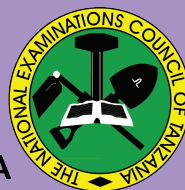


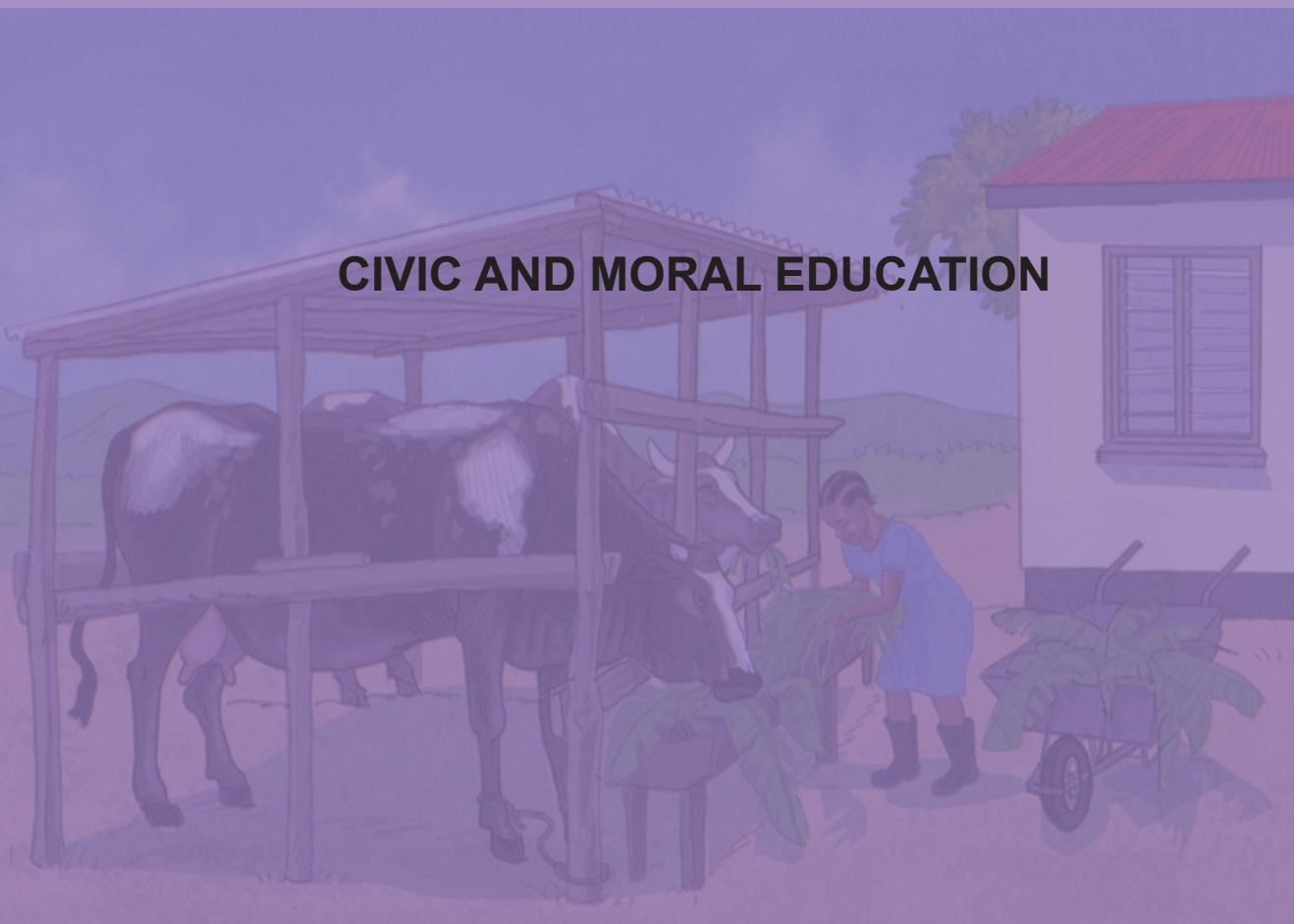


THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



PUPILS' ITEMS RESPONSE ANALYSIS REPORT ON THE STANDARD FOUR NATIONAL ASSESSMENT (SFNA) 2024

CIVIC AND MORAL EDUCATION





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



PUPILS' ITEMS RESPONSE ANALYSIS REPORT ON THE STANDARD FOUR NATIONAL ASSESSMENT (SFNA) 2024

06E CIVIC AND MORAL EDUCATION

Published by:

National Examinations Council of Tanzania,
P.O. Box 2624,
Dar es Salaam, Tanzania.

© National Examinations Council of Tanzania, 2024

All rights reserved.

TABLE OF CONTENTS

FOREWORD.....	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE PUPILS' RESPONSES IN EACH QUESTION	2
2.1 Question1: Promoting Peace and Harmony	3
2.2 Question 2: Respecting the Community	11
2.3 Question 3: Being a Persevering Person.....	19
2.4 Question 4: Respecting the Community.	27
2.5 Question 5: Being Responsible	32
2.6 Question 6. Being a Person of Integrity	39
3.0 ANALYSIS OF THE PUPILS' PERFORMANCE IN EACH COMPETENCY	45
4.0 CONCLUSION.....	47
5.0 RECOMMENDATIONS	47
Appendix: Comparison of performance for pupils in each competency for the year 2024 compared to the year 2023	49

FOREWORD

The National Examinations Council of Tanzania has prepared the Report on the Analysis of Pupils' responses in the Standard Four National Assessment (SFNA) for the year 2024 in the subject of Civic and Moral Education. This report has the purpose of providing the feedback to pupils, teachers, policy makers, curriculum developers and various education stakeholders.

This report presents a formative evaluation of the education system's performance in the teaching and learning process of Civic and Moral Education subject for Standard Four pupils. The analysis of pupils' responses in the assessment is intended to highlight the knowledge, skills, and direction that education system was able or could not provide to pupils in this subject at the Standard III and IV levels.

This report outlines the reasons that contributed to the pupils' good and weak performance in the Standard Four National Assessment (SFNA) in Civic and Moral Education subject. Reasons for their good performance include a good understanding of the tested competencies and careful consideration of the question requirements. Conversely, factors leading to weak or average performance include writing answers that do not match with the requirement of the questions and the incorrect use of subject terminologies in answering questions.

The performance of pupils in the Standard Four National Assessment in 2024 was good because 1,321,524 (86.35%) pupils passed while 208,937 (13.65%) pupils failed.

The Council extends its sincere gratitude to all stakeholders who contributed to the preparation of this report.



Prof. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Standard Four National Assessment (SFNA) for Civic and Moral Education was conducted in October 2024. A total of 1,633,272 pupils were registered for the assessment whereas 1,530,515 pupils sat for the assessment. The pupils' performance in this subject shows that 1,321,524 (86.35%) pupils, passed the assessment, whereas 208,937 (13.65%) pupils failed. This performance reflects an increase of 0.83 per cent compared to 2023, where 1,321,137 (85.52%) pupils passed the assessment.

The Civic and Moral Education subject consisted of six (6) questions divided into Sections A and B, totaling 25 items. Section A included three (3) questions with thirteen (13) items, accounting for 26 marks, while Section B comprised three (3) questions with twelve (12) items, totaling 24 marks. Pupils were required to answer all questions from both sections, with the entire assessment carrying a maximum of 50 marks.

In Section A, question 1 consisted of five (5) multiple choice items (i) - (v), where pupils were required to choose the correct answer and write its letter in the box provided. Question two (2) comprised four matching items, requiring pupils to match explanations of National Symbols in List A with the corresponding National Symbols in List B by writing a letter of the correct answer in the brackets. Moreover, question 3 was a filling the blank question which required pupils to choose the correct answer from the options and write it in the spaces provided. Each item in this section was worth 2 marks, making a total of twenty-six (26) marks.

Furthermore, in Section B, question 4 comprised four items that required pupils to complete a paragraph in the missing words for items (i) - (iv). In Question 5, pupils were given a picture to study, after which they answered the four related items. Question 6 instructed pupils to read a passage carefully and then respond to

items (a - d). This section was worth a total of 24 marks, with each item carrying 2 marks.

This report analyses all six questions derived from five main competencies outlined in the Syllabus which are *Respecting the Community, Being Responsible, Being a Persevering Person, Being a Person of Integrity and Promoting Peace and Harmony*. This analysis also identifies both the number and percentage of pupils who provided correct and incorrect answers and the reasons for their performance.

Overall performance levels are divided into three categories based on percentage of pupils who passed a specific question: scores from 0 – 33 per cent indicate weak performance, 34 – 66 per cent indicate average performance, and 67 – 100 per cent indicate good performance. To visually represent these categories, colour-coding has been used: green for good performance, yellow for average, and red for weak performance. A comparison of the overall performance of pupils in each competency and questions from the Standard Four National Assessment (SFNA) for 2024 and 2023 is provided in the Appendix.

2.0 ANALYSIS OF THE PUPILS' RESPONSES IN EACH QUESTION

This section analyses the pupils' performance in each question/competency by showing the total number of pupils who attempted the relevant question, as well as describing the quality of their responses. Additionally, the pupils' performance in each question is classified into four groups: very good, good, average, and weak performance. The goal is to show the level of performance of the pupils in the relevant question based on the distribution of marks in each question.

2.1 Question1: Promoting Peace and Harmony

This question was set from the main competency of *Promoting peace and harmony*. It was a multiple choice question comprising five items (i) - (v). The pupil was required to choose the correct answer from four options (A – D) and write its letter in the box provided in the assessment question paper, each item had 2 marks. The total marks for the entire question were 10.

Statistics show that the performance on this question was average, as 867,700 (56.70%) pupils who attempted it scored between 4 to 10 marks. However, 662,812 (43.30%) pupils had weak performance, scoring between 0 to 2 marks. Figure 1 shows the performance of pupils on question 1.

