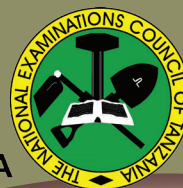




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEMS RESPONSE ANALYSIS
REPORT ON THE PRIMARY SCHOOL LEAVING
EXAMINATION (PSLE) 2023**

CIVIC AND MORAL EDUCATION



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PREFACE

The National Examinations Council of Tanzania is pleased to issue the report on The Candidates' Items Response Analysis Report (CIRA) for the Primary School Leaving Examination (PSLE) 2023. This report is prepared to give feedback to teachers, policy makers, curriculum developers and other education stakeholders on how the candidates responded to the examination questions. The examination was prepared to assess the candidates' competencies and the effectiveness in the implementation of the Civic and Moral Education syllabus for standard III – VII. This is because the quality of the candidates' responses to the questions serves as an indicator of how effectively the candidates have acquired the various competencies over the seven years of primary education.

The analysis showed that the candidates who had good performance were competent in the assessed areas and understood the questions, hence answered correctly. On the other hand, the candidates' weak performance was due to inadequate competence in the tested areas, misunderstanding of the questions and failure to adhere to the examination instructions. Generally, the candidates' performance in this subject was average.

The Examinations Council of Tanzania expects that the feedback provided in this report will enlighten education stakeholders on the challenges encountered by the candidates when answering the examination questions, and devise proper measures to improve the candidates' performance in future examinations.

Finally, the National Examinations Council of Tanzania expresses its sincere gratitude to Examination Officers, NECTA Statisticians and all those who participated in the preparation of this report.



Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Primary School Leaving Examination (PSLE) 2023 in Civic and Moral Education subject measured the competencies stipulated in the 2019 Civic and Moral Education syllabus for Standard III – VII. The examination was set based on the 2020 examination format. The examination paper consisted of 45 questions which were divided into Sections A and B. Section A had 40 multiple choice questions while Section B consisted of five (5) short answer questions. The candidate was required to answer all the questions from both sections. Each question in Section A carried one (1) mark making a total of 40 marks. In Section B, each question carried two (2) marks thereby making up a total of 10 marks for the entire section. Therefore, the whole paper weighed 50 marks.

A total of 1,397,293 candidates were registered for the PSLE 2023 out of whom, 1,356,392 (97.07%) candidates sat for the examination. However, 40,901 (2.93%) candidates did not sit for the examination due to various reasons such as absenteeism and prolonged illness. The analysis of the candidates' performance indicates that 1,113,694 (82.12%) candidates passed the examination by obtaining (A, B and C) grades while 242,534 (17.88%) candidates failed because they obtained (D-E) grades.

In section A, the analysis of the candidates' responses was done based on their choices: A, B, C, D and E. The reasons for the candidates' choices in each question were provided. The letter for the correct answer was marked with a star (*) in tables and charts for illustration. Furthermore, the percentage of the candidates who did not answer the questions for various reasons has been included in the analysis under the heading "others" in the respective tables and charts.

The analysis of the candidates' responses in Section B was based on the quality of the candidates' responses and their performance in a particular question. Extracts for weak and good responses have been used to illustrate the quality of the candidates' responses. The statistics for the candidates' performance in each question are

presented using Figures. The summary for the performance per topic is shown in the Appendix of this report.

The candidates' performance in each question was categorised into three levels: *good*, *average* and *weak*. These levels depend on the percentage of the candidates who passed the particular question. If the percentage ranges from 60 – 100, 40 – 59 and 0 – 39, the performance is categorised as good, average and weak, respectively.

2.0 ANALYSIS OF THE CANDIDATES' RESPONSES IN EACH QUESTION

2.1 Section A: Multiple Choice questions

Question 1: Freedom and National Unity are important aspects, which make every Tanzanian proud. What is the effect of disrupting freedom and National Unity in the country?

- A Poor development of the country
- B Decline of national debt
- C Decline of investment
- D Absence of good governance
- E Increase of corruption

The question was set from the main competency of *Respecting the Community* and the candidates were required to identify the effects of disrupting freedom and national unity in the country. The question was attempted by 1,356,306 candidates, out of whom 436,244 (32.16%) candidates answered it correctly. Furthermore, 920,062 (67.84%) candidates responded it incorrectly. The candidates who opted for the correct response A, *Poor development of the country* understood the effects of disrupting freedom and national unity in a country. The effects identified include lack of proper health services, poor supply of clean and safe water, poor civic education, insufficient income and poor diet. In addition, other key negative effects are erosion of democracy, social and political instability, economic decline, decrease of international reputation

and psychological and emotional impact. Figure 1 shows the performance of the candidates in Question1.

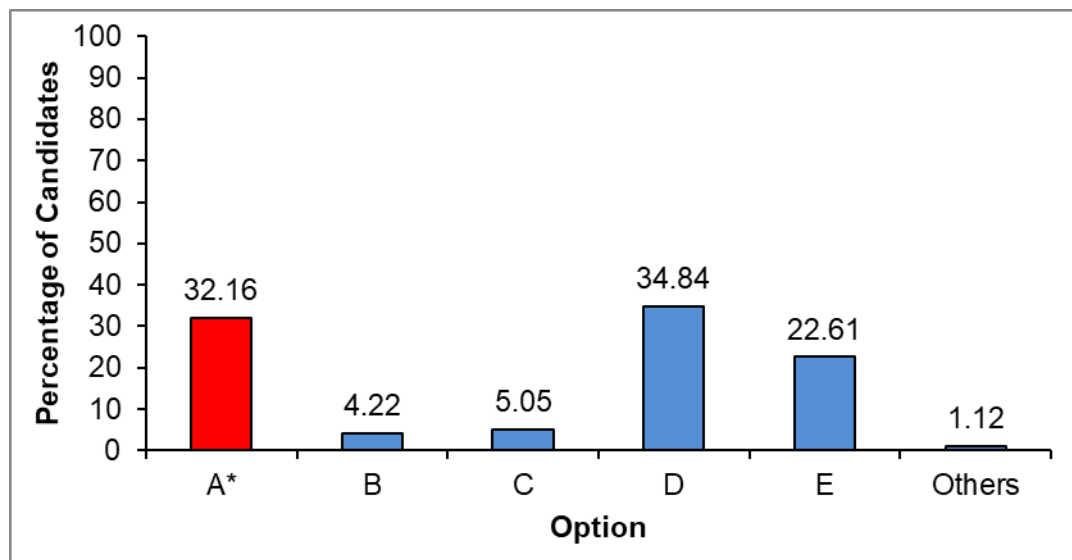


Figure 1: The Performance of the Candidates in Question 1

On the other hand, 57,178 (4.22%) candidates opted for incorrect response B, *Decline of national debt*. They did not realise that the decline of national debt is a positive impact of maintaining and promoting freedom and national unity. They were supposed to realise that the disruption of freedom and national unity leads to social, political and economic disorders. These in turn affect the flow of government revenues, which could have been used for various government expenditures like paying national debts and provision of social services. Similarly, 68,467 (5.05 %) candidates who chose C, *Decline of investments*, 472,577 (34.84%) candidates who opted for D, *Absence of good governance* and 306,632 (22.61%) candidates who opted for E, *Increase of corruption* opted for wrong choices because the options C, D and E are indicators of different aspects of the poor development of a country. For instance, option C, *Decline of investments* pertains only to economic effect, as for D *Absence of good governance* and E *Increase of corruption* relates to political as well as social effects of disrupting freedom and national unity.

- Question 2:** People with special needs feel good and confident when they are loved and valued in the community. Which action should be avoided when serving this group of people?
- A Providing them with appropriate health care
 - B Electing them in political posts
 - C Segregating them in the leadership positions
 - D Assisting them in legal matters
 - E Using language appropriately

This question was set from the main competency of *Respecting the Community* and it assessed the candidates' understanding of the concept of loving oneself and loving others particularly people with special needs in the society. The question was attempted by 1,356,306 candidates whereby 917,613 (67.66%) candidates responded correctly compared to 438,693 (32.34%) candidates who responded incorrectly it. The correct response was C, *Segregating them in leadership positions* which was chosen by the candidates who were familiar with people with special needs as individuals who have disabilities or conditions that may require additional support or accommodations to fully participate in various spheres of life. This includes people with physical disabilities, intellectual or developmental disabilities, mentally retarded, elderly, children and people with albinism. In addition, they were aware of the fact that when interacting with people with special needs, it is important to treat them with respect, empathy, and consideration. In this context, the candidates identified the actions to be avoided while serving this group of people such as segregating them in leadership positions, use of offensive language, making jokes or mocking, ignoring them and physical or verbal aggression. Figure 2 shows the performance of the candidates in Question 2.

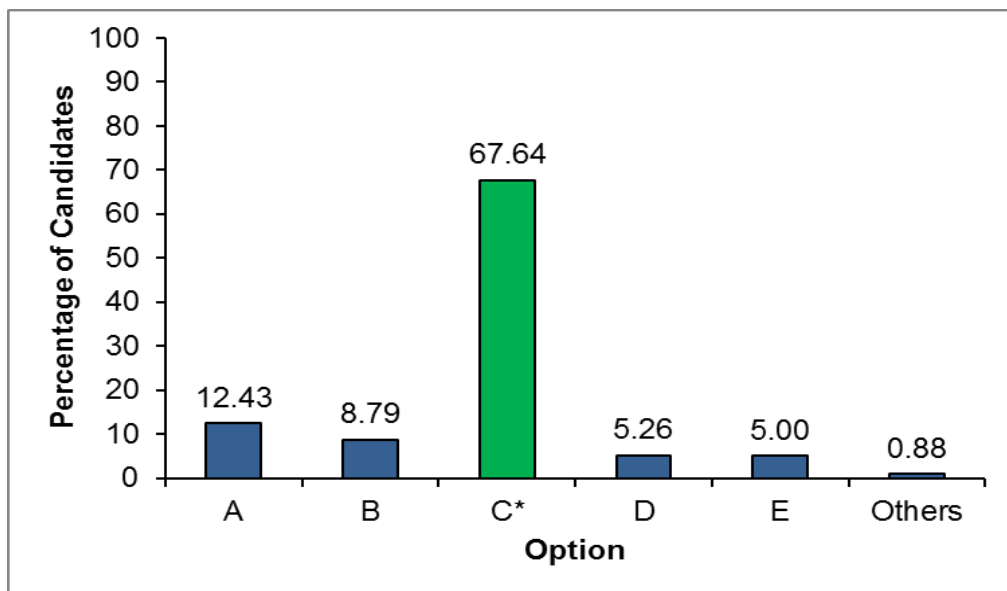


Figure 2: *The Performance of the Candidates in Question 2*

In contrast, 168,566 (12.43%) candidates who chose distractor A, *providing them with appropriate health care*, were incorrect. Moreover, 119,162 (8.79%) candidates who opted for distractor B, *Electing them in political posts*, the 71,276 (5.26%) candidates who opted for distractor D, *Assisting them in legal matters* were equally wrong. Furthermore, 67,793 (5.00%) candidates who chose distractor E *Using language appropriately* lacked knowledge of the actions, which exclude people with special needs from participating in various activities in the society. The distractors A, B, D and E comprised of actions, which show love and value to people with special needs in the society. For example, the candidates who opted for distractor A, *Providing them with appropriate health care*, did not understand that people with special needs require appropriate services related to strengthening their health in order to participate in social and economic activities. The candidates who chose distractor B, *Electing them in political posts* did not know that people with special needs deserve to enjoy their rights including the right to vote and be voted for in various political positions.

Furthermore, the candidates who opted for distractor D, *Assisting them in legal matters* did not understand that the needy require legal assistance when they face some legal challenges like malicious prosecution, sexual harassment, inheritance misappropriation just to mention a few. Individuals,

institutions and public legal officers at zero charges usually provide such legal assistance. Other services provided to people with special needs include basic health service, counselling and basic human needs like food, shelter and clothes. On the other hand, the candidates who opted for E, *Using language appropriately*, did not understand that the language used when serving such group of people should reflect the feelings of compassion, affectionate, care and love to them so that they feel loved and valued in the community. Therefore, the option could not be among the actions to avoid when serving people with special needs.

Question 3: Pupils should be involved in the process of designing plans for development of their schools. Which item should come first before other items in the school strategic plan?

- A Evaluation B Time C Implementation
D Objectives E Requirements

The question was set from the main competency of *Respecting the Community* and it assessed the candidates' understanding of the components and procedures involved in preparing the development of school strategic plan. The question was attempted by 1,356,306 candidates while 573,155 (42.26%) candidates answered it correctly compared to 783,151 (57.74%) candidates who answered it incorrectly. The knowledgeable candidates opted for the correct response D, *Objectives*. Such candidates understood objectives as specific, measurable goals that an individual or organisation aims to achieve within a certain timeframe. Therefore, the objective is the first item to consider when planning for any action because it provides direction, basis for making decisions, enhances motivation, promotes accountability, saves time, builds individual confidence and makes the invisible visible. Figure 3 shows the performance of the candidates in Question 3.

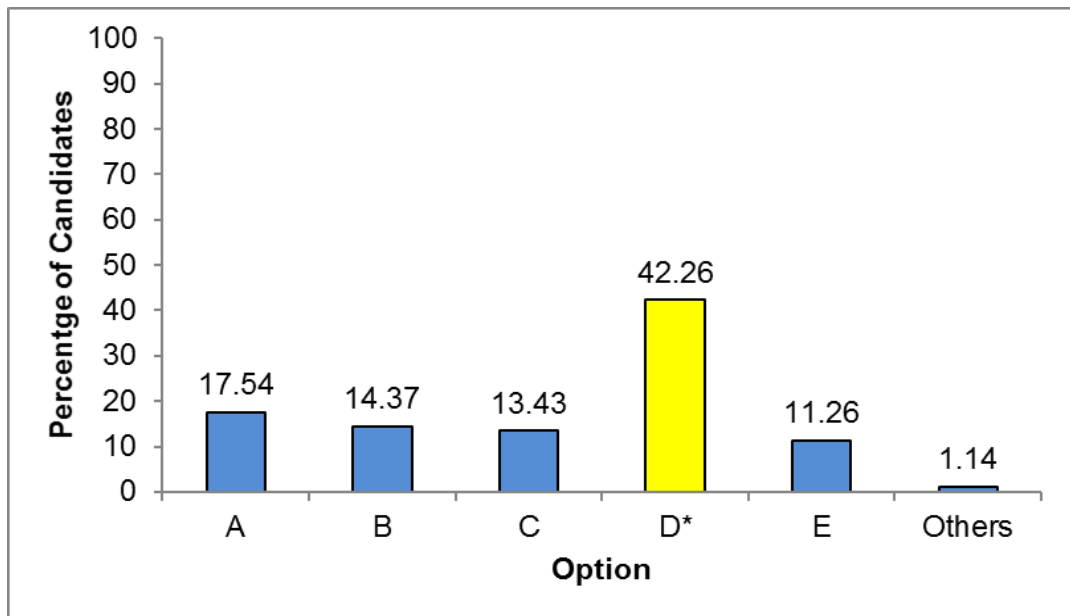


Figure 3: *The Performance of the Candidates in Question 3*

On the other hand, distractor A, *Evaluation* was opted by 237,940 (17.54%) candidates who lacked knowledge of the components and steps in preparing the school strategic plan. They did not understand that evaluation involves systematically assessment of the effectiveness and impact of the school program, initiatives and overall strategies. It shows whether the school is achieving its goals and objectives, and for identifying areas that may need improvement or adjustments. Hence, evaluation should be the last component to be considered when preparing school strategic plan.

Furthermore, 194,896 (14.37%) candidates opted for in correct response B, *Time*. They were unaware that *time* is the timeframe in which the strategic plan is implemented and which the goals and objectives are achieved. Time is important because it helps people/institution stay on a track and prioritize its efforts. It also ensures that the strategic plan aligned with the long-term vision and goals of a person or institution.

Likewise, 182,101 (13.43%) candidates who opted for distractor C, *Implementation* were unaware that implementation is one of the components which refer to the process of putting the strategic plan into action. It involves translating the goals and objectives of the plan into concrete actions and initiatives, and allocating resources and ensures that

the plan will be effectively executed. It determines how successfully the strategic plan will be achieving its goals and objectives. It also helps people/school/institution to be accountable for its actions and to demonstrate its commitment to continuous improvement. In actual sense, this item comes forth after identifying objective, setting timeframe and mobilizing resources. Lastly, 152,700 (11.26%) candidates opted for E, *Requirements*. These candidates did not understand that requirements include resources like human, financial and tools, which are used to achieve the objectives. The candidates were unaware that, after setting objectives and action plan, the third item is mobilisation of resources according to the needs of the strategic plan.

Question 4: Which leader in the local government structure has the duty and responsibility to educate the community against outdated culture?

- A Councillor
- B Community development officer
- C Executive officer
- D Education officer
- E Health officer

The question was set from the main competency of *Respecting the Community* and it assessed the candidates' understanding of the structure and responsibilities of the local government leaders. The question was attempted by 1,356,306 candidates out of whom 364,618 (26.88%) candidates answered it correctly whereas 991,688 (73.12%) candidates failed. The candidates who chose the correct response B, *Community development officer* were familiar with the responsibilities and job descriptions of the community development officer that is responsible for facilitating and promoting community development initiatives. His/her other responsibilities include advocating against outdated cultures, supervising and coordinating developmental activities in the ward, to educate people about the importance of balanced diet, environmental conservation, providing training and capacity-building programs. Figure 4 shows the performance of the candidates in Question 4.

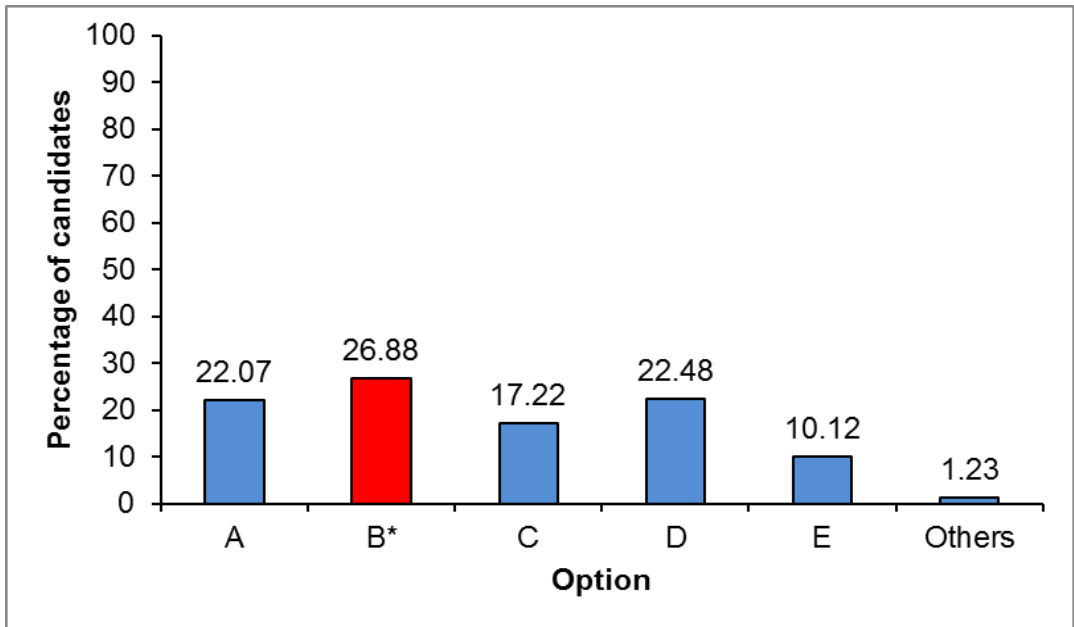


Figure 4: *The Performance of the Candidates in Question 4*

On the other hand, 299,309 (22.07%) candidates who opted for distractor A, *Councillor*, were unaware that the councillor is an elected representative who serves as a member of the local council in a specific ward. His/her responsibilities include representing the interests and concerns of the residents in their ward, participating in decision-making processes, overseeing the implementation of developmental projects, and ensuring good governance and service delivery within his/her jurisdiction.

Likewise, 233,572 (17.22%) candidates who opted for distractor C, *Executive officer*, were unaware that the executive officer is an administrative leader responsible for the day-to-day management of local government authority. His/her responsibilities include implementing policies and programs, overseeing the administration of public services, managing finances, resources, and ensuring efficient services delivery.

Furthermore, 304,894 (22.48%) candidates who selected distractor D, *Education officer*, were incorrect because the education officer is responsible for overseeing education matters within a local government area. He/she is responsible for management and supervision of educational institutions, implementing education policies and programs, monitoring academic performance, providing support and guidance to teachers, and ensuring quality education is accessible to all.

In addition, 137,201(10.12%) candidates who chose distractor E, *Health officer* were unaware that the health officer has a duty to manage and supervise health services within a government area. He/she is responsible for implementing health policies and programs, coordinating health services, managing health facilities, promoting public health and preventive measures, and ensuring the provision of quality health care services.

Question 5: Each school needs to perform well academically. Which method can help the school to perform well academically?

- A To have many pupils at school
- B To have the pupils with discipline
- C To have a big number of servants at school
- D To allow teachers to perform extra curriculum activities all the time
- E To conduct debates frequently at school

The question was set from the main competency of *Respecting the Community* and it tested the candidates' understanding of the ways through which the academic performance of the school can be improved. The question was attempted by 1,356,306 candidates out of whom 986, 154 (72.71%) candidates answered it correctly while 370,152 (27.29%) candidates failed. The candidates who chose the correct answer B, *To have the pupils with discipline*, realised the types of indiscipline cases which can cause poor performance in academics. Such cases include truancy, disrespect, bullying, cheating, substance abuse, vandalism, fighting, inappropriate language and dress code violations that lead to poor academic performance. In addition, these candidates were aware of the advantages of being disciplined at school, which can result into academic success including positive relationships, time management, goal setting, and problem solving skills, greater self-esteem, and respect for authority, improved behaviour and decision-making. Generally, improving academic performance at school requires a multifaceted approach. Some methods that schools can employ include effective leadership, high quality teaching, parental involvement; pupils support services, safe and supportive school environment and use of proper technology. Figure 5 shows the performance of the candidates in Question 5.

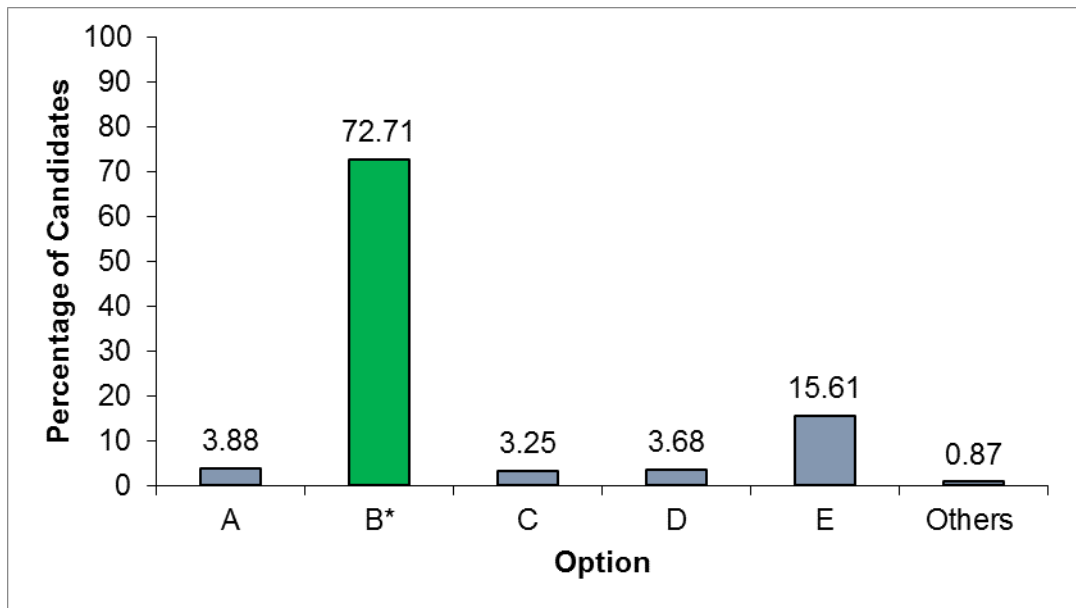


Figure 5: *The Performance of the Candidates in Question 5*

On the contrary, 52,619 (3.88%) candidates who opted for the distractor A, *To have many pupils at school* and 44,020 (3.25%) candidates who chose distractor C, *To have a big number of civil servants at school* were unaware that large number of school community members is not a determinant of good school academic performance. Since pupils possess varied behaviours; both good and bad ones. Hence, having many pupils at school with bad manners will decelerate school performance. Likewise, big number of servants at school is not a solution to good academic performance of a school if pupils are indiscipline.

