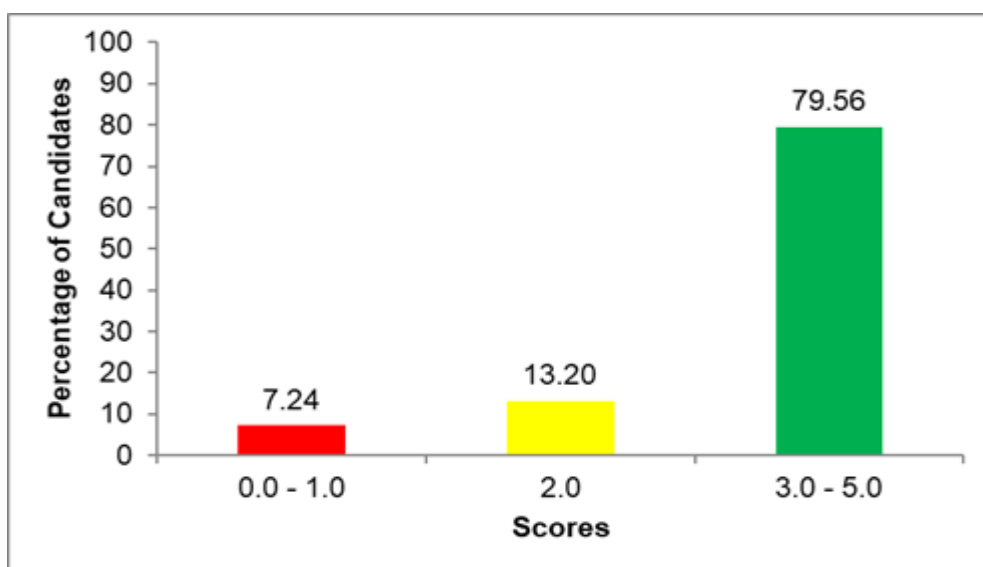


Figure 2: Candidates' Performance in Question 2

Figure 2 shows that 92.76% of the candidates demonstrated an understanding on the competency of Valuing the Community.

The analysis of candidates' responses indicates that 79.56% of candidates performed well, scoring between 3 and 5 marks. These candidates possessed an understanding of the importance of the environment, how it affects human prosperity and the necessity of preserving it for the benefit of present and future generations. Consequently, they were able to correctly match the descriptions of environmental aspects in List A with the appropriate terms in List B.

Extract 1.1 provides an example of a correct response from a candidate who successfully matched all five items.

2. Match the descriptions in **List A** and its concept in **List B** by writing the correct letter in the brackets provided.

List A	Answers	List B
(i) The practice of converting waste material into new products so as to be reused.	(E)	A Oxygen gas B Wind energy C Solid waste
(ii) The type of renewable energy that can be used at homes and in small industries.	(B)	D Poverty E Recycling F Carbon dioxide gas
(iii) It causes people to engage in various activities that lead to environment destruction.	(D)	G Environment H Natural resources
(iv) Involves all things that surround human being including humans.	(G)	
(v) Contributes to the increase of heat worldwide.	(F)	

Extract 1.1: A sample of correct response to Question 2

In Extract 1.1, the candidate chose the correct answers and hence scored all allotted marks.

A further analysis of the candidates' responses to each item in Question 2 is provided below.

Item (i) tested the candidates' understanding of the concept of environmental conservation, particularly methods used to reduce waste and protect the environment. Candidates who chose the correct answer, E, *Recycling*, understood it to be the practice of converting waste into reusable materials to create new products rather than disposing of them. However, some candidates chose incorrect answers. Those who associated this item with A, *Oxygen* lacked knowledge or failed to understand that oxygen is an

odourless, colourless, and tasteless gas that constitutes approximately 21% of the Earth's atmosphere.

Candidates who opted for B, *Wind energy* did not realise that it is produced by the movement of air and serves as a source of clean electricity that does not cause environmental pollution. Similarly, candidates who chose distractors C, *Solid waste*, D *Poverty*, F, *Carbon dioxide*, G, *Environment*, or H, *Natural resources* did not grasp the distinct definitions of these terms. For example, solid waste comprises non-dissolvable materials like plastic and scrap metal; poverty is a condition of lacking necessities.

In Item (ii), candidates were required to identify a type of renewable energy from List B that can be utilised in homes and small industries. The correct answer was B, *Wind energy*. Candidates who provided the correct answer understood that wind energy is generated by air movement, which rotates turbines to produce electricity or power machinery. Candidates who lacked knowledge of alternative energy sources chose distractors such as A, *Oxygen gas* or C, *Solid waste*, failing to distinguish that oxygen supports combustion, whereas solid waste can be recycled. Similarly, candidates who matched D, *Poverty* failed to recognise that poverty often forces individuals to rely on wood fuel, which destroys the environment, rather than serving as an alternative energy source.

Item (iii) required candidates to identify the reason for people to engage in activities that damage the environment. The correct answer was D, *Poverty*. Candidates understood that poverty is a state in which a person or community lacks basic necessities such as food, clothing, shelter, and health services, often compelling them to rely on firewood and charcoal as their primary energy sources. Candidates who chose distractors A, B, C, E, F, G or H, did not realise that these terms describe life-sustaining gases, energy sources, waste products, or ecological stability, rather than the socioeconomic driver of environmental degradation.

Item (iv) required candidates to choose the term referring to all things surrounding humans, including humans themselves.

Candidates with knowledge chose G, *Environment*, as they understood that the environment encompasses air, water, land, plants, animals and human beings. Candidates who chose other distractors were incorrect, as they did not realise that: Oxygen gas is only part of the air we breathe, wind energy is air movement generating electricity and natural resources are usable resources from nature.

Item (v) required candidates to identify the type of gas that contributes to global warming. Candidates with sufficient knowledge chose F, *Carbon dioxide gas*. They understood that carbon dioxide, produced mainly through the burning of fossil fuels, respiration, and deforestation, contributes to global warming by trapping heat in the atmosphere. This process leads to climate change and extreme weather events.

Candidates who chose other distractors failed to understand that these options relate to life support and waste management rather than the primary greenhouse gas responsible for the increase in global temperatures. In general, distractors A, B, C, D, E, G, and H impact human health, well-being, the economy, and daily life, but they do not cause global warming. Extract 1.2 shows a sample of a candidate's incorrect responses to Question 2.

2. Match the descriptions in **List A** and its concept in **List B** by writing the correct letter in the brackets provided.