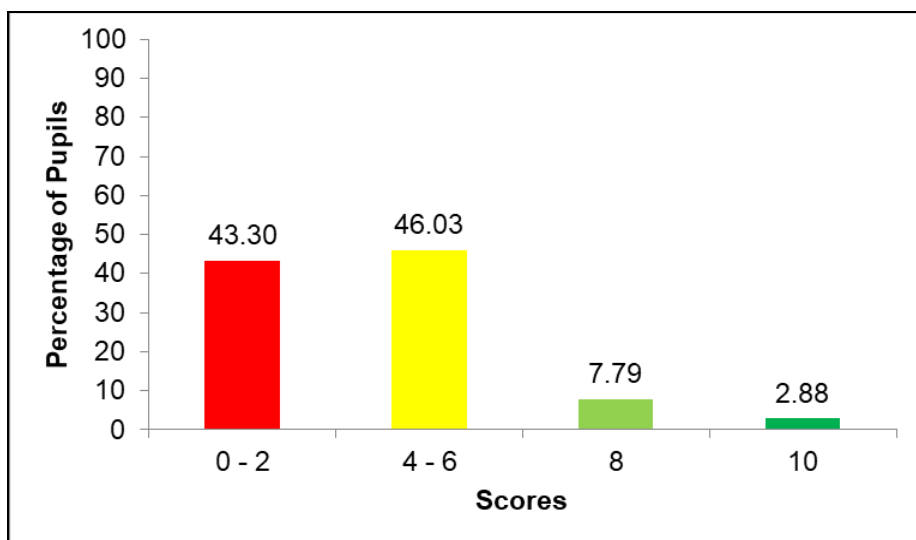


Figure 1: Pupils' Performance on Question 1

The analysis of the pupils' responses to each item in question 1 has been done as follows:

- (i) Which tribes are in Tanzania?
- A Sambaa and Pare
 - B Somali and Kikuyu

- C Hutu and Ngoni
- D Masai and Kamba

This question was set from the specific competency of *Interacting with people from different cultures and backgrounds*. It assessed the pupils' ability to determine the origin of the various ethnic groups in Tanzania. Pupils with sufficient knowledge chose the correct option A, *Sambaa and Pare*. These pupils had an understanding of the origins of various ethnic groups found in Tanzania. They knew that the sambaa are found in Tanga region of Lushoto District and the Pare are found in Kilimanjaro region in districts of Mwanga and Same. These pupils also knew some of other tribes found in Tanzania, including the Wangoni in Ruvuma region, the Hehe in Iringa region, the Nyamwezi in Tabora region and the Chaga in Kilimanjaro region.

On the contrary, some pupils did not know the tribes found in Tanzania, thus, they chose the distractor B *Somali and Kikuyu*. These pupils were supposed to know that Somalis live mostly in Somalia, but there are also many in Ethiopia (especially in the Somali region) and in Kenya (northeast). The Kikuyu tribe is one of the largest tribes in Kenya. They mainly live in Mount Kenya areas such as Nyeri, Murang'a, Kiambu and areas of Nairobi. The Kikuyu have also spread to other areas of Kenya due to internal migration.

Some pupils who chose the distractor C, *Hutu and Ngoni*, did not know that the distractor involved the Hutu tribe found in Burundi. These pupils showed that they lacked knowledge of various communities and their origins. The pupils who chose distractor D, *Maasai and Kamba* did not know that the Kamba people are found in Kenya. The pupils have shown insufficient knowledge related to communities interacting with each other and their origins.

- (ii) Which countries form the East African Community?
- A Tanzania, South Sudan, Uganda, Zambia, Burundi and Rwanda
 - B Uganda, Mozambique, Kenya, South Sudan and Burundi
 - C Rwanda, Tanzania, Burundi, Kenya, South Sudan and Uganda
 - D Tanzania, South Sudan, Rwanda, Burundi Kenya and Malawi

This question was set from specific competency of *Building Good relations with Other Nations*. It tested the pupils' understanding of the countries that make up the East African Community (EAC). Pupils with sufficient knowledge chose the correct option C. *Rwanda, Tanzania, Burundi, Kenya, South Sudan and Uganda*. The pupils were aware that the former East African Community was established in 1967 and dissolved in 1977 due to various reasons.

The pupils understood that the New East African Community was formed on 30/11/1999 and started working on 7/7/2000, with the objectives of promoting and maintaining unity by removing economic obstacles, having sustainable development among member countries, maintaining good governance, unity and solidarity among member countries. Currently, this community is made up of eight countries: Tanzania, Kenya, Uganda, Rwanda, Burundi, South Sudan, the Democratic Republic of Congo and Somalia, which joined on 4/3/2024.

Conversely, some pupils who chose distractor A, *Tanzania, South Sudan, Uganda, Zambia, Burundi and Rwanda* were unable to distinguish between members of the community and Tanzania's neighbours. They were supposed to know that Zambia is a neighbouring country to the South of Tanzania. They were

also supposed to know that Tanzania is a member of other African regional communities, such as the African Union (AU) and the Southern African Development Community (SADC), and is also a member of other international communities, such as the Commonwealth of Nations (Common Wealth Countries), Non-Alignment Movement (NAM) and the United Nations (UN). Similarly, pupils who chose the distractor B, *Uganda, Mozambique, Kenya, South Sudan, and Burundi* as well as the distractor D, *Tanzania, South Sudan, Rwanda, Burundi, Kenya and Malawi*, did not identify the members of the East African Community and countries neighbouring Tanzania, such as Zambia, Malawi and Mozambique at the south border of Tanzania.

- (iii) The way people live in a particular nation is known as
- A a national tourism.
 - B a national competition.
 - C a national culture.
 - D national symbols.

This question was set from the specific competency of *respecting the cultures and ideologies of other people*. It aimed at testing the pupils' understanding of the concept of culture. Pupils with sufficient knowledge chose the correct option C, *a national culture*. The pupils who chose the correct answer realized that *culture is the sum of all things that happen in a certain society including tradition, nature, traditions and customs*. National culture includes various things such as *traditions, customs, arts and crafts*. National culture can be shown through things like the *national language, clothing, traditional dances, celebrations like weddings, tragedies, initiation, foods and rituals*. All these indicate the image of the behaviour of the respective society which means culture. The pupils realized that national culture is very important and has many benefits. Some of these benefits include building unity in the country, bringing people of different ethnic groups together, introducing our country to the world. For example, the Kiswahili language which is a famous language

globally and is the language of our nation. Culture also brings peace and harmony in our communities and fosters patriotism among citizens.

On the other hand, the pupils who chose distractor A, *a national Tourism*, did not understand that *National Tourism* is the total sum of all the attractions in our country, such as national animal parks, including Serengeti, Manyara, and Mikumi. Additionally, there are high mountains such as Kilimanjaro and Meru, basins like the Manyara basin and the Lushoto basin, and water sources such as the *Indian Ocean, Lake Victoria, Lake Tanganyika* which is the deepest lake in the world, and *Lake Nyasa*. Furthermore, there are dams such as *Nyumba ya Mungu dam, Mtera* and *Kidatu*. Thus, visitors from within the country and abroad come to see these attractions at the entrance fee set by the government, thereby contributing to our national income.

Pupils who chose the distractor B, *a national competition*, did not understand that national competitions refer to a contest or rivalry within a country where individuals, teams, or organizations compete against each other for a specific goal or title. These competitions can take many forms, such as sports tournaments, academic contests, or business challenges, and are often organized to foster talent, innovation, and national pride. Therefore, it is incorrect that national competitions are one of the ways people live in a certain nation.

The pupils who chose distractor D, *National Symbols*, did not know that national symbols are things that identify Tanzania among other countries, such as the National Flag, the Freedom Torch, the National Emblem, the National Currency, the national animal (Giraffe), and the National Anthem. Thus, the pupils who chose the distractor D did not realize that the national symbols are the identity of Tanzania and not the national culture.

- (iv) What will happen if the globalization is not used appropriately?
- A Disappearance of Morals
 - B Decrease of the quality of education
 - C Destruction of technology
 - D Decrease of Economy

This question was set from the specific competency of *Building good relations with people from other countries*. It tested pupils' understanding the concept of *Globalization*. Pupils who chose the correct option A, the *disappearance of morals*, were aware that globalization is *a process that involves increasing interaction, cooperation, dependence and relationships between one society and another society, international organizations, international communities, governmental and non-governmental organizations*. The pupils realized that one of the effects of globalization is the disappearance of morals, which has now affected many young people who get involved in *inappropriate actions in society, such as the use of drugs, the wearing of inappropriate clothes, contrary to our customs and cultures as well as watching pictures or immoral videos*. All these reasons lead to the decline of morals in our nation. They also, understood that globalization has other effects, such as the rise and fall of product prices, the spread of diseases, unemployment, the deterioration of our culture, and the existence of terrorist incidents.

On the contrary, pupils who chose distractor B, *Decrease of the quality of education*, did not understand that the decline in the value of education is due to factors such as *poor implementation of the education policy, poor investment in the education sector, lack of teaching and learning materials, such as textbooks and moral erosion among the pupils*. These factors cause negative impact on education sector and the nation at large. For example,

producing graduates who are incompetent in terms of knowledge and skills, poor development in the country, and being over dependent on developed countries.

Pupils who chose distractor C, *Destruction of technology*, did not distinguish between the destruction of technology and the lack of education on the proper use of technology. The fact is that globalization promotes technology to a large extent. The pupils were supposed to know that technology has been the basis of many daily activities in today's life. Disruption of technology will cause business and economic disruptions and harm essential services, such as health services, banking services, communication services and transportation services, which may also cause disruption to daily life. In addition, technology enhances health services, such as CT-Scan, Kidney transplant, construction of modern roads, and modern railway using electric train as Standard Gauge Railway (SGR).

Pupils who chose distractor D, *Decrease of Economy*, did not know that economic decline is caused by various factors, including *poor governance and weak institutions, debt burden, dependence on primary commodities, poor infrastructure, inflation and currency depreciation, low levels of human capital, trade barriers and protectionism, lack of diversification and foreign aid dependency*. In general, these pupils were supposed to realize that economic decline is not the result of the globalization, and that it is not one of the effects of globalization.