Similarly, 49,845 (3.68%) candidates who chose distractor D, *To allow teachers to perform extra curriculum activities all the time*, were wrong since extra curriculum activities are those activities which are not part of the daily school academic timetable. They were unaware that teachers would not get enough time to help pupils in academic issues.

In addition, 211,683 (15.61%) candidates who opted distractor E, *to conduct debates frequently at school*, were wrong because regular discussions of different subjects or competencies at school may not help to uplift the academic performance of the school if pupils are indiscipline. In addition, debates may not be of academic, for example Christians and

Muslims, debates on crimes which are contributing nothing to academic performance.

Question 6: Which one of the following is a good characteristic of a school?

- A Pupils to be given ample time to play
- B Teachers to show good discipline
- C School leaders to have much freedom
- D Good conservation of school environment
- E Pupils to wear uniforms, which they like

This question was set from the main competency of *Respecting the Community* and it tested the candidates' ability to identify good characteristics of a school. The question was attempted by 1,356,306 candidates out of whom 791,210 (58.34%) candidates answered it correctly while 565,096 (41.66%) candidates failed. The candidates who chose the correct answer D, *Good conservation of school environment* realised that a good school is characterised by a well conserved environment. Other characteristics include qualified and dedicated teachers, safe and supportive environment, strong leadership, high expectations, positive relationships, effective communications and extracurricular opportunities. Figure 6 shows the performance of the candidates in Question 6.

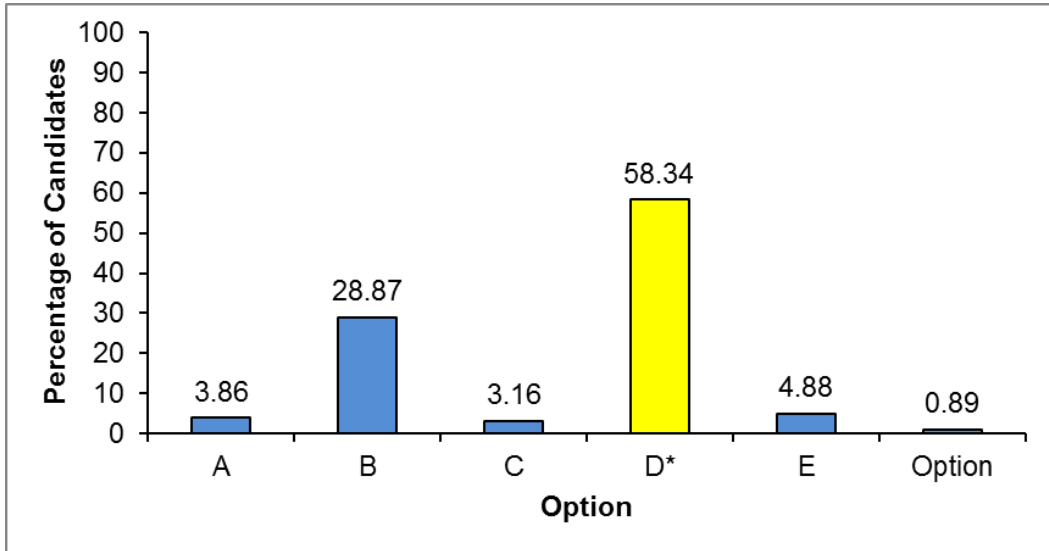


Figure 6: *The Performance of the Candidates in Question 6.*

On the other hand, 52,315 (3.86%) candidates who chose distractor A, *Pupils to be given ample time to play* and 66,145 (4.88%) who candidates selected distractor E, *Pupils to wear uniforms, which they like*, were wrong. This is because giving plenty of time to pupils to play may retard the school academic performance as some of them may fail to strike the balance between playing and studying contrary to the core mission of a school. Moreover, those candidates were unaware that allowing pupils to wear uniform of their choice might encourage indecent dressing among pupils of which the reputation of the school will be compromised.

Furthermore, 391,518 (28.87 %) candidates who opted for distractor B, *Teachers to show good discipline* were aware of the central role of the disciplined teachers in the teaching and learning process. However, they failed to identify the important attributes of a good school as the totality of all things in the school and not just few issues in the school community. Teachers may be disciplined (to their side) but if the targeted group (pupils) is undisciplined, the discipline of teachers may not be the only criterion for a good a school. Moreover, 42,870 (3.16%) candidates who chose distractor C, *School leaders to have much freedom* were unaware of the fact that schools are governed by rules and regulations, leaders and other subordinate staffs are expected to abide by those rules and regulations. Hence, the question of the absolute freedom does not arise and it cannot

be used to characterise a good school if the respective school laws and rules are disobeyed.

Question 7: Why are pupils advised to dress properly and to be smart in school and at home?

- A To reflect globalization
- B To show modernity
- C To reflect good behaviour
- D To show dressing fashion
- E To show prestige

This question was set from the main competency of *Respecting the community*. The candidates were required to identify the reasons for pupils to dress properly and being smart at school and home. The question was attempted by 1,356,306 candidates out of whom 1,040,450 (76.71%) candidates answered it correctly while 315,856 (23.29 %) candidates got it wrong. The candidates who chose the correct answer C, *To reflect good behaviour* understood that proper dressing means wearing clothes that are appropriate for the occasion, clean, in good repair and reflect the specific culture. Moreover, dressing properly at school and at home reflects good morals. Furthermore, dressing properly at school and home is important because it fosters discipline, promotes equality, enhances focus, builds professionalism, safety and positive impression. Figure 7 shows the performance of the candidates in Question 7.

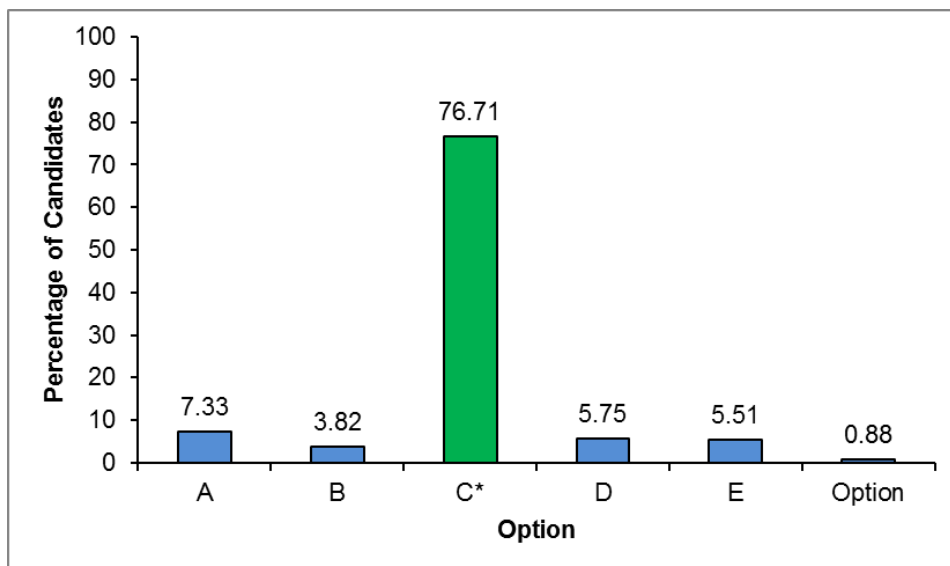


Figure 7: The Performance of the Candidates in Question 7

On the contrary, 99,485(7.33%) candidates who opted for distractor A, *To reflect globalization* and 51,807 (3.82%) candidates who opted for distractor B, *To show modernity* were wrong. This is because globalization has influenced the spread of some negative modern western wearing styles, and modernity sometimes is against acceptable cultural values in our society including schools.

Likewise, 78,045 (5.75%) candidates who chose distractor D, *To show dressing fashion* were wrong because schools and responsible parents expect their children to observe proper dressing codes. For that matter, dressing fashion cannot be used as an indicator of proper dressing. Lastly, 74,756 (5.51%) candidates who opted for distractor E, *To show prestige* also were equally wrong since the reason for dressing properly and to be smart is not to win respect, status or admiration because of high quality clothes rather, people intend to demonstrate proper behaviour in the community to which they belong.

Question 8: Which of the following is **not** a voluntary activity?

- A Establishment of vegetable garden
- B Sweeping the school compound
- C Participating in a scout club
- D Planting trees or flowers at school
- E Singing the school song

This question was set from the main competency of *Respecting the Community* and it aimed to assess the candidates' ability to identify voluntary and involuntary activities. The question was attempted by 1,356,306 candidates out of whom 601, 982, (44.38%) candidates answered it correctly while 754,324, (55.62%) candidates failed. The candidates who opted for the correct answer E, *Singing school song* understood that singing the school song is one of the activities that is required or compulsory in a specific context. School song is one of the school symbols, which makes a particular school to be identified among others. For that reason, singing a school song is compulsory to all pupils. Other compulsory activities at school include attending school, wearing school uniform, doing tests/examinations, and participating in extracurricular activities. Figure 8 shows the performance of the candidates in Question 8.

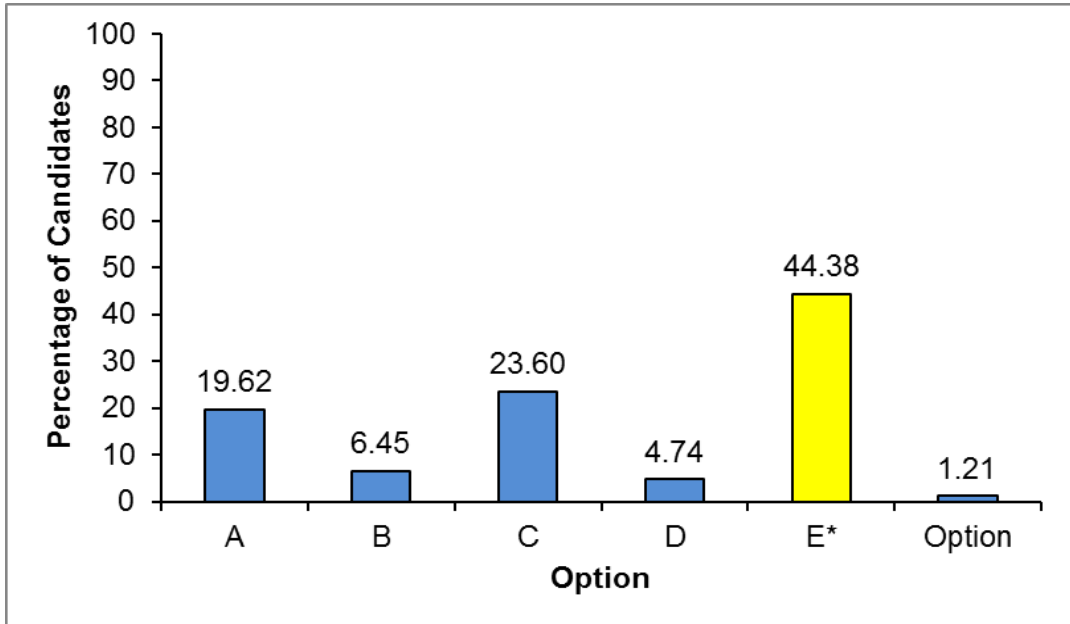


Figure 8: *The Performance of the Candidates in Question 8*

On the contrary, 266,111 (19.62%) candidates who selected distractor A, *Establishment of vegetable garden*, were wrong because establishment of a vegetable garden as part of self-reliance activities. It is one of the tasks that pupils choose to do without being required or compensated. Establishment of the vegetable garden develops pupils' practical skills and inculcates aspiration to participate in production activities voluntarily.

Additionally, 87,538 (6.45%) candidates who opted for distractor B, *Sweeping the school compound* and 64,316 (4.74%) candidates who opted for distractor D, *Planting trees or flowers at school* went astray. This is because pupils are expected to volunteer in preserving the school environment by making it clean and attractive hence improving the overall teaching and learning environment. Likewise, 320,097 (23.60%) candidates who opted for distractor C, *Participating in scout clubs* were equally wrong simply because establishment and joining scout clubs is voluntary to pupils as it intends to make them strong, endure some challenges, instil hardworking spirit and patriotism among them. Hence, the candidates who opted for the incorrect responses could not make the difference between involuntary and voluntary activities.

Question 9: How would you call the act of many youths participating in helping to save people, livestock, buildings and other equipment from being burnt during the fire disasters?

- A Rescue brigade B Rescue C Bravery
D Patriotism E Obedience

This question was set from the main competency of *Valuing the community* and measured the candidates' ability to identify the proper term for the action done by community members to manage disasters and rescue the victims. The question was attempted by 1,356,306 candidates, out of whom 748,329 (55.17%) candidates answered it correctly while 607,977 (44.82%) candidates failed. The candidates who opted for the correct option B, *Rescue* were aware about the act of saving someone or something from harm, danger or a precarious situation. *Rescue* can be carried out by individuals, organisations or specialized teams like rescue brigade. *Rescue* directly relates to saving lives and mitigating harm in emergencies. Figure 9 indicates the performance of the candidates in Question 9.

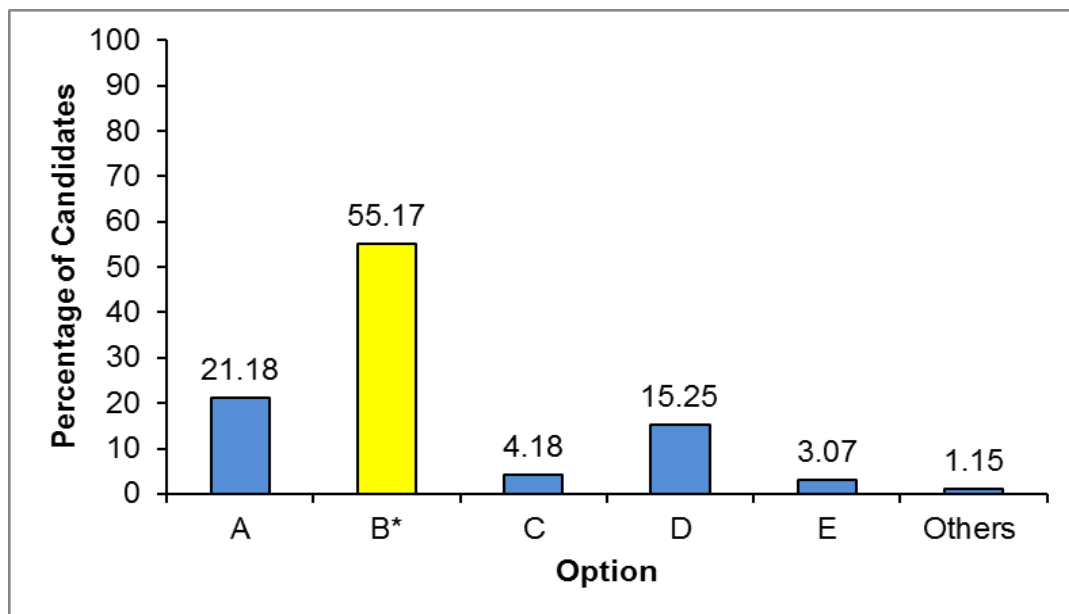


Figure 9: The performance of the Candidates in Question 9

On the other hand, 287,212 (21.18%) candidates who opted for distractor A, *Rescue brigade* were wrong because it refers to specialized team or group of trained individuals, often-consisting firefighters and other first responders. The team is equipped to handle a wide range of emergencies,

such as fires, medical emergencies, vehicle accidents, water rescue and more. Rescue brigades play a crucial role in public safety by responding to various emergencies, providing life-saving interventions, and maintaining overall community safety. Moreover, 56,675 (4.18%) candidates who chose distractor C, *Bravery* were wrong because bravery refers to the quality or state of having or showing mental or moral strength to face danger, fear or difficulty, which is one of the merits of a firefighter but not an act of fighting fire.

Likewise, 206,775 (15.25%) candidates who chose option D, *Patriotism* and 41,661 (3.07%) candidates who selected option E, *Obedience* were wrong, as both options are not referring to the acts of saving people and their properties from the fire disaster. In fact, patriotism refers to the feeling of love, commitment, and a sense of attachment to one's country, which drives a responsible citizen to be ready to defend his or her nation's sovereignty, independence culture and participate fully in working for nation's socio-economic prosperity. Finally, obedience is one of the behaviour, which is not related to save a person or properties from danger.

Question 10: Good relationships in a society are built on good deeds done by community members. Which deeds build those good relationships?

- | | |
|---------------------------|-----------------------------|
| A Honesty and selfishness | B Laziness and perseverance |
| C Truth and transparency | D Honesty and gossips |
| E Tolerance and conflicts | |

This question was set from the main competency of *Valuing the Community* and it measured the candidates' understanding of the acts done by the community members, which brings good relationships. The question was attempted by 1,356,306 candidates out of whom 1,121,147 (82.66%) candidates answered it correctly while 235,159 (17.34%) candidates failed. The candidates who chose the correct answer C, *Truth and transparency* understood that truth is the quality of being honest, accurate, and factual. It fosters trust and credibility. In addition, transparency refers to openness, communication, and accountability. It helps to reduce misunderstandings and conflicts. Truth and transparency are important values that help to build trust, credibility, and understanding between individuals and groups in a society. These values are essential for fostering positive relationships and

promoting a healthy and functioning society. Figure 10 shows the performance of the candidates in Question 10.

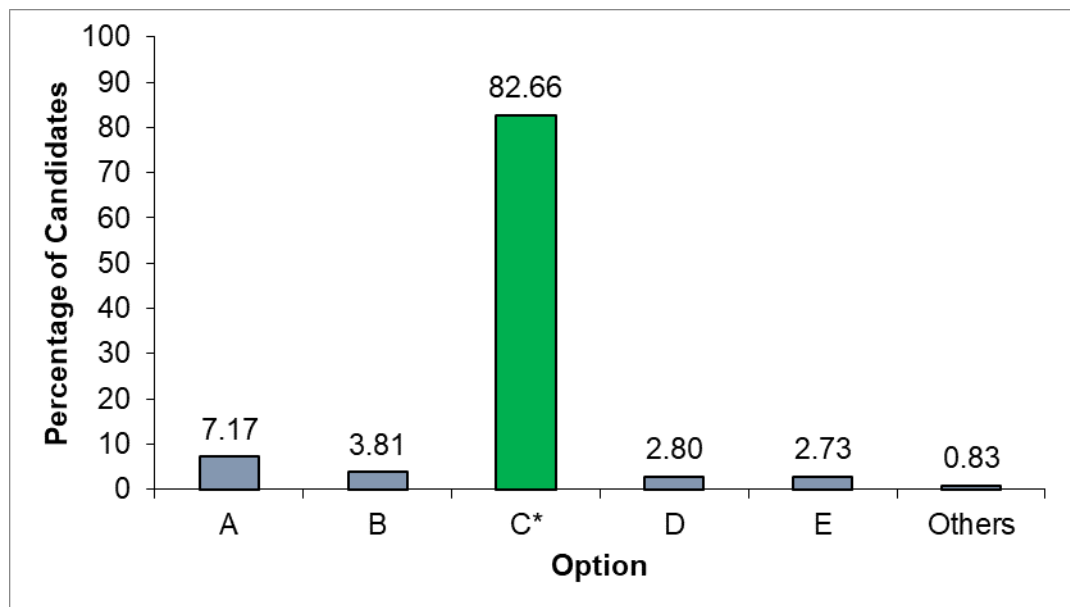


Figure 10: *The Performance of the Candidates in Question 10*

On the contrary, 97,294 (7.17%) candidates who opted for distractor A, *Honesty and selfishness*, were wrong because selfishness is the act of prioritizing one's own needs and desires over those of others. It can have negative implications on building good relationships because it can lead to feelings of resentment and mistrust among individuals. People who are consistently selfish are less likely to be able to form meaningful and lasting relationships with others. Moreover, honesty is one of the attributes of building good relationships because it builds trust between individuals and enhances better communication and cooperation.

Moreover, 51,719 (3.81%) candidates who chose distractor B, *Laziness and perseverance* were wrong since laziness is the state of being unwilling to work or put in effort. Laziness can be detrimental to relationships because it can lead to the lack of contribution and support. A lazy person frequently causes lack of equality and slows good relationships in the community. Also, perseverance is the ability to keep going on when facing difficulty or setbacks. It is an important quality for building good relationships because it demonstrates commitment to the relationships and willingness to break through challenges

Likewise, 37,932 (2.80%) candidates who selected distractor D, *Honesty and gossips* went astray because gossiping is the act of spreading rumours or talking about other people's personal affairs. It can be harmful to relationships because it can create mistrust and division among individuals. It can create a toxic environment and damage the relationships within a group or community. Honesty, contributes to good relationships because when people are honest with each other, they are likely to feel safe and secure in their relationships.

Moreover, 36,974 (2.73%) candidates who chose distractor E, *Tolerance and conflicts* went wrong for the reason that conflicts are disagreements or disputes between individuals or groups. If conflicts are not settled can lead to damage and breakdown of social relationships. Tolerance is the ability to accept and respect differences in others hence, it is one of the attributes that build good relationship in society, because it allows people to coexist and cooperate despite their differences.

Question 11: Brutal acts against children can take place at various levels in communities. How can a child avoid such actions?

- A By being humble and polite
- B By being honest and careful
- C By being polite and charming
- D By being active and polite
- E By being resilient and having integrity

The question was set from the main competency of *Valuing the Community* and required the candidates to identify ways through which a child can avoid brutal acts done in the communities. The question was attempted by 1,356,306 candidates out of whom 764,184 (56.34%) candidates answered it correctly while 592,122 (43.66%) candidates failed. The candidates who chose the correct answer B, *By being honest and careful* understood the brutal acts as any form of physical, emotional, or sexual abuse or neglect that causes harm, injury, or sufferings. In addition, they knew some of the negative consequences caused by brutal actions to a child including physical injuries, mental health problems, and relationships difficulties. Being honesty and careful are qualities of good morals that one help protect a child from brutal acts in the society. Figure 11 shows the performance of the candidates in Question 11.

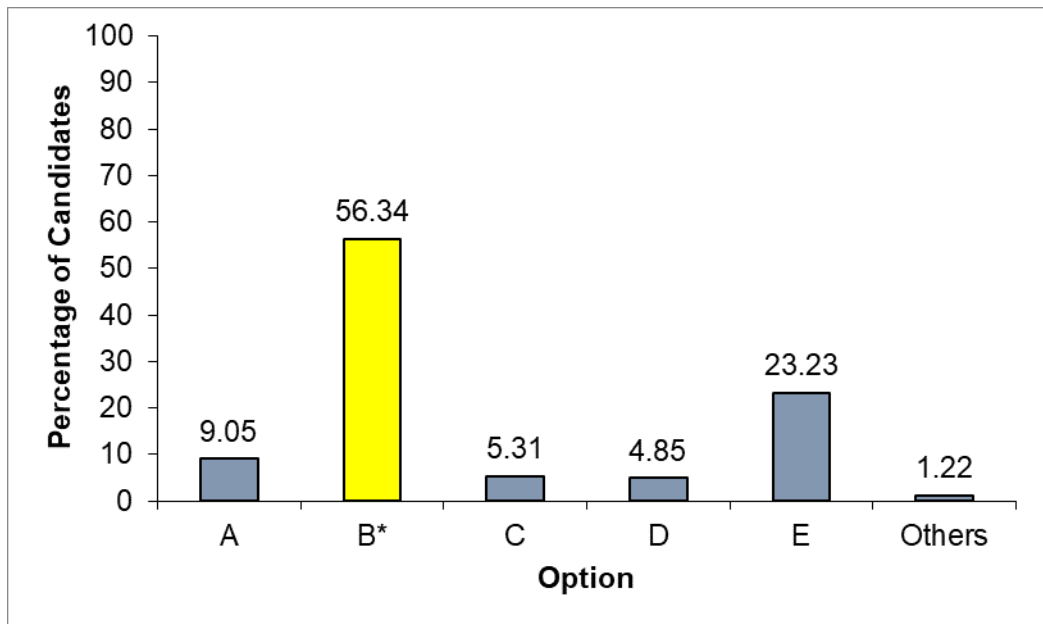


Figure 11: The Performance of the Candidates in Question 11

Conversely, 122,695 (9.05%) candidates who opted for distractor A, *By being humble and polite* went astray since exercising humbleness means to be obedient so as to get something. Hence, this is not an act to avoid brutal acts and being polite is being cool and calm; the act that is not helping to stop brutal acts. Hence, being polite and humble before a cruel person who is about to commit brutal acts. Thus, may cause harm to a child, especially if the child is not careful. The candidates in this category were unaware that submissiveness is required only to good and acceptable situations and not to pitiless acts. In addition, such candidates were unaware that being respectful and considerate to other people can be tolerated to persons with good intention. Equally, 72,052 (5.31%) candidates who chose distractor C, *By being polite and charming* were wrong because being polite, attractive as well as submissive to a person with bad intention may cause harm to a child. Being charming is being talkative by making people laugh through one's words or acts; an act which do not help to stop brutal acts. Such candidates were unaware that a child ought to be cautious and truthful to persons with bad intentions.