List A	Answers	List B
(i) The practice of converting waste material into new products so as to be reused.	(G)	A Oxygen gas B Wind energy C Solid waste D Poverty E Recycling F Carbon dioxide gas G Environment H Natural resources
(ii) The type of renewable energy that can be used at homes and in small industries.	(H)	
(iii) It causes people to engage in various activities that lead to environment destruction.	(F)	
(iv) Involves all things that surround human being including humans.	(B)	
(v) Contributes to the increase of heat worldwide.	(A)	

Extract 1.2: A sample of incorrect response to Question 2

As shown in Extract 1.2, the candidate lacked knowledge of the tested concepts, hence failed to respond correctly to all five items and earning no marks

2.3 Question 3: Being a Persevering Person

Complete the following sentences by choosing the correct answer from the box and write it in the space provided.

Priority	Positive attitude
Evaluation	Curiosity
Goals	Action plan

- (i) The situation of choosing the more important aspect than the other in decision making or activities is known as _____

- (ii) How is the process of looking at something in detail then estimating its important or quality called? _____
- (iii) Which concept is used to describe ideas that a person has on certain aspect against despair? _____
- (iv) The behaviour of wishing to understand something in depth is known as _____
- (v) The total aspects expected to be implemented in a certain period of time are called _____

This question was based on the main competency of Being a Persevering Person. It comprised five items (i) to (v), each including explanations of concepts related to the main competency and the specific sub-competencies of Handling Challenges in Daily Life, Being Optimistic about the Achievement of Objectives and Learning by Analysing Issues Critically. Candidates were required to select the concepts from the provided box that matched the explanations and write them in the spaces provided.

The candidates' performance in this question was good, with 761,685 (66.45%) candidates scoring from 2 to 5 marks. Of these, 260,255 (22.70%) candidates scored 2 marks, while 501,430 (43.75%) scored from 3 to 5 marks. Conversely, 384,513 (33.55%) candidates scored 0 to 1 mark, which was considered poor performance. The distribution of results for Question 3 is illustrated in Figure 3.

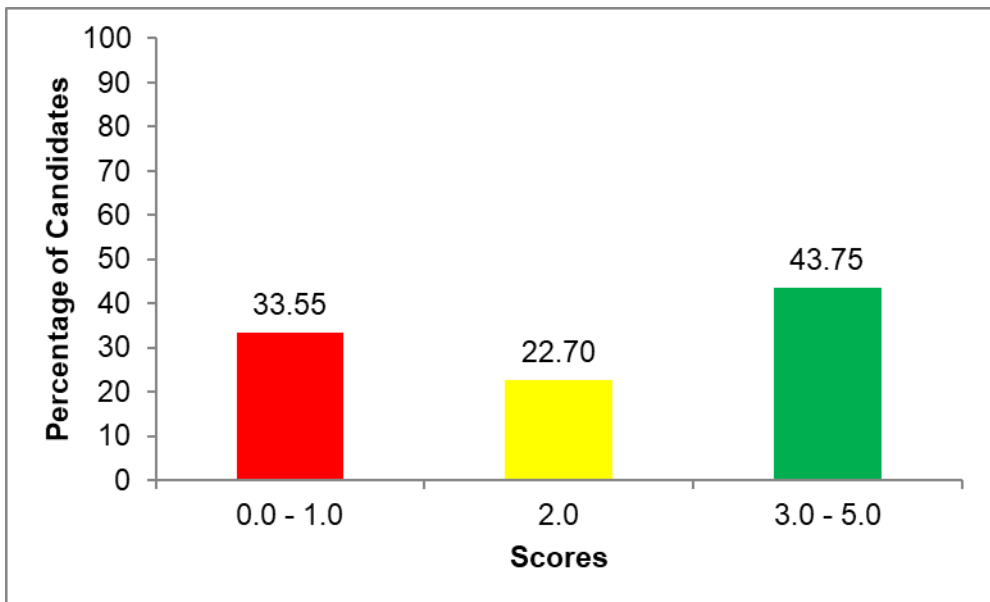


Figure 3: *Performance of Candidates in Question 3*

The following is an analysis of the candidates' responses to each item in Question 3.

A total of 155,782 (13.60%) candidates provided correct responses for every item by selecting the appropriate words from the box and writing them in the blank spaces. Extract 3.1 provides a sample of a correct response from a candidate who answered all items in Question 3 accurately and scored full marks.

3. Complete the following sentences by choosing the correct answer from the box and write it in the space provided.

Priority	Positive attitude
Evaluation	Curiosity
Goals	Action plan

- (i) The situation of choosing the more important aspect than the other in decision making or activities is known as Priority.

- (ii) How is the process of looking at something in detail then estimating its important or quality called? Evaluation

- (iii) Which concept is used to describe ideas that a person has on certain aspect against despair? Positive attitude

- (iv) The behaviour of wishing to understand something in depth is known as Curiosity.

- (v) The total aspects expected to be implemented in a certain period of time are called Goal

Extract 3.1: A sample of correct response to question 3

In Extract 3.1, the candidate chose the correct word(s) on concepts related to the competency of Being a persevering person.

Item (i) tested the candidates' ability to identify the concept describing the act of choosing a more important issue over another when making a decision. Candidates who chose the correct answer, *Priority*, understood it to be the most important matter to be considered before others.

Candidates who did not understand the requirement of the question chose distractors such as *Positive Attitude*, *Evaluation*, *Curiosity*, *Goals*, or *Action Plan*. These candidates did not realise that a Positive Attitude refers to a belief that circumstances will improve, while Evaluation is a process used to identify strengths and weaknesses. Similarly, those who selected Curiosity failed to recognise it as a desire to know things in depth and those who chose Goals or Action Plan confused the prioritisation of tasks with the

intended achievements or the schedule of activities required to reach them.

Item (ii) aimed to assess knowledge of the process of examining something in detail to estimate its importance or quality, for which the correct term was *Evaluation*. However, some candidates chose incorrect concepts such as *Priority* or *Positive Attitude*. Those candidates did not realise that *Priority* refers to a matter given higher importance than others, while *Positive Attitude* refers to the mental ability to persevere without giving up. Similarly, those who chose *Goals* failed to recognise that it refers to targets intended for completion within a specific period.

Item (iii) tested the understanding of the term used to express a person's constructive thoughts regarding an issue versus despair. The correct option was *Positive Attitude*. Candidates who provided incorrect answers wrote *Curiosity*, *Priority*, *Evaluation* or *Goals* did not understand that while *Curiosity* increases knowledge and *Priority* helps organise activities by importance, they do not represent a person's outlook. Those who wrote *Evaluation* did not realise it is a tool for assessing success and those who selected *Goals* or *Action Plan* focused on the direction or the steps of a project rather than the psychological mindset required to avoid despair.

