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) 2023

SOCIAL STUDIES

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03E SOCIAL STUDIES

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FOREWORD

The National Examinations Council of Tanzania has prepared the Pupils' Item Responses Analysis Report for Standard Four National Assessment (SFNA) 2023 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 item have been presented. Analysis revealed that, pupils' adequate performance resulted from a clear understanding of the demands of the questions and good knowledge of pupils in the competencies assessed in the subject. Pupils who performed weakly in this assessment lacked adequate knowledge of the basic requirements of the questions. Those who performed were conversant in the competence tested.

The analysis of the pupils' performance in each competence shows that they had average performance in; *Applying Economic Principles in Production Activities, Recognizing Different Events Occurring in his/her Environment and Applying Knowledge of Map and the Solar System in the Daily Life. On the other hand,* their performance in *Identifying Principles of Patriotism in the Society* was weak.

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 performance especially in the competence of *Identifying Principles of Patriotism in the Society* 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.

Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0   INTRODUCTION

The Standard Four National Assessment (SFNA) 2023) was conducted in October 2023. A total of 1,693,338 pupils were registered to sit for the Social Studies subject. Among them 1,545,059 (91.19%) pupils sat for the assessment whereby 1,340,143 (86.75%) passed and 204,639 (13.25%) performed weakly.

In this report, the introduction is followed by analysis of pupils' responses per question. The analysis shows the competences tested, and the pupils' responses which are categorised as good, average and weak. The factors for performance in each category are also analysed. Analysis of pupils' responses in each question is followed by analysing pupils' performance in each competence. The section is followed by 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 to be weak. If the percentage ranged from 34 to 66 percent, the performance was considered to be average, and when the percentage ranged from 67 to 100 percent, the performance was considered to be 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) 2023 in Social Studies Subject consisted of four questions. Those questions were categorized into two main sections, A and B. Section A consisted of two questions. Question 1 and 2 with a total of 14 items. Those questions were composed from the main competencies of *Applying Economic Principles in Production Activities* and *Identifying Principles of Patriotism in the Society.*

Section B consisted of two questions, question 3 and 4 with a total of 11 items. The questions were composed from main competencies of *Recognizing Different Events Occurring in his/her Environment,* and *Applying Knowledge of Map and the Solar System in the 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 question 1, 3 and 4 and weak in question 2. Moreover, extracts and charts were used to show pupils' responses and data respectively.

2.1 Section A: Multiple Choices and Matching Items

This section comprised of two questions with the total of 14 items. Question 1 had eight multiple choice items (i) - (viii) whereby the pupils were required to read the item and then choose the correct response from the alternatives given and write it in the brackets 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: Applying Economic Principles in Production Activities

A total of 1,545,059 (100%) pupils attempted this question. However, 3,220 (0.21%) pupils responded correctly to all eight (8) items and scored 16 marks, which was a good performance. A total of 83,668 (5.41%) pupils scored marks ranging from 12 to 14 which was good performance. They responded correctly to six to seven items in this question.

Contrarily, 713,320 (46.16%) pupils scored marks ranging from 6 to 10 which was an average performance. Among them, 125,530 (8.12%) pupils responded correctly to five items; 235,896 (15.07%) pupils responded correctly to four items, and 351,894 (22.77%) pupils answered correctly three items.

However, 744,851 (48.21%) pupils had weak performance since they scored 0 to 4 marks. Among them, 98,265 (6.36%) pupils did not respond to any item, thus scored 0. Others, 267,286 (17.30%) responded correctly to one item and 379,300 (24.55%) pupils answered correctly two items. Generally, the performance in this question was average since 800,208 (51.79%) pupils scored 6 to 16 marks, as shown in Figure 1.
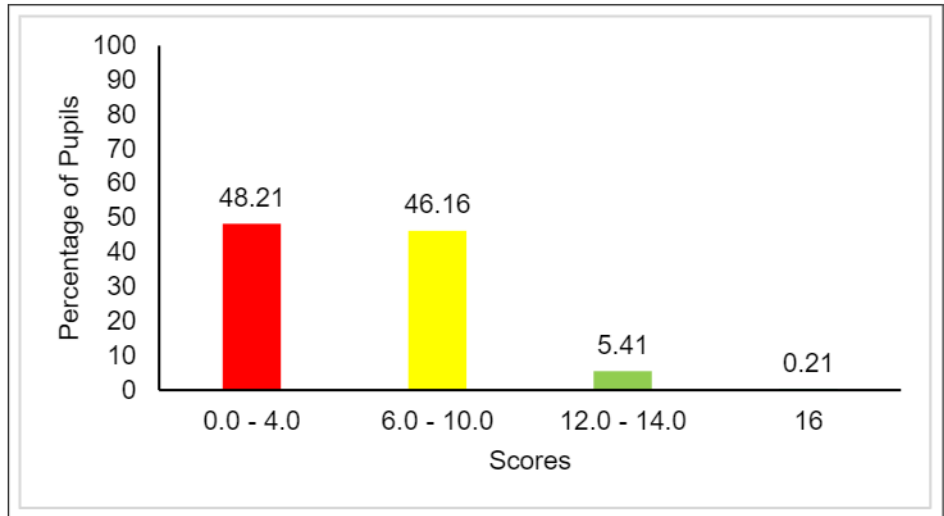
Figure 1: *Performance of Pupils in Question 1*

(i)   Which cash crops are grown in Tanzania?

