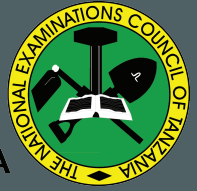




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



PUPILS' ITEM RESPONSE ANALYSIS REPORT FOR STANDARD FOUR NATIONAL ASSESSMENT (SFNA) 2024

SOCIAL STUDIES



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



PUPILS' ITEM RESPONSE ANALYSIS REPORT FOR STANDARD FOUR NATIONAL ASSESSMENT (SFNA) 2024

03E SOCIAL STUDIES

Published by;
The National Examinations Council of Tanzania,
P. O. BOX 2624,
Dar es salaam, Tanzania.

©The National Examinations Council of Tanzania, 2024

All rights reserved

TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF PUPILS' RESPONSES IN EACH QUESTION	2
2.1 Section A: Multiple Choices and Matching Items.....	2
2.1.1 Question 1: Recognizing Different Events Occurring on his/her Environment, and Identifying Principles of Patriotism in the Society	3
2.1.2 Question 2: Recognizing Different Events Occurring on his/her Environment.....	12
2.2 Section B: Short Answers Questions.....	18
2.2.1 Question 3: Apply Economic Principles in Production Activities.....	19
2.2.2 Question 4: Applying Knowledge of Maps and the Solar System in Daily Life	28
3.0 EVALUATION OF PUPILS' PERFORMANCE IN EACH COMPETENCE.....	34
4.0 CONCLUSION.....	34
5.0 RECOMMENDATIONS	35
6.0 APPENDIX: Comparison of the Pupils Performance in each Competence in 2024 and 2023	36

FOREWORD

The National Examinations Council of Tanzania has prepared the Pupils' Item Responses Analysis Report for Standard Four National Assessment (SFNA) 2024 for Social Studies subject. The report intends to provide feedback to pupils, teachers, school quality assurers, policy makers, curriculum developers and other educational stakeholders on the pupils' learning in the four years of primary education.

In this report, reasons that led to the pupils' performance in each question have been presented. Analysis revealed that, pupils' adequate performance resulted from a clear understanding of the demands of the questions and good knowledge in the competencies assessed in the subject. However, pupils who performed weakly in this assessment lacked adequate knowledge of the basic requirements of the questions. Other pupils had average performance in the competence tested.

The analysis of the pupils' performance in each competence shows that they had average performance in all competencies. These competences are *Applying Economic Principles in Production Activities, Identifying Principles of Patriotism in the Society, Recognizing Different Events Occurring in his or her Environment and Applying Knowledge of Map and the Solar System in the Daily Life.*

The National Examinations Council of Tanzania expects that, this report will facilitate various educational authorities to take proper measures to improve the teaching and learning processes. However, the Council anticipates that some challenges which led to the unsatisfactory performances especially in the competence of *Applying Knowledge of Maps and the Solar System in Daily Life* will be addressed so as to meet the expected pupils' performances in Standard Four.

The National Examinations Council of Tanzania appreciates all who participated in the preparation of this report.



Prof. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Standard Four National Assessment (SFNA) 2024 was conducted in October 2024. A total of 1,633,272 pupils were registered to sit for the Social Studies subject. Among them 1,530,382 (100%) pupils sat for the assessment whereby 1,374,134 (89.80%) passed and 156,144 (23.54%) had weak performance.

In this report, the introduction is followed by the analysis of pupils' responses per each question. The analysis shows the competences tested and the pupils' responses which are categorised as good, average and weak. The factors for the performance in each category are also presented. The analysis of pupils' responses in each question is followed by the analysis of pupils' performance in each competence. Finally, the conclusion and recommendations based on the analysis.

The categories of pupils' performance considered the percentage range score of specific question. When the percentage ranged from 0 to 33 percent, the performance was considered weak. If the percentage ranged from 34 to 66 percent, the performance was considered average and when the percentage ranged from 67 to 100 percent, the performance was considered good. In this report, green, yellow and red colours have been used in charts and appendix to indicate good, average and weak performance respectively.

The Standard Four National Assessment Paper (SFNA) 2024 in Social Studies Subject consisted of four. Those questions were categorized into two main sections, A and B. Section A consisted of two questions 1 and 2 had a total of 14 items. Those questions were set from the main competencies of *Identifying Principles of Patriotism in the Society* and *Recognizing Different Events Occurring on his/her Environment*.

Section B consisted of two questions, question 3 and 4 with a total of 11 items. The questions were composed from main competencies of *Applying Economic Principles in Production Activities* and *Applying Knowledge of Map and the Solar System in Daily Life*. Pupils were obliged to answer all the questions in all sections.

2.0 ANALYSIS OF PUPILS' RESPONSES IN EACH QUESTION

The overall analysis of pupils' responses shows that the performance of the pupils was average in all questions. Moreover, extracts and charts have been used to show pupils' responses and data respectively.

2.1 Section A: Multiple Choices and Matching Items

This section comprised of two questions with a total of 14 items. Question 1 had eight multiple-choice items (i) - (viii). In this question the pupils were required to read the item, then choose the correct response from the alternatives given, and write it in the boxes provided. This question had a total of 16 marks. Question 2 had six matching items (i) – (vi), a pupil was required

to read the items on *List A*, and match them with correct answer on *List B*.

2.1.1 Question 1: Recognizing Different Events Occurring on his/her Environment, and Identifying Principles of Patriotism in the Society

A total of 1,530,381 (100%) pupils attempted this question among them 8,335 (0.54%) pupils responded correctly to all eight (8) items and scored 16 marks, which was a very good performance. Other pupils 108,025 (7.06%) who scored 12 to 14 marks responded correctly to six to seven items in this question which was a good performance.

On the other hand, 826,094 (53.98%) pupils scored from 6 to 10 marks which was an average performance. Among them 178,203 (11.65%) pupils scored five items correctly. Also 289,459 (18.91%) pupils answered correctly four items and other 358,432 (23.42%) responded correctly to three items.