- (v) In which ways does Tanzania collaborate culturally with other nations?
- A Education, fishing and morals
 - B Sports, music and movies
 - C Sports, movies and fishing
 - D Farming, music and sports

This item was set from the specific competency of *Respecting cultures and ideologies of other people*. It assessed the pupils'

understanding of ways to improve relations with other nations. The pupils who chose the correct answer B, *Sports, Music and Movies* understood that Tanzania collaborates with other countries culturally through areas, such as sports, music and film. They recognized that Tanzania has been participating in various sports competitions that involve other countries globally, such as Kenya, Uganda and other European countries. These pupils were aware that many Tanzanians learn different cultures and languages, such as English, French, Arabic, Korean, Japanese, Russian and Chinese. Through these languages, Tanzanians communicate with various people in the world. Also, people from different countries learn Swahili language which is one of the aspects of Tanzanian culture.

On the contrary, pupils who chose the distractor A, *Education, Fishing and Morals* did not understand the meaning of Education, fishing and morals. These pupils were supposed to know that education is the process of acquiring knowledge, skills, values, and attitudes, typically through formal or informal instruction. It helps individuals develop intellectually, socially, and emotionally, and prepares them for undertaking roles in society. Fishing is the activity of catching fish, typically for food, sport, or commercial purposes. It can be done in various ways, including using rods, nets, or traps, and can take place in both freshwater or saltwater. Morals, on the other hand, refer to the principles or rules that guide behaviour based on what is considered right or wrong. These moral frameworks often stem from cultural, religious, and philosophical beliefs, influencing how people interact with each other and make ethical decisions. While fishing and morals are important aspects of human activity and society, they do not inherently serve as mechanisms for improving cooperation among people. Education, however, plays a crucial role in fostering cooperation by promoting understanding, communication, and shared values among individuals. In summary, while fishing and morals contribute to individual and societal experiences, it is education that more directly enhances cooperation among people.

Those pupils who chose distractor C, *Sports, Films and Fishing*, did not understand that the distractor included fishing which is not one of the aspects of culture. Also, they were supposed to know that sports refer to physical activities or games that involve skill, competition, and often a set of rules. They can be played individually or in teams, and they are often performed for recreation, entertainment, or professional competition. Examples of sports include football, basketball, tennis, and swimming. Films are visual stories or narratives that are recorded and presented on screens. They are typically a form of entertainment, created through a combination of cinematography, acting, direction, editing, and sound. Films can cover a wide range of genres, such as drama, comedy, action, or documentary. Fishing is not one of the economic activities that can be the way through which Tanzania can cooperate with other nations culturally.

Other pupils chose distractor D, *Agriculture, Music and Sports*. They did not distinguish the three concepts, in the sense that *agriculture is the practice of cultivating, growing crops, and raising animals for food, fiber, and other products*. It plays a crucial role in providing essentials for human survival and supports economies worldwide. *Music is the art of combining vocal or instrumental sounds to create compositions that express emotions, ideas, or story telling*. It spans various genres and cultures, serving as both entertainment and a form of communication. Thus, agriculture is not part of the ways through which Tanzania can cooperate with other nations culturally.

2.2 Question 2: Respecting the Community

This question was set from the main competency of *Respecting the community*, and the specific competency of *Loving Tanzania by cherishing her values, symbols and culture*. It tested the pupils' ability to provide the meaning and importance of National Symbols. The pupils were required to match the explanations on

National symbols in List A with the respective National symbol in List B by writing the letter of the correct answer in brackets.

The performance of pupils in this question was good as 1,135,288 (74.17%) pupils passed. Moreover, 473,011 (30.90%) pupils scored 8 marks. 334,852 (21.88%) pupils scored 6 marks. Furthermore, 427,425 (21.39%) pupils scored 4 marks. Overall, 395,224 (25.83%) of all the pupils who attempted this question failed, because they scored between 0 to 2 marks. Figure 2 shows the performance of the pupils in question 2.

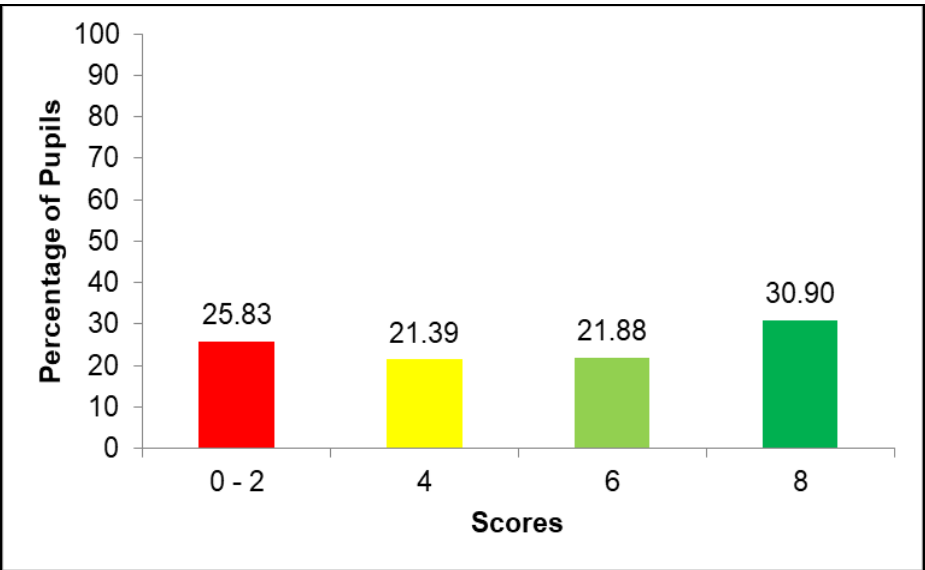


Figure 2: *Pupils’ Performance in Question 2*

Answer items (i) – (iv) by matching the explanations on the National Symbols in List A with the National Symbol in List B by writing a correct letter in the bracket.

List A	Letters	List B
(i) A Symbols which represents independence and light which shines our country	()	A National Flag B National

List A	Letters	List B
(ii) A symbols which has four colours that is green, blue, black and yellow.	()	Currency C Independence Torch
(iii) A symbol which shows a picture of a man in the left and a woman in the right side	()	D National Animal E National Emblem
(iv) A symbol which represents patriotism for our Nation.	()	F National Anthem

The following is the analysis of the pupil's responses in each item.

In item (i), the question instructed the pupils to match the national symbol from List B with the corresponding description of the National symbol in List A, representing independence and the light which shines our country. Pupils who had sufficient knowledge about national symbols chose the correct answer C, *Independence Torch*. These pupils understood that the independence torch is a national symbol that symbolizes freedom, peace and unity. Also, the independence Torch was lit for the first time at the top of Mount Kilimanjaro on December 9, 1961. It was meant to illuminate the country, cross borders, and bring hope without despair, love where there is hostility, and respect where there is hatred. The Independence Torch Run is held every year from various places across the country.

Additionally, the Freedom Torch offers the following benefits: encouraging community development, educating the community, stimulating patriotism, strengthening peace and unity, and monitoring governmental projects. In general, the independence torch plays a significant role in building and maintaining the foundations of the Tanzanian nation.

On the contrary, the pupils who matched it with the distractor A, *national flag*, should have understood that the national flag is a symbol of independence and national identity, it symbolizes unity and solidarity for all Tanzanians. It is also a special piece of cloth with four colours, namely black, blue, green and yellow, which are meaningful to our nation. Green colour represents natural vegetation, blue represents water sources such as seas, lakes, rivers and streams; black represents the people of Tanzania, and and yellow colour represents the resources and wealth of the nation, such as minerals, natural gas and oil.

The pupils who chose distractor B, *National currency*, did not understand that the national currency is an accepted money system used for buying and selling goods, and paying for various services. They were required to realize that our nation's currency is known as shilling and exists in the form of notes and coins. The national currency is used every day in our communities to buy goods and pay for various services, it helps to develop the country's economy it serves as a means of exchanging goods and services, and controls financial policies.

Similarly, some pupils matched it with the distractor D, *National Animal*. The pupils did not understand that our national animal is called giraffe which is found in various places, such as national parks and game reserves. These pupils were supposed to understand that the giraffe is one of the animals that is a tourist attraction in our country. They were also required to understand that the giraffe as the national animal represents and shows the presence of various interesting animals found in Tanzania, such as elephants, lions and antelopes.

Likewise, some pupils matched this question with the distractor E, *National Emblem*. These pupils did not understand that the National Emblem is a government seal used to show the absolute power of the country. This logo includes some items such as the Independence torch, the national flag, ivory, bride

and groom, axe and spade, shield and spear, national motto, yellow and red colours, and the peak of the Mount Kilimanjaro, all representing symbols that describe various things found in Tanzania.

Finally, the pupils who matched this question with the distractor F, *National Anthem*, were supposed to understand that the national anthem is sung during important and special events of our nation; for example, when the president of the country addresses the nation, or when the president visits another country. These pupils should have known that the national anthem is the prayer of our nation and Africa in general.

Item (ii) required the pupils to identify the national symbol from List B that matches the description of List A which is a symbol bearing four colours, namely green, blue, black and yellow. The pupils who had sufficient knowledge pertaining to national symbols chose the correct answer A, *the National Flag*. These pupils understood that the National Flag is a symbol of independence and national identity. It symbolises unity and solidarity for all Tanzanians. The National Flag has four colours: green, which represents natural vegetation and animals in national parks and game reserves; blue colour, which represents water sources such as seas, lakes, rivers and streams; black, which represents the people of Tanzania, and yellow, which represents the nation's wealth, such as minerals, natural gas, and oil.

On the contrary, some pupils mistakenly matched it with distractor B, *National Currency*. These pupils did not understand that the national currency is something that shows economic power and independence. Our country's currency is known as the Tanzanian shilling, which is in the form of notes and coins, and does not have the four colours as is the case for the national Flag.

Furthermore, some pupils who matched it with the distractor C, *Independence torch*, did not realize that this shows the freedom and illuminates our Tanzanian nation, unlike the national flag which shows freedom, the origin of the people and the nation resources.

Additionally, the pupils who matched the item with distractor D, *National Animal*, failed to distinguish between the concept of the national animal and the national symbol that represents the independence of our nation, which is the national flag. These pupils did not comprehend that the national animal (giraffe) is a symbol that shows the presence of wealth and heritage of natural resources and that it is a tourist attraction in Tanzania.