Furthermore, 65,759 (4.85%) candidates who chose distractor D, *By being active and polite* overlooked the fact that, politeness is a situation of showing good manners towards other people's needs and feelings. The

attribute is very useful in day-to-day interaction with other people but it cannot protect a child from brutal acts if precautionary measures are not put in place. Similarly, being active describes a state of readiness to perform a particular activity. The importance of being active can help to build relationships, foster a sense of belonging, and contribute to a sense of purpose and fulfillment in the society. However, being active cannot be a solution to brutal acts against children.

Moreover, 315,079 (23.23%) candidates who opted for distractor E, *By being resilient and having integrity* were unaware that resilience refers to ability of an individual to successfully adapt to difficult or challenging life experience and that integrity is a state of being honest and showing consistent and uncompromising adherence to strong moral and ethical principles and values. These attributes cannot alone protect the child from brutal acts. The child should go the extra mile to take precautions when interacting with other people and report crimes to relevant authorities in the event of brutal acts. Hence, this response could not qualify as the correct response to this question.

Question 12: It is important to do good things for others in the same way you would like to be treated. Which act demonstrates caring for others?

- A Feeding a patient some food
- B Wearing nice clothes
- C Greeting the elders with respect
- D To put on descent clothes
- E Playing with others

This question was set from the main competency of *Valuing the Community* and it tested the candidates' ability to identify the acts which demonstrate caring for others in the society. The question was attempted by 1,356,306 candidates out of whom 703,340 (51.86%) candidates answered it correctly and 652,966 (48.14%) candidates failed. The candidates who identified the correct answer A, *Feeding a patient some food* were able to distinguish between caring about yourself and about others. Caring about yourself involves taking deliberate actions to maintain and improve one's physical, emotional, and mental well-being such as physical self-care, leisure and relaxation. They understood that caring about others involves showing empathy, compassion, and support to the people around. Examples of acts

of caring about others include compassion, kindness, active listening and support. Caring about others is important for several reasons including enhanced relationships, emotional well-being, social harmony, personal growth, and positive example. Figure 12 shows the performance of the candidates in Question 12.

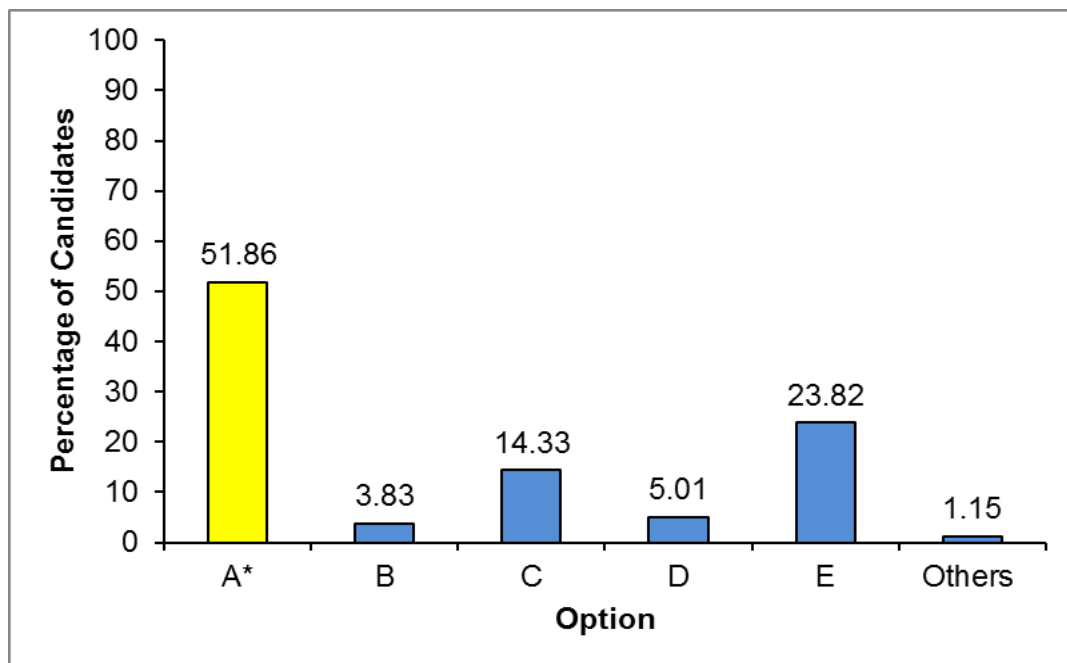


Figure 12: *The Performance of the Candidates in Question 12*

Conversely, 52,003 (3.83%) candidates who opted for distractor B, *Wearing nice clothes* and 67,940 (5.01%) candidates who opted for distractor D, *To put on descent clothes* could not distinguish between caring about yourself and caring about others. Those candidates were unaware that paying more attention to things that are important to oneself like putting on descent clothes, ironing clothes and wearing mode have nothing to do with caring about others.

Similarly, 194,365 (14.33%) candidates who chose distractor C, *Greeting the elders with respect* were wrong because greeting the elders is the sign of respect, which is demonstrated through friendly say or acts when one, meets another; this is just a message that expresses good wishes. Those candidates were unaware that caring is more than respecting the elders through greetings.

Moreover, 323,073 (23.82%) candidates who opted for distractor E, *Playing with others* were wrong because spending time doing something amusing with others may not necessarily mean caring about others but just enjoyment.

Question 13: Peace and security is built by good relationships in the society. Which strategies can be used to build good relationship with others in the society?

- A Cooperating in the time of happiness
- B Sharing on the family problems
- C Cooperating in both hard and happy moments
- D Visiting them to know their problems
- E Cooperating during hard times

This question was set from the main competency of *Valuing the Community* and required the candidates to identify strategies building good relationships with others in the society. The question was attempted by 1,356,306 candidates out of whom 1,084,955 (79.99%) candidates answered it correctly while 271,351 (20.01%) candidates got it wrong. The candidates who identified the correct response C, *Cooperating in both hard and happy moments*, were knowledgeable about the aspects; they knew that hard moments are inevitable in life and can include experiences such as loss, illness, failure, or conflict. These challenging times can be painful, but they also have the potential to foster personal growth, resilience, and empathy.

On the other hand, happy moments contribute to a sense of joy, fulfilment, and satisfaction. They can include achievements, celebrations, positive relationships and moments of contentment or pleasure. Generally, hard and happy moments are both important aspects of human life as they shape individuals' relationships, commitments, and influence how people relate to each other in responding to various situations. Furthermore, they contribute to personal growth, foster empathy and compassion, strengthen social connections, and contribute to overall well-being. Other strategies that build good relationships with others in society include; active listening, empathy, communication skills, respect, trust, mutual support, openness and honesty, forgiveness and shared interests, and collective activities. Figure 13 shows the performance of the candidates in Question 13.

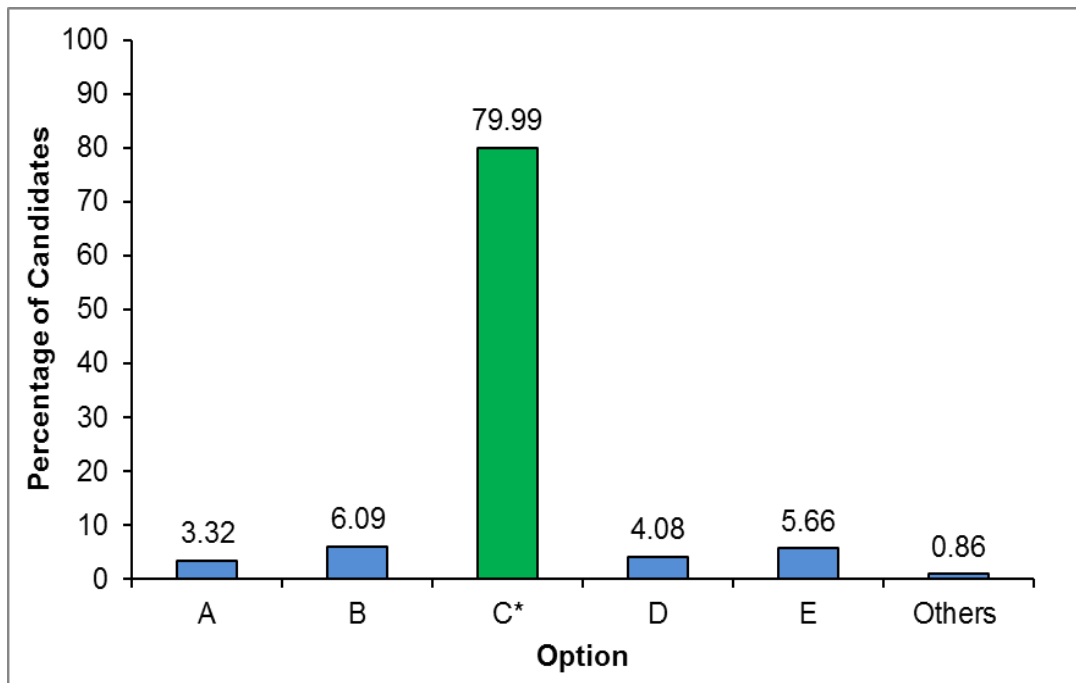


Figure 13: *The Performance of the Candidates in Question 13*

On the other hand, 45,001 (3.32%) candidates chose distractor A *Cooperating in the time of happiness* and 76,810 (5.66%) candidates chose distractor E, *Cooperating during hard times* respectively. The candidates did not realise that good relationships are a result of cooperating during both hard and happy moments, not only during hard times. The candidates were supposed to know that members of the society cooperate in both good and bad times. For instance, attending wedding ceremonies, sport activities, different social festivals, and burial ceremonies as well as assisting people faced by sickness and other difficulties. Similarly, option B; *Sharing on the family problems* opted for by 82,563 (6.09%) candidates was equally incorrect. These candidates were unaware that sharing family problems is not a strategy for building good relationship. It rather refers to a valuable way used by an individual member of a particular family to seek support, guidance and understanding during challenging times to restore happiness to those family members. Therefore, the option is more confined to individual and family levels than the entire society.

Furthermore, 55,284 (4.08%) candidates opted for D, *Visiting them to know their problems*. These candidates did not know that act of visiting people to know their problems do not necessarily amount to addressing the

challenges faced by others. Such act can only build good relationship if such a visit is motivated by desire to comfort, counsel, empathise or address the challenges encountered by other people.

Question 14: Which group **does not** belong to the people with special needs in the society?

- A The energetic youth
- B People with sight disabilities
- C Children with hearing disabilities
- D People with skin disabilities
- E People with mental disabilities

The question was set from the main competency of *Respecting the Community* and required candidates to identify groups of people with special needs in the society. The question was attempted by 1,356,306 candidates, out of whom 1,168,502 (86.15%) candidates identified the correct answer while 187,804 (13.85%) candidates failed. The candidates who chose the correct response A, *The energetic youth*, were aware that energetic youths are young individuals who exhibit high levels of energy, enthusiasm and vigour. They are often passionate, motivated, and actively involved in various activities. Therefore, energetic youths are not a special group but rather an active and productive group. The special groups are individuals who have disabilities that may require additional support or accommodations to fully participate in various aspects of life. For example, physical disabilities, mental health condition, developmental disabilities and others. Figure 14 shows the performance of the candidates in Question 14.

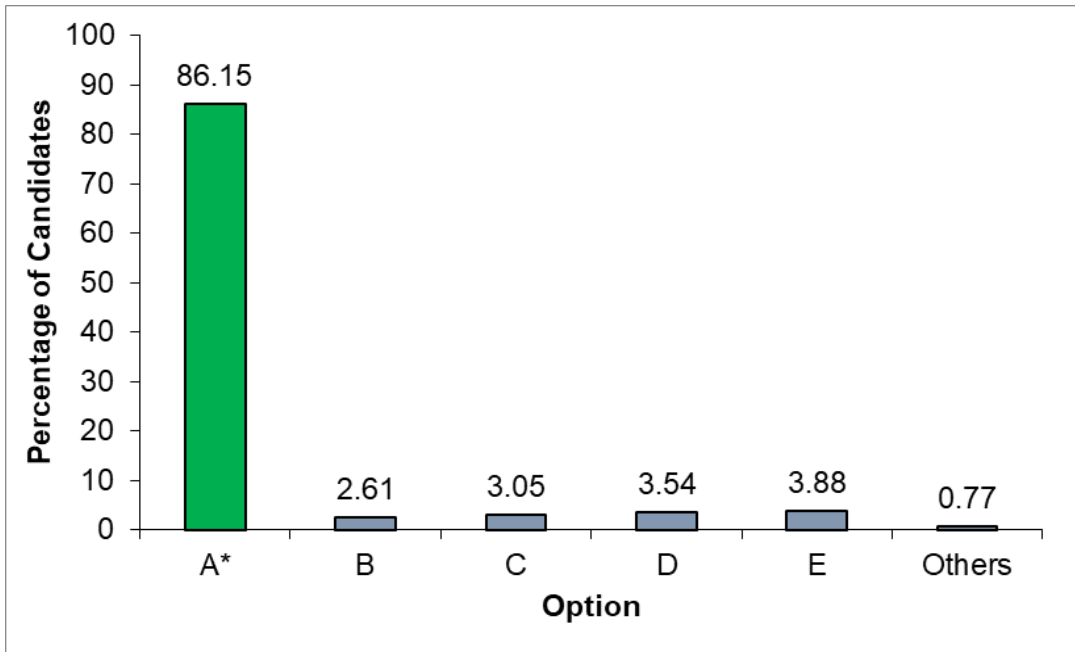


Figure 14: *The Performance of the Candidates in Question 14*

On the other hand, the candidates who failed to identify the group which does not belong to people with special needs opted for alternatives B, *People with sight disabilities*, 35,342 (2.61%) candidates C, *Children with hearing disabilities* 41,352 (3.05%) candidates D, *People with skin disabilities* 47,994 (3.54%) candidates, and E, *People with mental disabilities* 52,666 (3.88%) candidates. These candidates did not know that all distractors B, C, D and E referred to people with special needs. These individuals have impairments that may affect their ability to perform certain tasks or activities. For example, those who opted for distractor B, *People with sight disabilities* were unaware that these are people who have reduced vision, which cannot be corrected with glasses or contact lenses; this group includes blind and those with low vision. This group of people needs assistance involving accessibility tools such as white cane.

In addition, the candidates who chose distractor C, *Children with hearing disabilities*, were unaware that children with hearing disabilities are the ones with difficult hearing sounds or may be deaf. This category can include those with partial hearing or loss or profound deafness. Likewise, the candidates who opted for distractor D, *People with skin disabilities* failed to understand that this group have disabilities in skin conditions that can cause significant discomfort and affect daily functioning. Most of these

people have pale skin, eye condition and are sensitive to the sun. Those candidates who opted for distractor E, *People with mental disabilities*, were incompetent to understand that these are people with intellectual disabilities and that may have difficulties with cognitive functioning including learning, communication, and decision. Besides, such special group needs protection, love, education and health services as well as basic needs including food, shelter and clothes.

Question 15: What is the advantage of proper use of communication networks in the society?

- A Gives correct statistics or information
- B Respects human equality
- C Helps in financial transactions
- D Helps to send proper message
- E Helps to keep secrets of people

The question was set from the main competency of *Being Responsible* and tested the candidates' ability to assess the advantages of proper use of communication networks in the society. The question was attempted by 1,356,306 candidates out whom 174,151 (12.84%) candidates provided the correct answer while 1,182,155 (87.16%) candidates failed. The candidates who chose the correct response C, *Helps in financial transaction*, were knowledgeable about proper use of communication networks as entailing the efficient, secure, and responsible usage of networks for exchanging information between individuals, groups or organisations. The proper use of communication networks can provide significant benefits by improving transactions; communication, increasing productivity, enhancing learning; fostering greater connectivity and access to information. Figure 15 shows the performance of the candidates in Question 15.

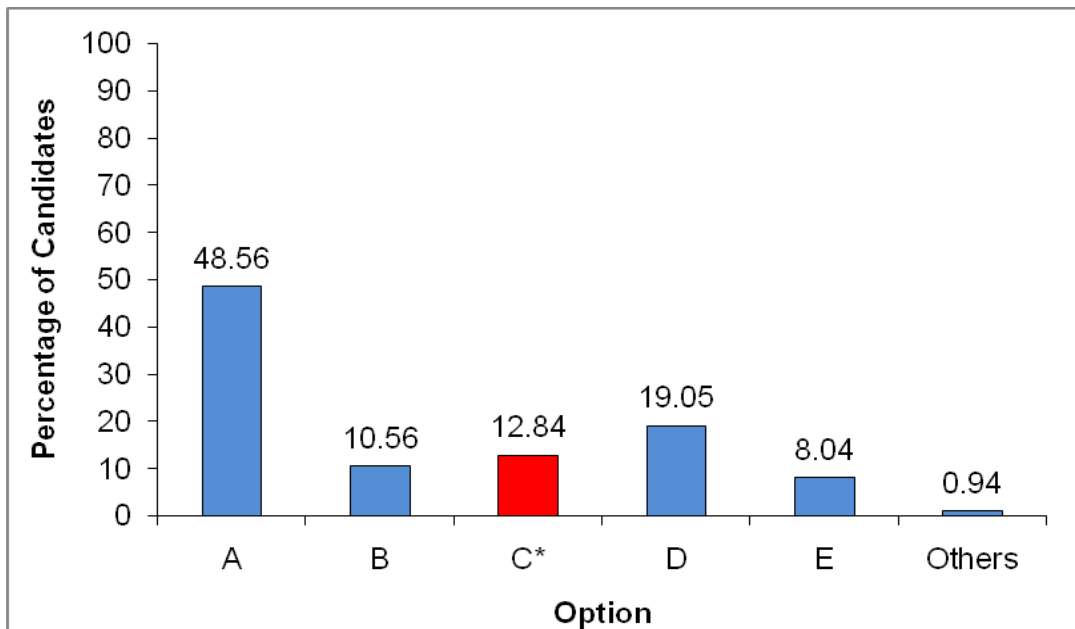


Figure 15: *The Performance of the Candidates in Question 15*

On the contrary, the candidates who opted for distractors A, *Gives correct statistics or information* 658 646 (48.56%) B, *Respects human equality* 143,278 (10.56%) D, *Helps to send proper message* 258,443 (19.05%) and E, *Helps to keep secrets of people* 109,001 (8.04%) were wrong. The candidates who chose those distractors were unaware of the advantages of using communication networks properly; thus, they ought to understand that these describe ways of avoiding committing cybercrimes as shown in the Cybercrimes Act of 2015. Other ways include disseminating and sharing descent images, sharing authentic data or information, avoiding composing and sending fake news as well as messages, respecting equality for all human beings and maintaining confidentiality. Therefore, in the light of such clarification distractors A, B, D and E did not deserve to be correct responses.

Question 16: In order for a country to develop, it requires good leadership.

Which characteristic describes a good leader in the society?

- A Being loved by people
- B Being a talkative person
- C Fulfilling responsibilities
- D Being financially well
- E Having a higher education

The question was set from the main competency of *Being responsible* and the candidates were required to identify the qualifications of a good leader in the society. The question was attempted by 1,356,306 candidates, out of whom 914,232 (67.41%) candidates answered it correctly while 442,074 (32.59%) candidates failed. The candidates who opted for the correct response C, *Fulfilling responsibility* were aware that responsibility is something that a person has to accomplish irrespective of their wishes. In addition, they knew that the good leader has vision, motivates the people he/she leads by giving them, hope to attain their desired goals, and involves them in planning to demonstrate to them the effective way of performing their work for the development of the entire society. Figure 16 shows the performance of candidates in Question 16.

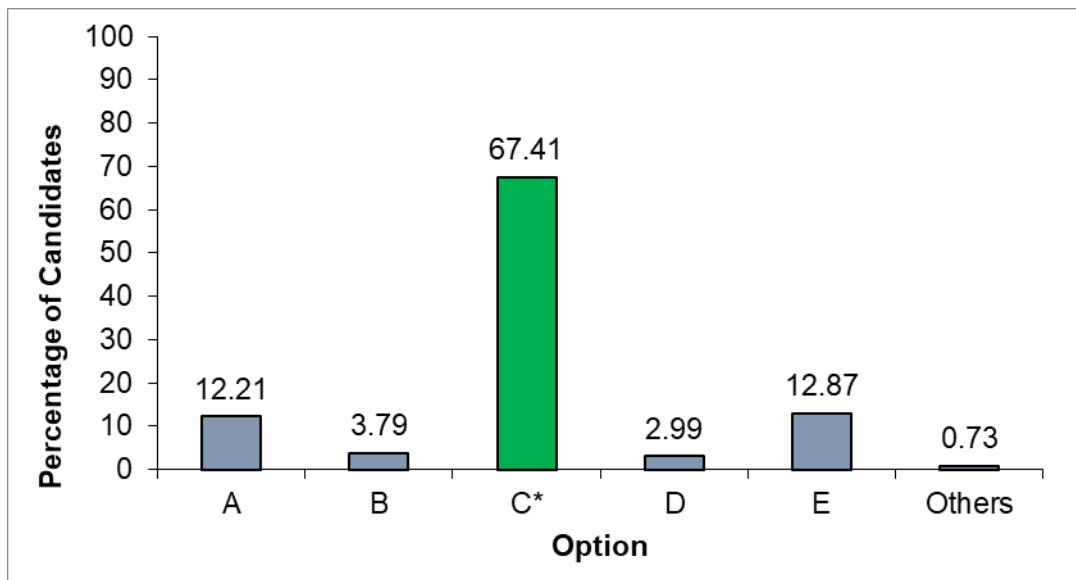


Figure 16: *The Performance of Candidates in Question 16*

On the contrary, 165,619 (12.21%) candidates who opted for distractor A, *Being loved by people* were wrong because the good leader does not act to impress people for their private matter, but the good leader put emphasis on the society’s goals. Thus, the good leader takes stern measures against irresponsible people especially those who impede development of the society in general. Likewise, 51,392 (3.79%) candidates who selected distractor B, *Being talkative person* went astray because being talkative or to enjoy having conversations with people is not a pleasant character to responsible people. Additionally, 40,565 (2.99%) candidates who chose

distractor D, *Being financially well* and 174,583 (12.87%) candidates who opted for E, *Having a higher education* went astray, as financial status and education level are not attributes of a good leader. In fact, a financially well person does not qualify to be a good leader. For instance, there are leaders who are selfish and corrupt though they are economically well off. Likewise, there are people with higher education but they make worse decisions. The learned person has qualifications of being creative, trustworthy and being goal setter and implementer.

Question 17: Time is among the resources that contribute towards sustainable development. What is needed for a good time management?

- A To organise events according to opportunities
- B To organise upcoming events according to resource
- C To organise responsibilities in line with the available resources
- D To organise upcoming events according to funds
- E To organise events according to priorities

This question was set from the main competency of *Being responsible* and the candidates were required to identify the criteria to consider in order to use effectively available resources for sustainable development including time management. The question was attempted by 1,356,306 candidates, out of whom 179,185 (13.21%) candidates got it rightly while 1,177,121 (86.79%) candidates failed. The candidates who chose the correct answer E, *To organise events according to priorities* were aware that good time management involves the process of organising and planning on how to divide time between specific activities. It involves setting goals, prioritising tasks, and scheduling time effectively so that one can make use of the most of the time available. Organising events according to priorities offers several advantages: improve focus, increased efficiency, enhanced productivity, reduced stress and better decision making. As a matter of fact, good time management requires several key components, including setting goals, prioritising tasks, planning, breaking tasks into smaller bits and setting deadlines. Figure 17 shows the performance of candidates in Question 17.