However, 587,927 (38.42%) pupils had weak performance since they scored 0 to 4 marks. Among them, 65,392 (4.27%) did not respond to any item, thus scored 0. Other 196,138 (12.82%) responded correctly to one item, and 326,397 (21.33%) pupils answered correctly two items. Generally, the performance in this question was average since 942,454 (61.58%) pupils scored 6 to 16 marks, as shown in Figure 1.

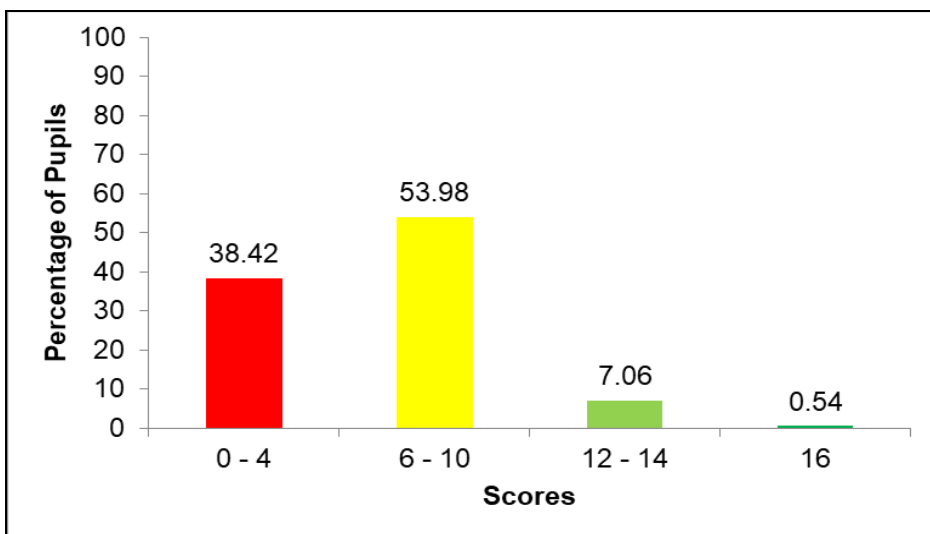


Figure 1: Performance of Pupils for Question 1

The analysis of the pupils' responses in every item in question 1 is done as follows:

- (i) Why is the 25th of July every year remembered in Tanzania?
- A It is the Union Day between Tanganyika and Zanzibar
 - B It is the heroes and Memorial Day
 - C It is the Independence Day of Tanganyika
 - D It is the Independence Day of Zanzibar

The item required the pupil to identify the historical event, which is remembered in Tanzania on 25th July every year. The performance for this item was good since many pupils selected the correct response *B, it is the heroes memorial day*. Those pupils had enough knowledge on the historical events, which happened in Tanzania.

On the other hand, pupils who opted for distractors A, *It is the union day between Tanganyika and Zanzibar*, C, *It is the independence day of Tanganyika* and D, *It is the independence day of Zanzibar* lacked enough knowledge about historical events, which happened in Tanzania. They were supposed to understand that the union day between Tanganyika and Zanzibar was on 26th January, Tanganyika got her independence on 9th December and Zanzibar independence was on 10th December.

- (ii) Which policy was introduced by the late President Benjamin William Mkapa?
- A Free market economy
 - B Privatization
 - C Building of industries
 - D Socialism and self- reliance

The item required the pupil to identify the policy which was introduced by the late President Benjamin William Mkapa. The performance for this item was good as many pupils with sufficient knowledge on the respective policy hence opted for B, *Privatization*. Those pupils knew that the policy was introduced by the late President Benjamin William Mkapa.

Contrary to that, pupils who opted for distractor A, *Free market economy* were not aware that the late President Ali Hassan Mwinyi introduced the policy. Likewise, pupils who opted for distractor C, *building of industries*, lacked knowledge that, the policy was introduced by the late President John Pombe Magufuli. Similarly, pupils who selected distractor D, *Socialism*

and self- reliance, failed to understand that the policy was introduced by the late Mwl J. K. Nyerere.

- (iii) Which leader in Tanzania is appointed by the president from among the members of the parliament?
- A Prime Minister
 - B Speaker of Parliament
 - C Vice President
 - D Chief Justice

This item required the pupil to identify a leader who is appointed by the president from among the members of Parliament in Tanzania. The performance for this question was also good as many pupils selected the correct response *A, Prime Minister*. Those pupils demonstrated adequate knowledge of the process of appointing the Prime Minister of the United Republic of Tanzania.

However, the pupils who selected distractor *B, Speaker of Parliament*, had inadequate knowledge about the process of getting the Speaker of Parliament. Those pupils were supposed to understand that the Speaker is elected by Members of Parliament through a secret ballot, from among the Members of Parliament or individuals who meet the qualifications to be a Member of Parliament, in accordance with the Constitution and the Standing Orders of Parliament.

Moreover, pupils who opted for distractor *C, Vice President*, were not aware that the Vice President is not necessarily appointed from among the members of the Parliament of the United

Republic of Tanzania. The vice president is co-contestant of the presidential candidate so he or she is appointed by his or her political party before the general election.

Furthermore, pupils who selected distractor *D, Chief Justice*, were not aware that the Chief Justice is not among the members of the Parliament. Thus, options B, C, and D were incorrect responses for this question.

- (iv) Why did Germans invade Tanganyika in 1886?
- A They needed market to sell their industrial goods
 - B They wanted to remove Arabs from Tanganyika
 - C They wanted black people to go and work in Germany
 - D They wanted to revive tourism in national parks

The item required the pupil to identify a reason for the Germany invasion in Tanganyika in 1886. The performance for this item was good since many pupils selected the correct response A, *They needed market to sell their industrial goods*. The choice of the correct response revealed that those pupils had adequate knowledge of a cause for the German's invasion in Tanganyika in 1886.