    A   Maize, tea and coffee

    B   Cotton, tea and coffee

    C   Banana, coffee and cotton

    D   Cassava, rice and tobacco

The item required the pupil to identify cash crops which are cultivated in Tanzania. The performance in this item was good since many pupils were able to select the correct response *B, Cotton, tea, and coffee.* Those pupils had enough knowledge on cash crops grown in Tanzania.

On the other hand, pupils who opted for distractors *A, Maize, tea and coffee* and *C, Banana, coffee and cotton,* lacked knowledge of cash crops grown in Tanzania. Those pupils were not aware that maize and banana are food crops since they are not cultivated for business. Similarly, few pupils who selected distractor *D, Cassava,*

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rice and tobacco, did not understand that cassava and rice are food crops hence making this choice incorrect.

(ii) Which is the advantage of tourism in Tanzania?
- A Copying the foreigners' culture
- B Getting foreign currency
- C Increase of forests' products
- D Increase of wild animals

The item required the pupil to identify the advantage of tourism in Tanzania. The performance in this item was good as many pupils with sufficient understanding on the importance of tourism chose the correct response *B, Getting foreign currency.* Those pupils understood that through tourism, the country earns foreign currencies from the tourists coming from other nations.

Contrary to that, pupils who opted for distractor *A, Copying the foreigners' culture,* were not aware that, not every tradition and custom brought by foreigners is worth copying. Likewise, pupils who opted for distractor *C, Increase of forests' products,* lacked understanding that, the increase of forests' products is a result of the preservation of forests, planting of trees and environmental conservation. Similarly, some pupils selected distractor *D, Increase of wild animals*, those pupils understood that the increase of wild animals is a result of improved wild life protection. They failed to understand that it has no direct relationship with tourism in Tanzania.

(iii)   What is the use of diamond minerals?

    A   Cutting of glasses

    B   Source of heat energy

    C   Cutting metal

    D   Production of electricity

In this item the pupil was required to identify the use of diamond. The performance in this question was good as pupils were able to choose the correct response *A, Cutting of glasses.* Those pupils demonstrated adequate knowledge of the uses of different minerals.

However, the pupils who selected distractor *B, Source of heat energy,* did not understand that the sources of heat energy include fuels, solar and electricity which have no relationship with the uses of diamond. Moreover, pupils who opted for distractor *C, Cutting metal,* were not aware that, metal is cut by saw or by melting it on fire. Furthermore, pupils who chose distractor *D, Production of electricity,* were not aware that, electricity is generated through sources such as water, sun, wind and uranium. Thus, such choices as distractors; B, C, and D were incorrect in this question.

(iv) Which is the largest national park in Tanzania?

    A   Ruaha

    B   Ngorongoro

    C   Mikumi

    D   Serengeti

The item required the pupil to identify the largest national park in Tanzania. The performance in this item was good since many pupils selected the correct response *A, Ruaha*. The choice of the correct response revealed that those pupils had adequate knowledge of the national parks found in Tanzania and their sizes. Thus, they identified Ruaha as the largest national park in Tanzania covering approximately 20,226 square kilometers.

On the other hand, some pupils opted for distractors *B, Ngorongoro, C, Mikumi and D, Serengeti.* Those pupils were not aware that Ngorongoro covers an area approximately 8,292 square kilometers, Mikumi an area approximately 3,230 square kilometers and Serengeti covers an area approximately 14,750 square kilometers.

(v) Identify domestic animals among the following

    A   lion, cow, sheep

    B   zebra, sheep, leopard

    C   giraffe, sheep, goat

    D   dog, sheep, goat

The item required the pupil to identify the domesticated animals. The performance in this item was good since many pupils were

able to select the correct response *D, dog, sheep, goat.* Those pupils adequately showed understanding about the animals kept at home.

On the other hand, pupils who opted for distractors; *A, lion, cow, sheep, B, zebra, sheep, leopard,* and *C, giraffe, sheep, goat* had insufficient knowledge about domestic and wild animals. They were supposed to understand that the responses; A, B, and C included wild animals like; lion, zebra, leopard and giraffe which cannot be kept at home thus, making these choices incorrect.

(vi) Which is the proper way of conserving forests?
    A   Burning trees to reduce congestion
    B   Making charcoal to increase earning
    C   Replanting trees after cutting them
    D   Building in forests to get fresh air

In this item the pupil was required to identify the proper way of conserving forests. Pupils' performance was good in this item since majority of them selected the correct response *C, Replanting trees after cutting them.* The choice of this response is an indication that the pupils had sufficient knowledge as they identified the proper ways of conserving the environment particularly forests conservation.

Apart from that, other pupils opted for distractor *A, Burning tree to reduce congestion.* Those pupils did not understand that burning trees destroy both the small and the big ones. Likewise, pupils who chose distractor *B, Making charcoal to increase earning,* did not

understand that charcoal making involves cutting of trees, the action which destroys rather than conserving the forests. Those who selected distractor D, *Building in forests to get fresh air* were not aware that building in these areas involves human activities such as farming, breeding, lumbering, making of woods and cutting down of trees as source of energy that contribute to forest destruction.