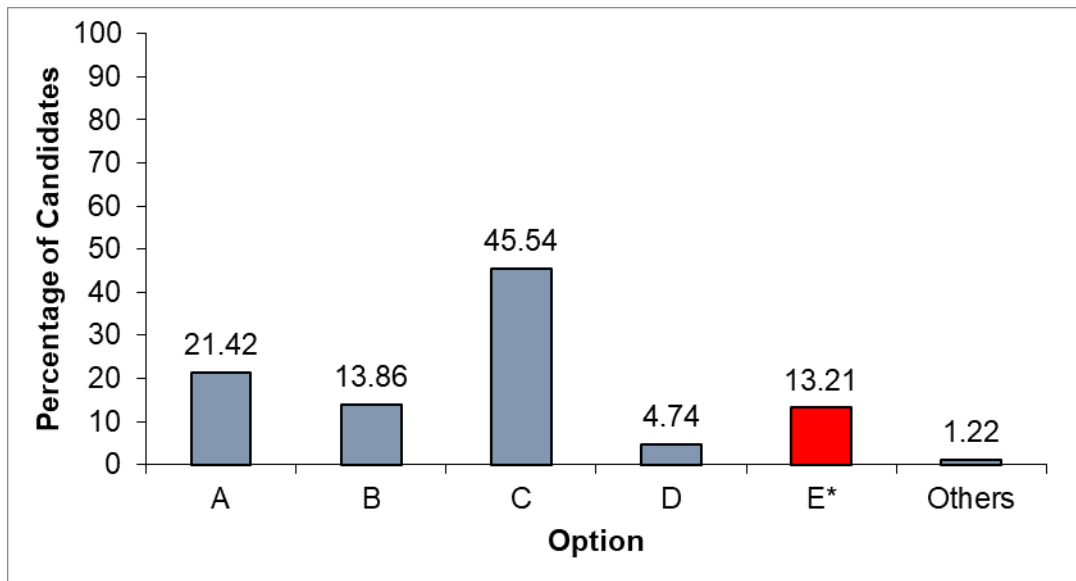


Figure 17: *The Performance of Candidates in Question 17*

However, 290,501 (21.42%) candidates who opted for distractor A, *To organise events according to opportunities* were wrong because the concept refers to an act of arranging or planning events by considering an occasion or situation that makes the possibility of that event to be done, and not with the intention of saving time. Furthermore, 188,037 (13.86%) candidates who selected distractor B, *To organise upcoming events according to resources*. Moreover, 617,719 (45.54%) candidates who opted for C, *To organise responsibilities in line with the available resources* and 64,347 (4.74%) candidates who chose distractor D, *To organise upcoming events according to funds* went astray because all options emphasise planning and organising events by considering resources. Such resources are natural resources, financial and human resources, which can facilitate events instead of suggesting a solution for proper time management.

Question 18: School resources can be used to bring school development and it is every one's responsibility to protect them. Which measures should be taken to manage those resources?

- A To do regular inspections
- B To do inspection and give a report
- C To do inspection and distributing resources to people
- D To do inspection and purchasing new resources
- E To do inspection and throw them away

The question was set from the main competency of *Being responsible* and tested the candidates' ability to identify measures which can help to manage school resources. The question was attempted by 1,356,306 candidates, out of whom 585,535 (43.17%) candidates answered it correctly and 770,771 (56.83%) candidates failed. The candidates who identified the correct response B, *To do inspection and give a report* were aware that school resources involve various materials, assets, and services that a school requires to function effectively and provide quality education. These resources can be physical like buildings, classrooms, labs, sports facilities, technology (computers, projectors) and other tangible assets (furniture, books, teaching aids). These resources are crucial for the smooth functioning and success of a school. Some measures that schools can take to manage include maintenance and up keeping, monitoring and evaluation, and inventory management. The measures embrace culture of preventive care and maintenance, and efficient to provide the best possible education to the pupils. Figure 18 shows the performance of candidates in Question 18.

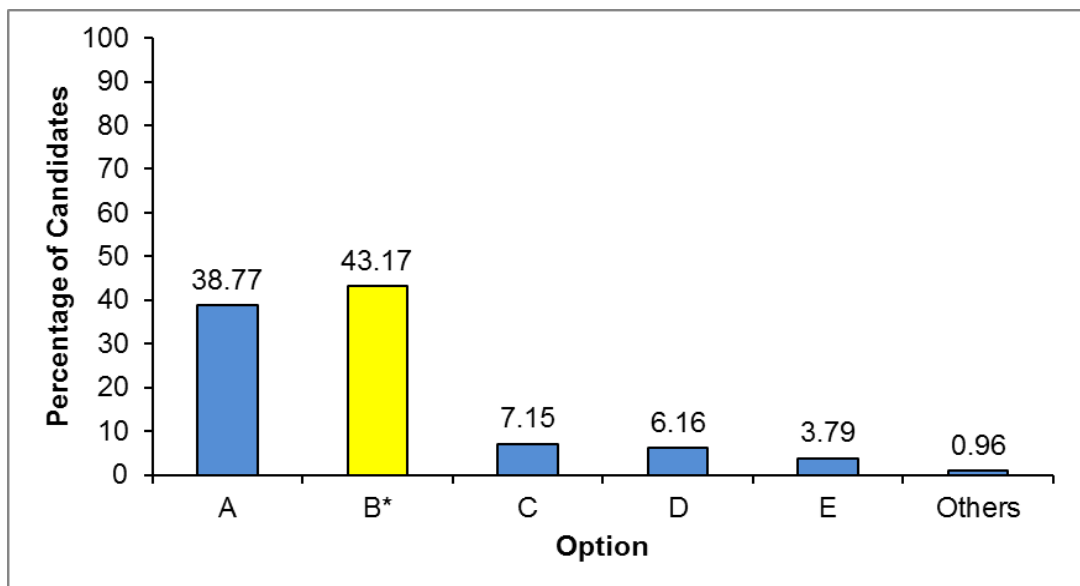


Figure 18: *The Performance of Candidates in Question 18*

Nevertheless, 52,5837 (38.77%) candidates who opted A, *To do regular inspections* went astray because doing regular inspections without writing a report on observed damages makes it difficult for the school management to know the existence of those damages and their magnitude so that they

can be repaired on time. Likewise, 97,011 (7.15%) candidates who chose distractor C, *To do inspection and distributing resource to people* and 51,362 (3.79%) candidates who selected option E, *To do inspection and throwing them away* were equally wrong because both options comprise acts which misuse school resources. Other ways of misuse of school resources include using school property for personal gain, wasting resources, and misusing school funds. Lastly, 83,521 (6.16%) candidates who selected distractor D, *To do inspection and purchasing new resources* were unaware that buying new resources is not a way of protecting the existing one. Reasonably, a report written after inspection can guide the school management to make right decisions on resources thereby showing whether they need to be renovated, sold, or to buy the new ones.

Question 19: The following acts build self-discipline to pupils **except**:

- A completing the work on time.
- B having studying timetable.
- C studying hard.
- D using time properly.
- E waiting to be assigned some tasks.

This question was set from the main competency of *Being Responsible* and the candidates were required to identify acts that build self-discipline to the pupils. The question was attempted by 1,356,306 candidates out of whom 1,071,945 (79.03%) candidates managed to choose the correct response and 284,361 (20.97%) candidates failed. The candidates who opted for the correct response E, *waiting to be assigned some tasks* understood that self-discipline is the ability to control oneself and make decisions based on reasons rather than impulse. The candidates understood the characteristics of a person with self-discipline including time management, consistency, strong willpower, responsibility, flexibility, goal oriented, resilience, self-control and accountability. Figure 19 shows the performance of the candidates in Question 19.

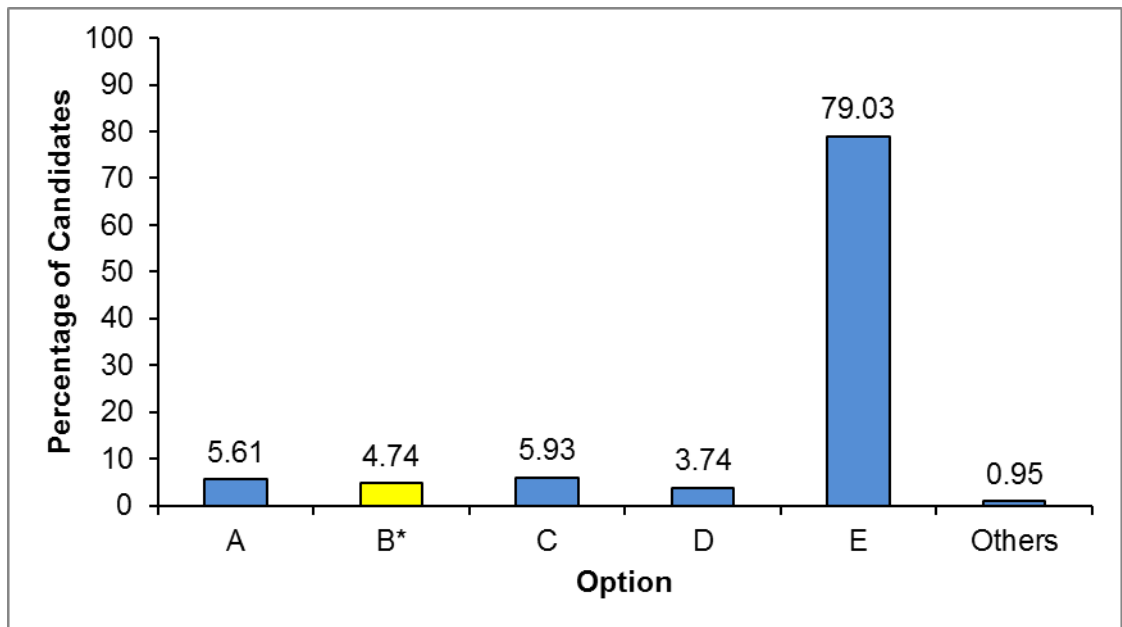


Figure 19: *The Performance of the Candidates in Question 19*

However, 76,037 (5.61%) candidates who opted for distractor A, *completing work on time* were unable to discriminate the inappropriate act of building self-discipline. Completing tasks on time is an attribute of self-discipline since no external effort is made to ensure that the work is completed on the set timeframe. Likewise, 64,258 (4.74%) candidates who chose distractor B, *having studying timetable* were wrong because having a schedule showing academic activities with specific time for each activity is also an act of self-discipline and enables pupils to know what they have to do and how much time must have spent on it.

Furthermore, 80,426 (5.93%) candidates who selected distractor C, *studying hard* were wrong since studying hard involves devoting time and attention to gaining knowledge of an academic subject. The candidates were unaware that self-control is needed for successful study, which is one of the attributes of self-discipline. Moreover, 50,698 (3.74%) candidates who opted for distractor D, *using time properly* were wrong because the process of planning and exercising conscious control of time spent on a specific activity requires self-discipline. Self-discipline is essentially a fundamental skill that plays a crucial role in pupils' academic and personal development. It enables them to achieve their goals, manage their time

effectively, regulate their emotions and develop good habits that contribute to their overall well-being and success in life.

Question 20: Corruption has been a big obstacle to the development of the country. Which of the following **is not** a way of preventing and combating corruption in a country?

- A Transparency
- B Patriotism
- C Integrity
- D Resiliency
- E Accountability

This question was set from the main competency of *Being Responsible* and it tested the candidates' ability to identify various ways of preventing and combating corruption in a country. This question was attempted by 1,356,306 candidates, out of whom 610,426 (45.01%) candidates answered it correctly while 745,880 (54.99%) candidates answered it incorrectly. The candidates who opted for the correct response D, *Resiliency* realised that resilience refers to the ability to bounce back and recover from adversity, challenges and setbacks. It involves adaptability, flexibility, and ability to maintain a positive outlook in the face of difficulties. These candidates understood that resilience is not a direct means of preventing and combating corruption rather it equips individuals with ability to overcome challenges they face in life by instilling in them courage, hope and ability to endure difficult situations. Figure 20 shows the performance of the candidates in Question 20.

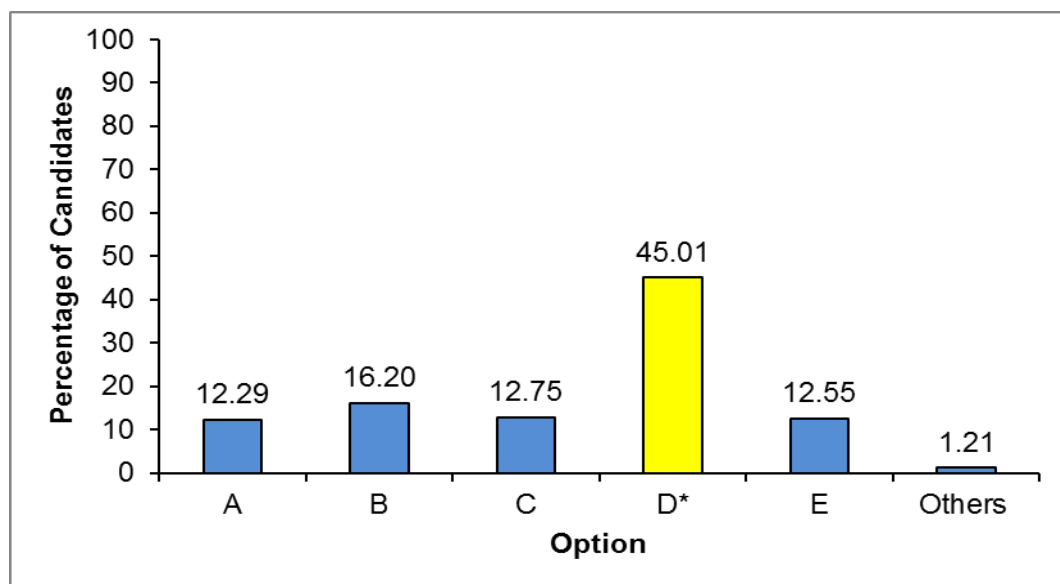


Figure 20: The Performance of the Candidates in Question 20

On the contrary, the 166,626 (12.29%) candidates who chose distractor A, *Transparency*, the 219,742 (16.20%) candidates who chose distractor B, *Patriotism* 172,879 (12.75%) candidates who opted distractor C, *Integrity* and 170,245 (12.55%) candidates who chose distractor E, *Accountability* were unaware the options A, B, C and E were suitable ways of preventing and combating corruption. For example, the candidates who selected distractor A, *Transparency* did not know that this refers to quality of being open, honest, and clear in one's actions, decisions, and communications. It is about providing access to information and making processes visible to others. Thus, it helps in the fight against corruption transparency allows detection and reduces the likelihood of corrupt behaviour.

Moreover, the candidates who opted for distractor B, *Patriotism* overlooked the fact that patriotism involves the love and devotion that a person has for his/her country. It often involves a sense of pride in one's nation and desire to contribute to its well-being. Likewise, patriotism fosters a sense of loyalty, civic duty, national pride and support towards one's country. Therefore, patriotism helps in the fight against corrupt practices intrinsically.

Furthermore, the candidates who selected distractor C, *Integrity* lacked the knowledge about the quality of being honest and having strong moral and ethical principles. The foundation based on values like honesty, morally upright, and strong ethical principles. It involves doing the right thing, even when no one is watching hence it qualifies to be one of the tools that help to fight and combat corruption in the society.

Moreover, some candidates who opted for distractor E, *Accountability* did not understand that it entails the obligation to take responsibility for one's actions, decisions, and the consequences that result from them. It involves being transparent, honest and willing to take charge for their own actions. Therefore, every responsible citizen is socially bound to take part in the fight against corrupt practices in the country.

Question 21: Which act indicates the existence of good governance at the family level?

- A Buying family members beautiful and modern clothes
- B Ensuring that all family members receive equal rights
- C Availability of tasty food for the family members
- D The presence of good and expensive furniture at home
- E Children to be free to choose their friends

The question was set from the main competency of *Respecting the Community* and the candidates were required to identify the acts, which indicate the existence of good governance at the family level. The question was attempted by 1,356,306 candidates, out of whom 1,135,582 (83.73%) candidates answered it correctly while 220,724 (16.27%) candidates failed. The candidates who opted for the correct answer B, *Ensuring that all family members receive equal rights* were familiar with good governance at family level, which imply effective communication, cooperation, and management of resources to support the well-being of all family members. Some of the indicators of good governance at family level include; open and effective communication decision-making processes, conflict resolution, financial management, shared responsibilities, support and caregiving, respect for diversity and social responsibility. Figure 21 shows the performance of the candidates in Question 21.

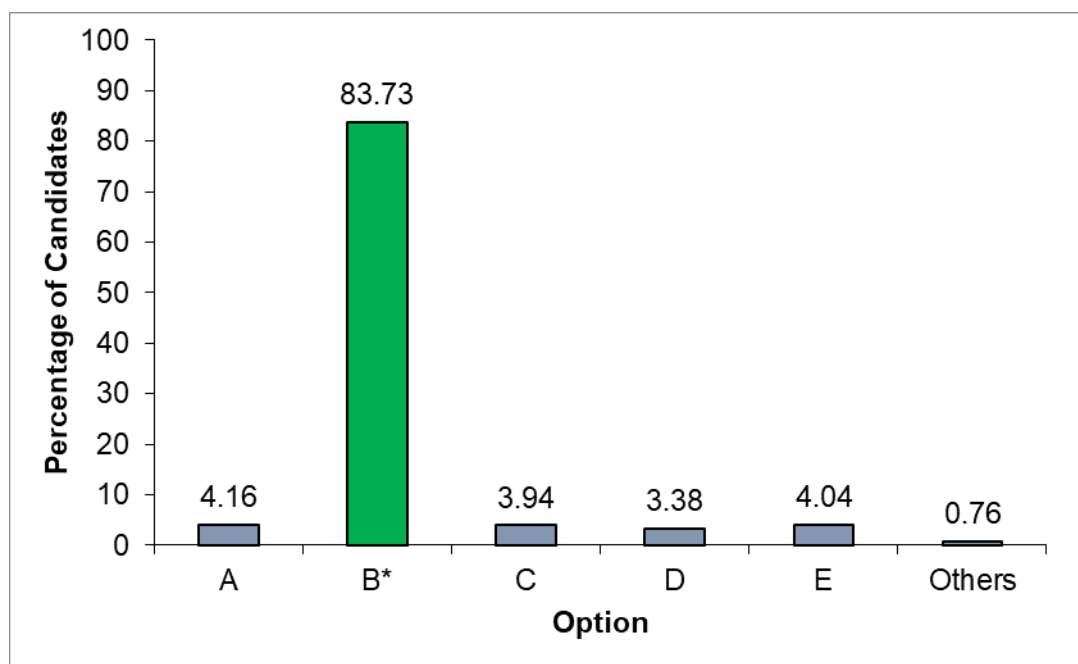


Figure 21: *The Performance of the Candidates in Question 21*

On the contrary, 56,441 (4.16%) candidates who selected distractor A, *Buying family members beautiful and modern clothes* and 45838 (3.38%) candidates who chose distractor D, *The presence of good and expensive furniture at home* did not realise that equal rights to all family members is

more important than wearing good and modern clothes, and even more than having modern and expensive furniture.

Moreover, 53,405 (3.94%) candidates opted for distractor C, *Availability of tasty food for the family members* were equally wrong because the pleasant flavour of food is not the prerequisite of the existence of good governance at the family level. Likewise, 54,797 (4.04%) candidates who chose distractor E, *Children to be free to choose their friends* went astray for the children's freedom is limited to parents or guardians who ought to provide guidance to children to select friends with who are deemed to have good manners. In addition, such candidates did not realise that some children could exercise bad conducts if they are free to choose friends of their choice.

- Question 22:** Mtama village lacks water sources due to environmental destruction caused by excessive cutting down of trees. What should the community do to improve their environment?
- A Planting many trees in the area
 - B Preparing garden at the respective area
 - C Establishing irrigation schemes
 - D Establishing project for selling trees
 - E Use security guards to protect the environment

This question was set from the main competency of *Valuing the Community* and required the candidates to identify ways of addressing environmental degradation caused by human activities. The question was attempted by 1,356,306 candidates, out of whom 1,081,149 (79.71%) candidates answered it correctly while 275,157 (20.29%) candidates failed. The candidates who chose the correct answer A, *Planting many trees in the area* understood the key reasons for planting trees in an area as being air quality improvement, climate change mitigation, erosion control, water conservation, biodiversity conservation, temperature regulation, recreational and aesthetic value, and economic benefits.

Likewise, they understood that environmental destruction results into a number of effects such as global warming, loss of biodiversity, loss of soil moisture, desertification and soil erosion. In addition, the candidates knew various ways of improving the environment such as afforestation and reforestation, habitat restoration, pollution prevention, erosion control, community involvement and education, and sustainable resource

management. Figure 22 shows the performance of the candidates in Question 22.

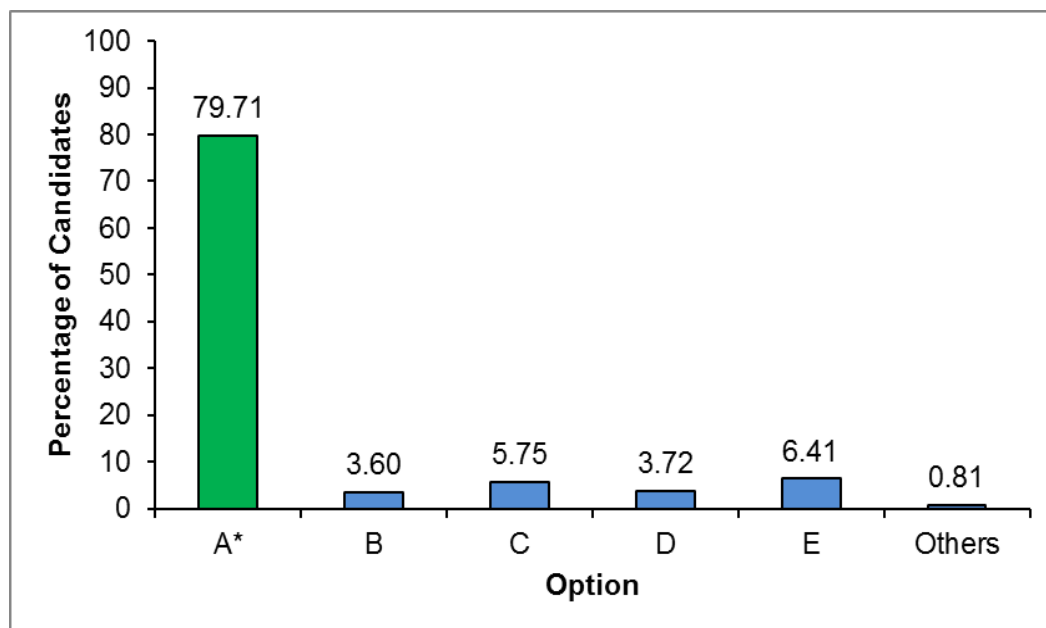


Figure 22: *The Performance of the Candidates in Question 22.*

On the contrary, 48,783 (3.60%) candidates opted for distractor B, *Preparing garden at the respective area* were wrong because the presence and sustainability of a garden requires a continuous supply of water. Thus, if the area is experiencing scarcity of water, it is difficult to maintain the garden. Likewise, 78,015 (5.75%) candidates chose distractor C, *Establishing irrigation schemes* were unaware that methods used in irrigation schemes like flood recession, gravity or pump fed canal system of water supply, water harvesting and pressurised systems such as drip and sprinkler; need a continuous supply of water.

Moreover, 50,462 (3.72%) candidates selected distractor D, *Establishing project for selling trees* went astray for the reason that the project of selling trees will accelerate the problem of scarcity of water than solving it, since tree cover protects catchment areas from which water flows into the river and attracts rainfall through transpiration process. Similarly, 86,978 (6.41%) candidates who opted for distractor E, *Use security guards to protect the environment*, failed to focus on the root causes for environmental destructions and the appropriate measures to address the challenge. The

presence of security guards in an area already devastated by excessive cutting down of trees is counterproductive and does not offer a viable solution. Using security guards cannot be an appropriate solution because all citizens should participate in protecting the environment.