On the other hand, some pupils opted for distractors *B, they wanted to remove Arabs from Tanganyika*, *C, they wanted black people to go and work in Germany*, and *D, they wanted to revive tourism in national parks*. Those pupils were not aware of the reason behind foreign invasion in our country, particularly the Germans invasion in Tanganyika in 1886.

- (v) What caused Majimaji war?
- A British exploitation
 - B Matumbi's brutality against Germans
 - C Kinjekitile's desire to test his weapons
 - D Germans exploitation

The item required the pupil to identify the causes of the Majimaji war. The performance in this item was good since many pupils were able to select the correct response *D, German's exploitation*. Those pupils revealed adequate knowledge about the causes of the Majimaji war. They knew that people revolted against the German's land grabbing, forced labour and oppression, hence, they were demanding for their rights.

On the other hand, pupils who opted for distractors; *A. British exploitation B Matumbi's brutality against Germans*, and *C. Kinjekitile's desire to test his weapons*, had insufficient knowledge about what led to the occurrence of Majimaji war. Those pupils were supposed to understand that Majimaji war was not fought against the British, it was fought against the Germans. Additionally, they were supposed to bear in mind that the Matumbi and Kinjekitile were provoked by the German's exploitation to revolt.

- (vi) Which method is used to get information about the heroes in the society?
- A Looking at their body muscles
 - B By divination
 - C Through reading and narratives
 - D By living with their relatives

In this item, the pupil was required to identify the method which was used to get information about the heroes in the society. Pupils' performance was good for this item since the majority selected the correct response *C Through reading and narratives*. The choice of this response is an indication that the pupils had sufficient knowledge as they identified the method used to get information about the heroes in the society.

Apart from that, other pupils opted for distractor *A Looking at their body muscles*, *B By divination* and *D By living with their relatives*. Those pupils were not aware of the methods used to get information about the heroes in the society. They were supposed to understand that looking at one's body muscles, divination and living with one's relatives cannot enable one to identify whether one is a hero or not. Heroes are the people guided by the spirit of love and patriotism to their society and the nation in general.

- (vii) Why is Mwalimu Julius Kambarage Nyerere remembered in Tanzania?
- A He allowed privatization
 - B He led the struggle for independence
 - C He allowed free market economy
 - D He allowed formation of many political parties

This item required the pupil to identify a reason why Mwalimu Julius Kambarage Nyerere is remembered in Tanzania. The pupils' performance for this item was good since many of them identified the correct response as *B He led the struggle for independence*. This implies that the pupils had sufficient knowledge about Tanzania national leaders and their contribution to the nation. Thus, they identified that the leader who lead the struggle for independence in Tanganyika was Mwalimu J. K. Nyerere.

On the other hand, the pupils who opted for the distractor A, *He allowed privatization* lacked the knowledge of the leader who allowed Privatization in Tanzania. They were supposed to understand that it was the late President Benjamin William Mkapa. Likewise, the pupils who opted for distractor C *He allowed free market economy*, were not aware that the policy of free market economy was introduced by the late President Ali Hassan Mwinyi. Additionally, pupils who selected distractor D, *He allowed formation of many political parties*, were not aware that the leader who allowed the formation of many political parties in Tanzania was the late President Ali Hassan Mwinyi.

- (viii) Who is the head of government activities in the Parliament of the United Republic of Tanzania?
- A The Speaker
 - B The president
 - C Attorney General
 - D The Prime Minister

The item required the pupil to identify the head of government activities in the Parliament of the United Republic of Tanzania. Pupils' performance for this item was good since the majority selected the correct response *D, The Prime Minister*. Those pupils had adequate knowledge about responsibilities of different national leaders. They were therefore able to identify that the Prime Minister is the head of the government activities in the Parliament of the United Republic of Tanzania.

On the other hand, pupils who opted for distractor *A The Speaker*, did not understand that the Speaker is not the head of government activities in the Parliament. They were supposed to understand that he or she is the head of parliamentary activities in the Parliament of the United Republic of Tanzania.

Moreover, pupils who selected distractor *B The president*, did not understand that the President is the head of the State, and not the head of government activities in the Parliament of the United Republic of Tanzania. Other pupils who opted for distractor *C Attorney General*, were not aware that the Attorney General is neither the head of government activities nor a member of

parliament of the United Republic of Tanzania. Rather, he or she is a chief legal advisor to the government of United Republic of Tanzania.

2.1.2 Question 2: Recognizing Different Events Occurring on his/her Environment

This question was composed from the main competence of *Recognizing different events occurring on his/her environment* and specific competence of *using knowledge of weather conditions in daily activities*. In this question the pupil was required to match the functions of weather instruments in *List A* with their respective instruments in *List B* and write the letter of the correct answer in the brackets provided. This question assessed pupils' ability to identify the instruments used to measure weather condition and it had a total of 12 marks. The question was as follows:

Answer item (i) – (vi) by matching the functions of the weather instruments in **List A** with their respective instrument in **List B** and write the letter of the correct response in the brackets provided.

List A	Letter	List B
(i) The instrument used to record sunshine	()	A Thermometer
(ii) The instrument used to measure temperature	()	B Rain gauge
(iii) The instrument used to measure atmospheric pressure	()	C Hygrometer
(iv) The instrument used to measure humidity	()	D Barometer
(v) The instrument used to measure wind speed	()	E Anemometer
(vi) The instrument used to measure wind direction	()	F Wind vane
		G Stevenson screen
		H Campbell Stokes

Among 1,530,381 (100%) pupils who attempted this question, 122,790 (8.03%) scored 12 marks which is a very good performance. Other 200,046 (13.07%) pupils scored 8 to 10 marks which is a good performance. Similarly, 582,198 (38.04%) pupils scored 4 to 6 marks which is an average performance. On the other hand, 625,347 (40.86%). pupils scored 0 to 2 marks which is a weak performance. Generally, the performance of the pupils for this question was average as 905,034 (59.14%) of the pupils scored 4 to 12 marks as illustrated in Figure 2.