(vii) Which mineral is used to produce cement?

    A   Iron

    B   Limestone

    C   Phosphate

    D   Salt

This item required the pupil to identify the mineral used to manufacture cement. The pupils' performance in this item was good since many of them identified the correct response as *B, Limestone.* This implies that, those pupils had satisfactory knowledge about the uses of different minerals.

Contrary to that the pupils who opted for distractor *A, Iron,* lacked knowledge about the uses of iron. Those pupils were supposed to understand that iron is used to build infrastructures, machinery and equipment, cookware and other household products.

Likewise, pupils who chose distractor C, *Phosphate*, were not aware that, phosphate is used in fertilizer production. Additionally, pupils who selected distractor D, *Salt*, were not aware that, salt is used in cooking and food preservation. Therefore, the choice of

alternatives A, C, and D lacked qualifications of being the correct responses.

(viii)   Why agriculture is the backbone of Tanzania's economy?
    A   Attracts many tourists in the country
    B   Many people are employed in agriculture
    C   Many people live in farms
    D   Many investors invest in agriculture

The item required the pupil to identify the reasons why agriculture is considered as the backbone of Tanzania's economy. Pupils' performance in this item was good since the majority of them selected the correct response *B, Many people are employed in agriculture.* Those pupils had adequate knowledge on productive activities in Tanzania. They were able to identify that, many people in Tanzania are engaged in agriculture.

On the other hand, pupils who opted for distractor *A, Attracts many tourists in the country* did not understand that, tourists visit the country because of tourists' attractions such as; national parks and game reserves, mountains, valleys, forests, lakes, oceans and rivers.

Moreover, pupils who selected distractor *C, Many people live in farms,* did not understand that, the act of living in countryside/farms does not mean the person depend on agriculture. There are many people living in the countryside/farms but do not engage in agricultural activities instead some of them are businessmen, researchers and civil servants.

Other pupils who opted for distractor *D, Many investors invest in agriculture,* revealed little understanding on investment, because it is not true that many investors have invested in agriculture only. There are a lot of investors in the country who have invested in other sectors like; tourism, fishing, mining, industries, banks, education institutions and health institutions.

2.1.2 Question 2: Identifying Principles of Patriotism in the Society

This question was composed from the main competence of *Identifying Principles of Patriotism in the Society* and specific competence of *Honouring Our Heroes*. In this question the pupil was required to match the contribution of Tanzanian heroes in List A with their respective name in List B. They were required to write the letter of the correct answer in the brackets provided. This question assessed pupils' ability to identify the contribution of Tanzanian heroes. The total marks allotted for this question was 12. The question was as follows:

Answer items (i) – (vi) by matching the contribution of Tanzanian heroes in List A with their respective names in List B. Write the letter of the correct response in the brackets provided.

	List A	Letter	List B
(i)	Led African resistance against the Germans in Kilwa Kivinje in 1890	(..........)	A. Chief Machemba
(ii)	Introduced free market economy	(..........)	B. John P. Magufuli
(iii)	Led Zigua people to resist Germans colonial invasion in Tanga in 1890	(..........)	C. Abushiri bin Sultani D. Benjamin W. Mkapa E. Bwana Heri
(iv)	Implemented free education for all from Nursery school to Form Four	(..........)	F. Ali H. Mwinyi G. Julius K. Nyerere
(v)	Led Yao in Masasi and Tunduru to fight against the Germans in 1890	(.........)	H. Hasan bin Omari Makunganya
(vi)	Introduced privatization policy	(.........)	

This question was attempted by 1,545,059 (100%) pupils, of which, 1,084,808 (70.21%) scored 0 to 2 marks which is weak performance. Moreover, 373,428 (24.16%) pupils scored 4 to 6 marks which is average performance. Similarly, 75,606 (4.9%) pupils scored 8 to 10 marks which is good performance. On the other hand, 11,217 (0.72%) pupils scored all 12 marks which is very good performance. Generally, the performance of the pupils in this question was weak

as only 460,251 (29.78%) pupils scored from 4 to 12 marks as illustrated in Figure 2.
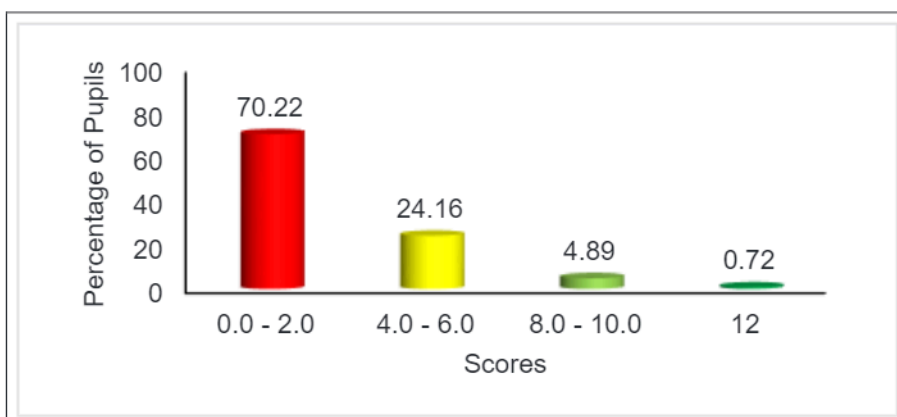

Figure 2: *Pupils' Performance in Question 2*

Further analysis revealed that, 11,217 (0.72%) pupils answered all six items correctly, hence scored all 12 marks in this question. They had sufficient knowledge on the competence of *Honouring Our Heroes.* Pupils in this group demonstrated adequate ability of matching the names of the heroes and their contributions to the development of Tanzania. Extract 1.1 indicates a sample of pupil's relevant response to Question 2.