Moreover, some pupils who matched the item with the distractor E, *National Emblem*, did not understanding that the national emblem depicts a variety of symbolic elements representing the country's history, culture, and aspirations. The emblem consists a total of 13 (thirteen) items.

Finally, other pupils matched it with the distractor F, *National Anthem*. These pupils did not understand that the National Anthem is an official anthem that is sung on important occasions; for example, when the president wants to address the nation or when he/she visits another nation, or when international sports involve our country. The national anthem is also a prayer for Tanzanians and all Africans.

In item (iii), the pupils were required to identify the explanation on national symbol from List A that matches the national symbol which shows a picture of a man in the left and a woman in the right side from List B. The pupils who had enough understanding chose the correct answer E, *National Emblem*. These pupils knew that the Tanzania's national emblem is a *symbol that reflects the country's heritage, history, and aspirations. It consists of several elements that carry distinct meanings, such as the shield and spears, the figure of a man and a woman and the*

motto. The national emblem has several advantages, including symbol of unity and national identity, reflection of the nation's history and struggles, cultural representation, environmental awareness, inspiration for development and growth, strengthening national sovereignty and international recognition.

Pupils who chose the distractor A, *National Flag*, lacked proper understanding of national symbols. They did not understand that the national flag flies in special places, such as government offices and various institutions like schools. The national flag is raised at 12 a.m and lowered at 12 p.m. When this national symbol is raised or lowered, everyone should stand firmly as a sign of respect for the nation.

Also, some pupils chose distractor B, *National Finance*. These pupils were not knowledgeable about national symbols. They did not know that our nation's currency is called shilling and it exists in the form of coins and notes. These pupils were supposed to know that this national symbol is also used to buy products and pay for various services.

However, other pupils matched the item with distractor C, *Independence Torch*. These pupils did not understand that the Independence Torch illuminates our country along with borders, it brings hope, love and respect to Tanzanians on their duty to protect and defend their country.

Other pupils chose the distractor D, *National Animal*. This symbol shows the presence of the wealth and heritage of the nation's natural resources. The giraffe is an animal that stand for tourist attraction in Tanzania. Those who chose the option D, *national animal* failed to distinguish between the concept of the national animal and the symbol representing the national emblem. In addition, they lacked the correct knowledge to distinguish between the national emblem and the giraffe, which is the symbol of the nation.

Furthermore, some pupils matched with the distractor E, *National Emblem*, these pupils did not know that the national emblem is a symbol of the independence and power of the nation in defence and self-defense. The National Emblem has four main sections: the golden section that includes the independence torch, the national flag with four colours, the red section that means the fertile land, the blue and white striped section that means the waves of the sea and the lakes.

Finally, the pupils who chose the distractor F, *National Anthem*, did not understand that this anthem is sung in important national events such as when the president, vice president and prime minister visit other countries. In addition, it is also sung when the president of another country visits our country, before and after the President addresses the nation as well as when a president dies. Also, these pupils did not realize that the national anthem is sung at school and when national teams play against teams from other nations.

In item (iv), the pupils were required to identify the national symbol from List B that matches with the explanation on the national symbol that shows patriotism for our nation from List A. The pupils who had enough knowledge chose the correct answer F, *National Anthem*. These pupils understood that the national anthem is a national symbol that is sung in important national events.

On the contrary, the pupils who chose the distractor A, *National Flag*, did not realize that the national flag is a piece of cloth that represents the independence of the country. The national flag has a total of four colours which are green, yellow, black and blue. These pupils failed to understand that the national flag flies in various places such as schools, health centres and various public offices.

Some pupils chose the distractor B, *National Currency*. These pupils did not realize that the national currency is not used to

represent patriotism in our country, rather it is used to purchase goods and pay for various services. The Tanzanian currency is shilling which is in form of coins and notes.

Some pupils chose the distractor C, *the independence Torch*. These pupils did not understand that the independence torch is a symbol of the nation that illuminates the country and its borders, it brings hope, love and respect to all Tanzanians unlike the national flag which shows the complete independence of the nation, the nature of the people and the resources of the nation. In addition, some pupils chose distractor D, *National Animal*. These pupils did not realize that giraffe is the national animal. The image of a giraffe is used as a security symbol on Tanzanian banknotes.

Finally, some pupils chose the distractor E, *the National Emblem*, these pupils did not know that the national emblem is a symbol of unity, independence and strength of the nation. They were supposed to know that sometimes this logo is used as a national seal in government offices.

2.3 Question 3: Being a Persevering Person

This question was set from the main competency of *Being a persevering person*. It required the pupils to answer items (i) - (iv) by choosing the correct answer from the brackets and writing it in the space provided. The pupils' performance in this question was good, with 1,143,423 (74.71%) pupils passing by scoring from 4 to 8 marks. Statistical analysis shows that 400,428 (26.16%) pupils scored 8 marks, while 435,428 (28.45%) pupils scored 6 marks, and 307,567 (20.10%) pupils scored 4 marks. Conversely, 387,059 pupils (25.29%) scored between 0 to 2 marks, resulting in failure. Figure 3 illustrates the performance of the pupils in question 3.

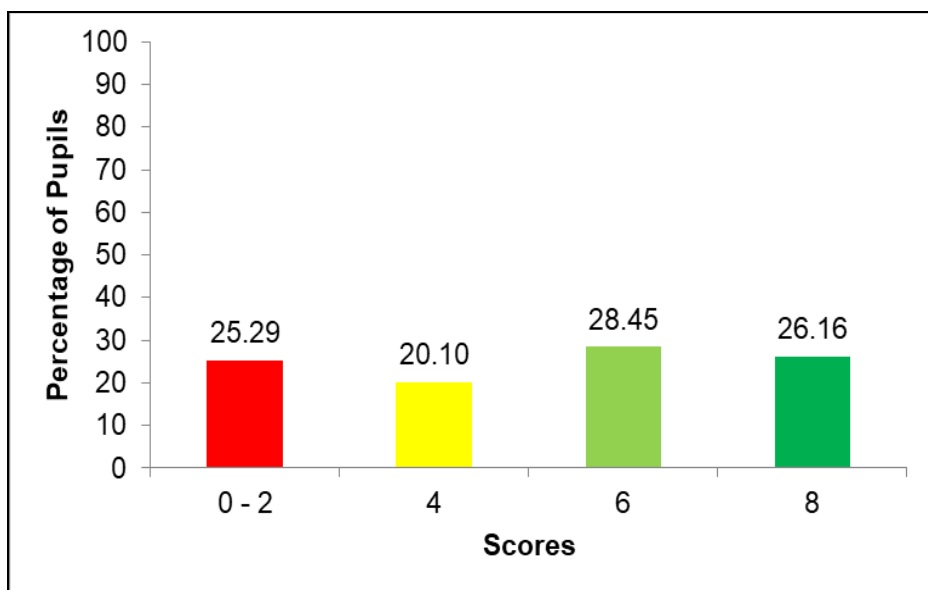


Figure 3: *The Performance of Pupils in Question 3*

The following is the analysis of pupils' responses in each item:

- (i) Hamis have a daily timetable and he knows who he wants to be. therefore, Hamis seems to be a person who has
-
- (objectives, efficiency, morals).

This item was set from a specific competency of *being optimistic about achievement of objectives*. It tested the pupil's understanding of the importance of having a daily time table in fulfilling his/her duties in order to achieve his/her objectives, and having positive attitude. The correct answer was *objectives*. This answer was chosen by pupils who understood that objectives are expectations or things that a person or a group of people intends to achieve in a certain period of time. Its benefits include having direction, motivation, measuring performance and better use of time and resources. These pupils had an understanding that a daily timetable helps a person achieve the objectives he/she has set for himself/herself. Thus, in order to achieve objectives in life, a person should have a timetable and implement it properly. For

example, if a pupil want to achieve his/her objectives of doing well academically; he/she should have his/her own time table of studying and follow it properly.

Conversely, pupils who chose the distractor *efficiency* should have understood that efficiency is doing something by using skills and knowledge to have the desired high level results. Efficiency saves resources, improves the quality of work. These pupils did not realize that a time table is a great help to a person who wants to do his/her job effectively so that he/she can achieve his/her objectives; for example, when a pupil prepares his/her time table and implements it properly, it makes him/her very effective academically.

In the same way, other pupils who chose *morals*, did not realize that morals are actions or behaviours accepted in a society, rules or principles that govern the behaviour of a person or society regarding good and bad, justice and injustice. Morals build trust, strengthen relationships, promote discipline and support sustainable development. Those actions are like discipline, integrity, love, obedience, patriotism, generosity and compliance with laws, regulations and procedures set by society or country. These pupils were supposed to understand that in order for a person to be able to achieve his/her objectives in life, he/she must have good and acceptable morals.

(ii) Why do we learn through others' mistakes?

(in order to laugh at them, in order to follow them, in order to avoid them)

This item was derived from the specific competency of *Learning by analysing issues critically*. It assessed the pupils' understanding of learning from other people's mistakes. Pupils who had enough understanding chose the correct answer *to avoid them*. These pupils had understood that, in everyday life people make various mistakes that a person or people should use as a teaching tool

so as not to repeat them in future. These pupils had an understanding that, in a society, we should not only learn good things, but we should take bad things as lessons so that we don't repeat them in our daily lives. Learning from mistakes reduces pain and harm, saves time and resources, improves our decisions, helps to gain a positive attitude, increases wisdom and understanding.

Similarly, those who opted for *to laugh at them*, should have understood that laughing at people is against morals and if they do that they will lose their objectives. Laughing at a person who is incorrect does not help; instead, it will make him/her lose confidence and make more mistakes. A wronged person needs love, advice and encouragement so that he/she can act well like others. These pupils should have understood that laughing at someone when they are wrong can lead to hatred and strife in society. Other effects of laughing at someone who is wrong include breaking his/her heart, bringing emotional weakness, making other people afraid to learn, increasing mental stress, and lacking of help to correct himself/herself. Instead of laughing at the mistakes of others, it is better to show them compassion, help them learn, use polite language, and show them a better way.