Item (iv) assessed the ability to identify the concept describing the behaviour of wanting to know things in depth, involving investigation and deep thought. The correct terminology was *Curiosity*. However, candidates who failed to identify the correct answer chose *Action Plan*, *Goals*, *Positive Attitude* or *Evaluation*. These candidates did not realise that an *Action Plan* organises activities, *Goals* provide motivation and *Evaluation* provides information for decision-making.

Item (v) tested the ability to identify the concept referring to the totality of things expected to be implemented within a certain period. The correct answer was *Goals*. Successful candidates knew that goals should be specific, measurable, achievable, realistic and time-bound.

Conversely, candidates who were unable to identify the correct concept wrote *Curiosity*, *Action Plan* or *Positive Attitude*. These candidates did not understand that Curiosity is a stimulant for development and an Action Plan is the path taken to reach a target, rather than the target itself. Furthermore, those who selected *Evaluation* or *Priority* did not realise that the former is a process of interpreting information to determine effectiveness, while the latter is a procedure for selecting the most important tasks when resources are limited.

Extract 3.2 provides a sample of an incorrect response where the candidate failed to identify any of the correct concepts for items (i) to (v), resulting in a score of zero.

3. Complete the following sentences by choosing the correct answer from the box and write it in the space provided.

Priority	Positive attitude
Evaluation	Curiosity
Goals	Action plan

(i) The situation of choosing the more important aspect than the other in decision making or activities is known as Evaluation

(ii) How is the process of looking at something in detail then estimating its important or quality called? Curiosity

(iii) Which concept is used to describe ideas that a person has on certain aspect against despair? Goals

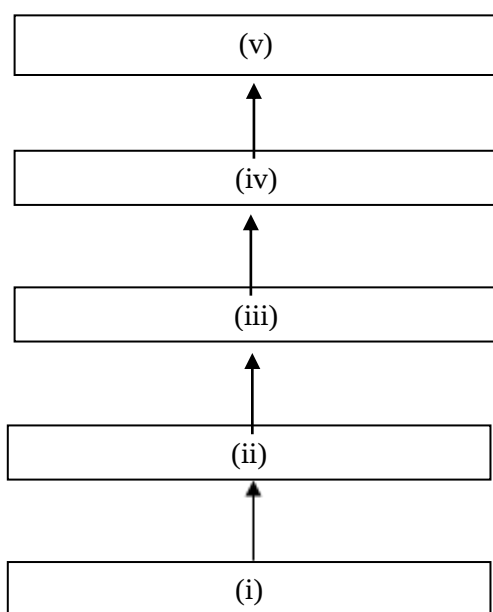
(iv) The behaviour of wishing to understand something in depth is known as priority

(v) The total aspects expected to be implemented in a certain period of time are called Action plan

Extract 3.2: A sample of incorrect response to question 3

2.4 Question 4: Respecting the community

This question was based on the main competency of *Respecting the Community*. It consisted of five items, (i) to (v), which required candidates to study a diagram of the Tanzanian judicial system and complete it by identifying the court levels from the lowest to the highest, as represented by the Roman numerals.



The performance of the candidates in this question was good, with 710,424 (61.98%) candidates scoring from 4 to 10 marks. Of these, 92,896 (8.10%) candidates scored from 4 to 5 marks, while 617,528 (53.88%) achieved higher scores of 6 to 10 marks. Conversely, 435,774 (38.02%) candidates scored from 0 to 3 marks, which was considered a poor performance. The distribution of candidates' results for Question 4 is illustrated in Figure 4.

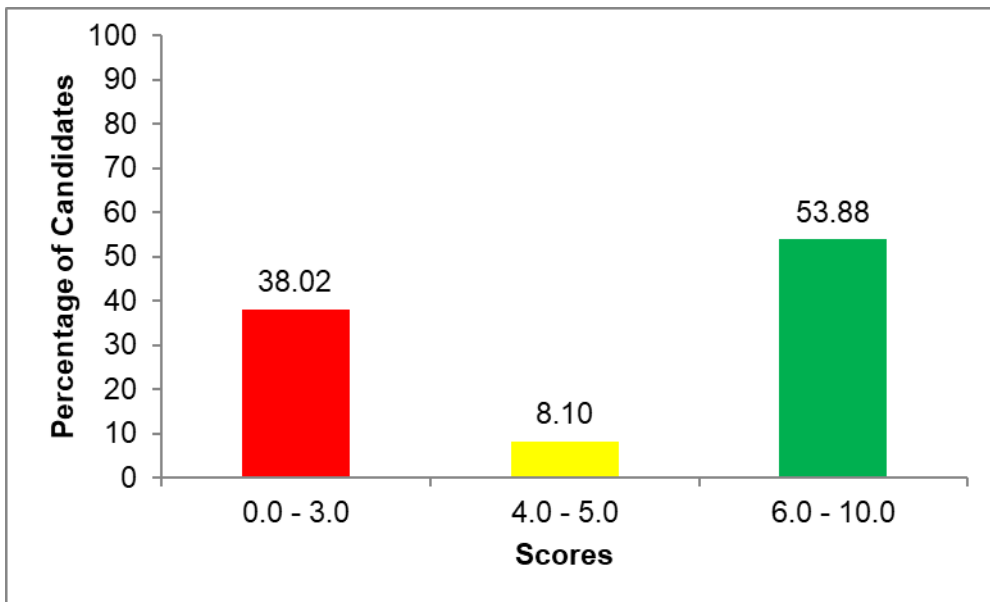


Figure 4: *Candidates' Performance in Question 4*

The following is an analysis of the candidates' responses to each item in question 4.

Item (i) required candidates to identify the initial level of the court system established by the Constitution of the United Republic of Tanzania in 1977. The correct answer was the Primary Court. Candidates who provided this answer understood that the Primary Court is the lowest tier in the judicial system of mainland Tanzania. This court is close to the citizenry and serves as the primary gateway for accessing justice. Its duties include hearing minor criminal cases, such as petty theft, assault, property damage and minor traffic offences.

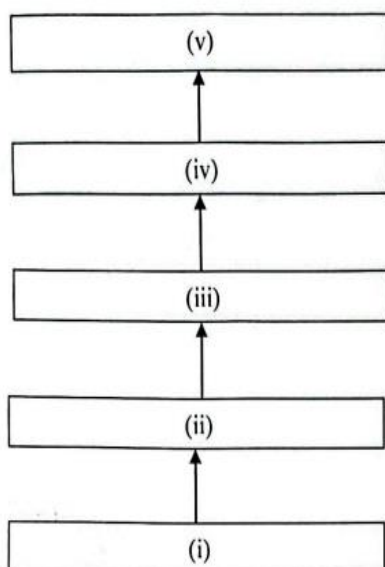
In Item (ii), candidates were required to identify the level of the court system which is immediately above the Primary Court. The correct answer was the District Court. Candidates who identified this level knew that it is the second tier of the judicial system, located in every district of mainland Tanzania. This court has the authority to hear intermediate criminal offences, including fraud, corruption, grand theft and rape. It possesses the jurisdiction to impose heavier penalties than those of the Primary Court.