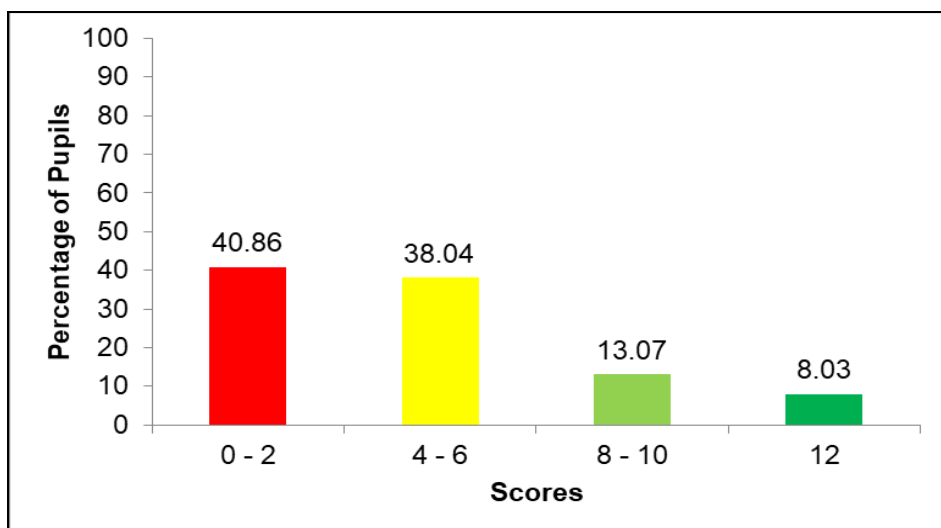


Figure 2: *Pupils' Performance in Question 2*

Further analysis revealed that 122,790 (8.03%) pupils answered all six items correctly, hence scored all the 12 marks for this question. Those pupils had sufficient knowledge on the specific competence of applying the knowledge of weather conditions in doing day to day activities. Hence, they managed to match correctly the functions of the instrument used to measure weather condition against the instruments used.

Further analysis shows that the pupils got higher marks in this question because they correctly understood the demands of the question in each item.

In item (i), the pupil was required to identify the instrument used to record Sunshine. The correct response was *H, Campbell Stokes*. This response was given by the pupils with enough knowledge of the instrument that is used to record sun shine. The pupils who opted for other responses as *A. Thermometer* and *D.*

Barometer lacked the knowledge about the instrument used for recording Sunshine. Those pupils were supposed to understand that thermometer is an instrument used to record temperature, and barometer is used to measure atmospheric pressure.

In item (ii), the pupil was required to identify the instrument used to measure temperature. The correct response was A, *Thermometer*. The pupils with enough knowledge of the instrument used to measure temperature were able to answer the question correctly. However, the other pupils who matched the item with destructor E, *Anemometer* failed to understand that anemometer is an instrument used to measure the speed of the wind. However, some pupils matched this item with destructor C, *Hygrometer*. Those pupils ought to have understood that Hygrometer is an instrument that is used to measure humidity.

Item (iii), assessed the pupil's ability to identify the instrument that is used to measure atmospheric pressure. The correct response was D, *Barometer*. The pupils with enough knowledge and skills on various instruments used to measure different weather conditions provided the correct answer. Moreover, the pupils who responded to the item by writing H, *Campbell Stokes* lacked the knowledge that Campbell Stokes is an instrument used to record sunshine. However, the pupils who matched this item with destructor F, *Wind vane* did not understand that this instrument is used to measure wind direction, and not atmospheric pressure.

Item (iv) required the pupil to identify the instrument used to measure humidity. The correct response was *C, Hygrometer*. This response was given by the pupils with enough knowledge about the use of hygrometer as the instrument used to measure humidity. On the other hand, the pupils who matched the item with destructor *D, Barometer*, did not understand that Barometer is an instrument used to measure atmospheric pressure.

In item (v), the pupil was required to identify the instrument used to measure wind speed. The correct response was *E, Anemometer*. This response was given by the pupils with enough knowledge about the use of anemometer as an instrument used to measure wind speed. However, other pupils who matched this item with destructor *D, Barometer* did not understand that Barometer is an instrument used to measure atmospheric pressure, and not wind direction. Moreover, the pupils who matched this item with destructor *F, Wind Vane* did not identify that this instrument is used to measure wind direction and not speed of wind.

In item (vi), the pupil was required to identify the instrument used to measure wind direction. The correct response was *F, Wind vane*. The pupils with enough knowledge about the use of wind vane were able to give the correct answer. On the other hand, other pupils who matched this item with destructor *D Barometer* did not understand that barometer is used to measure atmospheric pressure and not wind direction. Extracts 1.1 and

1.2 indicate samples of pupil's relevant and irrelevant response for question 2.

2. Answer item (i) - (vi) by matching the functions of weather instruments in **List A** with the respective instrument in **List B** and write the letter of the correct answer in the brackets provided.

List A	Letter	List B
(i) The instrument used to record sun shine.	(H)	A Thermometer
(ii) The instrument used to measure temperature.	(A)	B Rain gauge
(iii) The instrument used to measure atmospheric pressure.	(D)	C Hygrometer
(iv) The instrument used to measure humidity.	(C)	D Barometer
(v) The instrument used to measure wind speed.	(E)	E Anemometer
(vi) The instrument used to measure wind direction.	(F)	F Wind vane
		G Stevenson screen
		H Campbell Stokes

Extract 1.1: A sample of pupil's relevant response for question 2

2. Answer item (i) - (vi) by matching the functions of weather instruments in **List A** with the respective instrument in **List B** and write the letter of the correct answer in the brackets provided.