The pupils who chose the distractor *to follow them*, evidently did not know that following the mistakes of others would make them lose direction and objectives in life. These pupils were supposed to understand that following the mistakes of others can lead to a loss of direction by indulging in social vices such as alcoholism and excessive drinking, which causes kidney, liver and diabetes-related diseases. Additionally, it can cause a person to lose their morals, be confused, fail to recognize themselves, make the same mistakes, be isolated from society and get into trouble. They may also engage in drug abuse, theft, and contract diseases such as AIDS and tuberculosis. Engaging in sex activities at a young age can lead to dropping out of school, early pregnancy, and further loss direction in life. Therefore, in society

we should follow those people who engage in good and acceptable actions. It is important to stay away from the environments or individuals who can convince a person to engage in inappropriate behaviour or actions.

- (iii) What is the effect of drug abuse to a person who is using them?

(Destroys someone's objectives, destroys someone's creativity, destroys someone's happiness)

This item was set from a specific competency of *Learning by analysing issues critically*. It tested the pupils understanding of the effects of drug abuse. Pupils who had sufficient knowledge chose the correct answer *destroys someone objectives*. These pupils understood that objectives are plans that a person has set to accomplish or achieve something in a certain period of time. These pupils realized that in our daily life there are things that contribute to destroying people's objectives. For example, *laziness, absenteeism from school and not listening to teachers and parents*.

On the other hand, the use of drugs such as marijuana and the narcotics causes the user to become addicted, which makes him/her completely unable to work and earn a daily income. It may also cause serious health effects, thus making a person unable to achieve his/her objectives. Other side effects of drugs are damage to organs such as the liver, kidneys and lungs, the risk of contracting diseases such as HIV/AIDS, and drug dependence, mental illness, family conflicts, crime, social isolation and poverty. In general, the use of drugs has serious consequences that affect the health, relationships and life of the user.

Like wise pupils who wrote *destroys someone's happiness*. They lacked the knowledge of drug abuse and its effects. Drug abuse refers to the harmful or hazardous use of psychoactive

substances. It often involves taking substances in a way that negatively affects a person's health, mental well-being, and daily functioning. These pupils did not know that the use of drugs brings happiness for a short time and after that, it causes the user to have an addiction that makes him/her feel bad and be like a patient. Drug abuse has serious consequences on nearly every aspect of a user's life, affecting their health, relationships, and overall quality of life. Generally, the use of drugs cannot bring happiness to the user, but it turns into a big challenge that requires medical treatment and advice.

Similarly, the pupils who chose *destroys someone's creativity* did not know that creativity is the process of using logical thinking, emotions or experience to create a unique solution to a challenge, to identify things such as technology or new skills. These pupils were supposed to understand that the use of drugs causes the user to fail to achieve the objectives because it reduces their ability to think and work effectively, which results in less efficiency in their work.

(iv) What are you advised to do when you fail to solve a challenge?

(To complain, To run away, To seek advice)

This item came from the specific competency of *handling challenges in daily life*. It tested the pupils' understanding of the steps to take when someone fails to resolve a challenge. Pupils with sufficient knowledge chose the correct answer *To seek advice*. These pupils recognized that advice is the process of giving or receiving opinions, ideas or suggestions about something with the goal of helping someone make a better decision. They also knew that a challenge is any situation that occurs and hinders or prevents a person, group or society from achieving their objectives. Challenges retards progress, hinder one's dreams and fuel conflict. These pupils understood that the only way to solve challenges in life is to seek advice from the

right people such as teachers, or parents. Advice has many benefits such as providing guidance, helping to make better decisions, increasing understanding, reducing mistakes, strengthening relationships, building confidence and helping to achieve objectives. Other ways to solve challenges are to understand the source, identify objectives, collaborate with others, listen and learn. Extract 1.1 shows a sample of the pupil's correct responses to question 3.

3. Answer items (i) – (iv) by choosing the correct answer from the bracket and writing it in the space provided.

(i) Hamis have a daily timetable and he knows who he wants to be. Therefore, Hamis seems to be a person who has objectives.
(objectives, efficiency, morals)

(ii) Why do we learn through others' mistakes?
in order to avoid them
(in order to laugh at them, in order to follow them, in order to avoid them)

(iii) What is the effect of drug abuse to a person who is using them?
destroys someone's objectives
(destroys someone's objectives, destroys someone's creativity, destroys someone's happiness)

(iv) What are you advised to do when you fail to solve a challenge?
to seek advice

Extract 1.1: A Sample of Correct Responses to Question 3

In contrast, the pupils who chose the distractor *to complain*, did not understand that to complain is to express sadness, pain, dissatisfaction or to find fault with something that was done to someone. Complaining leads to whining, quarreling with people and causing trouble. Therefore, when a person fails to solve problems and starts complaining, it does not help him/her but increases his/her challenges. A good way to solve challenges is to ask for advice from the right people.

In addition, the pupils who chose the distractor *to run away* did not know that running away from the challenge is not a solution to the problem that afflicts a person, and decided to stop it. Escaping challenges does not help a person, instead it increases his/her problems. When a person encounters a challenge, he/she should sit down and reflect on where he/she went wrong and find ways to solve those challenges in order to perform better in his/her life. These pupils did not understand that challenges in human life are inevitable and that if they are not resolved properly, they can prevent them from reaching their intended objectives. Disadvantages of running away from challenges include lost opportunities, lack of learning, weakening of confidence, increased stress and lack of performance. When a person fails to solve the challenges he/she is facing, he/she is advised to calm down and ask for advice from people he/she trusts that they can solve his challenge and not to complain and run away from the challenge. Extract 1.2 shows a sample of an incorrect response to question 3 from one of the pupils.

3. Answer items (i) – (iv) by choosing the correct answer from the bracket and writing it in the space provided.

(i) Hamis have a daily timetable and he knows who he wants to be. Therefore, Hamis seems to be a person who has morals.
(objectives, efficiency, morals)

(ii) Why do we learn through others' mistakes?
in order to follow them.
(in order to laugh at them, in order to follow them, in order to avoid them)

(iii) What is the effect of drug abuse to a person who is using them?
destroys someone's happiness.
(destroys someone's objectives, destroys someone's creativity, destroys someone's happiness)

(iv) What are you advised to do when you fail to solve a challenge?
to complain.
(to complain, to run away, to seek advice)

Extract 1.2: *A Sample of the Pupil's Incorrect Responses to Question 3*

2.4 Question 4: Respecting the Community

This question was set from the main competency of *Respecting the community*. The question had four items (i) - (iv) which required the pupils to complete the paragraph by writing the missing words in the spaces provided.

The pupils' performance in this question was average, as 997,332 (65.16%) pupils scored between 4 to 8 marks. Statistical analysis shows that, the pupils who scored 8 marks were 260,872 (17.04%) while 335,679 (21.93%) pupils scored 6 marks. Furthermore, 400,781 (26.19%) pupils scored 4 marks. On the contrary, 533,180 (34.84%) pupils scored 0 to 2 marks, resulting in failure. Figure 4 shows the performance of the pupils in Question 4.

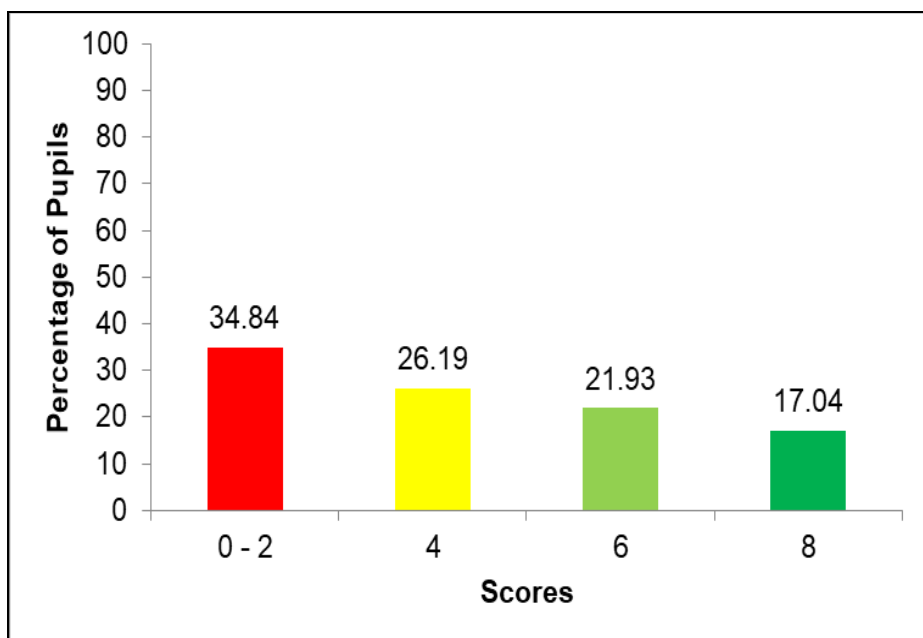


Figure 4: *The Performance of Pupils in Question 4*

The analysis of the pupils' responses in each item in question 4 was as follows:

Complete the following paragraph by writing the missing words in the spaces provided in (i) - (iv).

The name of Tanzania is derived from the union of two countries which are (i) _____ and (ii) _____. The countries united to form the country of Tanzania in the year _____ (iii) _____. At that time the leaders of those countries were Julius K. Nyerere and (iv) _____.

Items (i) and (ii) required the pupils to write two countries that formed Tanzania. Pupils who had sufficient knowledge wrote the correct answers which are *Tanganyika* and *Zanzibar*. These pupils knew that the origin of Tanzania geographically, historically and culturally is a country that originated from the union of two main areas: Tanganyika and Zanzibar. Tanganyika

gained its independence on December 9, 1961 and Zanzibar, which are islands in the Indian Ocean, gained independence on December 10, 1963. The revolution took place on January 12, 1964. After the Zanzibar revolution, Tanganyika and Zanzibar united on April 26, 1964 and formed the United Republic of Tanzania.