Item (iii) required candidates to identify the court level following the District Court. The correct answer was the Resident Magistrate's Court. Candidates who are familiar with the judicial hierarchy knew that these courts are typically situated in large urban centres and hold a higher status than District Courts. While they share similar responsibilities, Resident Magistrate's Courts may preside over more serious criminal cases if permitted by the High Court. Furthermore, they hear civil claims of higher value and preside over appeals from District and Primary Courts within their jurisdiction.

Item (iv) tested the candidates' understanding of the next level after the Resident Magistrate's Court. The correct answer was the High Court of Tanzania. Candidates who wrote the correct answer were aware that the High Court is a superior court in the country. Its powers include hearing cases involving murder, high-level corruption, treason and terrorism. It has the authority to impose severe punishments, including life imprisonment or the death penalty in accordance with the law.

Item (v) required candidates to identify the highest level in the Tanzanian judicial system. Candidates with knowledge in this area identified the Court of Appeal of Tanzania. These candidates understood that this court has the power to hear appeals from both the High Court of Tanzania and the High Court of Zanzibar. It cannot initiate new cases but only hears appeals. Cases are presided over by a panel of less than three judges and its decisions are final, with no further avenue for appeal within the country. Extract 4.1 shows a sample response from a candidate who answered question 4 correctly and achieved full marks.

4. Study the following diagram on the structure of the Tanzanian Judicial system, then complete it by identifying the levels from the lowest to the highest as presented by roman number (i) – (v).



- (i) Primary court
- (ii) District court
- (iii) Resident Magistrate's court
- (iv) High court
- (v) Court of Appeal of Tanzania

Extract 4.1: A Sample of a correct response to question 4

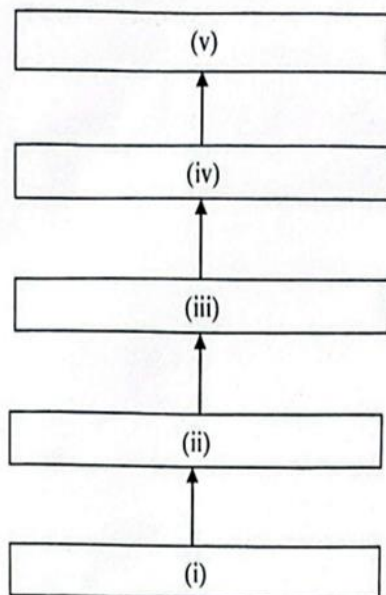
Extract 4.1 illustrates a candidate who correctly identified the structure of the Tanzanian judicial system in the required logical order, from the lowest level to the highest.

Conversely, a significant number of candidates failed to respond correctly to this question as required. These candidates had general knowledge of the courts but were unfamiliar with the formal judicial hierarchy and its organisational structure. Consequently, they provided responses that mixed up the various court levels. For

example, one candidate listed the hierarchy from lowest to highest as: *Court of Appeal, Resident Magistrate's Court, District Court, Corruption Court, and Chief Justice's Court.*

Additionally, candidates who fundamentally misunderstood the requirements of the question provided responses entirely unrelated to the levels or systems of the judiciary. For example, some listed executive or administrative roles such as: *Vice President, Administrative Secretary, Councillor, Education Officer and Ambassador.* These types of responses imply that the candidates lacked specific knowledge related to the country's judicial branch. Extract 4.2 provides a sample of a response from a candidate who failed to correctly identify the levels of the Tanzanian judicial structure.

4. Study the following diagram on the structure of the Tanzanian Judicial system, then complete it by identifying the levels from the lowest to the highest as presented by roman number (i) – (v).



- (i) Court of Appeal
- (ii) Resident Magistrate's Court
- (iii) Primary court
- (iv) District Court
- (v) Chief Justice's Court

Extract 4.2: A sample of incorrect response to question 4

Extract 4.2 illustrates a response where the candidate listed court levels without adhering to the established judicial hierarchy. Due to this failure to demonstrate a logical understanding of the system, the candidate scored zero.

2.5 Question 5: Maintaining Peace and Harmony

This question was drawn from the main competency *Maintaining Peace and Harmony*. It comprised five items, (a) to (e), each worth 2 marks as stated below:

- (a) Give two reasons for prohibiting genital mutilation in the society.
- (i) _____
- (ii) _____
- (b) Why Tanzania has opened many embassy offices in various countries in the world? Give two marks.
- (i) _____
- (ii) _____
- (c) How can we maintain good relationships with people of different origins? Identify two ways.
- (i) _____
- (ii) _____
- (d) Identify two indicators of globalization in Tanzania.
- (i) _____
- (ii) _____
- (e) Explain two benefits of maintaining good relationships among the nations.
- (i) _____
- (ii) _____

The items assessed various specific competencies, including *Interacting with People from Different Cultures and Backgrounds*, *Respecting the Cultures and Ideologies of Others* and *Building Good Relations with People from Other Countries*. Candidates were required to write their answers in the provided spaces.

The overall performance in this question was good, with 982,466 (85.71%) candidates scoring from 4 to 10 marks. Of these, 162,466 (14.17%) candidates scored from 4 to 5 marks, while 820,000

(71.54%) achieved higher scores of 6 to 10 marks. Conversely, 163,732 (14.29%) candidates recorded poor performance, scoring from 0 to 3 marks. The distribution of results for question 5 is illustrated in Figure 5.