List A	Letter	List B
(i) The instrument used to record sun shine.	(B)	A Thermometer
(ii) The instrument used to measure temperature.	(C)	B Rain gauge C Hygrometer
(iii) The instrument used to measure atmospheric pressure.	(A)	D Barometer
(iv) The instrument used to measure humidity.	(H)	E Anemometer F Wind vane
(v) The instrument used to measure wind speed.	(D)	G Stevenson screen
(vi) The instrument used to measure wind direction.	(E)	H Campbell Stokes

Extract 1.2: *A sample of pupil's irrelevant response for question 2*

2.2 Section B: Short Answers Questions

This section consisted of two short answer questions question 3 and 4. Question 3 required the pupils to read the passage, then answer the questions that followed. The question comprised of seven items, each carrying 2 marks, making a total of 14 marks. In question 4, pupils were required to study the picture of the solar system, and write the correct names of the objects marked

by letters A – D in items (i) – (iv). Each item carried 2 marks; thus, making a total of 8 marks. The analysis shows that the performance was average in this section.

2.2.1 Question 3: Apply Economic Principles in Production Activities

This question was set from the main competence of *Apply economic principles in production activities*, and the specific competence of *Appreciate and protect national resources*. In this question, pupils were required to read a passage about the village resources, then respond to the items asked by writing the correct responses in the spaces provided.

3. Read the following passage and then answer the questions that follow by writing the correct answer in the space provided.

Our school has clean environment. Dirty environment is a hiding place of dangerous insects and animals such as houseflies, mosquitoes, rats and snakes. Among those living organisms, snake is the most dangerous because its poison has big effects on both human and other animals. It is important to live in a clean environment.

Clean environment reduces the spread of diseases such as malaria and cholera. Malaria is spread by mosquitoes which live in tall grasses and stagnant water. Cholera is spread by houseflies which live in tall grasses. Those diseases can be avoided by slashing grasses and cover up holes to remove stagnant water. Clean environment also helps us to get a fresh air such as oxygen. In order to maintain cleanliness in our environment, we are supposed to conduct daily cleanliness by using a hoe and a slasher.

Questions

- (a) How do villagers benefit from the available resources?
(i) _____
(ii) _____
- (b) What are the importance of forest to the villagers?
(i) _____
(ii) _____
- (c) Why is rain important to crops?

- (d) What is the importance of vegetation to livestock?

- (e) According to the passage, what is the importance of timber to the villagers?

- (f) How do livestock contribute to family income?
(i) _____
(ii) _____
- (g) How do villagers use firewood they get from the forest?

Extract 2.1: *The passage and questions that the pupils were supposed to read and then answer.*

The analysis reveals that 1,530,381 (100%) pupils responded to this question. Among them, 140,845 (9.20%) pupils had a very good performance as they scored all 14 marks. Those pupils had sufficient knowledge since they answered all the items correctly. A total of 476,134 (31.11%) pupils scored from 10 to 12 marks which is a good performance. On the other hand, 388,814 (25.41%) pupils scored from 6 to 8 marks indicating an average performance. Moreover, 524,588 (34.28%) pupils scored 0 to 4 marks which is a weak performance. Some pupils in this category did not respond to any item or answered 1 or 2 items. Generally, the performance for this question was average since 1,005,793 (65.72%) pupils scored from 6 to 14 marks. Figure No. 3 shows the performance of pupils for this question

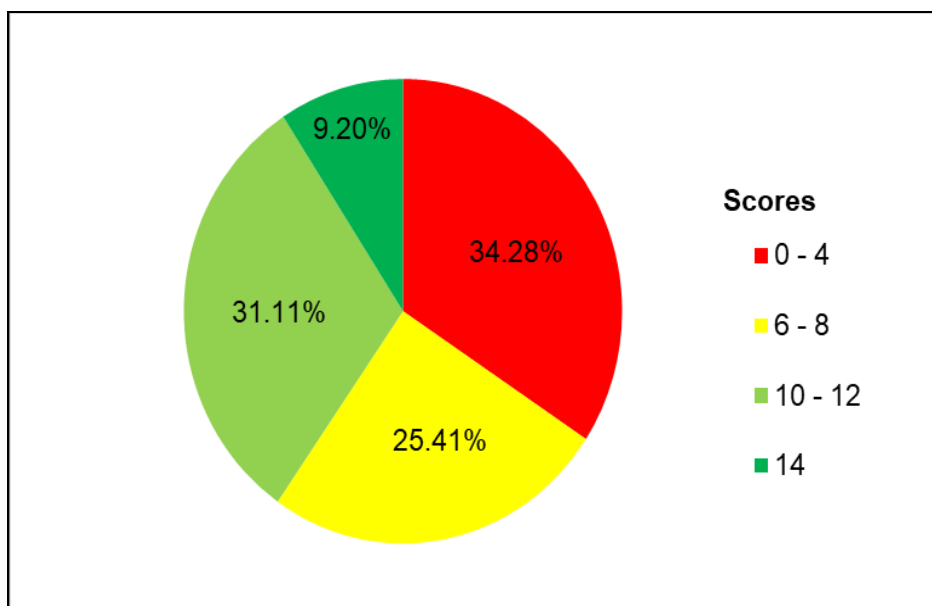


Figure 3: *Performance of Pupils for Question 3*

Item (a) required the pupil to identify two benefits of the available resources to the villagers from the given passage. The

performance of pupils was good for this item since many pupils correctly identified the two benefits of the available resources to the villagers as they contribute to employment and generate family income. This justifies that these pupils were able to read and understand the content of the given passage.

However, some pupils gave responses like; *shop, land, getting fresh air* and *to get water from rainfall*, those pupils lacked enough knowledge of reading and comprehending the passage. Similarly, few pupils wrote the names of resources such as *forest, houses, vehicles* and *minerals* which are incorrect responses. Those responses portrayed lack of reading skills for comprehension since they failed to understand the content of the passage.

In item (b) the pupils were required to identify two importance of forest to the villagers according to the passage. The performance for this item was good. Many pupils with enough knowledge were able to answer the item correctly by writing importance of forest like; *help in making rain, give them medicine, firewood, charcoal* and *timber for building*. Those pupils demonstrated adequate knowledge of reading and comprehending the given passage.