Conversely, there are pupils who wrote incorrect answers, such as *Tanzania* and *Zanzibar*. These pupils did not understand that in 1964 there was no a country called Tanzania, the existing country was called Tanganyika. Others wrote Zanzibar and Kenya. These pupils did not understand that Kenya is a neighbouring country bordering Tanzania to the North and is also a member country of the East African Community. Some pupils wrote in 1977, as they did not know that was the year which TANU joined with the AFRO SHIRAZ party and then formed the Chama Cha Mapinduzi (CCM). Additionally, others wrote in 1995; these pupils did not understand that this year was the first election that involved many political parties. Other pupils wrote the names of tribes found in Tanzania, such as the Sambia and the *Maasai*.

Item (iii) required the pupils to write the year in which the two countries united to form the United Republic of Tanzania. Pupils who had sufficient knowledge wrote the correct answer in 1964. The pupils understood that on April 26, 1964 the first presidents of Tanganyika and Zanzibar mixed the soil of the two countries to symbolize union. After the union of Tanganyika and Zanzibar in 1964, several important events occurred that contributed to the political, social and economic context; some of these events are the creation of a union government, political changes; Afro-Shirazi Party (ASP) joined with TANU and formed the Chama Cha Mapinduzi (CCM) in 1977, the creation of a constitution and the implementation of the socialism and self reliance policy. Extract 2.1 shows a sample of the pupils's correct responses to question 4.

4. Complete the following paragraph by writing the missing words in the spaces provided in (i) – (iv).

The name Tanzania is originated from the union of two countries which are

(i) Tanganyika and (ii) Zanzibar

Those countries united to form Tanzania in the year

(iii) 1964. By that time the leaders of those counties

were Julius K. Nyerere and (iv) Sheikh Abeid Amani Karume

Extract 2.1: *A Sample of the Pupil's Correct Responses to question 4*

Some pupils wrote incorrect answers such as 1961. These pupils did not have enough understanding that 1961 is the year when Tanganyika got its independence from Britain, and it is also the year when Mwalimu Julius Kambarage Nyerere was announced as the first Prime Minister of Tanganyika. Some pupils wrote in 1999; these pupils did not understand that this year was the year when the first President of the United Republic of Tanzania, Mwalimu Julius Kambarage Nyerere died. In the year 1977, the Chama cha Mapinduzi (CCM) was formed after the union of Afro-Shiraz part (ASP) and Tanganyika Nation Union (TANU). It is also the year in which the Constitution of the United Republic of Tanzania, known as the Permanent Constitution of the United Republic of Tanzania of 1977, was written.

Item (iv) required the pupils to write the names of the founder of the union of Tanganyika and Zanzibar who worked together with Mwalimu Julius Kambarage Nyerere. Pupils who had sufficient understanding wrote the correct answer Sheikh Abeid Amani Karume. These pupils realized that *Abeid Amani Karume* who

was the first president of the Revolutionary Government of Zanzibar worked closely with Mwalimu Julius K Nyerere to complete the union of Tanganyika and Zanzibar in 1964. The two leaders mixed the soil of the two countries as a symbol of union. His contribution to the union includes providing political cooperation to Mwalimu Julius Kambarage Nyerere, especially in strengthening political, economic and social solidarity; signing the union article on April 22, 1964 to agree to form one nation; strengthening political stability; and maintaining African unity.

On the contrary, some pupils wrote incorrect answers by mentioning the names of past leaders such as *Jakaya Mrisho Kikwete*. These pupils did not realize that Jakaya Mrisho Kikwete was the fourth president of the United Republic of Tanzania from 2005 to 2015. Other pupils wrote the name of the second president of the United Republic of Tanzania, the late *Ali Hassan Mwinyi* who was the president of Tanzania from 1985 to 1995. Some pupils wrote the name of the current President of the United Republic of Tanzania, *Samia Suluhu Hassan*. These pupils did not understand that Samia Suluhu is the first female president in Tanzania who came into power after the death of the late Doctor John Pombe Magufuli. Conclusively, some pupils wrote the names of people who were leaders at various levels such as *Rashid Mfaume Kawawa* who was the first prime minister of the United Republic of Tanzania; others wrote the name *Kenneth Kaunda* the first president of Zambia. Extract 2.2 shows a sample of incorrect answers for question 4.

4. Complete the following paragraph by writing the missing words in the spaces provided in (i) – (iv).

The name Tanzania is originated from the union of two countries which are

(i) Rwanda and (ii) Burundi.

Those countries united to form Tanzania in the year

(iii) 1972. By that time the leaders of those countries

were Julius K. Nyerere and (iv) Rashid Mfurume Kawawa.

Extract 2.2: *A Sample of the Pupil's Incorrect Response to Question 4*

2.5 Question 5: Being Responsible

This question was set from the main competency of *Being Responsible* and the Specific Competency of *Managing his or her school and household tasks*. The question tested the pupils' ability to recognize their responsibility at the family level. They were given a picture to study carefully and then answer the questions in items (a) - (d).

The performance in this question was good as compared to other questions, since 1,283,591 (83.86%) pupils scored between 4 to 8 marks. Statistical analysis shows that the pupils who scored 8 marks were 734,409 (47.98%). Moreover, 415,991 (27.18%) pupils scored 6 marks, while 133,191 (8.70%) pupils scored 4 marks. More statistical analysis shows that 246,921 (16.14%) pupils scored between 0 to 2 marks, therefore, they failed. Figure 5 shows the performance of pupils in question 5.

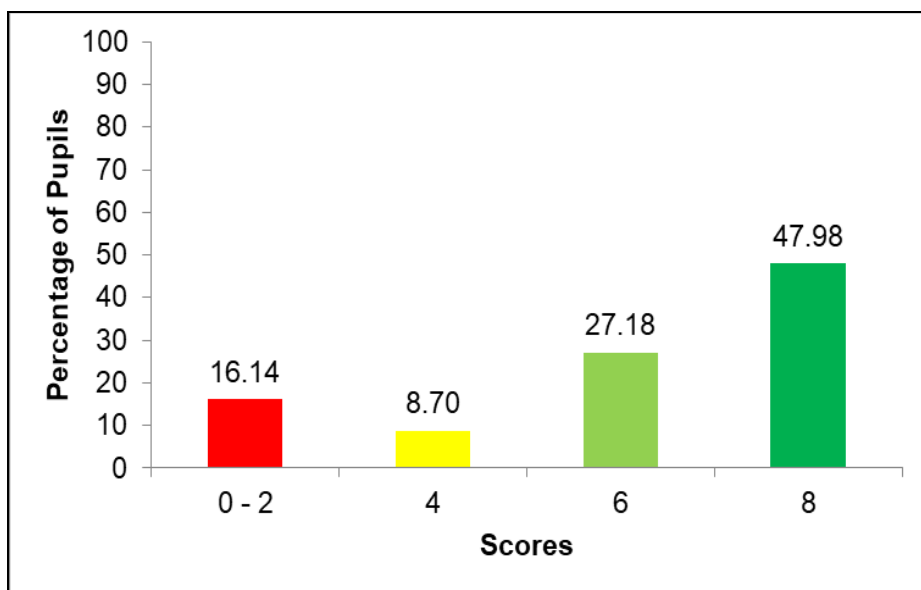
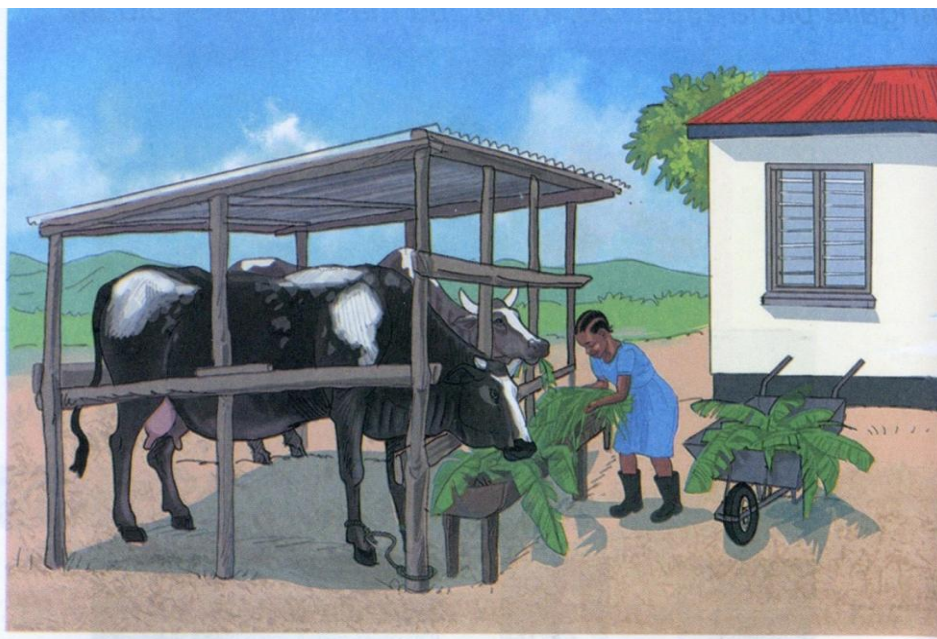


Figure 5: *The Performance of Pupils in Question 5*

The analysis of the pupils' responses to each item in question 5 was as follows:



Questions:

(a) Name the animals shown in the picture _____

This question tested the pupils' ability to identify the name of the animals seen in the picture. Pupils with adequate knowledge of studying pictures correctly identified that the animals seen in the picture are *Cows*. These pupils knew that cows are large animals with a light body and short or long hair depending on their types. They have hooves and four legs, and that are domesticated by humans and eat leaves. The pupils also knew that cows are raised for meat, milk, leather and leather products, manure, financial income, working animals (farming/carrying loads) and food security. These pupils knew that there are two types of cattle breeding, namely domestic breeding and outdoor breeding.

Further analysis of the pupils' responses reveal that there are pupils who provided incorrect answers such as *Giraffes*, *Lions*, *Cattle boma* and *Goats*. These pupils lacked knowledge about farmed animals like cattle. Also, these pupils did not know that the giraffe is a tall animal with a long neck. It has a long body and long legs, its skin has spots, white or yellow colour patterns, eats leave of trees and plants with high leaves, and can reach a height of 5 to 6.5 meters. For the characteristics seen in the picture, the animals are not giraffes. These pupils were supposed to understand that giraffes cannot be tamed by humans because they are wild animals, and that their habitat is in national parks and game reserves.