2. Answer items (i) – (vi) by matching the contribution of Tanzanian heroes in **List A** with their respective name in **List B**. Write the letter of the correct response in the brackets provided.

List A	Letter	List B
(i) Led African resistance against the Germans in Kilwa Kivinje in 1890.	(H)	A. Chief Machemba
(ii) Introduced free market economy.	(F)	B. John P. Magufuli
		C. Abushiri bin Sultani
(iii) Led Zigua people to resist Germans colonial invasion in Tanga in 1890.	(E)	D. Benjamin W. Mkapa
		E. Bwana Heri
(iv) Implemented free education for all from Nursery school to Form Four.	(B)	F. Ali H. Mwinyi
(v) Led Yao in Masasi and Tunduru to fight against the Germans in 1890.	(A)	G. Julius K. Nyerere
		H. Hasan bin Omari Makunganya
(vi) Introduced privatization policy.	(D)	

Extract 1.1: *A sample of pupils' correct responses to Question 2*

Further analysis showed that, pupils who scored all 12 marks in question 2, correctly understood the requirement of the question per item as follows;

In item (i) the pupil was required to identify the hero who led Africans to resist against the Germans in Kilwa Kivinje in 1890. The correct response was *H, Hasan bin Omari Makunganya*. This response was given by pupils with enough knowledge of the African leaders who ruled Kilwa Kivinje especially who resisted Germans in 1890. On the other hand, pupils who matched the item with distractor *A, Chief Machemba,* did not understand that, he led the Yao of Masasi and Tunduru to fight against the German in 1890. Likewise, pupils who

matched the item with distractor *C, Abushiri bin Sultani* were not aware that, he led the coastal people to fight against the Germans' colonial invasion around 1888-1889. This war was fought along the coastal areas from Tanga (Pangani) to Lindi and Mikindani. In addition, pupils who matched the item with distractor *E, Bwana Heri,* lacked knowledge that, Bwana Heri led the Zigua people to resist Germans' colonial invasion in Tanga in 1890.

In item (ii) the pupil was required to identify the hero who introduced the policy of free market economy in Tanzania. The correct answer was *F, Ali H. Mwinyi.* This response was given by the pupils with enough knowledge about Tanzanian heroes and their contributions to the society. Conversely, other pupils responded by writing distractor *B, John P. Magufuli.* Those pupils were supposed to understand that, the leader did not introduce the policy of free market economy instead he introduced free education for all from Nursery school to Form Four. Moreover, few pupils matched the item with distractor *G, Julius K. Nyerere.* Those pupils were supposed to understand that Mwl Julius K. Nyerere introduced the policy of Socialism and Self-Reliance and not the privatization policy.

Item (iii) assessed the pupil's ability to identify the leader who led the Zigua people to resist the Germans' colonial invasion in Tanga in 1890. The correct answer was *E, Bwana Heri.* This response was given by pupils with remarkable understanding of the Zigua leaders. Contrarily, pupils who responded by writing distractor *H, Hasan bin Omari Makunganya,* were not knowledgeable about the fact that he led Africans resistance against the Germans' intrusion in Kilwa Kivinje in 1890. In addition to that, pupils who matched the item with

distractor *A, Chief Machemba,* were not aware that Machemba was the Yao leader who organized them in Masasi and Tunduru to fight against the Germans in 1890. Likewise, pupils who responded to the item by writing distractor *C, Abushiri bin Sultan,* did not understand that, Abushiri bin Sultan led the coastal people to fight against the Germans' colonial invasion around 1888-1889. This war was fought along the coastal areas from Tanga (Pangani) to Lindi and Mikindani.

Item (iv) required the pupil to identify the hero who introduced the policy of free education for all from Nursery school to Form Four. The correct answer was *B, John P. Magufuli.* This response was given by the pupils with adequate understanding about the contributions of this hero who was the fifth President of the United Republic of Tanzania. Those pupils understood that this leader was the one who introduced the policy of free education for all from Nursery school to Form Four. On the other hand, pupils who matched the item with distractor *F, Ali H. Mwinyi,* did not understand that this hero, who was the second President of Tanzania, introduced the free market economy policy and not free education for all.

Moreover, other pupils matched the item with distractor *G, Julius K. Nyerere.* Those pupils did not understand that Mwl Julius K. Nyerere, who was the first President of Tanzania was the one who led the struggle for independence and introduced the Socialism and Self-Reliance policy. Furthermore, some pupils responded to the item by choosing distractor *D, Benjamini W. Mkapa.* Those pupils

were supposed to understand that that president Benjamini W. Mkapa, who was the third President of the United Republic of Tanzania, introduced the privatization policy and not the free education policy for all from Nursery school to Form Four.