Question 23: Which one of the following sets correctly represents the rules required for cooperation among the pupils at school?

- A Respecting each other, working hard, advising each other and having an integrity
- B Working hard, respecting each other, revealing evils and being trustworthy
- C Respect, efficiency, advice, resilience and integrity
- D Working hard, tolerance, counselling and ignoring others
- E Accountability, tolerance, self-awareness and confidence

The question was set from the main competency of *Being Responsible* and measured the candidates' understanding of the essential rules to adhere for cooperation among the pupils at school. A total of 1,356,306 candidates attempted this question, out of whom 303,500 (22.38%) candidates got this question right whereas 1,052,806 (77.62%) candidates failed. Those who chose the correct response B, *Working hard, respecting each other, revealing evils and being trustworthy* were aware of the description of creating a positive and productive learning environment. The rule entails fostering a setting that encourages learning, engagement, and personal growth. This involves creating an atmosphere where pupils feel safe, supported, and motivated to take risks and challenge themselves. It also means providing the resources, tools, and support necessary for pupils to succeed academically. Some ways that can encourage and facilitate cooperation among pupils include class discussions, group assignments; encourage inclusivity, class meetings and community service projects.

Similarly, cooperation is of great importance for pupils at school for several reasons: social development, academic success, problem solving, schools emotional well-being, enhanced communication, leadership skills and improved learning environment. Figure 23 shows the performance of the candidates in Question 23.

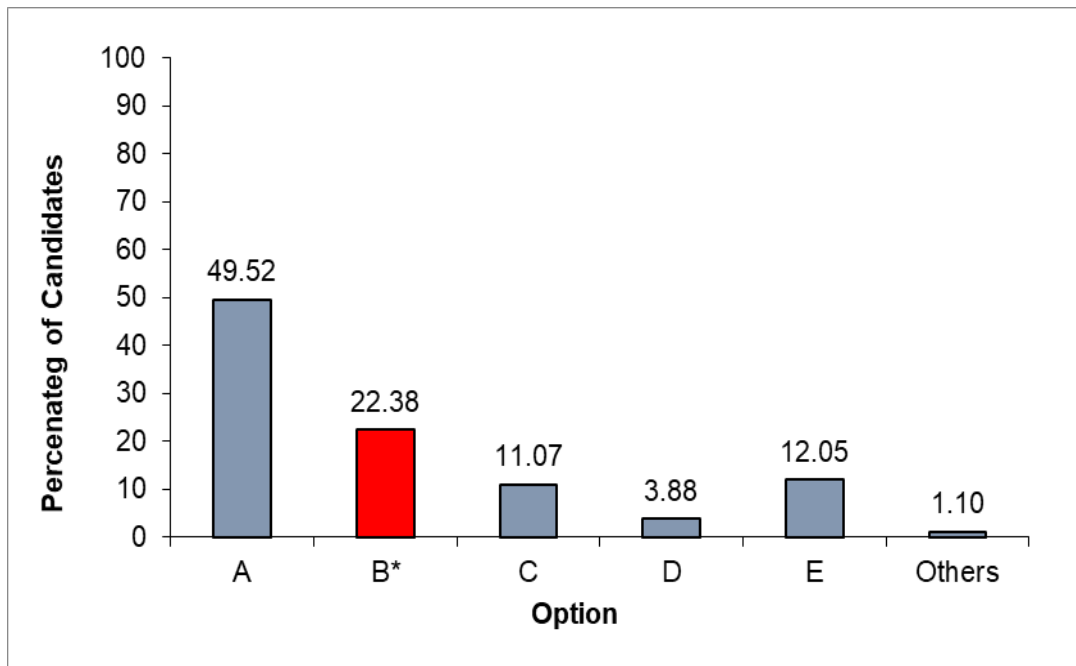


Figure 23: *The Performance of the Candidates in Question 23*

On the contrary, 671,593 (49.52%) candidates opted for A, *Respecting each other, working hard, advising each other and having integrity*. These did not realise that this option featured in the aspects of *having an integrity*, which essentially refers to the quality of being honest and strongly adhering to moral principles. Integrity is not the rule for cooperation rather is the human trait that helps in the fight against corruption because it relies more on adhering to values and ethics required in a society. Equally, 150,208 (11.07%) candidates selected alternative C, *Respect, efficiency, advice, resilience and integrity*. These terms had no direct relation with the principles required for cooperation. For example, efficiency describes the purpose of evaluating performance of a certain activity.

In addition, resilience involves various ways of facing daily challenges. It means an ability to endure or return to normal situation from difficult situations one faces when doing something without wasting time, materials or energy, so that the work done is faster and is in an error free manner. Moreover, it refers to the capacity to withstand or to recover quickly from difficulties or tough situations. It equips a person with the skills necessary to enable them to channel time, mental, and emotional energy to find solutions to problems at hand.

Additionally, 52,637 (3.88%) candidates opted for distractor D, *Working hard, tolerance, counselling and ignoring others*. Those too, overlooked the fact that alternative D contained correct and incorrect responses. For instance, the term *ignoring others* refers to the act of intentionally disregarding other people's opinions, feelings, emotions and challenges. The habit of ignoring others develops the character of selfishness, egoism and arrogance to an individual. In fact, it is completely opposed to the principles for facilitation of building cooperation at school.

Equally, 163,426 (12.05%) candidates who selected distractor E, *Accountability, tolerance, self-awareness and confidence* failed to identify the relevant principles in cooperation being self-awareness and self-confidence. These concepts related to individual traits whereby self-awareness means having a good knowledge and understanding of oneself including being aware of own feelings, character as well as strengths and weaknesses. Likewise, self-confidence refers to an attitude of having a positive view in oneself by believing in own abilities and skills as well as having a self-control in life. Hence, in view of the previously mentioned concepts this option did not qualify to be the correct response.

Question 24: If you will be selected to join Form One next year, which ways will you use to get information and knowledge?

- A Reading books and proper uses of communication networks
- B Using the communication networks and listening to music
- C Listening to music, watching news and reading books
- D Watching news, visiting friends and listening to the radio
- E Listening to the radio, visiting friends and reading books

This question was set from the main competency of *Being a persevering person* and required the candidates to identify the proper ways through which information and knowledge can be obtained in the learning process at school. The question was attempted by 1,356,306 candidates, out of whom 813,065 (59.95%) candidates answered it correctly while 543,241 (40.05%) candidates got it wrong. The candidates who chose the correct answer A, *Reading books and proper uses of communication networks*

understood the sources of knowledge and scholarly information. In addition, they were aware that communication networks could provide valuable academic information and knowledge through internet, distance learning and online education, access to wealth information, research and self-study and life learning. For example, the presence of internet has become a main tool for effective learning as it has made it easier for pupils to search articles, news, tutorial videos, documentaries and other learning contents. In a nutshell, these candidates were aware that communication networks are useful source of information if they are properly used. Figure 24 shows the performance of the candidates in Question 24.

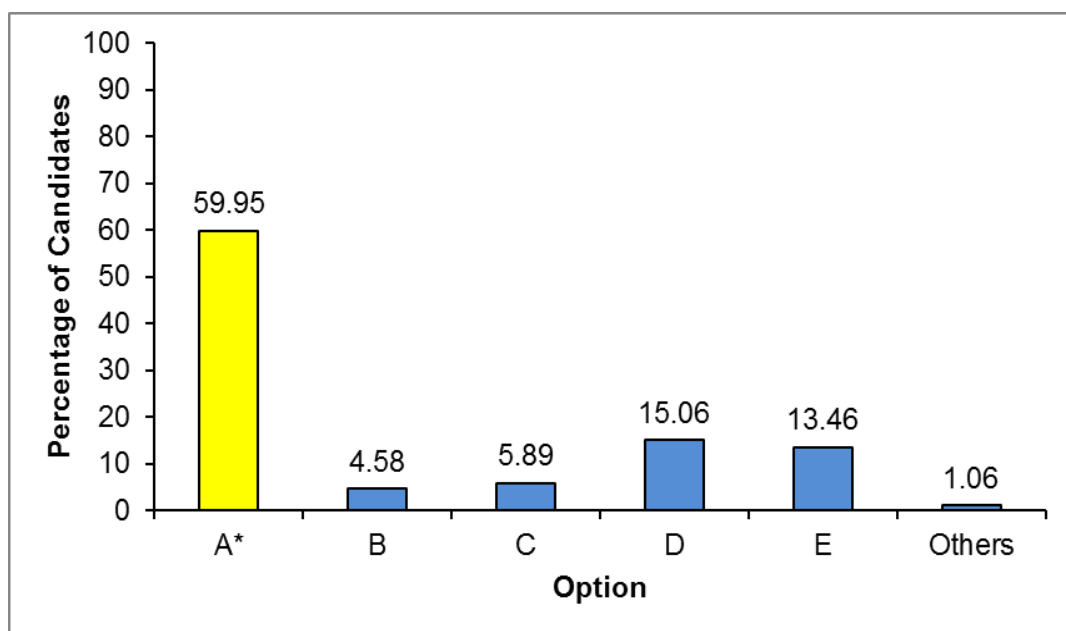


Figure 24: *The Performance of Candidates in Question 24*

However, the 62,182 (4.58%) candidates selected distractor B, *Using the communication networks and listening to music* and the 79,843 (5.89%) candidates chose distractor C, *Listening to music, watching news and reading books* were wrong because listening to music is not the major source of educative information as music contents are not organised or structured to cater for particular subjects in the school syllabus. Rather music can help pupils to relax, feel motivated, focus, concentrate, improve memory and make the learning process much more enjoyable.

Likewise, 204,218 (15.06%) candidates who opted for distractor D, *Watching news, visiting friends and listening to the radio* and 182,607 (13.46%) candidates who selected distractor E, *Listening to the radio, visiting friends and reading books* were equally wrong because visiting friends is the way of expressing love and care to friends by just going to see them and spending time with them but not for the purpose of getting knowledge and information. Also, some friends have negative peer influence which cannot serve as a useful source of knowledge and information. Generally, the above mentioned options did not qualify as correct responses.

Question 25: Pupils have the duty to learn through practice while they are at home. What kind of activities can they learn while at home?

- A Washing clothes and utensils
- B Washing utensils and cleaning the classroom
- C Washing clothes and cleaning the blackboard
- D Sweeping classroom and feeding the livestock
- E Feeding livestock and sweeping the office

The question was set from the main competency of *Being responsible* and required the candidates to identify the kind of activities that pupils can learn while at home. The question was attempted by 1,356,306 candidates out of whom 1,188,820 (87.65%) candidates answered it correctly while 167,486 (12.35%) candidates got it wrong. The candidates who chose the correct answer A, *Washing clothes and utensils* were aware that pupils learn to be self-disciplined, responsible and manage tasks even when they are out of school compound. In addition, these activities can complement their formal education and help them acquire important life skills. Examples of these activities are such as agricultural skills, reading and literacy skills, life skills, health and hygiene, arts and crafts, cultural and historical knowledge, entrepreneurship and business skills, environmental education, physical education and sports and community service as well as volunteering. By engaging in these activities, pupils can contribute to their own personal development, their families and their communities. They can also play a role in preserving and promoting Tanzanian culture and traditions, while preparing themselves for a brighter future. Figure 25 shows the performance of the candidates in Question 25.

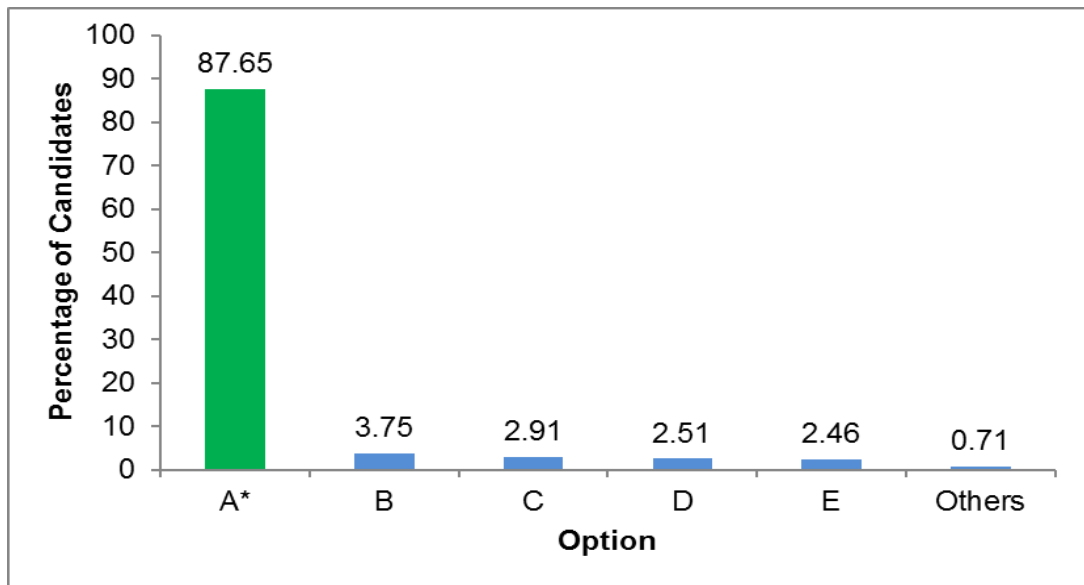


Figure 25: *The Performance of Candidates in Question 25*

Conversely, 50,925 (3.75%) candidates who selected distractor B, *Washing utensils and cleaning the classroom*, 39,444 (2.91%) candidates who opted for C, *Washing clothes and cleaning the blackboard*, 34,084 (2.51%) candidates who chose option D, *Sweeping classroom and feeding the livestock* and 33,418 (2.46%) candidates who selected E, *Feeding livestock and sweeping the office* were wrong because all options included activities which are not domestic. For instance, sweeping or cleaning classrooms, office and blackboard are school-based activities. Likewise, schools offer several activities including physical education and sports, agricultural and environmental education, entrepreneurship skills, cultural and traditional arts, civic education, financial literacy, debate and public speaking, community services and volunteering.

Question 26: Pupils are supposed to be inquisitive in the learning process. Which methods should the pupils use in order to become inquisitive?

- A Asking questions and self-studying
- B Self-studying and imitating from the intelligent pupils
- C Reading books and playing many games
- D Using the social networks all the time
- E Doing tests and playing various games

The question was set from the main competency of *Being a persevering person* and required the candidates to identify the inquisitive methods used during the learning process. The question was attempted by 1,356,306 candidates, out of whom 1,076,434 (79.37%) candidates answered it correctly while 279,872 (20.63%) candidates failed. The candidate who chose the correct response A, *Asking questions and self-studying* had knowledge of the inquisitive learning process. They knew that the method encourages learners to ask questions, seek answers, and actively engage in the subject matter, promote curiosity, critical thinking and problem-solving skills. Some inquisitive methods of learning include inquiry based learning, problem based learning, project based learning, and case based learning and collaborative learning. Generally, asking questions and self-studying are helpful in learning because they arise pupils' curiosity, questioning, and exploration to construct knowledge. Figure 26 shows the performance of the candidates in Question 26.

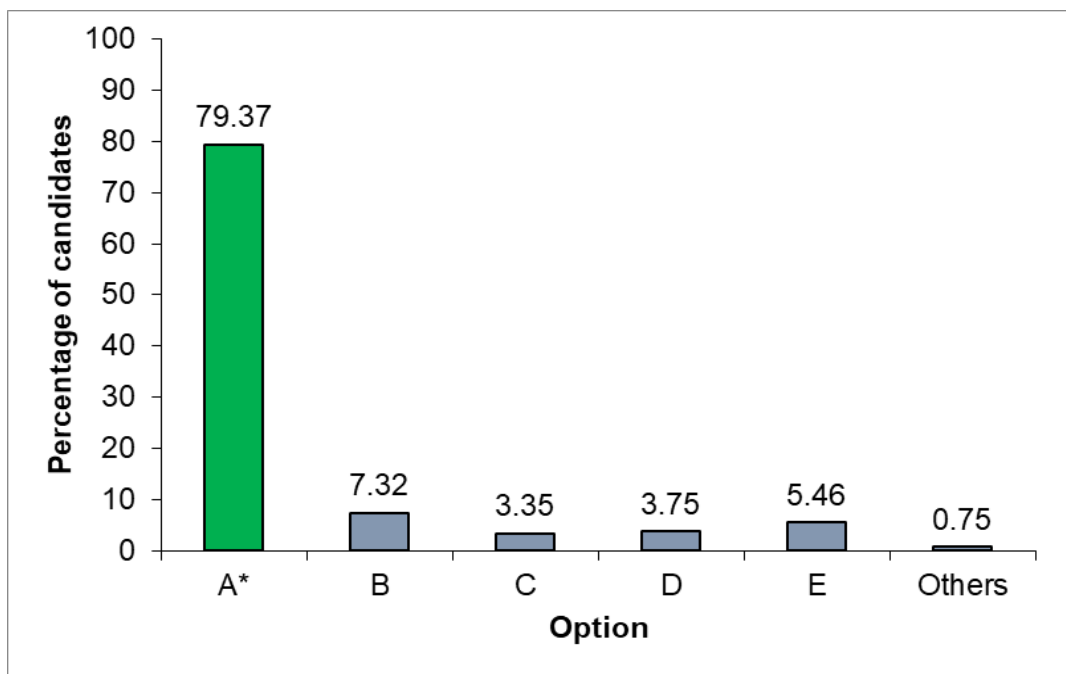


Figure 26: *The Performance of Candidates in Question 26*

On the other hand, 99,316 (7.32%) candidates who opted for distractor B, *Self-studying and imitating from the intelligent pupils*, 45,420 (3.35%) candidates who selected distractor C, *Reading books and playing many games* and 74,077 (5.46%) candidates who chose distractor E, *Doing tests*

and playing various games went astray because the responses featured activities which do not characterise inquisitive attitude. For instance, when a pupil imitates from the intelligent pupils, he or she is likely to develop learning dependence. Furthermore, if pupils are imitating, their learning ability will never be greater than that of the pupils from whom they are copying because imitating diminishes their inner personal and retard their intellectual development.

Additionally, playing games at school motivate pupils to learn, make them pay attention, develop their critical thinking, participate in-class activities and refresh when they are bored. However, excessive use of games in education does not make pupils inquisitive as it leads to negative side effects such as addiction and mental health issues like depression, social anxiety, and lack of motivation, poor emotional regulation, poor sleep and lack of critical thinking. In the end, this can affect the overall performance and progress of the pupils.

Moreover, 50,906 (3.75%) candidates who opted for distractor D, *Using the social networks all the time* were wrong because pupils who spend too much time on social media become addicted and can suffer from poor sleep, eye fatigue and can be exposed to false information, depression, and anxiety.

Question 27: If you join Form One in 2024, what kind of pupils would you like to cooperate with?

- A Those who are obedient to school leaders
- B Those who have skills of playing different games
- C Those who read many books
- D Those with a good discipline
- E Those with confidence all the time

This question was set from the main competency of *Being a persevering person* and it measured the candidates' ability to identify the kind of people they desire to collaborate with while learning at school. The question was attempted by 1,356,306 candidates, of whom 997,734 (73.56%) candidates got it correct while 358,572 (26.44%) candidates failed. The candidates who identified correct answer D, *Those with a good discipline* were aware that disciplined pupils are someone who consistently follow rules, guidelines, and expectations set by teachers, parents or other authority figures. They often exhibit certain characteristics that set them apart from

undisciplined ones. A disciplined pupil has the following characteristics: punctuality, responsibility, respect, self-control, motivation, time management, focus, integrity, adaptability, positive and determination. The characteristics help a pupil succeed academically and contribute to their overall personal growth and development. Figure 27 shows the performance of the candidates in Question 27.

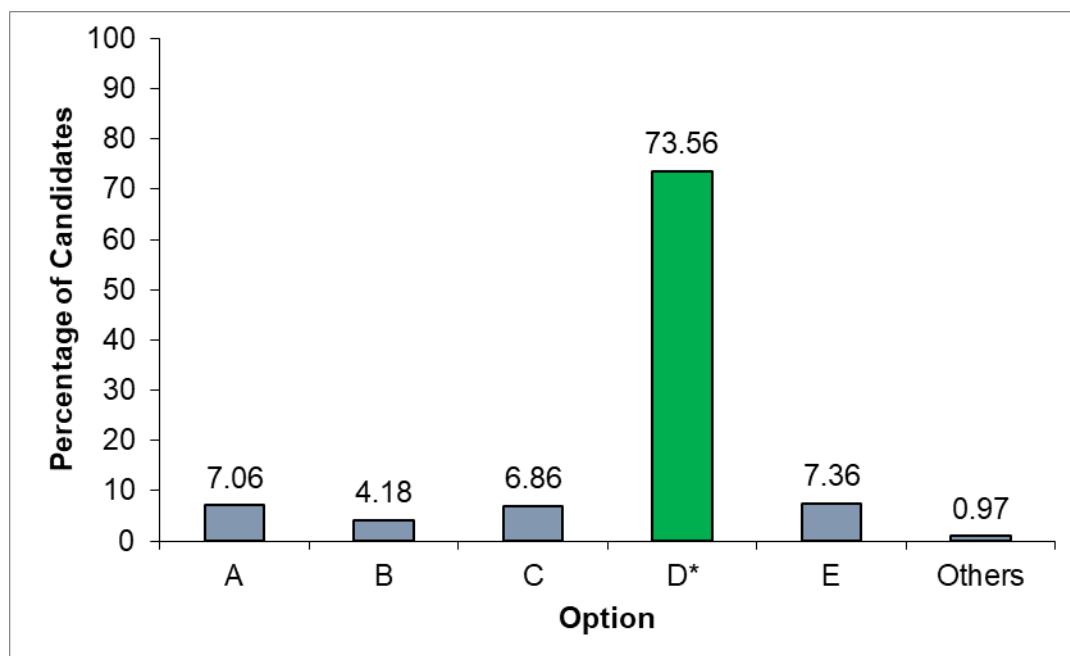


Figure 27: *The Performance of Candidates in Question 27*

On the contrary, 95,820 (7.06%) candidates who chose distractor A, *Those who are obedient to school leaders*, were unaware that being obedient is one of the aspects of discipline; in the sense that, disciplined pupils usually demonstrate obedience by complying with orders, requests, rules or submission to the school authority. Additionally, 56,631 (4.18%) candidates who selected B, *Those who have skills of playing different games*, and 93,089 (6.86%) candidates who opted for C, *Those who read many books* were wrong because playing many games and ability to read many books must be supported by self-control in order to make pupils achieve their goals. Briefly, discipline turns talents into success and helps pupils stay focused on their academics.

Finally, 99,845 (7.36%) candidates who opted for distractor E, *Those with confidence all the time* were wrong; because, confidence makes pupils to accept and trust themselves, develop ability to control their life and handle criticism. Confidence without discipline can make pupils arrogant. Therefore, discipline is the foundation of every success; it brings feeling of sincerity and seriousness, hence it leads to better academic performance.

Question 28: Mr. Nguvumali's cows died due to drought. He decided to steal Mr. Kazimoto's cows. What type of behaviour did Mr. Nguvumali fail to demonstrate?

- A Accountability and tolerance
- B Tolerance and theft
- C Tolerance and integrity
- D Integrity and resilience
- E Tolerance and hospitality

The question was set from the main competency of *Being a persevering person* and required the candidates to identify the necessity of integrity and resilience behaviour in the society. The question was attempted by 1,356,306 candidates, out of whom 188,100 (13.87%) candidates answered it correctly while 1,168,206 (86.13%) candidates failed. The candidates who opted for the correct response D, *Integrity and resilience* understood the meaning of integrity as the quality of being honest and having strong moral principle. It involves consistently doing what are right and maintaining one's ethical standards, even when faced with challenges or temptations. An integrity person is honest, consistency, morally courageous and trustworthy. Likewise, they were aware that resilience is the ability to overcome challenges or setbacks. It involves bouncing back from difficult situations and maintaining a positive outlook despite difficulties. Therefore, a resilient person has characteristics of adaptability, optimism and emotional regulation. Figure 28 shows the performance of the candidates in Question 28.