Similarly, some pupils who wrote *lion*, did not know that a lion is a big animal with a heavy body and a beard (male), they have a yellow or copper colour. It is an animal that eats meat; they also live in groups. Thus, the animals seen in the picture are not lions.

Those pupils who wrote *Goats*, did not understand that goats are medium-sized animals and have fur of various colours from white, brown to black. They have backward horns and they like to

eat many kinds of leaves and plants. With those characteristics, the animals seen in the picture cannot be goats, especially considering their height.

The pupils who wrote *cattle boma*, were supposed to know that it is a place or a field for raising animals, especially cows, sheep or goats. It becomes a special place separated by a fence or walls for the animals, preventing them from going far away. Cattle boma was also an incorrect answer according to what is seen in the picture.

(b) What is a person in the picture doing? _____

This question tested the pupils' ability to identify the activity or an action taking place from the picture shown. The analysis of the pupils' answers indicates that the correct answers were such as *the person in the picture feeds the cows, feeds the grass and gives food to the cows*. They knew that cows in the cowshed are fed green or dry leaves for the dry season; but they are also given additional food such as "silage" and water.

Further analysis shows that, the pupils who wrote incorrect answers had insufficient knowledge pertaining to duties and responsibilities of a child at home. Some of the incorrect answers written by the pupils were: *he ties up the Cow*. These pupils did not know that tying up the cow is the act of locking up the cow in a special place such as a shed or a stable to protect, feed or take care of its safety.

Additionally, some pupils wrote *to open the cow*. These pupils did not know that opening the cow it is to let it be out of the cow shed so that it can go out and eat leaves, or do other activities. Some pupils wrote about *milking*; they did not know that it is a process of pumping milk out of the cow's glands. They did not realize that the person who milks the cow sits next to the cow in the cow shed, with milking equipment such as a jug, or a cup. Some pupils wrote the wrong answer *iron sheet*; they did not

understand that iron sheet is a type of metal used to cover the roof of a house.

In addition, others did not relate the animals presentend in the picture as one of them wrote *cart with leaves and a man standing in front of the cattle feed and the cows eating*. These pupils did not understand that a cart is a device used to carry goods with three or four wheels.

(c) Name two products, which can be obtained from the animal shown in the picture.

(i) _____

(ii) _____

The question assessed the pupils's ability to identify the products that can be found in the animal seen in this picture, which is a cow. Pupils with good understanding correctly noted that the products obtained from cattle include milk (yogurt, butter, cheese) and meat (beef), which are good foods and important for human health and also provide us with manure, which is used in agricultural matters; cow leather (shoes, belts, bags); products derived from cow bones and cow fat.

On the contrary, other pupils wrote incorrect answers such as *Cow eats food, Cow eats leaves, Man, Female Male and Producing children*. These pupils did not know that a man is a creature with intelligence and the ability to walk, often used to mean human. A female is an animal in the context of domesticated animals such as cats, dogs, goats, cows etc. A male is an animal especially in the context of domesticated animals such as sheep, cattle, dogs etc.

Some pupils wrote *to produce children* as they did not know that the process of bringing children into the world often shows the act of reproduction. For those who wrote that *he eats food*, they did not know that this is the act of eating to get the nutrients

needed by the body. Additionally, other pupils wrote that he eats leaves. These pupils did not understand that it is the act of animals, especially those that eat leaves/plants as their source of food.

(d) Name other two animals that are kept at home.

- (i) _____
- (ii) _____

This question assessed the pupils's ability to identify other domesticated animals. Pupils with sufficient understanding mentioned the correct answers of other domesticated animals such as *Goat, Sheep, Horse, Donkey, Cat, Dog, Pig and Rabbit*. These pupils seemed to have an understanding of animals domesticated by humans. Some of the characteristics of domesticated animals include: having friendly and gentle behaviour, easy to train and adapt to the environment; they need special care; they do not have dangerous behaviour to humans, they need small living spaces. They also noted the benefits of domesticated animals that are used for protection; for example, security (dogs), to provide milk, skin and wool (goats and sheep), meat and manure (pigs). Agricultural activities include pulling and carrying loads, transportation, and providing meat and leather (Horses). Working animals are used for carrying loads, pulling carts, and providing meat and skin (donkey), as wel as milk and meat (goats). Extract 3.1 shows a sample of the pupils's correct responses to question 5.

Questions

- (a) Name the animals shown in the picture. cows
- (b) What is a person in the picture doing? Feeding/giving food
to the cows
- (c) Name two products which can be obtained from the animal shown in the picture.
- (i) Milk
- (ii) Meat
- (d) Name other two animals that are kept at home.
- (i) Goats
- (ii) Sheeps

Extract 3.1: A Sample of Correct Responses to Question 5

On the contrary, pupils who had limited knowledge wrote incorrect answers such as *Cow, Giraffe, Lion*. These pupils were unaware that the cow was not part of the question requirement. Also, these pupils did not have enough knowledge of animals domesticated by humans, as they instead wrote animals that are not domesticated, such as lions and giraffes. These pupils were supposed to understand that the animals are government trophies. Giraffes and lions are wild animals that are not part of the group of animals domesticated by humans. Domesticated animals have unique characteristics unlike wild ones. They live freely, have specific environments, possess food systems (meat/leaves), exhibit self-defense behaviours such as running fast, hiding, or fighting, breed in natural environments, and are found in abundance in specific areas. These animals are also dangerous to humans; for example, the lion is a meat-eating animal. This also shows that these pupils did not carefully read the requirements of the question and therefore failed to answer

correctly. Extract 3.2 shows a sample of pupils' incorrect answers to question 5.

Questions	
(a)	Name the animals shown in the picture. <u>shown</u>
(b)	What is a person in the picture doing? <u>Picture</u> <u>person</u>
(c)	Name two products which can be obtained from the animal shown in the picture.
(i)	<u>products</u>
(ii)	<u>obtained</u>
(d)	Name other two animals that are kept at home.
(i)	<u>Kept at home</u>
(ii)	<u>Head teacher</u>

Extract 3.2: A Sample of Incorrect Responses to Question 5

2.6 Question 6. Being a Person of Integrity

This question was set from the main competency of *Being a person of integrity* and a specific competency of *Fulfilling responsibilities with transparency and honesty*. The question assessed the pupils' comprehension skills. Pupils were instructed to read the passage which was about the integrity of the pupils and then answer its subsequent questions in the spaces provided from items (a) - (d).

The pupils' performance in this question was as 825,142 (53.91%) pupils performed averagely by scoring between 4 to 8 marks. The statistical analysis show that, 220,702 (14.42%)

pupils scored 8 marks, 302,377 (19.75%) pupils scored 6 marks. Furthermore, 302,063 pupils (19.74%) scored 4 marks. Conversely, 705,370 (46.09%) pupils failed as they scored from 0 to 2 marks. Figure 6 shows the performance of the pupils in question 6.

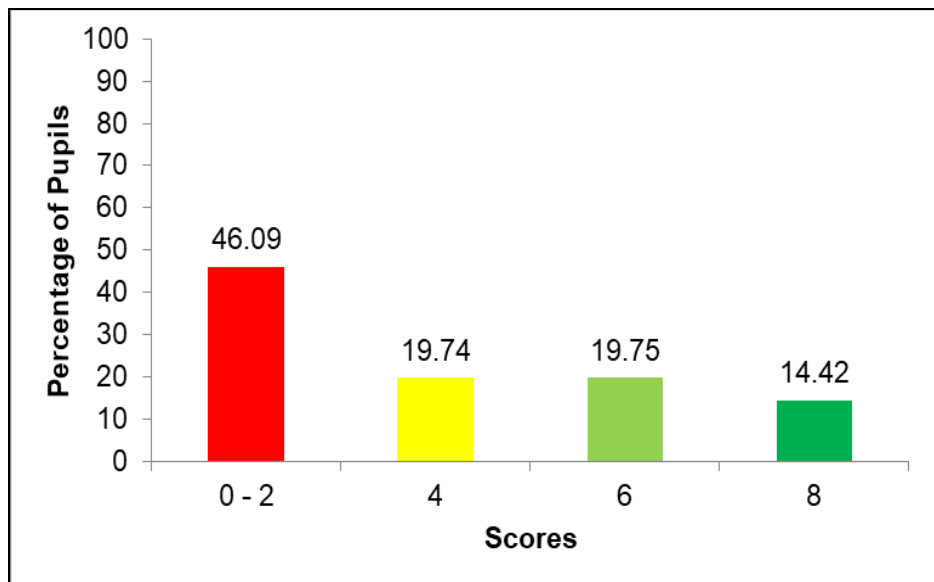


Figure 6: Pupils' Performance in Question 6

The analysis of the pupil's responses to each item in question 6 was as follows:

One day the head teacher was passing near our classroom and heard us making noise. She entered the class and ordered us to mention the names of pupils who were making noise, but we kept quiet and we did not mention any names. The head teacher become very angry because we did not mention the names of the pupils who were making noises. She said, "you are not transparent and intergrity pupils". She continued to tell us about the behaviours of a transparent and an integrity person. She said that a transparent and an intergrity person cannot hide evils and tell lies. Also, she said that the transparent and an integrity person is assisted in time when in need.

After that, the class leader asked for forgiveness on behalf of the class. He promised to supervise the discipline of the class and write the names of all who make noise. The Head teacher was happy and left. On our section, we were determined to be transparent and children with integrity.

Questions:

- (a) How was the Head Teacher able to hear the pupils making noises?
-

This question tested the pupils' ability to know the means through which someone can hear noise from the classroom. The analysis of pupils' responses reveals that pupils with good comprehension skills identified correct answers. Some of correct answers were such as *because he/she was passing near the classroom/because he/she was passing near our classroom*. These pupils understood that the unquestionable way to find out what was going on in the classroom is to see or be in the classroom or pass by the classroom. Passing close to the classroom enabled the head teacher to hear pupils making noises in the classroom.

Conversely, the pupils who had limited knowledge of a good comprehension skills wrote incorrect answers such as *don't shout, don't respect your parents, don't shout, he passed through the window*. These incorrect answers demonstrate insufficient knowledge of comprehension skills. Furthermore, the pupils lacked attentiveness and did not have good basics of the language.