On the other hand, some pupils responded to the question by providing wrong responses like; *to get fruits, attracts tourists* and *to get fresh air*. Those responses indicate that the pupils in this category did not understand the demand of the question, hence, they supplied the answers which had not been mentioned in the passage.

Item (c) required the pupil to identify the importance of rain to crops according to the passage read. The performance of the pupils for this item was good since the majority mentioned correctly the importance of rain to crops, that is, *crops need rain to grow well*. However, some pupils wrote incorrect answers such as, *provide us with food, provide us with farms and provide us with manure*. Those answers indicate that the pupils did not understand the demand of the question hence; they copied some words or sentences from the passage and supplied them as answers.

In item (d), the pupil was required to identify the importance of vegetation to livestock. The performance for this item was good since the pupils with adequate knowledge responded correctly by writing; *provides pasture for livestock*. This response shows that those pupils were competent enough in reading the passage and identifying the message being portrayed. Additionally, they had enough knowledge of how conservation of the vegetation can ensure availability of pasture for domesticated animals.

On the other hand, some pupils in this question provided answers such as; *provides us with traditional medicine that cures human being diseases*, and *provides firewood for cooking*. Those pupils did not understand the demand of the question, hence, they supplied incorrect responses. These responses show that the pupils lacked the skills of reading the passage for comprehension and relating to the concepts asked.

In item (e) the pupil was required to identify the importance of timber to the villagers. The performance for this item was also

good as the majority of the pupils responded by writing the correct answer *help in construction of houses*. Those pupils knew that timber can be used for constructing houses

On the other hand, some pupils had a weak performance in this item. They failed to identify the importance of timber to the villagers as they wrote wrong responses like; *used to make medicine* and *it is used for cooking*. These responses indicate that the pupils in this category lacked adequate knowledge of reading the passage for comprehension.

Item (f) demanded the pupils to identify two contributions of livestock to the family income. The performance for this item was good, as many pupils identified that through *selling milk, beef* and *manure* livestock contribute to the generation of the family income. This response is an indication that those pupils had good reading and comprehension skills hence, an ability to relate the concepts asked in the passage.

Moreover, there were pupils who did not answer the question correctly. They wrote *forest provide traditional medicine, rain formation and crop need rain to grow well*. Those pupils copied some words or sentences from the passage, which are not corresponding to the demand of the question. These responses indicated that the pupils in this category lacked adequate knowledge of reading and comprehending the passage.

In item (g) the pupil was required to identify the use of firewood obtained from the forest by the villagers. The item was well responded to by many pupils who were able to write the correct

response that is *for cooking*. Those pupils had enough knowledge and skills on the way firewood is used by the villagers.

On the other hand, some pupils did not understand the demand of this item as they provided wrong responses like, *for cutting timber, for making charcoal and generation of income*. Those pupils had insufficient knowledge and skills on reading and comprehending the passage as they failed to recognize the use of firewood as mentioned in the passage. Extracts 2.2 and 2.3 indicate samples of relevant and irrelevant responses to Question 3.

Questions

- (a) How do villagers benefit from the available resources?
- (i) They get employment
 - (ii) Income generation for families
- (b) What are the importance of forest to the villagers?
- (i) Contribute to rainfall formations
 - (ii) provide us with traditional medicine
- (c) Why is rain important to crops?
- It is important because rain helps plant to grow
- (d) What is the importance of vegetation to livestock?
- It provides livestock's pasture for eating
- (e) According to the passage, what is the importance of timber to the villagers?
- For construction of our houses
- (f) How do livestock contribute to family income?
- (i) By providing us with manure which can be sold to generate family income
 - (ii) By providing us meat which can be sold to generate family income.
- (g) How do villagers use firewood they get from the forest?
- Villagers use firewood for cooking.

Extract 2.2: A sample of correct responses for question 3

Questions

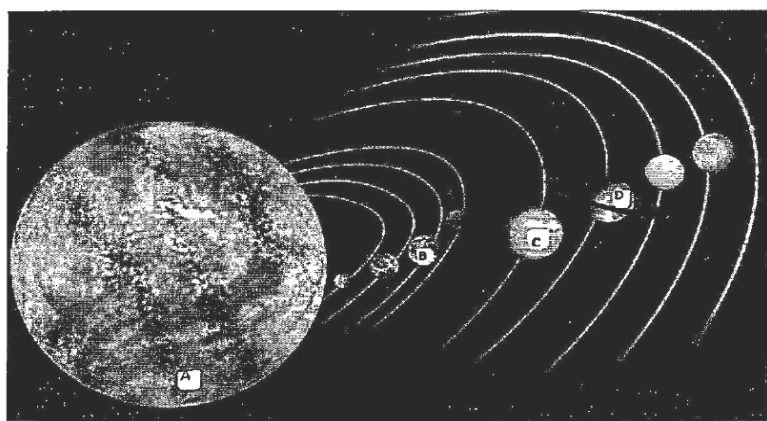
- (a) How do villagers benefit from the available resources?
- (i) forest
 - (ii) Livestock
- (b) What are the importance of forest to the villagers?
- (i) In our village we have resources like shops
 - (ii) houses available
- (c) Why is rain important to crops?
- Furthermore, forest contribute to rainfall formation
which is very important of us
- (d) What is the importance of vegetation to livestock?
- forest provide us beef and milk
- (e) According to the passage, what is the importance of timber to the villagers?
- forest provide with timber
- (f) How do livestock contribute to family income?
- (i) furthermore forest contribute to rainfall formation
which is very important of us
 - (ii) In addition, forest provide us with firewood of charcoal
from cooking
- (g) How do villagers use firewood they get from the forest?
- firewood
charcoal

Extract 2.3: A sample of incorrect responses for question 3

2.2.2 Question 4: Applying Knowledge of Maps and the Solar System in Daily Life

The question was set from the main competence of *Applying the Knowledge of Maps and Solar System in Daily Life* and the specific competence of *Recognizing the Solar System*. The question required the pupil to study the picture of the solar system and write the correct names of objects marked by letters A – D in items (i) –(iv). The question asked;

4. Study the picture of the solar system and write the correct names of planets marked by letters A – D in items (i) – (iv).