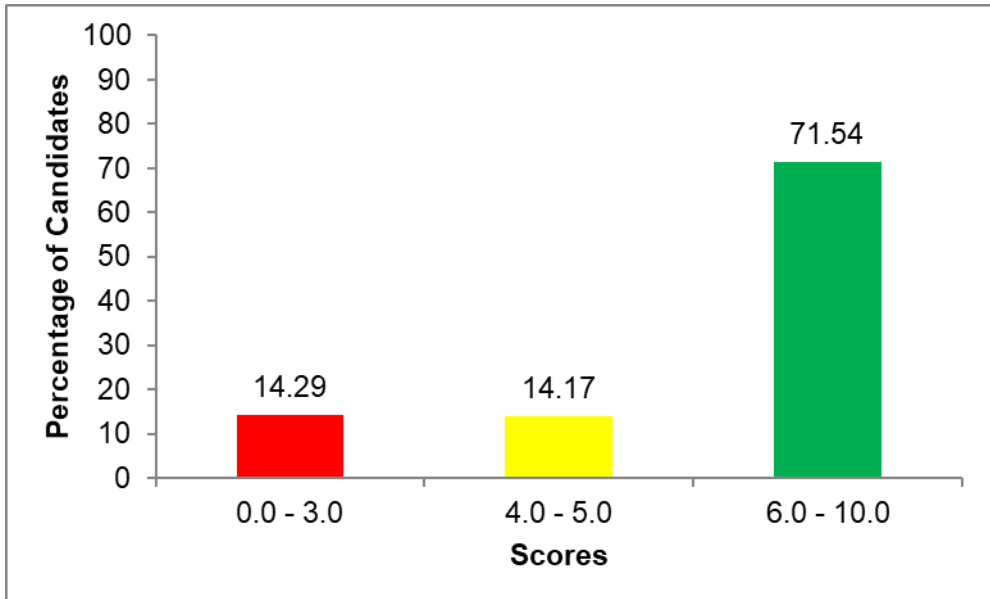


Figure 5: *Candidates' Performance in Question 5*

The following is an analysis of candidates' responses to each item in Question 5:

(a) Give two reasons for prohibiting genital mutilation in society.

This item tested the candidates' understanding of the social, legal and health reasons contributing to the decision to ban Female Genital Mutilation (FGM). Candidates with sufficient understanding on the reasons for prohibiting FGM in the society wrote the correct answers, like causing excessive *bleeding*, *physical pain*, *complications during childbirth*, *the transmission of various diseases and even death*. Extract 5.1 shows a sample response from a candidate who answered question 5(a) correctly.

Give two reasons for prohibiting genital mutilation in the society.

(i) To avoid death of people

(ii) To avoid transmission of diseases like HIV and AIDS.

Extract 5.1: A sample of correct answers to question 5(a)

In Extract 5.1, the candidate correctly identified the reasons for prohibiting genital mutilation.

Conversely, some candidates provided unrelated social issues such as *widow inheritance*, *violence against women* and *property ownership*. These candidates failed to distinguish between FGM and other human rights violations, for instance, widow inheritance refers to a situation where a widow is denied property rights or is forced to marry a male relative of her late husband. While these are violations of human rights, they are not reasons for the prohibition of FGM.

Furthermore, some candidates wrote that *it brings stigma*, while others claimed *it causes attraction for girls*. These candidates did not understand that the terminology stigma refers to an attitude of disparagement or exclusion, while attractiveness refers to physical or behavioural qualities that draw interest. Those responses are not health or legal reason for the prohibition of FGM. Moreover, some wrote irrelevant answers such as *being rich* or *men mutilating girls*, confirming a lack of understanding of the concept. Extract 5.2 displays a sample of these incorrect responses.

Give two reasons for prohibiting genital mutilation in the society.

(i) genital

(ii) prohibiting

Extract 5.2: A sample of 'incorrect responses to question 5(a)

In Extract 5.2, candidates failed to identify reasons for prohibiting FGM in society and instead wrote incomplete or irrelevant answers that did not address the question's requirements.

- (b) Why has Tanzania opened many embassy offices in various countries around the world? Give two reasons.

This item assessed the candidates' understanding of international relations and their ability to analyse foreign policies. knowledgeable candidates identified reasons such as *expanding business opportunities*, *promoting technology*, *strengthening sports* and *enhancing defence and security*. Other valid reasons included *maintaining diplomatic relations*, *protecting citizens abroad through consular services* and *promoting culture*. Extract 5.3 shows a sample of a correct response.

Why Tanzania has opened many embassy offices in various countries in the world?
Give two points.

(i) To build good cooperation with them.

(ii) In order to get financial support from them.

Extract 5.3: A sample of a correct response to Question 5(b)

In contrast, candidates who did not understand the question focused on the *principles* of international relations rather than the *purpose* of embassies. They incorrectly listed items such as *respecting the independence and equality of nations*, *non-interference in internal affairs* and *resolving conflicts peacefully*. Even though, these are diplomatic principles, they do not explain the functional role of an embassy office.

Additionally, some candidates mixed in unrelated concepts with the goals of international cooperation, such as *maintaining love*. Others focused on the negative effects of dependency or poverty. Others wrote responses which were entirely irrelevant to the requirement of

the question, such as *to give to the head teacher or political slogans*. Extract 5.4 displays a sample of these incorrect responses.

Why Tanzania has opened many embassy offices in various countries in the world?
Give two points.

(i) good manes

(ii) good & relationships

Extract 5.4: A sample of incorrect responses to question 5(b)

In Extract 5.4, the candidate failed to identify reasons for Tanzania to open embassy offices worldwide and instead wrote unrelated aspects.

- (c) How can we maintain good relationships with people of different origins? Identify two ways.

This item tested the ability to identify ways to live peacefully with people from different backgrounds. Candidates with sufficient knowledge provided correct responses such as: *showing love and solidarity, promoting communication, learning about other people's cultures and providing opportunities for gaining knowledge*. Extract 5.5 shows a sample of a correct response.

How can we maintain good relationships with people of different origins? Identify two ways.

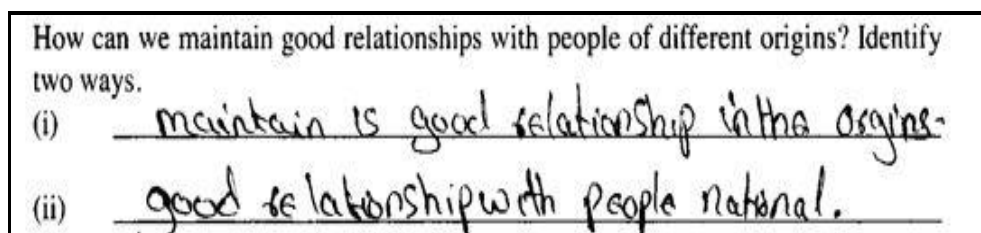
(i) Through participating in sports and games.

(ii) Through participating in economic activities like trade and agriculture

Extract 5.5: A sample of a correct response to question 5(c)

In Extract 5.5, a candidate responded correctly with reasons for maintaining good relationships with people of different origins and backgrounds.

Conversely, those who misunderstood the question provided principles for living with native-born Tanzanians, such as *respecting the traditions and customs of Tanzanians*, which did not address the specific context of different origins. Others wrote unrelated academic or behavioural traits like *studying hard* or *helping colleagues*. Furthermore, some candidates confused personal relationships with international diplomacy, listing *obtaining development aid* or *maintaining security and defence* as ways to maintain personal relationships with people of different origins. Extract 5.6 shows a sample of these errors.