- (b) Which two behaviours of a transparent and an integrity person were mentioned by the head teacher?
- (i) _____

(ii)

This question tested the pupil's ability to identify the characteristics of integrity and transparent behaviour. The pupils who read the passage carefully identified correctly behaviours of a transparent and an integrity person as including: *He does not hide evil; he does not tell lies*. These pupils understood that integrity is a *strong moral principle that involves doing things in a fair way even when no one sees it*. It also means living according to the principles of truth, justice, and honesty without bias. Transparency involves *keeping reports open, collaborating with others in decision-making and acting in a non-confidential manner*. Some of the characteristics of transparency and integrity include not hiding evil or not telling lies, building trust and loyalty, promoting cooperation and peace, strengthening development, increasing responsibility, enhancing efficiency, and bringing good values to society. Generally, transparency and integrity are important pillars for building a strong society with rights for everyone.

Further analysis of the pupils' responses indicates the presence of the pupils who lacked comprehension skills. These pupils did not write correct responses and ended up writing incorrect answers, such as: *write, don't shout, shout, is helped quickly, transparent, fair and forbid noise in the classroom*. These pupils did not know that writing is an act of inscribing using a pen, pencil, computer, etc. that can convey ideas, report or messages on a paper. Making noise is the act of making a loud voice with the intention of attracting attention, happiness or seeking help; being helped quickly is the state of receiving help in a short time without delay, especially where there is an emergency to be resolved. These pupils did not understand that a transparent and honest person is a person who is truthful and has good manners.

- (c) According to the passage you have read, what is the advantage of being integrity and a transparent person?

This question assessed the pupils' ability to evaluate benefits of being integrity and transparent. Pupils who had sufficient knowledge and ability to read the passage carefully and understand it wrote correct answers, such as *get help when he/she needs help*, *get help when he/she needs it*, *being given immediate help*. These pupils understood that transparent and integrity persons are loved by the community because of their good behaviour and even when they face any kind of challenges, members of the community are ready to help them solve the challenge. This is because of their trustworthiness and love in the community.

Other benefits of being integrity and transparent include: trustworthiness and building strong relationships, peace of mind, building a good reputation, credibility in society, making the right decisions, strengthening morals and discipline. Overall, being an integrity and a transparent person helps to improve personal life, relationships and society in general. They are the basics of living a dignified and happy life. These pupils realized that an open and honest person has many friends and good behaviour. On the contrary, a person who is not transparent and integrity due to his behaviour can bring strife, hatred, breach of peace and mistrust in a society.

However, some pupils wrote incorrect answers due to the lack of knowledge and skills in reading and comprehending the passage. The pupils wrote incorrect answers such as *having good behaviour*, *don't lie to anyone*, *you will be loved by society*, *because if you don't grow up to be honest, you will grow up to be a liar*. These pupils lacked knowledge pertaining to the benefits of being transparent and integrity as the written answers deviated from the question's requirement.

- (d) Why was the Head teacher happy when he/she was leaving the class?
-

This item tested the pupils' ability to assess the expectations of the head teacher after leaving the class. The pupils who comprehended and well understood the passage wrote the correct response such as: *because the class leader apologized on behalf of the pupils and promised to manage the discipline of the class and write down the names of all those who will shout.* These pupils understood that when someone makes a mistake, it is good to apologize and promise not to repeat the mistake. They knew that, when a person commits a mistake, he/she should accept the mistake, ask for forgiveness, learn from the mistakes, seek advice and improve his/her behaviour and take precautions. Extract 4.1 is a sample of the pupils' correct responses to question 6.

Questions	
(a)	How was the Head Teacher able to hear the pupils making noises? <u>Was passing near the classroom</u>
(b)	Which two behaviours of a transparent and an integrity person were mentioned by the Head Teacher? (i) <u>Does not hide evils</u> (ii) <u>Does not tell lies</u>
(c)	According to the passage you have read, what is the advantage of being integrity and a transparent person? <u>Assisted in time when in need</u>
(d)	Why was the Head Teacher happy when she was leaving the class? <u>The class leader asked forgiveness on behalf of the class</u>

Extract 4.1: A Sample Pupil's Correct Response on Question 6

Other pupils who had limited comprehension skills wrote incorrect answers such: *as we on our section put in a sincere intention, because head prefect answered him well*. Other pupils wrote inappropriate words; for example, one of them wrote: *mais, matimyi, shidais, zaimtu and maish*. Others wrote words that could not be comprehended. For example, one pupil wrote: *zipimbiizemtuyamakanaga, bemagokananauawanaya and mimimabangamakaneyanga*.

All these answers show that the pupils did not know what they were supposed to write and that they did not have knowledge related to reading and understanding the passage. Extract 4.2 shows a sample of the pupil's incorrect responses to question 6.

Questions	
(a)	How was the Head Teacher able to hear the pupils making noises? <i>Heard from the class leader</i>
(b)	Which two behaviours of a transparent and an integrity person were mentioned by the Head Teacher?
(i)	<i>Love</i>
(ii)	<i>Skills</i>
(c)	According to the passage you have read, what is the advantage of being integrity and a transparent person? <i>To be loved by teachers and friends</i>
(d)	Why was the Head Teacher happy when she was leaving the class? <i>Because he was given a gift</i>

Extract 4.2: A Sample Incorrect Responses to Question 6

3.0 ANALYSIS OF THE PUPILS' PERFORMANCE IN EACH COMPETENCY

The analysis of competencies in the performance of the Standard Four National Assessment for the subject of Civic and Moral Education shows that, among the five (5) types of competencies tested, pupils had good performance on the competencies of *Being responsible* (83.86%) question 5, *Being a Persevering*

Person (74.71%), assessed on question 3 and *Respecting the Community* (69.67%) on question 2 and 4. In addition, *Promoting peace and harmony* (56.70%) assessed in question 1 and *Being a person of integrity* (53.91%) tested in question 6 had average performance.

Moreover, the comparison of the competency performance between the national assessment of Standard Four the year 2024 and 2023 shows that the level of performance of the competency of *Being responsible* has been good (83.86%) for the year 2024 similar to that of the year 2023 where it was (74.27%). The levels are the same even though there is an increase in the performance rate for the year 2024, which is 9.59 per cent. The performance in the competency of *Being a persevering person* has a good level of (74.71%) for the year 2024 whereas in 2023, the competency was not assessed. The performance of the competency of *Respecting the Community* for the year 2024 has increased to a good average level of (69.67%) for the year 2024 where in 2023 the same competency had a weak performance rate of (20.31%). The competency of *Promoting peace and harmony* have continued to be at an average level of (56.70%) in 2024 and (48.58%) in 2023.

Likewise, the performance of *Being a person of integrity* has decreased (53.91%) in the year 2024 whereas in 2023 it was (81.71%). Therefore, the performance has decreased by 27.80 per cent.

Similarly, the competency of *Valuing the community* was not tested in 2024, while in 2023 was measured by having two questions: *Valuing the community*, question 3 (69.35%) and question 5 (43.62%). A similar situation has been observed in the 2024 assessment, where the competency of *Respecting the community* had two questions: question 2 (74.17%) and question 4 (65.16%).

4.0 CONCLUSION

The analysis of pupils' responses for the Standard Four National Assessment questions in the Civic and Moral Education subject shows that the general performance was good. The pupils who scored from A to D were 86.35 per cent while a few of them 13.65 per cent had weak performance by scoring E grade. The pupils who performed well in this assessment demonstrated that they had sufficient knowledge pertaining to the types of the assessed competencies. Additionally, the pupils identified the requirement of the questions and showed good mastery of reading, writing skills and the subject.

Further analysis of the pupils' answers revealed various challenges that the pupils faced, which resulted in weak performance. Some of those challenges included limited knowledge of the types of competencies assessed, a failure to understand the requirements of the question, and therefore failing to write correct answers. Likewise, pupils showed lack of competence in responding to questions assessing the skills of interpreting pictures and passages in question 5 and 6 respectively.

5.0 RECOMMENDATIONS

In order to improve the performance of Civic and Moral Education subject, the National Examinations Council of Tanzania recommends the following:

- (a) Pupils should be given homework, group work to ensure that each one have the required competency, especially in the competencies of *Promoting Peace and Harmony* and *Being a Person of Integrity* which were found to be challenging. The assignment should be marked and the feedback should be provided to the pupils.

- (b) Teachers should emphasize reading and writing to build a good foundation for pupils in the respective classes. Since some pupils seem to lack those competencies.
- (c) Teachers are advised to use more participatory methods such as role-playing, group discussion, questions and answers, educational games and projects especially in the competencies of *Promoting Peace and Harmony* and *Being a Person of Integrity*. These techniques enable pupils' participation, strengthen understanding, build thinking, problem solving skills and make learning more interesting.
- (d) Teachers should design competency-based questions for pupils to use at the school level, they can be used for mid-term or end-of-term assessments. These questions should reflect those used in the National Assessments. Such questions will encourage pupils to think deeply, develop new knowledge, and apply critical thinking skills.
- (e) Teachers should cooperate with parents in ensuring that pupils read various textbooks and supplementary books to strengthen the understanding of Civic and Moral Education competencies, especially in the competency of *Promoting Peace and Harmony* and *Being a Person of Integrity*.

Appendix

Comparison of performance for pupils in each competency for the year 2024 compared to the year 2023

S/N	Competency	Assessment 2024				Assessment 2023			
		Performance in each question		Average performance (%)	Remarks	Performance in each question		Average per cent (%)	Remarks
		Question number	(%) performance			Question number	(%) performance		
1	Being responsible	5	83.86	83.86	Good	4	74.27	74.27	Good
2	Being persevering person	3	74.71	74.71	Good				
3	Respecting the community	2	74.17	69.67	Good	2	20.31	20.31	Weak
		4	65.16						
4	Valuing the community					3	69.35	56.48	Average
						5	43.62		
5	Promoting peace and harmony	1	56.70	56.70	Average	6	48.58	48.58	Average
6	Being a person of integrity	6	53.91	53.91	Average	1	81.71	81.71	Good