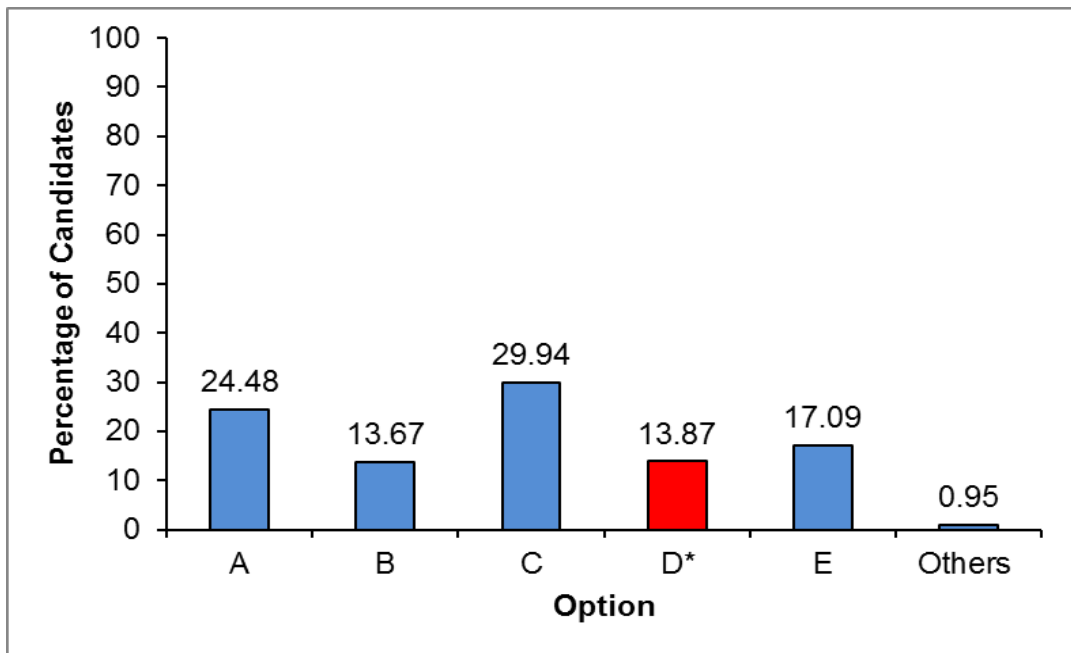


Figure 28: *The Performance of Candidates in Question 28*

Conversely, 332,037 (24.48%) candidates who opted for distractor A, *Accountability and tolerance* and 406,083 (29.94%) candidates who selected distractor C, *Tolerance and integrity* went astray as accountability denotes the obligation or willingness to accept responsibility for one’s actions. It involves being answerable for the outcomes of one’s decisions and actions. Some of the characteristics of accountability are transparency and integrity. Likewise, tolerance is the ability to accept or endure the opinions, beliefs or behaviours of others that differ from one’s own. It involves showing respect and understanding towards others even if one disagrees with them. The characteristics of tolerance include open mindedness, patience, empathy and respect.

Additionally, 185,345 (13.67%) candidates who opted for distractor B, *Tolerance and theft* went astray because theft is the act of taking someone else’s property without hi/her permission, with the intent to permanently deprive them of it and is a criminal offence that is unethical. The characteristics of theft include dishonesty, deprivation, bad intent, and illegality. Lastly, 231,822 (17.09%) candidates who opted E, *Tolerance and hospitality* were wrong because hospitality refers to friendly and generous reception, entertainment of guests, visitors, or strangers. It involves

creating a welcoming and comfortable environment for others. In addition, its characteristics include warmth, generosity, attentiveness and kindness.

Question 29: Every person has responsibilities to fulfil in a community.

What main responsibility should the pupils fulfil at school?

- A Studying hard all the subjects
- B Participating in sports at school
- C Going for jogging
- D Watering school gardens
- E Cleaning the school compound

The question was set from the main competency *Being Responsible* and required the candidates to identify the responsibilities that pupils have to fulfil at school. The question was attempted by 1,356,306 candidates, whereby 1,035,388 (76.34%) candidates got it right compared to 320,918 (23.66%) candidates who failed. The correct response A, *Studying hard all the subjects* opted for by the candidates who understood the concept of responsibility as the duty or obligation to fulfil one's roles and tasks in dependable and accountable manner. It involves taking ownership of one's actions and making decisions. They knew some of the pupils' responsibilities like attending school regularly and on time, being prepared for class, participating in class, completing assignments and home works, following school rules and regulations, showing respect for others, taking care of school property, participating in extra-curricular activities, and developing good study habits.

Moreover, they understood the significance of responsibilities in the areas of academic performance, accountability, social and moral development, building trust, personal growth and community building. Figure 29 shows the performance of the candidates in Question 29.

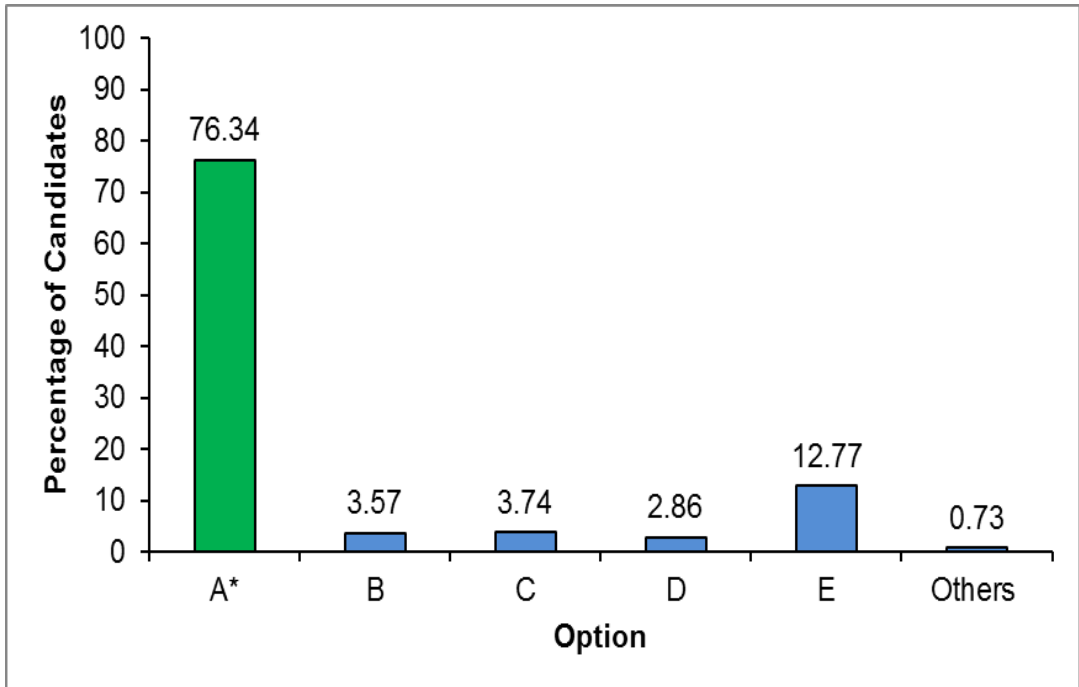


Figure 29: *The Performance of the Candidates in Question 29*

Conversely, the candidates who opted for distractor B, *Participating in sports at school* 48,458 (3.57%), C, *Going for jogging* 50,705 (3.74%) candidates D, *Watering school gardens* 38752 (2.86%) candidates and E, *Cleaning the school compound* 173,142 (12.77%) candidates did not understand that all alternatives: B, C, D and E, are pupils' extra curricula activities. Actually, pupils are responsible for participating in various sports and games activities, such as class football competitions, going for morning jogging to maintain their health condition, watering the school gardens as well as cleaning the areas around the school to keep the school environment conducive for teaching and learning process. The candidates ought to know that all those activities are extra curricula activities that aim to prepare pupils to become responsible, acceptable and productive members of the society. Therefore, the options could not qualify for the main responsibility of pupils at school.

Question 30: It is very important for pupils to perform house chores. How can pupils improve their performance of duties at home?

- A Using school time table to fulfil home chores
- B Working hard at school only
- C Not going to school until all home duties are completed
- D Evaluating performance of all household chores
- E Doing household chores, the whole night

This question was set from the main competency of a *Persevering Person* and measured the candidates' ability to identify the ways through which pupils can improve their performance of duties at home. This question was attempted by 1,356,306 candidates, out of whom 853,465 (62.93%) candidates answered it correctly while 502,841 (37.07%) candidates failed. The candidates who chose the correct answer D, *Evaluating performance of all household chores* understood that evaluating means the process of gathering, analysing, and interpreting information to make judgement about learning and performance. The purpose of evaluation for this context is to provide feedback on the pupil's progress or performance. Evaluation has a number of roles to play to the pupil's performance like feedback on learning or performance, motivation, guidance for improvement, self-reflection, accountability and assessment of learning or performance gaps. Those candidates understood that, in order to improve the performance of duties at home, pupils need to set clear goals, prioritise tasks, break tasks into smaller bits and practice self-care. Evaluation of tasks is crucial for maintaining and improving performance, achieving goals, making informed decisions, promoting accountability and growth in various aspects of life and work. Figure 30 shows the performance of the candidates in Question 30.

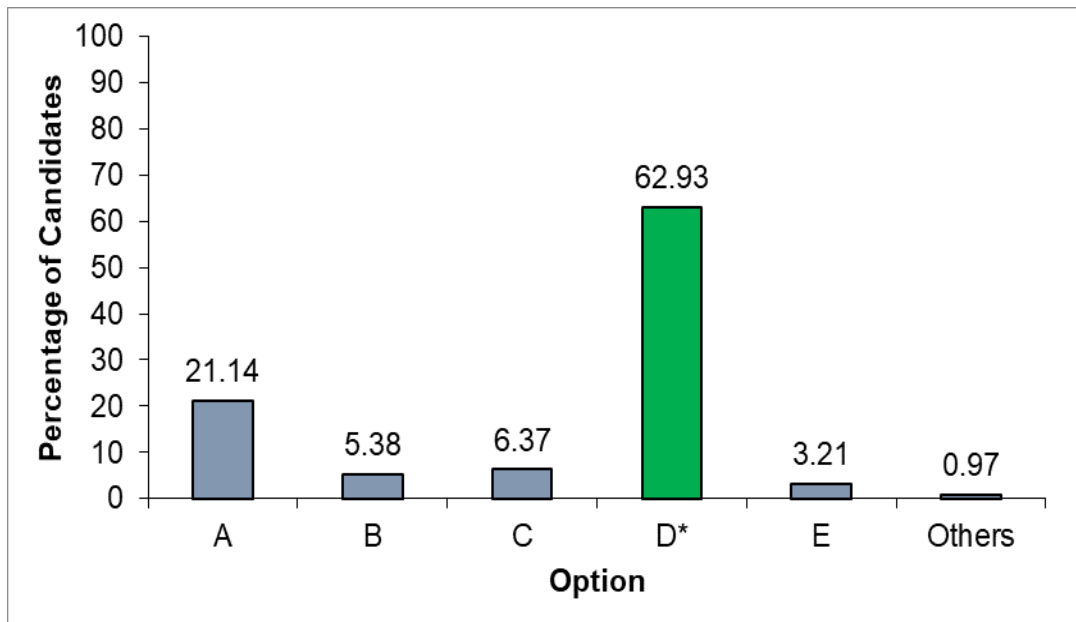


Figure 30: *The Performance of the Candidates in Question 30.*

On the other hand, 286,694 (21.14%) candidates who chose distractor A, *Using school time table to fulfil home chores* and 73,008 (5.38%) candidates who selected distractor B, *Working hard at school only* were unaware that household chores are different from school routine tasks or responsibilities and that the school timetable cannot be used to fulfil household chores. Household chores include taking care of one’s siblings, family resources, domestic animals, cooking, ironing, and washing utensils and clothes. On the other hand, school routine tasks or responsibilities include attending class regularly, cleaning classrooms, cleaning school grounds and the like. Those candidates did not realise that some home chores like cooking, ironing and washing utensils require its own orientation and experience, hence working hard at school only may not improve pupils’ performance of duties at home.

Moreover, 86,439 (6.37%) candidates who opted for distractor C, *Not going to school until all home duties are completed* and 43,569 (3.21%) candidates who chose distractor E, *Doing household chores the whole night* were equally wrong since home duties like cooking and washing utensils are continuously taking place even during class hours, hence ensuring the completion of home duties before going to school can interfere with the school timetable. Also, the candidates did not realise that home duties cannot be completed in a single night since they are routine tasks.

Question 31: Babulee refused to go for hunting birds with his friends because it was time for Mathematics lesson. When asked, he told them that he had weighed between the advantages and disadvantages of the issues and made the decision. How is this action called?

- A Detailed evaluation
- B Deep thoughts
- C Right decisions
- D Right recommendations
- E Detailed analysis

The question was set from the main competency of *Being a persevering person* and tested the candidates' understanding of the importance of evaluation in making right decisions. The question was attempted by 1,356,306 candidates out of whom 479,698 (35.37%) candidates got the correct answer and 876,608 (64.63%) candidates failed. The candidates who opted for the correct response A, *Detailed evaluation* were aware that evaluation denotes the systematic assessment or examination of something to determine its value, quality or significance. It involves assessing the strengths and weaknesses of a subject or situation. It provides the basis for making informed decisions and improvements. Further, it enhances decision-making, improves problem solving, measures progress and guides action. Figure 31 shows the performance in Question 31.

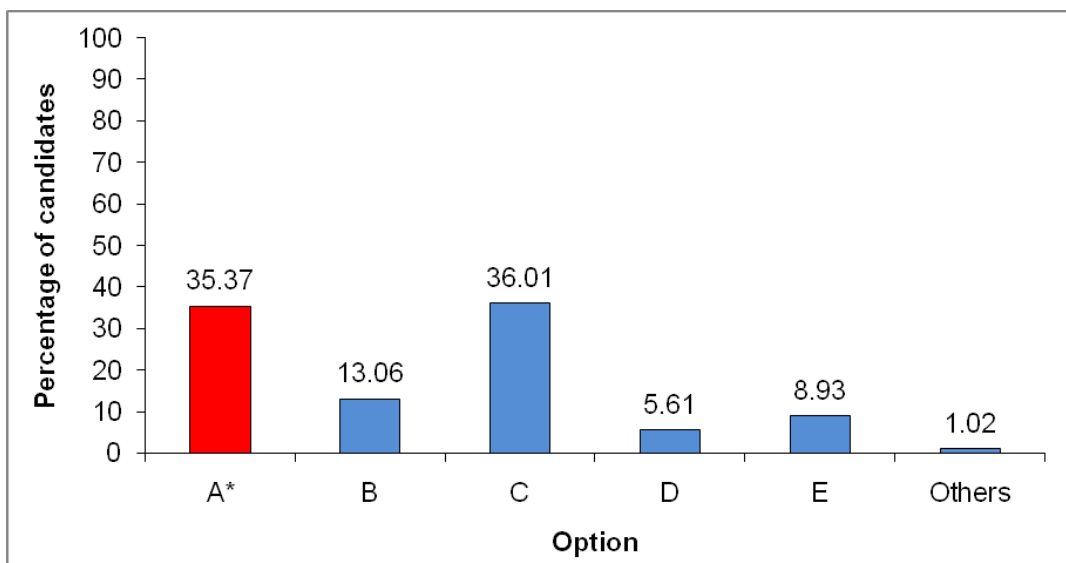


Figure 31: The Performance of Candidates in Question 31

On the contrary, 177,116 (13.06%) candidates who selected distractor B, *Deep thoughts* were unaware that this concept refers to ideas, opinions, or mental process that occurs within the mind. They are the foundation of problem solving and creativity. Collecting and organising thoughts can lead to well informed choices. Deep thoughts if focused and systematically conducted help the decision makers to reach a rational decision. Thus, deep thought cannot be helpful if not planned according to required procedures and for intended goal with a view to enabling the respective person to make decisions.

Equally, 488,455 (36.01%) candidates who opted for distractor C, *Right decision* were wrong because the concept refers to the choices made between alternatives or course of action. They involve selecting one option over others to achieve a specific goal. Therefore, right decisions cannot be the same to assessment or evaluation of something. Moreover, 121,118 (8.93%) candidates who selected E, *Detailed analysis* were wrong because it is the process of examining data, information or a problem in detail to understand its components, relations, and implications. It involves breaking down complex issues into smaller, manageable parts. It helps identify patterns, trends and potential solutions.

Lastly, 76,044 (5.61%) candidates who selected D, *Right recommendations* were equally wrong as recommendation refers to the suggestions or advice provided based on analysis or expertise. In this context, recommendation can lead to more informed and effective choices, particularly in complex or unfamiliar situations. Right recommendations cannot help to make informed decisions.

Question 32: Hypocritical behaviour is unacceptable in society because of its negative effects. What should be done to eliminate it?

- A Suing the hypocrites in court
- B Interviewing the hypocrites in public
- C Telling the truth about hypocrites
- D Rebuking the hypocrites in public
- E Segregating hypocrites in public

This question was set from the main competency of *Being a Person of Integrity* and required the candidates to identify measures of eliminating hypocrisy in the society. The question was attempted by 1,356,306 candidates, out of whom 850,890 (62.74%) candidates answered it correctly while 505,416 (37.26%) candidates failed. The candidates who chose the correct answer C, *Telling the truth about hypocrites* were familiar with hypocritical behaviour as the act of pretending to have beliefs, virtues or moral principles that one does not actually possess or live by. It involves a disconnection between what someone says and what he or she does, often with the intention of deceiving others or avoiding criticism. It happens when someone does things contrary to what he or she says (not truthful). They also understood that hypocrites make double standards, and that are characterised by deception, inconsistency, self-interest and lack of accountability. Such candidates realised that hypocritical behaviour is unacceptable, since it has negative consequences. Such consequences involve erosion of trust, undermining integrity, conflict and resentment, decreased credibility, and may result into social and psychological stress. Figure 32 shows the performance of the candidates in Question 32.

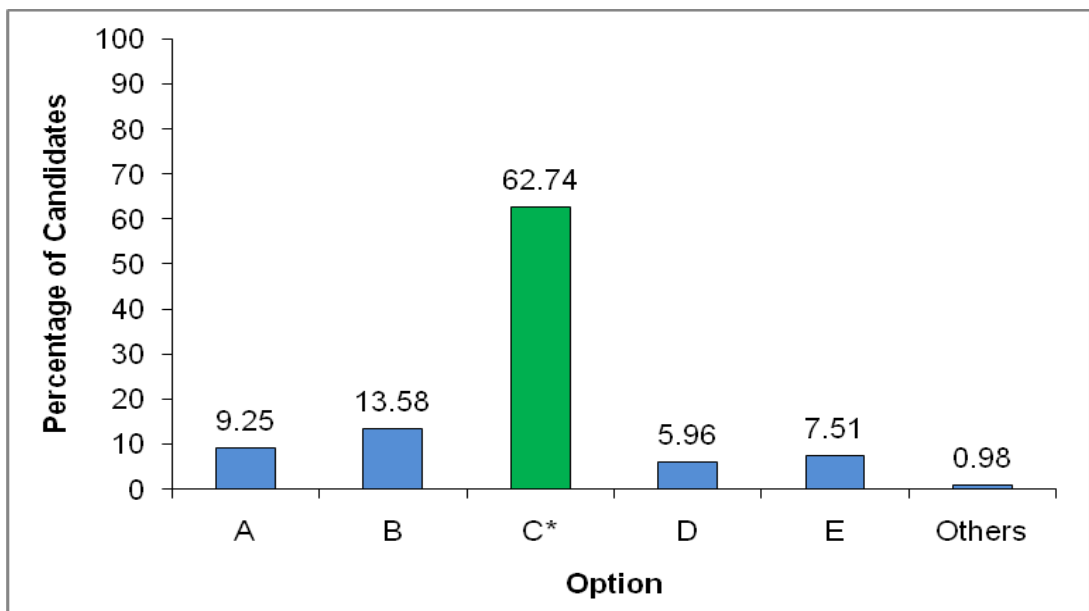


Figure 32: *The Performance of the Candidates in Question 32*

Conversely, 125,393 (9.25%) candidates who opted for distractor A, *Suing the hypocrites in court*, were wrong because it is difficult to establish the

legal bases to take the hypocrites to the court. Those candidates were unaware that intrinsic character of a person like feelings, beliefs and attitudes cannot be judged extrinsically. Similarly, 184,139 (13.58%) candidates who chose distractor B, *Interviewing the hypocrites in public* and 80,787 (5.96%) candidates who selected distractor D, *Rebuking the hypocrites in public* were equally wrong. This is because interviewing or rebuking the hypocrites in public brings embarrassment to the hypocrites, which in turn reduces their dignity in the society. The candidates were unaware that the behaviour needs to be rebuked or criticized in public not persons.

Moreover, 101,854 (7.51%) candidates who opted for distractor E, *Segregating hypocrites with others* were wrong because it is inevitable for people to interact in their day-to-day activities and other social gathering. Hence, isolating hypocrites from other members of the society is not a solution to hypocritical behaviour. The hypocrites need to be educated on the effects of their behaviour to themselves and the entire society.

Question 33: Corruption is an enemy of peoples' rights and development.

What are the effects of corruption in the society?

- A Having unqualified professionals
- B Having many graduates
- C Declining of commodity prices
- D Declining of death rates
- E Absence of social classes in the society

This question was set from the main competency of *Being a Person of Integrity* and required the candidates to assess the effects of corruption in the society. The analysis shows that 1,356,306 candidates attempted the question out of whom 625,276 (46.10%) candidates identified the correct response and 731,030 (53.90%) candidates failed. The correct response A, *Having unqualified professionals* was opted for by candidates who were aware of the meaning of corruption as the misuse of public power or resources for personal gain, often through unethical or illegal means. Corruption is a main barrier to the enjoyment of the peoples' rights and hinder overall development. Thus, corruption erodes trust and confidence, impairs economic development, fosters inequality and poverty, inefficient

allocation of resources, weakened rule of law, undermines public services and encourages criminal activity.

In addition, they knew that corruption could be combated through the practice of transparency, anti-corruption laws, strengthening institutions, public education, awareness, and corporate responsibility. Figure 33 shows the performance of the candidates on Question 33.

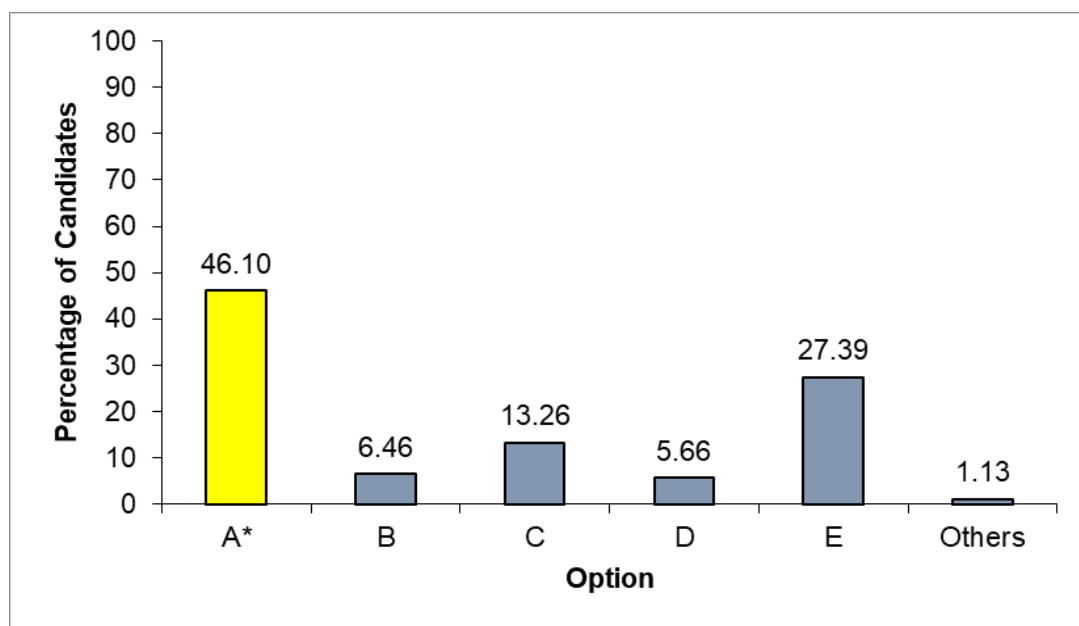


Figure 33: *The Performance of the Candidates in Question 33*

On the contrary, distractor B, *Having many graduates* was chosen by 87,578 (6.46%) candidates who did not realise that having many graduates is a multidimensional impact that cannot be solely caused by corruption. It can be a result of multitude of factors. For example, it can be an impact of the expansion of education infrastructures, which allow enrolment of many pupils or provision of free education, which enabled many people to access education service, thus having many graduates.