Extract 5.6: A sample of incorrect responses to question 5(c)

In Extract 5.6, the candidate failed to identify reasons for maintaining good relationships with people of different origins and backgrounds. The points provided do not address the requirements of the question.

(d) Identify two indicators of globalization in Tanzania.

In this item, candidates were tested on their understanding of how globalisation manifests in Tanzania. Candidates with sufficient knowledge wrote indicators such as: *the increase in international organizations*, *the growth of information and communication technology* and *the increased use of social networks*. Extract 5.7 shows a sample of a correct response.

Identify two indicators of globalization in Tanzania.

(i) Development of science and technology in Tanzania

(ii) Free market.

Extract 5.7: A sample of a correct response to question 5(d)

In Extract 5.7, a candidate correctly identified the indicators of globalisation in Tanzania.

However, many candidates focused on the effects of globalisation rather than its indicators. They wrote about the *loss of traditions* or the *rise of foreign products*. Though these are consequences, but they do not serve as indicators of the process itself. Others listed strategies to manage globalisation, such as *strengthening vocational training* or *practicing good governance*. These responses indicate that candidates lost focus on the specific requirement of the question. Extract 5.8 shows a sample of these incorrect answers.

Identify two indicators of globalization in Tanzania.

(i) mining

(ii) fishing

Extract 5.8: A sample of incorrect responses to Question 5(d)

In Extract 5.8, the candidate failed to recognise the indicators of globalisation in Tanzania.

- (e) Explain two benefits of maintaining good relationships among nations.

This item tested candidates' understanding of the benefits of diplomacy and international cooperation. Candidates with sufficient knowledge wrote answers such as: *strengthens unity and solidarity*, *helps learn different traditions and customs*, *strengthens economic*

and social development, facilitates exchange of communication and technology experiences, enables people to benefit from the talents of others, maintains international security, addresses global challenges, and supports humanitarian aid. Extract 5.9 shows a sample of a correct response.

Explain two benefits of maintaining good relationships among the nations.	
(i)	It builds cooperation among the nations.
(ii)	It promotes peace and unity among the nations.

Extract 5.9: A sample of a correct response to question 5(e)

In Extract 5.9, a candidate correctly wrote the benefits of maintaining good relationships among people of different origins and backgrounds.

Further analysis showed that some candidates provided challenges instead of benefits, such as *conflicting interests* or *economic disparities*. Others compared developed and poor countries rather than explaining the benefits of their relationship. Some candidates provided only one point instead of two or repeating the same point using different words. Extract 5.10 shows a sample of the incorrect answers.

Explain two benefits of maintaining good relationships among the nations.	
(i)	Good
(ii)	relationships

Extract 5.10: A sample of incorrect responses to question 5(e)

In Extract 5.10, the candidate failed to address the benefits of maintaining good international relations.

2.6 Question 6: Being a Person of Integrity

This question was based on comprehension and was drawn from the main competency of *Being a Person of Integrity*. The question required the candidates to read the passage carefully and then answer items (a)–(e) by writing the correct answers in the spaces provided. The passage aimed at assessing the value of honesty, the importance of listening to and following teachers' advice and the responsibilities of a pupil in their studies and daily life.

A total of 1,146,198 candidates attempted the question. Of these 83,576 (7.29%) candidates scored 0 to 3, 116,351 (10.15%) candidates scored 4 to 5 and 946,271 (82.56%) candidates scored 6 to 10. Overall, 1,062,622 candidates (92.71%) achieved a score of 4 to 10, indicating good performance. Figure 6 illustrates the distribution of these results.

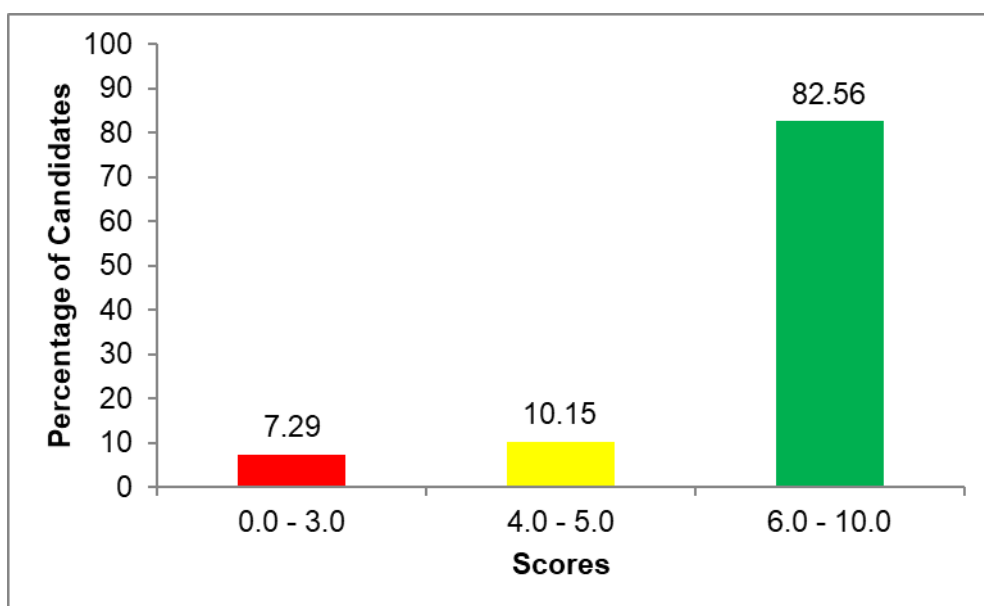


Figure 6: *Candidates' Performance in Question 6*

Figure 6 shows that candidates had a good performance in question 6 since 92.71 percent of the candidates scored 3 to 10 marks.

The analysis of candidates' responses to each item in Question 6 was done as follows:

Read carefully the following passage and then answer items (a) – (e) by writing the correct answer in the spaces provided.

Hawa is a Standard Seven pupil at Huruma primary school located at Handale village. She is adored by her parents because of being honesty. Due to her good behaviour she was accepted at her community and the school in general. She has also been given an opportunity to fully participate in various social and economic activities in her village.

When at school, Hawa is honoured for having a good behaviour in protecting school environment. She also has personal goals of Actioning hard so that she can pass her Primary School Leaving Examination and joining Government special school for her secondary education. Hawa loves science subjects and her dream is to become a doctor.

The Head Teacher recognized Hawa as a hardworking, attentive and with self-awareness. Due to Hawa's ability and hardworking spirit, the Head Teacher advised Hawa to participate in counselling fellow pupils who had a tendency of violating school laws and regulations. The objective of conducting counselling is to change pupils with bad behaviours so that they can have accepted values while at school and in society. Hawa agreed to carry out that responsibility regardless of the sex or age of the pupils concerned.

Questions

(a) Why is Hawa accepted at her community and school?