In item (v), the pupil was required to identify the hero who led Yao in Masasi and Tunduru to fight against the Germans in 1890. The correct answer was *A, Chief Machemba.* This answer was given by pupils with adequate knowledge about the early heroes of Tanzania. Those pupils knew that chief Machemba organized a strong battle against the Germans over his area in 1890. Moreover, pupils who matched the item with distractor *C, Abushiri bin Sultani* did not know that he led the resistance against the Germans along the coastal areas from Pangani to Lindi and Mikindani. Also, pupils who matched it with distractor *E, Bwana Heri,* did not know that he led the Zigua people to resist Germans colonial invasion in Tanga in 1890. Likewise, the pupils who responded by choosing distractor *H, Hasan bin Omari Makunganya,* were not aware that this ruler led the Africans' resistance against the Germans in Kilwa Kivinje in 1890.

In item (vi), the pupil was required to identify a leader who introduced the privatization policy in Tanzania. The correct answer was *D, Benjamini W. Mkapa.* This response was provided by the knowledgeable pupils who knew the contributions of the presidents of the United Republic of Tanzania. Those pupils understood that Benjamin W. Mkapa the third President of the United Republic of Tanzania was the one who introduced the privatization policy. On the other hand, pupils who matched this item with distractor *B, John P. Magufuli* did not understand that President Magufuli introduced

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the policy of free education for all from Nursery school to Form Four. Moreover, pupils who matched the item with distractor *F, Ali H. Mwinyi,* failed to understand that President Ali H. Mwinyi introduced the free market economy policy. Furthermore, other pupils matched the item with distractor *G, Julius K. Nyerere.* Those pupils were supposed to understand that Mwl. Julius K. Nyerere, the first president of the United Republic of Tanzania, organized the struggle for independence of Tanganyika and participated in the formation of the union between Tanganyika and Zanzibar. He also introduced the policy of Socialism and Self-Reliance and education for all.

Moreover, the pupils who scored 0 lacked knowledge of the contributions of Tanzanian heroes to the wellbeing of our country. Those pupils matched incorrectly the contribution of the heroes with their respective names. This situation indicated that, those pupils did not understand the requirement of the question or lacked knowledge to correlate the contribution of the Tanzanian heroes with their respective names. Extract 1.2 shows a sample of incorrect responses from one of the pupils who got zero mark in this question.

2. Answer items (i) – (vi) by matching the contribution of Tanzanian heroes in **List A** with their respective name in **List B**. Write the letter of the correct response in the brackets provided.

List A	Letter	List B
(i) Led African resistance against the Germans in Kilwa Kivinje in 1890.	(A)	A. Chief Machemba
(ii) Introduced free market economy.	(D)	B. John P. Magufuli
(iii) Led Zigua people to resist Germans colonial invasion in Tanga in 1890.	(C)	C. Abushiri bin Sultani
(iv) Implemented free education for all from Nursery school to Form Four.	(G)	D. Benjamin W. Mkapa
(v) Led Yao in Masasi and Tunduru to fight against the Germans in 1890.	(E)	E. Bwana Heri
(vi) Introduced privatization policy.	(H)	F. Ali H. Mwinyi
		G. Julius K. Nyerere
		H. Hasan bin Omari Makunganya

Extract 1.2: *A sample of incorrect responses to 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 draw four map symbols, each item carrying 2 marks; thus, making a total of 8 marks. The analysis shows that the performance was average in question 3 and weak in 4.

2.2.1 Question 3: Recognizing Different Events Occurring in his/her Environment

This question was set from the main competence of *Recognizing Different Events Occurring in his/her Environment,* and the specific competence of *Taking care of the surrounding community environment*. In this question, pupils were instructed to read a passage about maintenance of school environment, then respond to the items asked by writing the correct responses in the spaces provided.

The pupils were required to attempt seven items in this question, which were (a) to (g). In item (a) assessed the pupil on the importance of living in clean environment. Item (b) assessed the pupils' ability to identify the living organism which poisons people and other animals. Item (c) required the pupil to mention the instrument used in cleanliness, Item (d) required the pupil to identify the disease which can be avoided by slashing grasses and removing stagnant water. Item (e) required the pupil to identify the insect that causes cholera, Item (f) demanded the pupil to recognize the environment where dangerous insects and animals are found. Finally, Item (g) required the pupil to identify how the environment can be maintained clean. Extract 2.1 presents the passage used in this question.

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.

Extract 2.1: *The passage which the pupils were supposed to read and then answer Question 3*

Analysis reveals that 1,545,059 (100%) pupils responded to this question. Among them, 239,614 (15.5%) pupils scored all 14 marks indicating a very good performance. Those pupils had sufficient knowledge since they answered all the items correctly. Pupils totaling 472,015 (30.5%) scored from 10 to 12 marks which is good performance. On the other hand, 320,859 (20.8%) pupils scored from 6 to 8 marks indicating average performance. Moreover, 512,571 (33.2%) pupils scored 0 to 4 marks which is weak performance. Those pupils did not answer any item or answered 1 or 2 items. Generally, the performance in this question was average since