Likewise, 179,793 (13.26%) candidates who chose distractor C, *Declining of commodity prices* did not consider the fact that decline in commodity prices is an indication of corruption free environment in production as well as business operation. Secondly, the candidates failed to determine the factors, which influence commodity price fluctuations such as demand and supply, geopolitical events, natural disasters, costs of production and

business expenditures, competition and government policies. Therefore, in this perspective the options B and C could not qualify as correct answers.

Furthermore, 76,811 (5.66 %) candidates opted for distractor D, *Declining of death rates*. They could not figure out that corruption tends to increase death rates rather than reducing them. For instance, in normal circumstances, when workers in the health sectors are corrupt it is expected that the number of people who die due to delayed or lack of proper medication or treatment will increase. Besides, decline of death rates influenced by factors like ability to manage natural disasters, diseases control, health consciousness and control of environmental pollution.

Similarly, alternative E, *Absence of social classes in the society* was selected by 371,479 (27.39%) candidates who ignored the role of corruption in creating classes in the society. They failed to realise that when corruption pervades in a state, two big and antagonistic classes are likely to be formed; that is the class of corruption beneficiaries and that of the victims of corrupt practices. In this circumstance, corruption is more likely to create social classes. Therefore, the option does not merit for the correct response.

Question 34: Truth and transparency are important types of behaviour in the community, although some community members disrespect them. Which ways should be used to improve these behaviours?

- A Advising people to be resilient and being humble
- B Direct people to speak the truth and condemn evils
- C Insisting on honesty to the leaders
- D Adhering to the opinions of the elders in the community
- E Following the directives of the current leaders

This question was set from the main competency of *Being a person of integrity* and assessed the candidates' understanding of the necessity of truth and transparency in the community. The question was attempted by 1,356,306 candidates out of whom 642,201 (47.35%) candidates answered it correctly while 714,105 (52.65%) candidates failed. The candidates who chose the correct answer B, *Direct people to speak the truth and condemn*

evils knew that truth is the state or quality of aligning with the fact or reality. It involves honesty, accuracy, and sincerity in communication and actions.

Moreover, transparency refers to the practice of making information, processes, and decisions accessible and easily understood by the public. It involves openness, accountability, and clear communication. Besides that, the candidates were aware of the advantages accrued from transparency and truth for a healthy and functional society. The benefits in the society include increased trust, reduced conflicts, better decision making and a sense of fairness. These behaviours help maintain social order, promote justice, and ensure that individuals' rights and needs are met. Figure 34 shows the performance of the candidates in Question 34.

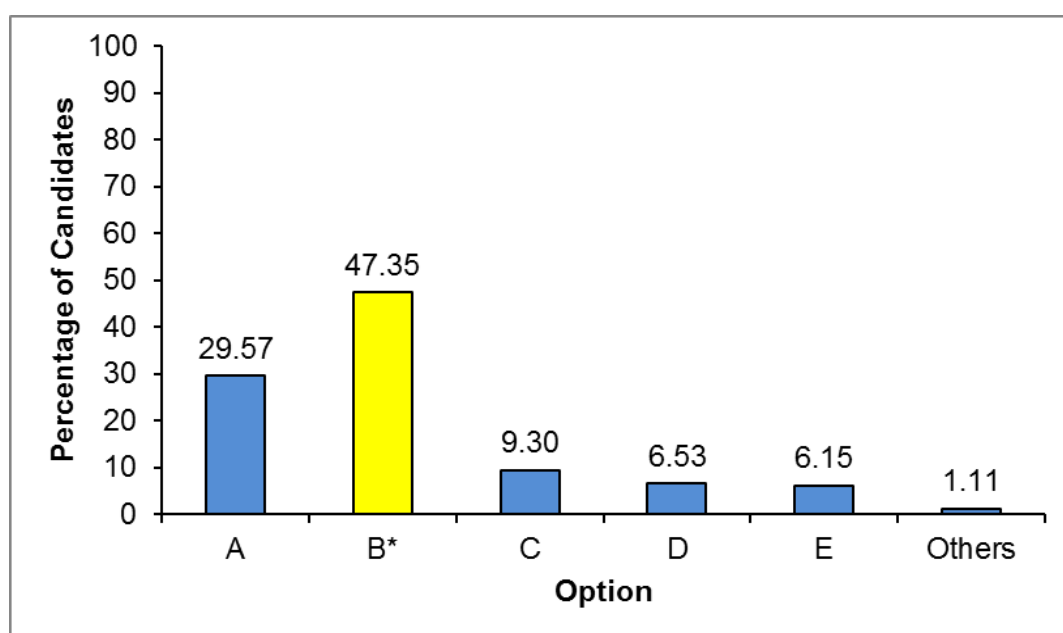


Figure 34: *The Performance of Candidates in Question 34*

Conversely, 401,000 (29.57%) candidates who chose distractor A, *Advising people to be resilient and being humble* were unaware that being resilient and humble are not ways of promoting truth and transparency; because resilience is the individual's ability to tolerate challenges they are going through, and that being humble is a state of having humility and a certain quietness or reserved characters. In fact, humbleness is the quality of being modest or unpretentious.

Equally, 126,154 (9.30%) candidates who selected distractor C, *Insisting on honesty to the leaders* were wrong as being truthful means able to be trusted and being able to shun away from such acts as stealing, cheating or lying. The emphasis is duty-bound to maintain ethics to all people, including top government officials and the entire community.

Additionally, 88,506 (6.53%) candidates who opted for distractor D, *Adhering to the opinions of the elders in the community* and 83,370 (6.15%) candidates who selected E, *Following the directives of the current leaders* were equally wrong. They were unaware that even though elders have life experience and leaders have an authority on different issues in the society, some of them are not observing ethics. For instance, some of elders are drunkards, conman while some of them are corrupt. In fact, the society cannot merely rely on opinions and directives of the leaders to improve good behaviour.

Question 35: Tanzania is well known for promoting good relationships with other nations. What are the basics of Tanzania's foreign policy?

- A Equality and human dignity
- B Freedom and socialism
- C Transparency and truth
- D Solidarity and tolerance
- E Freedom and self-reliance

The question was set from the main competency of *Promoting peace and harmony*, and measured the candidates' understanding on the basics of Tanzania's foreign policy. The question was attempted by 1,356,306 candidates, out of whom 203,297 (14.99%) candidates answered it correctly while 1,153,009 (85.01%) candidates failed. The candidates who selected the correct response A, *Equality and human dignity* were aware that Tanzania recognizes the foundations of Tanzania's foreign policy. They knew that equality means the idea that all individuals should be treated equally in terms of opportunities and respect regardless of their characteristics, such as race, sex, religion, socioeconomic status, disability, or sexual orientation. It means that everyone should have an equal chance to succeed and should be free from discrimination and prejudice.

In addition, human dignity entails the intrinsic worth and value that every individual possesses simply by virtue of being human. It is that every person has the right to be treated with respect and to have his or her basic needs and rights protected. Other issues embraced by the Tanzania's foreign policy include: non-alignment and sovereignty, peace and security, and economic diplomacy. Figure 35 shows the performance of the candidates in Question 35.

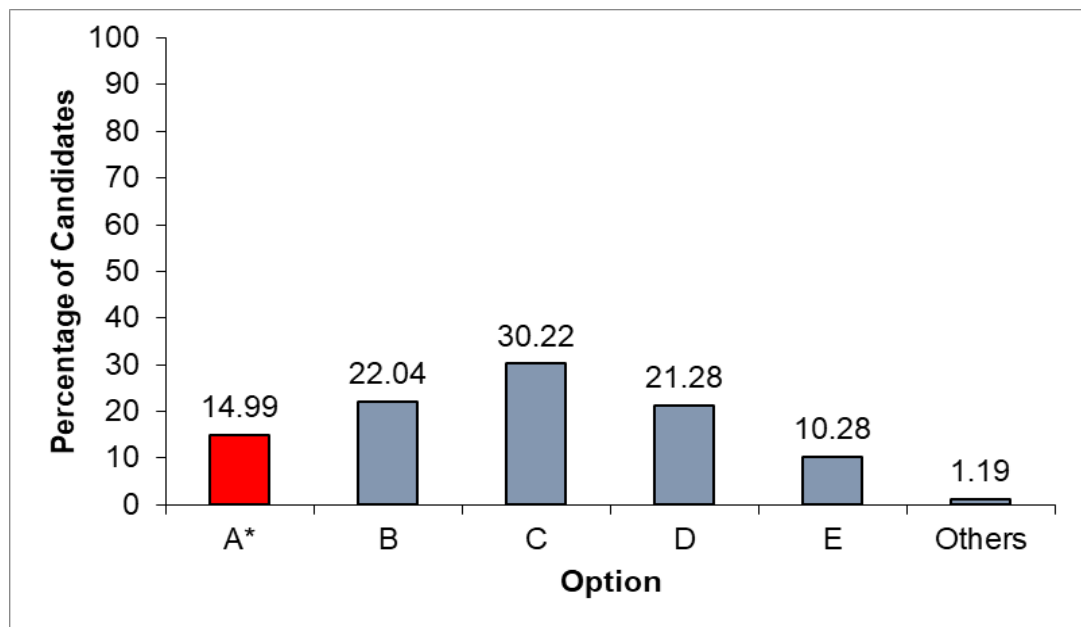


Figure 35: The Performance of Candidates in Question 35

Conversely, 298,863 (22.04%) candidates who opted for distractor B, *Freedom and socialism*, 139,391 (10.28%) candidates who chose E, *Freedom and self-reliance* and 288,680 (21.28%) candidates who selected D, *Solidarity and tolerance* were wrong because freedom is the state of being able to act and make choices without external constraints, coercion, or interference. It is a fundamental human value associated with principles of democracy and human rights.

Moreover, socialism is an economic and political ideology that advocates for collective or government ownership and control of the means of production, distribution and exchange. Self-reliance is the ability and willingness of an individual, community, or nation to meet their basic needs, make decisions, and solve problems without relying on external assistance

or resources. For those who chose solidarity were unaware that solidarity signifies the sense of unity, cooperation, and mutual support among individuals or groups, especially in time of hardships or challenges. It encourages people to work together for the greater good and to emphasise with those in need. Tolerance involves showing respect and understanding towards others even if one disagrees with them. Finally, 409,915 (30.22%) candidates who opted for distractor C, *Transparency and truth* were unaware that they are functional principles that underpin the functioning of a just and effective society in order to bring government accountability for the sake of improving democracy and tranquillity of the nation. Their importance is rooted in trust, accountability and fairness.

- Question 36:** The United Nations is the body that unites the free nations in the world. What contributed to its establishment?
- A Preventing the USA from ruling the world
 - B Avoiding the occurrence of another world war
 - C Preparing African countries for their independence
 - D Protecting the interests of rich countries in the world
 - E Preventing Britain from colonising African nations

The question was set from the main competency of *Promoting Peace and Harmony* and required the candidates to identify reasons behind establishment of the United Nations. The question was attempted by 1,356,306 candidates out of whom 630,619 (46.50%) candidates answered it correctly while 725,687 (53.50%) candidates failed. The candidates who chose the correct answer B, *Avoiding the occurrence of another world war* were aware of the core objectives of the United Nations as preventing another world war, promoting international peace and security, promoting human rights, fostering social and economic development, coordinating international cooperation and establishing international law. Overall, the UN was established to provide a collective response to the challenges facing the world and to promote peace, security, and prosperity for all people. Figure 36 shows the performance of the candidates in Question 36.

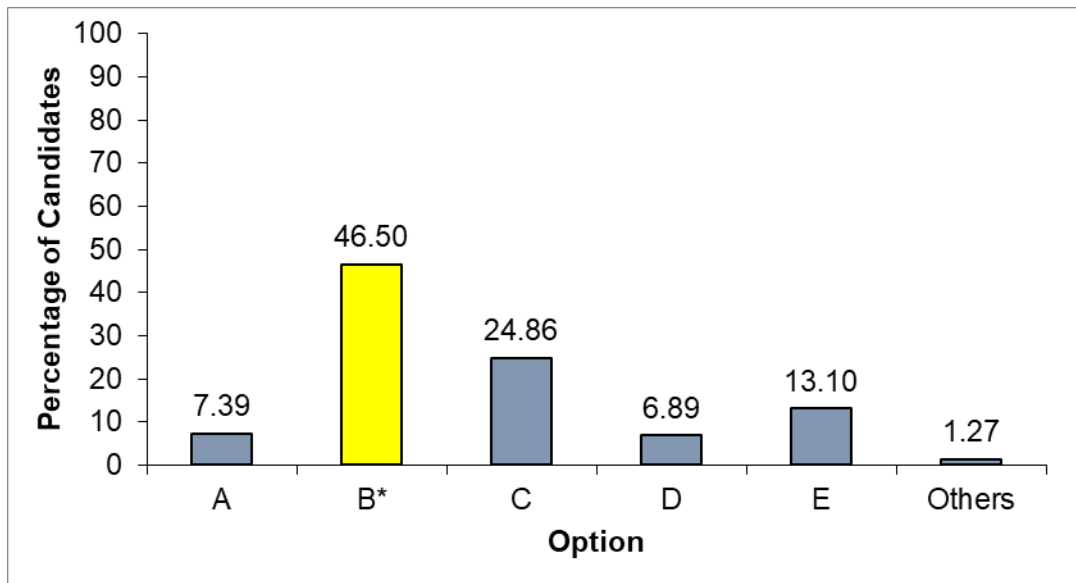


Figure 36: *The Performance of the Candidates in Question 36*

On the contrary, 100,267 (7.39%) candidates who opted for distractor A, *Preventing the USA from ruling the world* were aware that United States of America was a super power as it possessed military and economic strength as well as general influence. However, the candidates did realise that USA could not be able to rule the world because there were other equally economically powerful states. In addition, the world objectives have changed dramatically to the extent that the USA cannot rule the world in the old ways.

Likewise, 337,223 (24.86%) candidates who selected distractor C, *Preparing African countries for their independence* were wrong because African countries are all independent from colonial power and the United Nations organization has not outlived its original objectives. These candidates were unaware that, apart from promoting peace and security in the world, the United Nations through its various agencies is committed to promoting humanitarian and economic assistance in the world. This is complemented through various agencies of UNO like UNICEF, WHO, UNHCR and UNDP.

Furthermore, 93,411 (6.89%) candidates who chose distractor D, *Protecting the interests of rich countries in the world*, were misguided because the United Nations is composed of both rich and poor countries with their varied interests and concerns. UN guided by a number of

principles like all members fulfill in good faith the obligations assumed by them in accordance with the charter and all members settling their international disputes by peaceful means in such a manner that international peace and security, and justice are not endangered.

Moreover, 177,621 (13.10%) candidates who selected distractor E, *Preventing Britain from colonising African nations*, were wrong since African nations were colonised by several European countries including Britain. Thus, it must be borne in the mind that the current condition does not allow the existence of the old form of colonialism.

Question 37. Which outdated cultural practices can lead to loss of blood or death to women when giving birth?

- A Prohibiting women from eating some foods
- B Female Genital Mutilation
- C A woman doing a lot of work
- D Having responsibilities of caring for a family
- E Widows inheritance

This question was set from the main competency of *Promoting Peace and Harmony* and required candidates to identify the outdated cultural practices, which may lead to the loss of blood or death to women when giving birth. The question was answered by 1,356,306 candidates, out of whom 300,845 (22.18%) got it right and 1,055,461 (77.82%) candidates answered it wrongly. The candidates who chose the correct response B, *Female Genital Mutilation* were conversant with the outdated cultural practices to women as are customs, traditions, or rituals that have been practiced for generations in a society but may not be in line with contemporary human rights standards, gender equality, or women's empowerment. The candidates knew that Female Genital Mutilation refers to the partial or total removal of external female genitalia or other injury to female genital organs for non-medical reasons. Some of the effects include Excessive bleeding, Pain and shock during the surgery, Complications during childbirth, Sexual dysfunction and decreased sexual satisfaction, and Stigmatization and marginalization of women who have not undergone FGM. Other types of outdated cultural practices in Tanzania include child marriage, widow inheritance, gender based violence, dowry and bride price, and witch trials and accusations. Efforts to address FGM involve a

combination of legislation, education, community engagement, and support for alternative cultural practices.

Generally, outdated cultural practices on women are measured through legislation and enforcement, awareness and education, empowerment and economic opportunities, community engagement, and legal aid and advocacy. Figure 37 shows the performance of the candidates in Question 37.

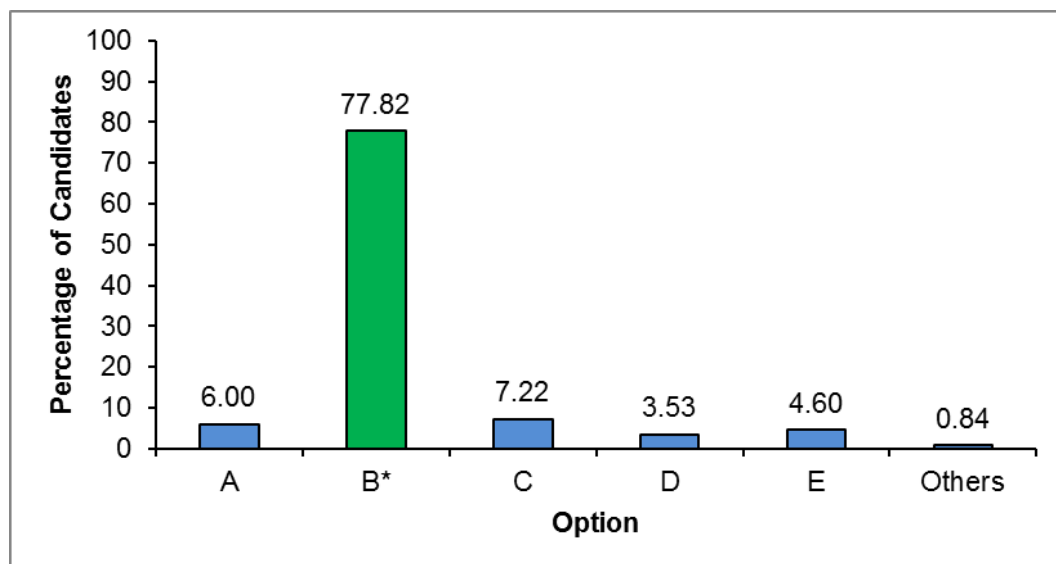


Figure 37: *The Performance of the Candidates in Question 37*

On the contrary, 813,119 (6.00%) candidates opted for distractor A, *Prohibiting women from eating some foods*. This refers to the practice of denying women from taking some varieties of nutritious food contents such as liver and eggs. This practice leads to important food nutrients deficiencies or malnutrition for both mothers and unborn children. However, it cannot lead to the loss of blood and death to expecting mothers. In similar vein, those who chose alternatives C, *A woman doing a lot of work* 97,885 (7.22%) candidates and D, *Having responsibilities of caring for a family* 47,819 (3.53%) candidates did not realise that the listed activities are not cultural practices rather responsibilities that can be performed by woman in their families.

In addition, the candidates overlooked the fact that both responses refer to the routine responsibilities performed by many women in their families.

These routine can endanger the life of a pregnant woman. On that note, the responses do not merit correctness.

Lastly, 62,364 (4.60%) candidates who chose distractor E, *Widows inheritance*, did not understand that it refers to a cultural and social practice whereby a widow is required to marry a close male relative of her late husband. The effects of widow inheritance encompass increase of the possibility to the spread of sexually transmitted diseases (STIs) and HIV/AIDS. Thus, they failed to distinguish the effects of Female Genital Mutilation from effects of widow inheritance because widow inheritance does not lead to excessive bleeding during delivery though is an outdated cultural practice.

Question 38: Tanzania is a member of the Commonwealth countries. The organization is formed by the members who were colonised by which country?

- | | | |
|-----------|-----------|------------|
| A France | B Britain | C Portugal |
| D Belgium | E German | |

This question was set from the main competency of *Promoting Peace and Harmony* and required the candidates to identify the country, which once colonised member countries of the Commonwealth Organisation. The question was attempted by 1,356,306 candidates, out of whom 765,606 (56.45%) candidates answered it correctly whereas 590,700 (43.55%) candidates failed. The candidates who chose the correct response B, *Britain* were familiar with the historical background of the Commonwealth as a voluntary association of independent and sovereign states. Historical ties, shared values, and a commitment to common principles and objectives link these member states.

Large number of the member states were colonised by Britain though other countries had joined the organisation without being linked with Britain. The motives underlying its establishment are such as promotion of peace and harmony promotion of democracy, emphasizing human rights, development and economic cooperation, cultural exchange, and education and environment sustainability. That being the case, the commonwealth plays a crucial role in fostering cooperation, peace, development, and shared values among its member states. It provides a platform for countries to collaborate on a wide range of global issues and work towards a more

equitable and sustainable future. Figure 38 shows the performance of the candidates in Question 38.

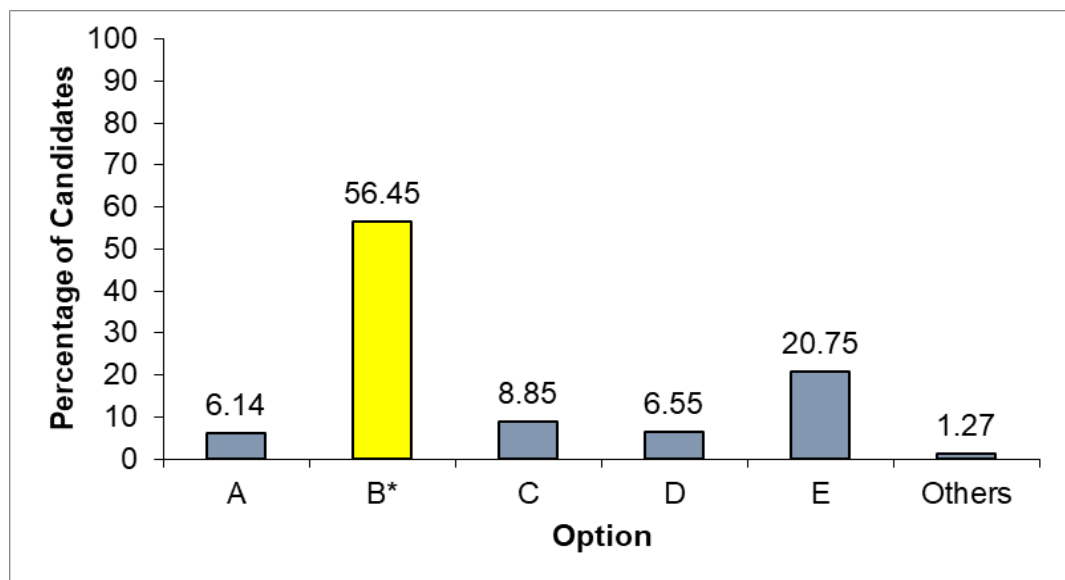


Figure 38: *The Performance of the Candidates in Question 38*

On the contrary, other candidates who opted for distractors A, *France* 83,309 (6.14%), C, *Portugal* 119,996 (8.85%), D, *Belgium* 88,830 (6.55%), and E, *Germany* 281,367 (20.75%) were not familiar with International Communities, particularly the historical background of the Commonwealth Organisation. They did not realise that the countries in options A, C, D and E are neither part of Britain nor once being colonised by Britain though, they once colonised some countries in different parts of the world. In this context, all the distractors A, C, D and E could not serve as correct historical background of The Commonwealth.

Question 39: Interaction with people of different cultures and backgrounds is an important aspect for any country. What is the importance of living with people of different origins?

- A Enables us to exchange skills
- B Helps us to ignore foreign cultures
- C Makes us to defend our patriotism
- D Enhances us to forget foreign history
- E Motivates us to protect our indigenous culture

The question was set from the main competency of *Promoting peace and harmony* and demanded candidates to identify the importance of living with people of different cultures and backgrounds. The question was attempted by 1,356,306 candidates out of whom 727,192 (53.62%) candidates got it correct while 629,114 (46.38%) candidates failed. The candidates who chose correct response A, *Enables us to exchange skills* were correct since they understood that living with people from different cultures and backgrounds involves interacting with individuals who have diverse values, traditions, languages, and worldviews. Some of the key aspects and benefits of living with people from different cultures and backgrounds include cultural exchange, broadened perspectives, language learning, enhanced problem-solving skills, and cultural enrichment, building a global network, intercultural communication skills, economic contribution, social integration, innovation, creativity and personal growth.