- (i) A _____
(ii) B _____
(iii) C _____
(iv) D _____

The question was attempted by 1,530,381 (100%) pupils. Among them, 857,146 (56.01%) scored 0 to 2 marks revealing a weak performance, and 228,716 (14.94%) pupils scored 4 marks indicating an average performance. On the other hand, 144,907

(9.47%) pupils scored 6 marks which is a good performance. Other 299,612 (19.58%) pupils scored 8 marks revealing very good performance. Generally, performance for this question was average as 673,235 (43.99%) pupils scored from 4 to 8 marks. Figure 4 illustrates the performance of pupils for Question 4.

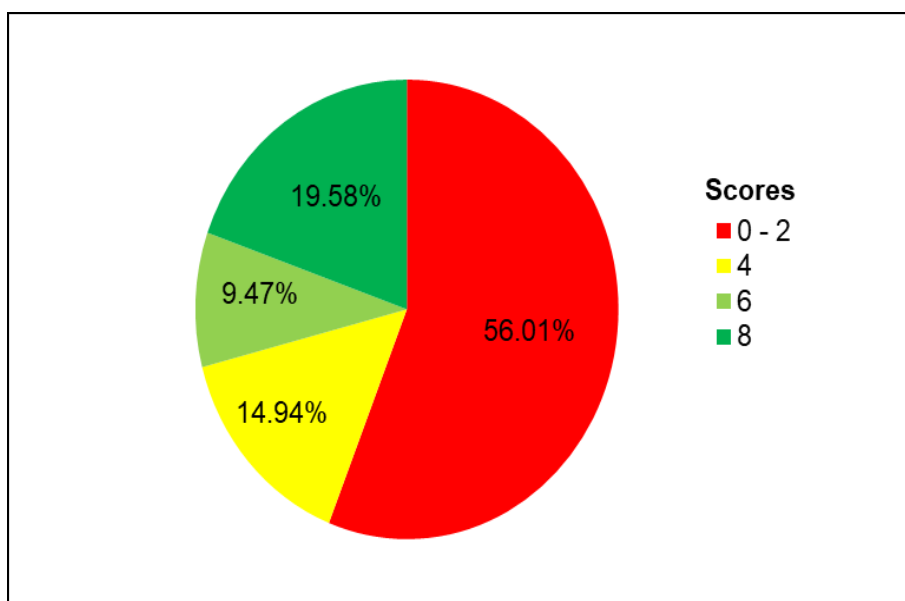


Figure 4: *Pupils' Performance for question 4*

Further analysis reveals that 857,146 (56.01%) pupils scored 0 to 2 marks showing insufficient knowledge and skills in applying knowledge of maps and the solar system in daily life. Those pupils responded to this question by writing irrelevant responses as explained in each item.

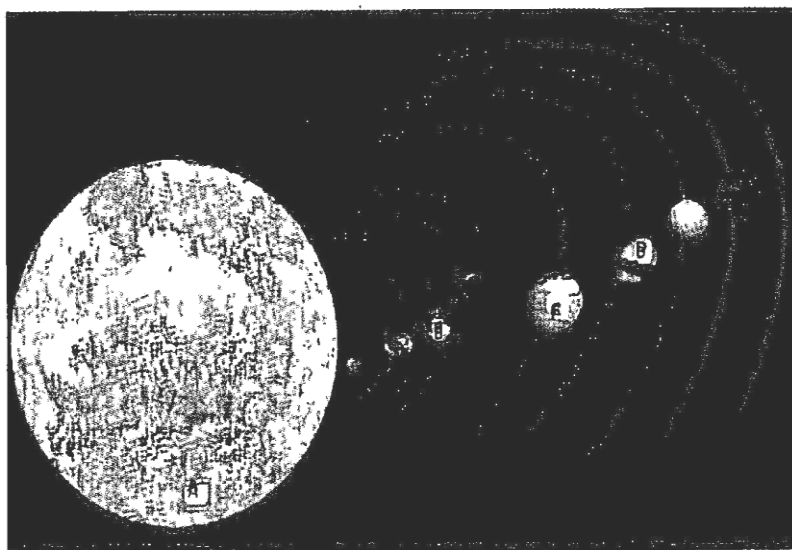
In item (i), pupils provided incorrect answers such as; *Earth*, *Saturn* and *Jupiter*. *These pupils* lacked knowledge and skills to recognize that the largest object in the solar system represents the Sun.

In item (ii), some pupils provided incorrect answers such as; *Venus, Mercury* and *Sun*. Such responses show that they lacked knowledge about proper arrangement of planets and other heavenly bodies from the Sun.

In item (iii), some pupils provided incorrect answers such as; *Mars, Uranus* and *Neptune*. Those pupils lacked enough knowledge about the proper arrangement of the solar system and other heavenly bodies from the Sun. These pupils were supposed to understand that Mars is the fourth planet from the Sun, Uranus is the seventh while Neptune is the eighth planet.

In item (iv) some pupils provided incorrect answers such as; *Jupiter, Venus* and *Neptune*. Those pupils also lacked knowledge about the arrangement of planets and other heavenly bodies in relation to their position from the Sun. They were supposed to understand that Jupiter is the fifth planet, Venus the second planet while Neptune is the eighth planet from the Sun. Extract 3.1 indicates a sample of pupils' irrelevant responses for question 4.

4. Study the picture of the solar system and write the correct names of planets marked by letters A – D in items (i) – (iv).