(b) Which act performed by Hawa made her to be honoured when at school and society?

(c) What did the Head Teacher advice Hawa in order to instil and strengthen pupils discipline at school?

- (d) How did Hawa fulfil her responsibility of changing improper behaviour of her fellow pupils?
-

- (e) What was Hawa's intention, if she would have succeeded to join secondary education?
-

- (a) Why is Hawa accepted by her community and school?

This item required candidates to explain why Hawa is accepted in her village and at school. The aim was to determine if the candidate could recognise the characteristics that lead to social acceptance. Candidates who understood the passage provided the correct answer: honesty. Her honesty led her to be respected and given opportunities to participate in village activities. Extract 6.1 shows a sample response from a candidate who answered question 6(a) correctly.

(a) Why is Hawa accepted at her community and school? <u>because she is honest and has good behaviour</u>

Extract 6.1: *A sample of a correct response to question 6(a)*

In Extract 6.1, the candidate explained the reason for Hawa's acceptance at school and in her village.

Conversely, candidates who provided incorrect explanations focused on Hawa's general qualities or aspirations, such as caring for the environment, dedication, responsibility or her wish to become a doctor. Some candidates failed to distinguish between the concept of honesty and Hawa's future goals. For example, one candidate wrote that *Hawa wanted to become a doctor and study science subjects* without knowing that these were her goals if she were to succeed in

joining secondary school and not the reason for her acceptance in society and at school.

Further analysis revealed that some candidates answered incorrectly by quoting parts of the passage irrelevantly to the question. For example, one candidate wrote: *Due to the ability and diligence she has. Also, Hawa agreed to carry out that duty regardless of the sex or age of the pupils concerned.* These words, copied from paragraph three, indicate that the candidate did not understand the question. Extract 6.2 shows sample of responses of a candidate who did not answer Question 6(a) correctly.

(a) Why is Hawa accepted at her community and school?
<u>the school in general</u>

Extract 6.2: A sample of an incorrect response to question 6(a)

In Extract 6.2, the candidate failed to give correct explanations of Hawa's acceptance at school and in the village.

- (b) Which act performed by Hawa made her be honoured at school and in society?

This item tested candidates' ability to link good behaviour with recognition. Candidates who understood the passage correctly wrote: *Caring for the environment.* Extract 6.3 shows a sample correct response to Question 6(b).

(b) Which act performed by Hawa made her to be honoured when at school and society?
<u>protecting school environment.</u>

Extract 6.3: A sample of a correct response to question 6(b)

In Extract 6.3, the candidate provided a correct description of the action that made Hawa to be respected at school and in the village.

Other candidates incorrectly associated her honesty with fame or copied text from the passage without understanding the context. For instance one candidate wrote: *Honesty has made her accepted in their village, Hawa agreed to carry out the duty regardless of the sex or age of the pupils concerned.* Some responses included a mixture of qualities and goals, such as *participating in social activities, doing well in examinations, and advising classmates.* Additionally, some candidates failed to connect Hawa's traits to the specific action that led to her being honoured, instead they wrote that: *She is self-aware and hardworking.* Extract 6.4 shows a sample of a candidate's incorrect response to question 6(b).

(b) Which act performed by Hawa made her to be honoured when at school and society?

Hawa agreed to carry out that responsibility regardless of the sex or age of the pupils

Extract 6.4: A sample of incorrect responses to question 6(b)

In Extract 6.4, the candidate failed to write correct responses and scored zero.

- (c) What did the Head Teacher advise Hawa to do in order to instil and strengthen pupils' discipline at school?

This item tested candidates' understanding of Hawa's contribution to correcting inappropriate behaviour among fellow pupils. The correct response was: *advising fellow pupils who violate school rules and regulations so that they develop good behaviour.* Extract 6.5 shows a sample answer of a candidate who answered question 6(c) correctly.

(c) What did the Head Teacher advice Hawa in order to instil and strengthen pupils discipline at school?

To participate in counselling fellow pupils who had a tendency of violating school laws and regulations.

Extract 6.5: A sample of a correct response to question 6(c)

In Extract 6.5, the candidate correctly explained the advice given by the Head Teacher to strengthen discipline at school.

On the other hand, candidates who misunderstood the question, provided general advice such as *be honest, be responsible* or cited Hawa's own goals such as *studying at a special school to become a doctor*. Others incorrectly wrote what Hawa would advise her classmates, rather than identifying the Head Teacher's advice to her. Some left the section blank or copied parts of the passage. Extract 6.6 shows a sample answer of a candidate who answered question 6(c) incorrectly.

(c) What did the Head Teacher advice Hawa in order to instil and strengthen pupils discipline at school?

It for her secondary education on discipline.

Extract 6.6: A sample of an incorrect response to question 6(c)

In Extract 6.6, the candidate failed to write the advice provided by the Head Teacher in strengthening discipline of students at school, hence scored 0.

- (d) How did Hawa fulfil her responsibility of changing improper behaviour among her fellow pupils?

This item assessed candidates' understanding of how to carry out the responsibility of correcting inappropriate behaviour or conduct

through unity, guidance and good moral values. Candidates who understood the passage wrote that: *Hawa advised her fellow pupils who were violating school rules, encouraged them to abandon inappropriate behaviour and promoted good ethics accepted at school and in society, without discriminating by sex or age.* Extract 6.7 shows a sample of a correct answer of a candidate who responded question 6(d) correctly.

(d) How did Hawa fulfil her responsibility of changing improper behaviour of her fellow pupils?

Because she agreed to carry out that responsibility regardless of the sex or age of the pupils concerned

Extract 6.7: A sample of a correct response to question 6(d)

In Extract 6.7, the candidate correctly explained how Hawa implemented her duty to change inappropriate behaviour.

On the other hand, some candidates confused this responsibility with general pupil duties, benefits of collaboration or punishment. Examples of irrelevant responses included: *studying hard, taking care of school property, hitting with a stick or maintaining the environment.* Extract 6.8 shows a sample of incorrect response to question 6(d).

(d) How did Hawa fulfil her responsibility of changing improper behaviour of her fellow pupils?

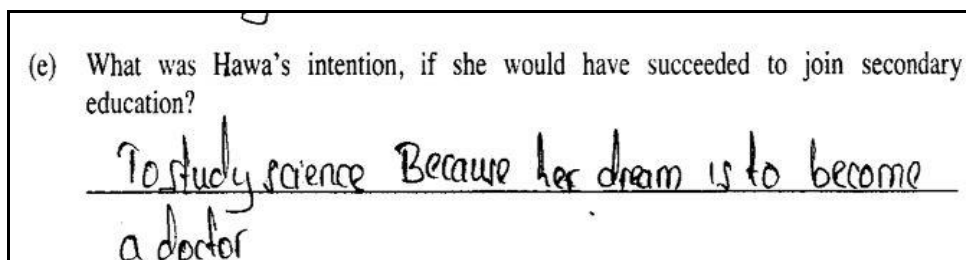
She is adored by her parents of beings honesty

Extract 6.8: A sample of incorrect responses to Question 6(d)

In Extract 6.8, the candidate failed to explain how Hawa implemented her duty hence scored zero.