1,032,488 (66.83%) pupils scored from 6 to 14 marks. Figure No. 3 shows the performance of pupils in Question 3.
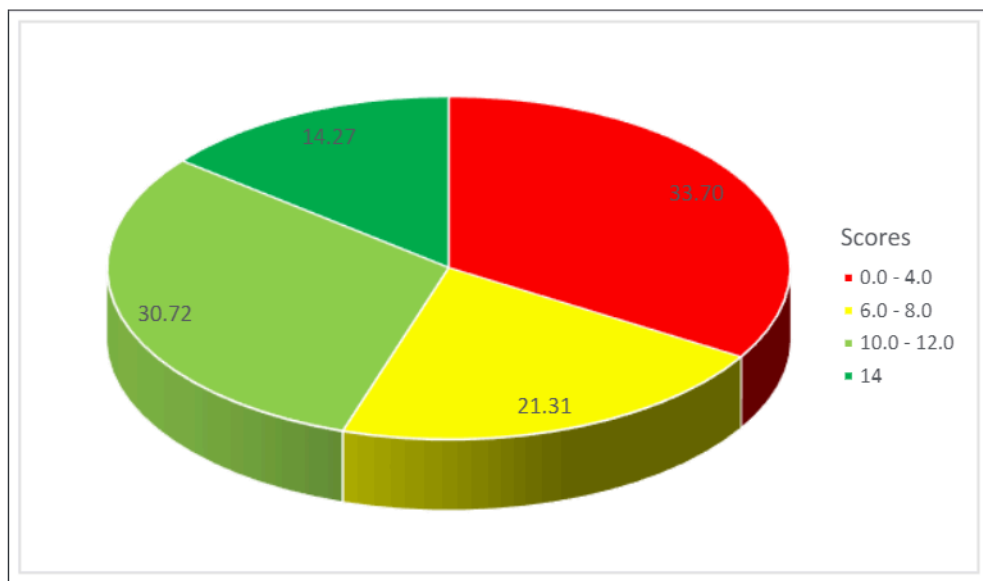

Figure 3: *Performance of Pupils in Question 3*

(a)   Why it is important to live in a clean environment?

The item required the pupil to identify the importance of living in a clean environment. The performance of pupils was good in this item since many pupils correctly identified the importance of living in clean environment that it *reduces the spread of diseases*. This is the evidence that those pupils read and understood the content of the passage.

However, some pupils gave responses like; *our school has clean environment, Dirty environment is a hiding place of insects* and *animals.* Those pupils lacked enough knowledge of reading and comprehending the passage. Similarly, few pupils wrote sentences,

names of insects like houseflies and mosquitoes, and animals such as rats and lions which are incorrect responses. Those responses portrayed lack of reading skills for comprehension since they failed to understand the content of the passage.

(b) Which living organism has poison and can harm people and other animals?

The pupil was required to identify the living organism which is poisonous and can harm people and animals. The performance in this item was good, as many pupils were able to answer the item correctly by writing *snake*. Those pupils identified that snakes are poisonous and can harm people and other animals.

On the other hand, pupils who scored zero responded to the question by writing insects and animals like; *houseflies, mosquitoes and rats.* Those responses indicate that the pupils in this category did not understand the demand of the question, hence, supplied the names of the animal and insects which have been mentioned in the passage.

(c) According to the passage, mention one instrument used in cleanliness.

The question required the pupil to mention the instrument which is used in cleanliness. Performance of the pupils in this item was good since majority of them mentioned the correct instruments namely, *a Hoe* or *a Slasher*.

However, some of the pupils wrote incorrect answers such as *fresh air of oxygen*, *broom* and *rake*. Those answers indicate that the

pupils did not understand the demand of the question hence, they copied some words or sentences from the passage or gave the responses which were not based on the passage

(d) Which disease can be avoided by slashing grasses and removing stagnant water?

In this item the pupil was required to identify the disease which can be avoided by slashing grasses and removing stagnant water. The performance in this item was good since the pupils with adequate competence on different diseases responded correctly by writing; *Malaria* and *cholera*. These responses show that those pupils were competent enough to read the passage and identify the message being portrayed. Additionally, they possessed enough knowledge on how conservation of the environment can keep us safe from diseases.

On the other hand, some pupils in this question provided answers such as; *dirty, clean environment, fresh air*, *snake* and *rat*. Those pupils failed to understand the demand of the question hence supplied incorrect responses. These responses show that the pupils lacked the skills of reading for comprehension.

(e) Which insect can cause the spread of cholera?

The item required the pupil to identify the insect that causes cholera. The performance in this item was good as majority of the pupils responded by giving the correct answer *houseflies*. Those pupils knew that houseflies can spread cholera. This proves that they not only understood the passage but also had the knowledge of how different diseases are transmitted.

On the other hand, some of the pupils had weak performance in this item, since they failed to identify *mosquito* as an insect that spreads malaria and not cholera. Likewise, some pupils in this category wrote *snake* while others wrote *rat*. These pupils were supposed to understand that a housefly is an insect which spreads cholera and not malaria while snake and rat are not insects and they do not spread malaria.

(f) According to the passage, where are the dangerous insects and animals found?

The item demanded the pupil to recognize the environment where dangerous insects and animals are found. The performance in this item was good, as many pupils identified that the habitat of the dangerous insects and animals is *in dirty environment*. This response is an indication that, those pupils had good reading and comprehension skills.