- (i) A Mercury
- (ii) B Venus
- (iii) C Earth
- (iv) D Mars

Extract 3.1: A sample of incorrect responses for question 4

Extract 3.1 A pupil wrote the names of the objects without following their correct arrangement in the Solar system

On the other hand, 673,235 (43.99%) pupils scored marks ranging from 2 to 8. Among them, 299,612 (19.58%) pupils scored 8 marks as they answered correctly all the items. Those pupils had adequate knowledge on solar system. Moreover, 144,907 (9.47%) pupils scored 6 marks as they answered correctly three items. Also 228,716 (14.94%) pupils scored 4

marks as they answered correctly two items. The pupil's responses were as follows:

In item (i), the pupil was required to name the object represented by letter A. The correct answer was the *Sun*. Pupils who provided the correct answer had adequate knowledge and skills on solar system. Therefore, they identified that letter A which is the largest object in the picture represents the Sun in a given diagram of the solar system.

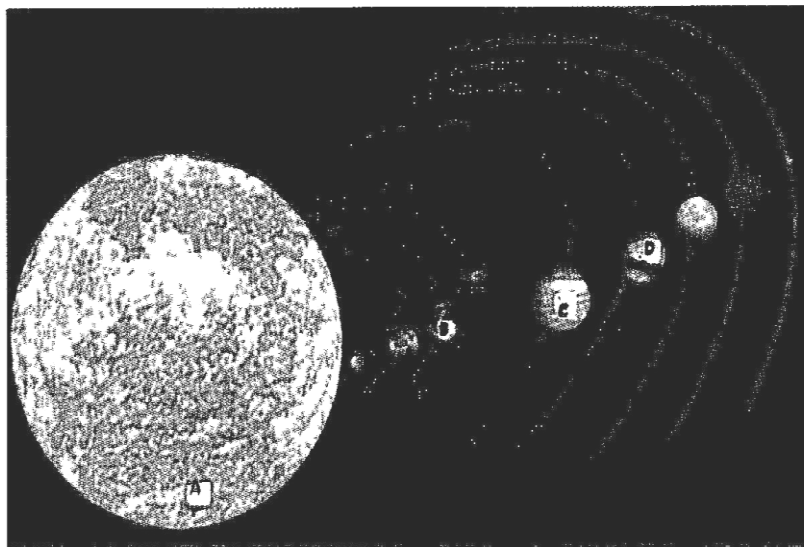
In item (ii), the pupil was required to name the planet represented by letter B. The correct answer was *Earth*. Pupils who provided the correct answer had adequate knowledge about the solar system. They therefore, recognized that letter B represents the third planet which is the Earth in a given diagram of the solar system.

In item (iii), the pupil was required to name the planet represented by letter C. The correct response was *Jupiter*. Pupils who provided the correct answer had adequate knowledge about the solar system. Therefore, they were able to arrange correctly and recognize that, letter C represents the fifth planet which is Jupiter in a given diagram of the solar system.

In item (iv), the pupil was required to name the planet represented by letter D. The correct response was *Saturn*. This response was given by the pupils who had adequate knowledge of the correct arrangement of the solar system. These pupils identified that letter D represents the sixth planet which is Saturn.

Extract 3.2 represents a sample of pupils' relevant responses for question 4.

4. Study the picture of the solar system and write the correct names of planets marked by letters A – D in items (i) – (iv).



- (i) A The sun.
- (ii) B The earth.
- (iii) C Jupiter.
- (iv) D Saturn.

Extract 3.2: A sample of correct responses for question 4

3.0 EVALUATION OF PUPILS' PERFORMANCE IN EACH COMPETENCE

The analysis of the Standard Four National Assessment (SFNA) 2024 shows that among the four major competencies which were assessed as prescribed in the Social Studies Syllabus for Basic Education Standard III – VI of 2016, the pupils' performance was average in all the competencies. The competence that had the highest performance was *Applying Economic Principles in Production Activities* by 65.72 percent, *Recognizing the Principles of Patriotism in the Society* had 61.58 percent, *Recognising Different Events Occurring in his or her Environment* by 59.14 percent and *Applying the Knowledge of Maps and the Solar System in Daily Life* was 43.99 percent. Despite the fact that the majority of pupils scored average in all the competencies, they still lack some expected knowledge and skills on *Applying the Knowledge of Maps and the Solar System to Daily Life*. An appendix shows the summary of performance in all the competences.

4.0 CONCLUSION

The analysis of the pupils' responses in the Standard Four National Assessment 2024 in Social Studies subject shows an average performance in all competencies. Moreover, there are challenges that hindered some pupils to perform well in *Applying the Knowledge of Maps and the Solar System to Daily Life*. These include failure to understand the demands of the questions, inadequate knowledge in assessed concepts and lack

of good presentation skills. However, pupils who were competent were able to identify correct answers in the asked questions and thus, had good performance.

5.0 RECOMMENDATIONS

For further improvement of the pupils' performance, the National Examinations Council of Tanzania recommends the following;

- (a) The pupils should be given enough exercises on drawing and identifying all the objects present in the solar system so as to build their understanding on competence of Applying the Knowledge of Maps and the Solar System in Daily Life.
- (b) Pupils should be encouraged to go for study tours in different historical sites and parliament so that they can develop relevant competences in Recognizing Principles of Patriotism in the Society.
- (c) Pupils should be given a lot of exercises which will help them in building writing and reading skills. For example, they should be given texts to read and explain the message in them. This will help pupils with less competence in reading passage for comprehension.
- (d) Pupils should be encouraged to read text and reference books in order to enhance their knowledge and skills that will enable them to answer assessment questions correctly.

Appendix

6.0 03E Social Studies: Comparison of the Pupils Performance in each Competence in 2024 and 2023

S/N	Competence	SFNA 2024				SFNA 2023			
		Performance in each Question		Average Performance (%)	Remarks	Performance in each Question		Average Performance (%)	Remarks
		Question Number	% Performance			Question Number	% Performance		
1	Applying economic principles in production activities	3	65.72	65.72	Average	1	51.79	51.79	Average
2	Recognise principles of patriotism in the Society	1	61.58	61.58	Average	2	29.79	29.79	Weak
3	Recognise different events occurring in his/her environment	2	59.14	59.14	Average	3	66.83	66.83	Average
4	Apply knowledge of maps and the solar system in daily life	4	43.99	43.99	Average	4	57.76	57.76	Average