- (e) What was Hawa's intention if she succeeded in joining secondary education?

This item assessed candidates' understanding of personal goals and aspirations in life. The aim was to determine whether pupils could identify their career and academic aspirations upon completion of primary education and transition to secondary school. The correct answers were: *Hawa aimed to continue studying in government schools for gifted pupils, study science subjects and eventually become a doctor*. Extract 6.9 shows a sample answer of a candidate who answered Question 6(e) correctly.



Extract 6.9: A sample of a correct response to question 6(e)

In Extract 6.9, the candidate correctly explained Hawa's goal if she joined secondary education.

Conversely, several candidates provided incorrect responses that were unrelated to the content of the passage. Some confused Hawa's specific ambitions with general career aspirations; for instance, citing *interests in the tourism sector* or *joining VETA (Vocational Education and Training Authority)*. Others suggested *she might attend a private school or become a kindergarten teacher*. Such responses indicate that the candidates understood the requirement to identify post-Standard Seven goals, but they failed to focus on the specific details provided regarding Hawa.

Similarly, other candidates conflated Hawa's goals with the personal qualities attributed to her by the Head Teacher. They listed traits such as *being hardworking, attentive and self-aware*, rather than identifying her intended career path. These attributes were intended to explain why she was chosen to advise her peers, as noted in the first line of the third paragraph. Other answers, such as *working hard* or *having life skills*, further demonstrated a lack of comprehension

regarding the specific question. Extract 6.10 provides a sample of an incorrect response to question 6(e).

(e) What was Hawa's intention, if she would have succeeded to join secondary education? <u>St. Studying hard</u>

Extract 6.10: A sample of an incorrect response to question 6(e)

In Extract 6.10, the candidate failed to explain Hawa's intentions regarding secondary education and consequently, was awarded zero marks.

3.0 CONCLUSION

The analysis conducted shows that all six competencies assessed in the 2025 examination *Respecting the Community*, *Valuing the Community*, *Being Responsible*, *Being a Persevering Person*, *Being a Person of Integrity* and *Maintaining Peace and Harmony* recorded an overall good performance of 86.37 per cent.

Statistical analysis indicates that candidates performed well across all areas. The specific results were as follows: *Valuing the Community* (92.76%), *Being a Person of Integrity* (92.71%), *Being Responsible* (88.72%), *Maintaining Peace and Harmony* (85.71%), *Being a Persevering Person* (66.45%) and *Respecting the Community* (61.98%).

A comparison of the Primary School Leaving Examination (PSLE) results for 2024 and 2025 reveals significant trends. Performance in *Valuing the Community* remained high at 92.76 per cent, compared to 95.70 per cent in 2024. Notably, the *Being a Person of Integrity* competency had a substantial increase of 32.57 percentage points, rising from 60.14 per cent in 2024 to 92.71 per cent in 2025.

Similarly, the competency of *Being Responsible* improved from 82.13 per cent in 2024 to 88.72 per cent in 2025. *Maintaining Peace and*

Harmony had the most dramatic improvement, rising from an average of 48.47 per cent in 2024 to a good 85.71 per cent in 2025.

On the other hand, the performance of the competency of *Being a Persevering Person* had a slight decrease from 69.17 per cent recorded in 2024 to 66.45 per cent in 2025. However, the competency of *Respecting the Community* improved from an average of 57.67 per cent in 2024 to a good performance of 61.98 per cent in 2025.

4.0 RECOMMENDATIONS

To enhance candidate performance in Civic and Moral Education and to solidify their understanding of the assessed competencies, the following recommendations are proposed:

- (a) Teachers should ensure that learners are taught the correct meanings of key concepts using practical examples drawn from everyday life. This will help learners distinguish between closely related concepts, such as laws, regulations, the state, energy, courts, evaluation, self-awareness, social networks, instructions and guidance. These concepts frequently appear in the competencies of Valuing the Community, Respecting the Community and Being a Persevering Person.
- (b) Teachers should put an emphasis on the use of participatory approaches such as discussions, group work, role play and project-based learning to enable learners to apply knowledge practically and to develop a deeper understanding of the assessed competencies. These methods help learners to internalise knowledge effectively. Competencies such as Being a Persevering Person and Respecting the Community are best taught using these interactive approaches.
- (c) Teachers should provide students with regular exercises covering different types of questions, such as multiple-choice, matching items, sentence completion and short-answer questions immediately after covering a respective competency. This will help students to develop the ability to read instructions

carefully and respond according to the specific demands of each question.

- (d) Education stakeholders should put an emphasis on education regarding the proper use of technology and environmental conservation, specifically issues related to social media, habitat preservation and renewable energy sources. This equips learners with the knowledge required for sustainable social and national development. However, teachers should be empowered with the use of Information and Communication Technology (ICT) when teaching this subject. Civic and Moral Education addresses cross-cutting issues that are closely linked to pupils' daily lives; examples include the competencies of *Valuing the Community*, *Maintaining Peace and Harmony* and *Respecting the Community*.
- (e) Teachers should encourage pupils to read various textbooks and supplementary materials that provide examples relevant to the Tanzanian context. Furthermore, the use of audiovisual resources such as videos, images and moral education articles should be promoted to increase pupils' interest and enhance their understanding of various competencies, particularly Being a Person of Integrity, Being a Persevering Person, and Maintaining Peace and Harmony.

Appendix: Comparison of performance for Candidates in each competency for the year 2025 and 2024

Na.	Competency	Examination 2025				Examination 2024			
		Performance in each question		Average performance (%)	Remarks	Performance in each question		Average per cent	Remarks
		Question number	(%) performance			Question number	(%) performance		
1	Valuing the Community	2	92.76	92.76	Good	3	95.70	95.70	Good
2	Being Responsible	1	88.72	88.72	Good	1	82.13	82.13	Good
3	Being a Persevering Person	3	66.45	66.45	Good	4	69.17	69.17	Good
4	Being a Person of Integrity	6	92.71	92.71	Good	5	60.14	43.62	Good
5	Respecting the Community	4	61.98	61.98	Good	2	48.58	48.58	Average
6	Maintaining Peace and Harmony	5	85.71	85.71	Good	6	81.71	81.71	Good