Moreover, there were pupils who deviated from the demand of the item. Some of them wrote *school.* Those pupils did not understand that a school is an educational institution where learners, typically children or young adults receive instruction, guidance, and training from teachers or educators. Additionally, few pupils wrote *home,* as an answer. Those pupils were supposed to understand that home is a living place for people and not for dangerous insects and animals. Those answers indicate that the pupils in this category did not understand that dirty environment is the habitat of dangerous insects and animals.

(g)   How can we maintain clean environment?

In this item the pupil was required to identify how clean environment can be maintained. The item was well performed as many pupils were able to write the correct response that is, *doing cleanliness.* Those pupils had enough knowledge and skills on the ways of maintaining hygienic environment.

On the other hand, some pupils diverged from the demand of this item by writing *oxygen.* Those pupils were supposed to understand that the clean and well-preserved environment helps us to get fresh oxygen; not the way of maintaining environment clean. Likewise, some pupils responded by writing *our school has clean environment.* Few pupils in this category wrote *dirty environment is a hiding place of dangerous insects and animals such as houseflies, mosquitoes, rats* and *snakes.* Those responses indicate that the pupils did not understand the demand of the item. They therefore copied some words or sentences from the passage and supplied them as answers. Extracts 2.2 and 2.3 indicate samples of relevant and irrelevant responses to Question 3.

Questions

(a) Why it is important to live in a clean environment?

Because we get fresh air
Because we get clean water.

(b) Which living organism has poison and can harm people and other animals?

snake.

(c) According to the passage, mention one instrument used in cleanliness.

hoe.

(d) Which disease can be avoided by slashing grasses and removing stagnant water? _malaria._

(e) Which insect can cause the spread of cholera? _housefly._

(f) According to the passage, where are the dangerous insects and animals found?

They found in dirty environment.

(g) How can we maintain clean environment?

By slashing tall grasses.
Cover up holes to remove stagnant water

Extract 2.2: *A sample of correct responses to Question 3*

Questions

(a) Why it is important to live in a clean environment?

houseflies

mosquitoes

(b) Which living organism has poison and can harm people and other animals?

malaria

(c) According to the passage, mention one instrument used in cleanliness.

Clean environment also help us to get a fresh ar such as oxygen.

(d) Which disease can be avoided by slashing grasses and removing stagnant water? Clean enviroment also help us to get a fresh air such as oxygen.

(e) Which insect can cause the spread of cholera? is grasses

(f) According to the passage, where are the dangerous insects and animals found?

enviroment

(g) How can we maintain clean environment?

malaria

cholera

Extract 2.3: *A sample of incorrect responses to Question 3*

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

This question was set from the main competence of *Applying Knowledge of Maps and the Solar System in Daily Life,* and the specific competence of *Using Maps in the Surrounding Environment.* The question required the pupil to draw four map symbols to represent the given features.

Draw map symbols to show the following features:

Feature	Map Symbol
(a) Mountain	
(b) Bridge	
(c) Railway line	
(d) Airport	

This question was attempted by 1,545,059 (100%) pupils. Among them, 80,067 (5.2%) pupils scored 8 marks revealing excellent performance, and 264,990 (17.2%) pupils scored 6 marks indicating good performance. On the other hand, 547,372 (35.4%) pupils scored 4 marks revealing average performance. The others 652,630 (42.2%) pupils scored from 0 to 2 marks revealing weak performance. Generally, performance in this question was average as 892,429 (57.76%) pupils scored 4 to 8 marks. Figure 4 illustrates the performance of pupils in Question 4.
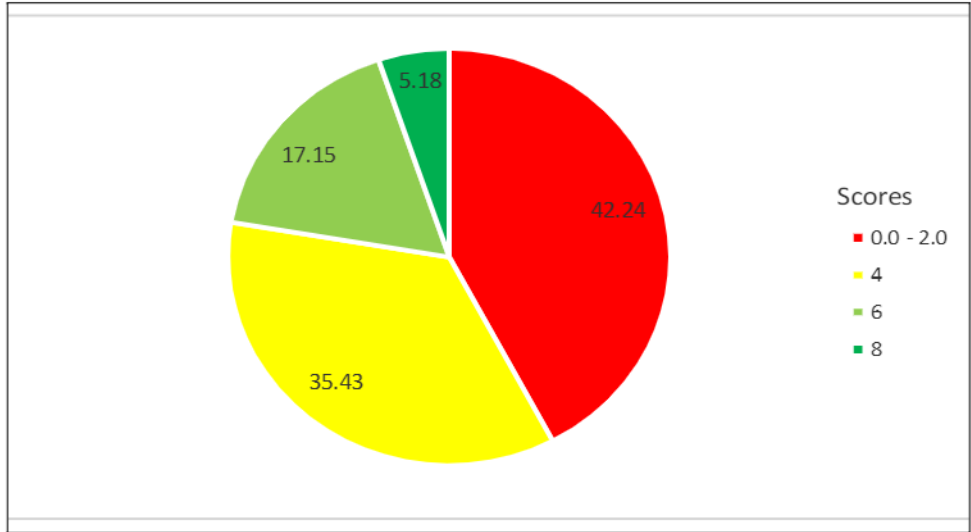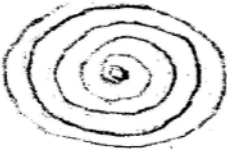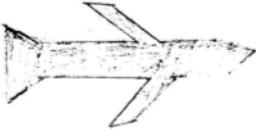
Figure 4: *Pupils' Performance in Question 4*

Further analysis reveals that, 80,067 (5.2%) pupils who scored all 8 marks had outstanding knowledge and skills in applying knowledge of maps and the solar system in daily life. Those pupils had neat drawings of map symbols for; mountain, bridge, railway line and airport. Those pupils demonstrated adequate skills in drawing map symbols. Extract 3.1 represents a sample of pupils' relevant responses to Question 4.

4. Draw map symbols to show the following features:

Feature	Map Symbol
(a) Mountain	
(b) Bridge	
(c) Railway line	
(d) Airport	

Extract 3.1: A sample of correct responses to Question 4

Moreover, 264,990 (17.2%) pupils who scored 6 marks in this question drew correctly three among the four map symbols required. Additionally, those pupils either drew one incorrect symbol or did not draw one of the map symbols asked for in the question.

On the other hand, 900,727 (58.30%) pupils scored marks ranging from 2 to 4. Those pupils revealed moderate understanding in drawing map symbols. In this category, some pupils drew two correct and two incorrect map symbols. Likewise, few pupils drew correctly one map symbol, and three incorrect map symbols.

However, 286,733 (18.56%) pupils who scored 0 had several weaknesses in drawing map symbols. Some of them wrote the plural form of the map symbols which they were required to draw, thus they wrote; *mountains, bridges, railway lines and airports.* Other pupils in this category drew things found at home such as pillow, luggage, house, table and people, which were not required by the question. These responses are evidence that, the pupils did not understand the demand of the question. Moreover, some pupils in this category drew the *compass direction* showing four cardinal points of the earth namely *south, north, east and west.* In addition, few pupils drew *mathematical figures* such as *circle, half circle, triangles, rectangle,* and *square.* Such pupils' responses reveal that they were not competent in using map in their surrounding environment. They lacked knowledge of the symbols used on maps to convey information about the features and characteristics of the area represented on the map. Extract 3.2 indicates a sample of pupils' irrelevant responses to Question 4.

4. Draw map symbols to show the following features:

Feature	Map Symbol
(a) Mountain	
(b) Bridge	
(c) Railway line	
(d) Airport	

Extract 3.2: A *sample of incorrect responses to Question 4*

3.0 EVALUATION OF PUPILS' PERFORMANCE IN EACH COMPETENCE

Analysis of the Standard Four National Assessment (SFNA) 2023 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 three competencies and weak in one competence. The competence that had the highest performance was *Recognising Different Events Occurring in his or her Environment by* 66.83 per cent. The performance level in the competence of *Applying the Knowledge of Maps and the Solar System to Daily Life* was average by 57.76 per cent. On the other hand, performance in the competence of *Apply Economic Principles in Production Activities* was also average by 51.79 per cent. The competence of *Recognising Principles of Patriotism in the Society* had weak performance by 29.79 per cent. Despite the fact that, the majority of pupils acquired average competences in three competencies, they still lack some expected competencies. Appendix shows the summary of performance in all the competences.

4.0 CONCLUSION

Analysis of the pupils' responses in the Standard Four National Assessment 2023 in the Social Studies subject shows average performance in three competencies and weak performance in the competence of *Recognise principles of patriotism in the Society*. Moreover, there are challenges that hindered some pupils not to perform well in some tested competencies that include failure to understand the demands of the questions, inadequate knowledge in assessed concepts and lack of good presentation skills. However, pupils who had competence were able to identify correct answers in the asked questions and thus, had good performance.

5.0 RECOMMENDATIONS

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

(a) Teachers should guide the pupils in map drawing, with focus on map symbols so that they can acquire competence of Applying the Knowledge of Maps and the Solar System to Daily Life. This will lead to meaningful learning.

(b) Pupils should be encouraged to go for study tours in different historical sites, mining areas, national parks and game reserves so that they can develop relevant competences in Recognizing Principles of Patriotism in the Society.

(c) Teachers should initiate practical projects in schools that will enable pupils to deeply understand concepts and thus acquire competence of recognise different events occurring in their environment and in applying economic principles in production activities.

(d) Pupils should be encouraged to thoroughly read text and supplementary books to enhance the knowledge and skills that will enable them to answer assessment questions correctly.

03 Social Studies – Comparison of the Pupils Performance in each Competence in 2023 and 2022

S/N	Competence	SFNA 2023				SFNA 2022			
		Performance in each Question		Average Performance (%)	Remarks	Performance in each Question		Average Performance (%)	Remarks
		Question Number	% Performance			Question Number	% Performance		
1	Recognise principles of patriotism in the Society	2	29.79	29.79	weak	1	74.34	74.34	Good
2	Recognise different events occurring in his/her environment	3	66.83	66.83	Average	2	72.46	72.46	Good
3	Applying economic principles in production activities	1	51.76	51.76	Average	3	44.77	44.77	Average
4	Apply knowledge of maps and the solar system in daily life	4	57.76	57.76	Average	4	26.25	26.25	Weak