However, people with different cultures and backgrounds poses challenges related to integration like cultural clashes, and potential discrimination. People of different cultures and backgrounds are important in a country for their contributions to cultural diversity, economic development, social cohesion, and global perspectives. Figure 39 shows the performance of the candidates in Question 39.

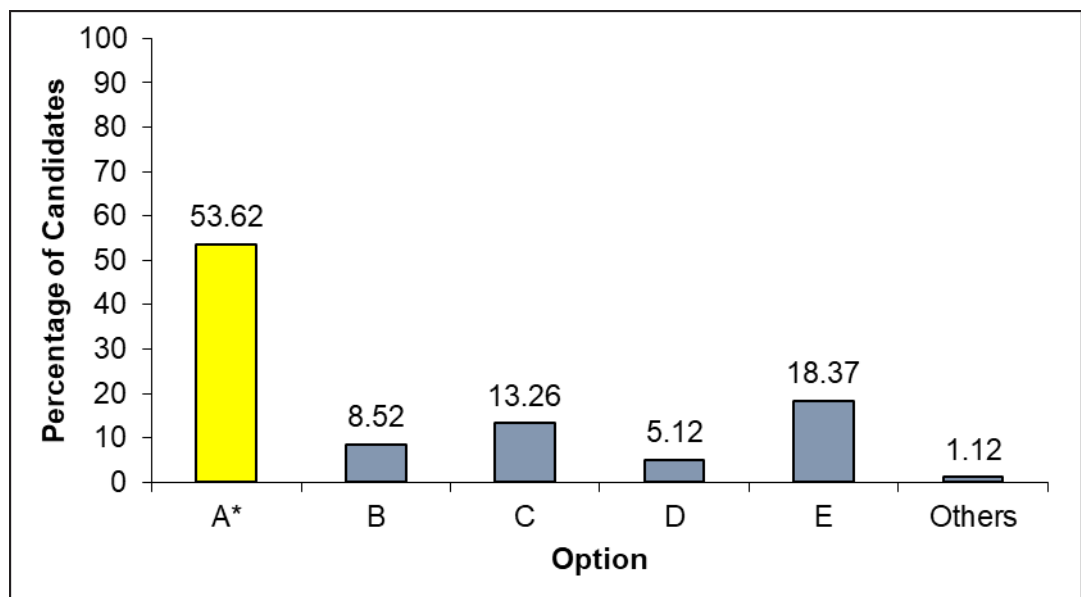


Figure 39: *The Performance of Candidates in Question 39*

On the other hand, 115,510 (8.52%) candidates who opted for distractor B, *Helps us to ignore foreign cultures* and 69,412 (5.12%) candidates who chose D, *Enhances us to forget foreign history* went astray because interacting with foreigner does not intend to undermine other cultural values as there a lot of cultural practices which are positive. Likewise, it does not affect the knowledge one has on foreign history. In fact, people do interact with individuals of different nationalities, cultures and backgrounds while respecting their personalities and history.

Moreover, 179,793 (13.23%) candidates who opted for distractor C, *Makes us to defend our patriotism* and 249,195 (18.37%) candidates who chose distractor E, *Motivates us to protect our indigenous culture* went astray because patriotic attitude is developed and promoted by preserving our nation's history. In addition, it involves celebrating our national holidays, working for development, defending its sovereignty and maintaining our feeling of love, devotion, and a sense of attachment to one's country.

Question 40: Which method can be used to address the negative effects of globalisation in Tanzania?

- A Listening to parents and protecting our culture
- B Accepting other cultures and protecting our patriotism
- C Using the social networks without control
- D Developing information technology from developed countries
- E Motivating young people to stop using social networks

The question was set from the main competency of *Promoting Peace and Harmony* and assessed the candidates' ability to identify the methods of addressing the negative effects of globalization in Tanzania. The question was attempted by 1,356,306 candidates, out of whom 553,722 (40.83%) candidates answered it correctly while 802,584 (59.17%) candidates failed. The candidates who opted for the correct answer A, *Listening to parents and protecting our culture* understood the aspects of globalization as involving integration, interconnectedness, technology, multinational corporations and cultural exchange. The candidates knew that globalization could be contained through promoting cultural preservation, promoting local industries, investing in education, and public awareness and participation. By implementing these measures, Tanzania would minimise the negative

effects of globalization while capitalising on the opportunities it presents for economic growth and development. It is essential to strike a balance that allows the country to benefit from globalization while protecting the interests of its people and environment. Figure 40 shows the performance of the candidates in Question 40.

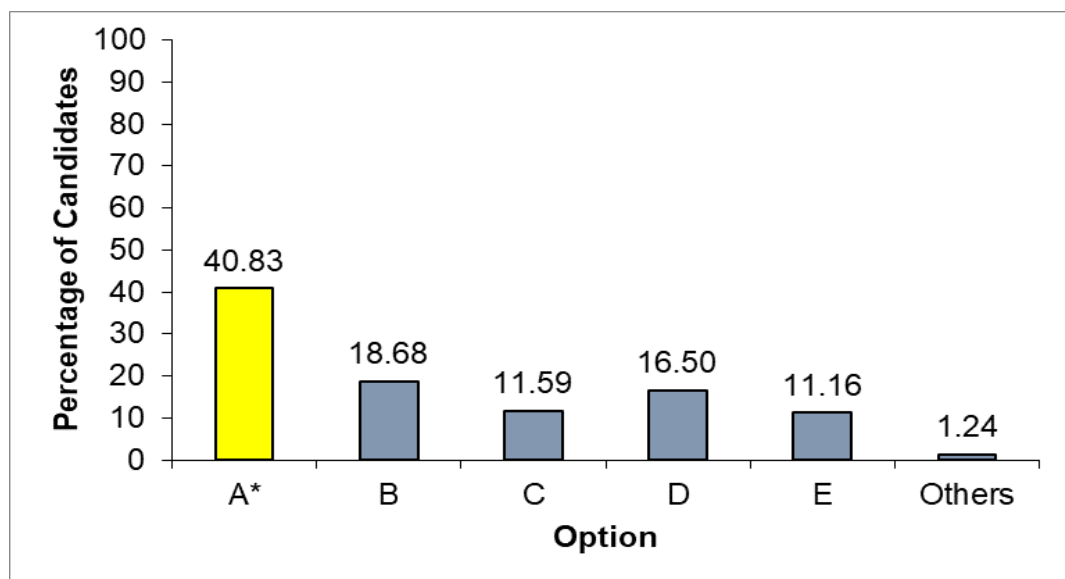


Figure 40: *The Performance of the Candidates in Question 40*

On the contrary, 253,353 (18.68%) candidates who chose distractor B, *accepting other cultures and protecting our patriotism* were aware that it is a good thing to protect, love and devotion to our country. The description fosters a sense of collective responsibility towards the wellbeing of the country as well as inculcating the feeling of pride and respect to the values of our nation. Nevertheless, some candidates in this category were unaware of accepting other people’s ways of life means undermining our own culture since some of other people’s practices, beliefs and values are not compatible with those of ours. Similarly, 157,159 (11.59%) candidates who chose distractor C, *Using the social networks without control* were wrong because using social networks without control may result into unacceptable behaviours among the youth, such as indecent wearing styles, drug abuse, irresponsible sexual behaviours and pornographic pictures and other acts which are not compatible with Tanzanian culture.

Furthermore, 223,855 (16.50%) candidates who chose distractor D, *Developing information technology from developed countries* were unaware that Tanzania being one of the developing countries cannot avoid importing technology including information technology from developed countries. The challenge is to what extent the imported technology is appropriate to the needs of Tanzania. The response did not qualify as correct answer because technological innovations dominated by powerful industrialised countries and the imported technology come with political strings attached to them.

Likewise, 151,413 (11.16%) candidates who selected distractor E, *Motivating young people to stop using social networks* were not aware of the positive contribution of social networks to the youths in conducting business, studying and communicating for their career, economic and social development. The youths need to be educated on the proper use of social networks instead of stopping them from using the networks. The young people need to use social networks for communication, keeping confidential issues, to confirm the correctness of information, to respect human dignity and spread correct statistical information.

2.2 SECTION B: Short Answer Questions

Question 41: Diplomatic relations between Tanzania and other countries provide various opportunities. Which two opportunities can be gained from such relations?

This question was set from the main competency of *Promoting Peace and Harmony*. This question tested the candidates' understanding of opportunities, which Tanzania gains through diplomatic relations. The question was attempted by 1,356,306 candidates, out of whom 754,692 (55.64%) candidates scored from 1 to 2 marks, while 601,614 (44.36%) candidates failed, because they scored 0 mark. Figure 41 shows the performance of the candidates in Question 41.

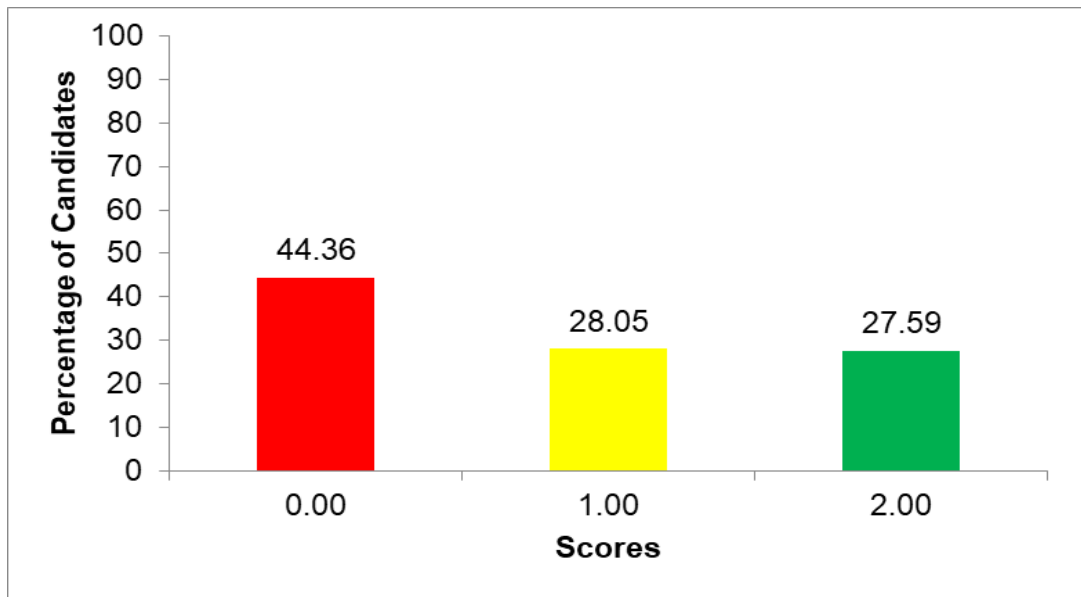


Figure 41: *The Candidates' Performance in Question 41*

The analysis of the candidates' responses shows that 374,225 (27.59%) candidates scored full marks. The candidates in this category understood that diplomatic relations refer to formal and official interactions between two or more sovereign states, often facilitated through their respective diplomatic missions or embassies located in each other's countries. Diplomatic relations are maintained through embassies and consulates, ambassadors and diplomatic staff, treaties and agreements, diplomatic correspondence and diplomatic immunity. The Information about opportunities through an embassy is obtained through websites, televisions, and radios, social networks, newspapers, magazines and flyers. Such candidates were able to analyse the opportunities gained by Tanzania due to her diplomatic relations, such as trade and economic opportunities, security and stability, cultural exchange, scientific and technological collaboration, humanitarian assistance and advocacy influence, study opportunities, and financial aid. Extract 1.2 shows the candidate's correct response to Question 41.

| |
|---|
| QUESTION NO. 41 |
| 1) EDUCATION OPPORTUNITIES EG: SCHOLARSHIPS WHICH ARE GIVEN TO STUDENTS TO STUDY ABROAD COUNTRIES |
| 2) BUSSINESS OPPORTUNITIES EG: INTERNATIONAL TRADE MARK ETS SUCH AS SABA SABA |

Extract 1.1: A sample of the Candidate's Correct Response to Question 41

In Extract 1.1, the candidate identified two opportunities, which Tanzania can gain through diplomatic relations.

Furthermore, 380,467 (28.05%) candidates who scored 1 mark demonstrated various weaknesses such as identifying only one opportunity which Tanzania can gain through diplomatic relations with other countries contrary to requirement of the question. For example, one candidate wrote only one point as *to export products from Tanzania to other countries*. Similarly, some of the candidates scored 1 mark because of repetition of points. For example, one candidate wrote *business opportunities* and *trading opportunities* as two separate points. Another one wrote *education opportunities* and *social services opportunities* as two separate points. Furthermore, some candidates mixed correct and incorrect points; as a result, they scored 1 mark. For instance, one candidate wrote *investment opportunities* and *leadership opportunities* while another one wrote *education opportunities* and *leadership opportunities*.

On the other hand, 601,614 (44.36%) candidates who scored 0 mark lacked knowledge about diplomatic relations between Tanzania and other countries. They misinterpreted the question to mean different things and ended up writing things, which were not part of the correct answers. For instance, some candidates mentioned the national treasures like *peace, love, unity, dignity* and *patriotism* to mean opportunities, which Tanzania can gain through diplomatic relations with other countries. Other candidates mentioned unacceptable behaviours found in the society. For example, one candidate wrote such responses as *presence of brutality, presence of corruption*.

Another challenge observed was the lack of knowledge of the tested competency, which resulted into copying some phrases or sentences from the question paper and treating them as responses. One candidate, for

example copied *being resilient and having integrity*, which was option, E in question 11. Equally, another candidate copied *objectives*, which was option D in question 3. Surprisingly, one candidate copied question 41 as *Diplomatic relations between Tanzania and other countries provide various opportunities. Which two opportunities can be gained from such relations?* In addition, other candidates ended up mentioning naturally endowed resources found in Tanzania. For example, one candidate wrote *wild animals, minerals*. Furthermore, one candidate referred to the union between *Tanganyika* and *Zanzibar*; two countries united to form the United Republic of Tanzania. Another one mentioned two neighbouring countries: *Tanzania* and *Kenya*. Extract 1.2 shows a sample of incorrect response to Question 41.

| |
|-----------------------------------|
| QUESTION NO. 41 |
| |
| i) Avoids civil wars / conflicts. |
| |
| ii) Brings peace & harmony. |
| |

Extract 1.2: A Sample of the Candidate's Incorrect Response to Question 41

Question 42: Pazi is a pupil who has a habit of disobeying school rules. Which two effects is Pazi likely to get?

The question was set from the main competency of *Being Responsible* and it required the candidates to identify the effects of disobeying school rules. The question was attempted by 1,356,306 candidates, out of whom 860,269 (63.42%) candidates scored from 1 to 2 marks and 496,037 (36.57%) candidates scored 0 mark. Figure 42 shows the candidates' performance on Question 42.

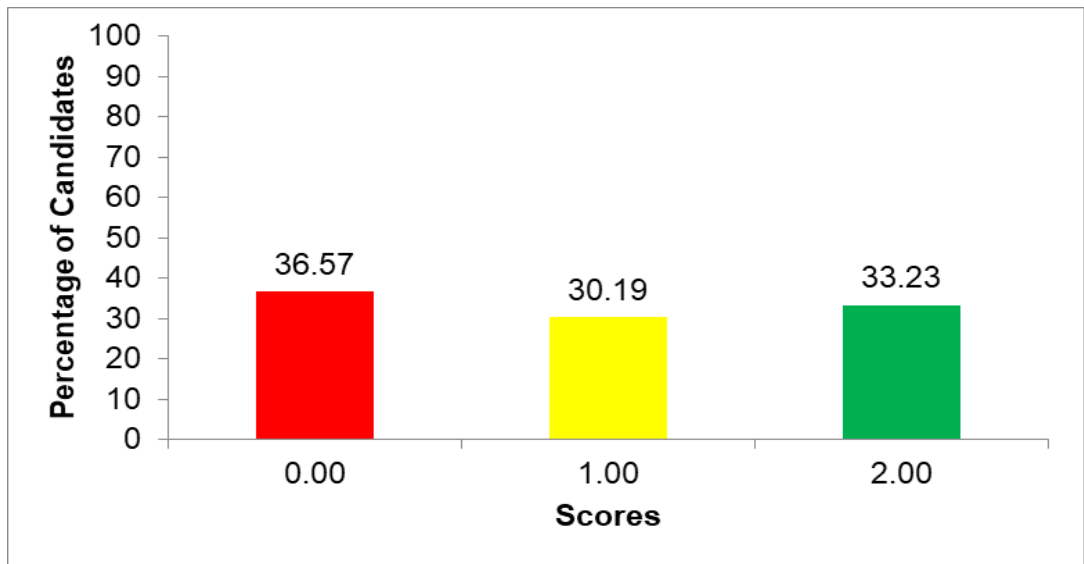


Figure 42: *The Candidates' Performance in Question 42*

Analysis shows that 450,755 (33.23%) candidates who scored 2 marks were aware that school rules play a crucial role in maintaining a safe, productive, and orderly learning environment. School rules ensure the safety, well-being, and educational growth of pupils. Furthermore, it is important for pupils to obey the school rules and regulations because it ensures order and discipline, academic focus, respect safety, responsibility and civility, preparation for the future and personal growth. Disobeying them may lead to loss of trust, disciplinary actions, poor academic performance, negative social consequences, development of bad habits, legal consequences and impact on self-esteem.

The candidates who pointed out *performing poorly academically* were familiar that disobedience to school rules may result into regular truancy among pupils, regularly punished by being assigned tasks out of the classroom, which in turn leads to wasting more time to non-academic affairs and attendant failure in academic performance. Similarly, some candidates identified measures administered as a response and deterrent to a particular action or behaviour that is undesirable or unacceptable. Those were aware that pupils who contravene the school rules are likely to face various punishments, such as suspension from school, corporal punishment or assigned extra tasks. Similarly, those who pointed out *being expelled from school* were aware that every pupil is obliged to abide by the

school rules otherwise they engage in serious misconducts which create disharmony in the school such as boycotts and fighting among the pupils, and may lead to being permanently expelled from school.

In addition, losing trust, which refers to loss of important traits of being relied on as honest or truthful, was put forward by candidates who understood the effects of repeatedly engagement of pupils in breaching the school rules that amounts to the possibility of losing trust among fellow pupils as well as teachers. When this habit persists, the pupil considered dishonest and unreliable. Extract 2.1 shows the candidate's correct responses to Question 42.

| |
|------------------------------|
| QUESTION NO. 42 |
| - Punishment from teachers. |
| - Poor Academic performance. |
| |
| |

Extract 2.1: A Sample of the Candidate's Correct Response to Question 42

In Extract 2.1, the candidate identified two effects likely to face a pupil who has developed a habit of disobeying school rules

Furthermore, 409,514 (30.19%) candidates who scored 1 mark had moderate understanding of the effects of disobeying school rules; therefore, their responses featured correct and incorrect points. For example, along the correct response one candidate described *immoral behaviours*. It related to the types of behaviour referring to indecent conducts, which contravene the set standards of conducts of a particular society. They include stealing, lying and the use of abusive language. Another, mixture featured *Peer group and drug abuse*. Peer group refers to a group of people who belongs to the same age group whereas drugs abuse is an immoral act of using drugs for non-medical purposes, which is influenced by various factors for instance, inability to manage peer pressure. Furthermore, some of the candidates' performance was affected by repetition of some points. For example, one candidate treated *not performing well* and *will not succeed in education* as two distinct points, but

in reality they both refer to poor academic performance. Similarly, another candidate treated alike points related to the impact of losing honest, trustful and reliability such as *being hate by teachers* and *disliked by candidates* as two distinct points. However, some candidates failed to supply the required number of points for instance, one candidate presented, *Failure in examination* and another one wrote *Permanent removed from school* as an exclusive response. With slight weaknesses, their responses deserved not more than 1 mark.

On the contrary, 496,037 (36.57%) candidates who scored 0 mark lacked knowledge of the effects of disobeying the school rules and misinterpreted the demands of the question. Some of the candidates pointed out factors influencing people to engage in malpractices like corruption by mentioning points such as *lack of integrity, lack of transparency, lack of trustful, not patriotic* and *no accountable*. Likewise, some candidates explained points related to acts, which show caring and valuing others in the society. For instance, two candidates wrote *to respect others, To help others, speaking to them* and *helping them*. These responses in reality encompass morally acceptable acts and traits with which a person in possession deserves more positive treatment than being punished. Such acts do not contravene the school rules rather they facilitate smooth implementation of school rules as they create harmonious environment to both teachers and pupils.

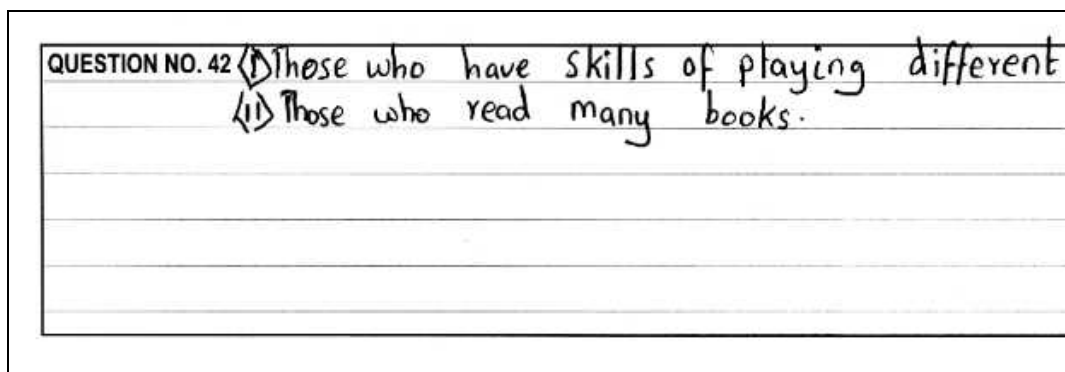
Another misconception observed was the candidates who associated the effects of not obeying the school rules with the consequences of disobedience to national laws and regulations by pointing out *To be jailed and hanged* and *be taken to court*. The candidate failed to distinguish the procedures for dealing with supervision and administering the school, which guide school rules and regulations as opposed to public affairs, which are guided by national laws, and regulations, and which deal with criminal cases. Equally, another candidate mentioned the impacts of not observing road safety regulations by providing such points as *to get injuries* and *to get accident of motorcycle*. In addition, another one wrote *to damage cars* and *caught by traffic*.

Moreover, candidates misinterpreted the question to mean various immoral behaviours, which in certain circumstances may subject a pupil to punishment because of controverting the school rules by mentioning such

points as *to be thieves, to be truant, fighting, bad discipline, engage in drugs, and join bad groups and robbery*. In similar vein, some candidates related the question's demand with impacts of improper behaviour by presenting such points as *Candidate getting early pregnancy, to get sexual transmitted disease, get sexual harassment, lack of knowledge and skill and death*.

Likewise, other candidates pointed out incoherent responses pertaining, which related to different titles of school and candidates' government leadership such as *the discipline master, head teacher, head boy and prefect of discipline*. Such response suggests that the candidate could not differentiate the consequences of violating school rules with the people entitled to maintain discipline at school. In addition, some candidates overlooked the scope of the question by discussing effects of not abiding by school rules beyond the questions' limit. They wrote points such as *parents because of disturbance to school will disown him, people in the society would dislike him, because bad image of the school*.

Moreover, some candidates misinterpreted the question to mean personal life skills. One candidate for instance wrote examples of personal life skills like self-awareness and self-confidence. Other irrelevant responses put forward by candidates were, for example, *psychologically disturbance, discussing with others, breaching school rules, good discipline, good behaviour, intelligent and self-discipline*. Such extreme misconceptions suggest that the candidates lacked knowledge of the subject matter. Extract 2.2 shows a sample of incorrect responses to Question 42.



Extract 2.2: A Sample of the Candidate's Incorrect Responses to Question

In Extract 2.2, the candidate failed to identify the effects of disobeying school rules instead listed cultural effects of globalization among the youths, particularly the essence of the youth adaptation to wearing styles influenced by foreign cultures.

Question 43: Which two sources can be used to receive and give out correct information at school?

This question was set from the main competency of *Respecting the community*. The question required the candidates to identify the sources used to receive and give out correct information in school. The question was attempted by 1,356,306 candidates, out of whom 46,072 (3.40%) candidates scored from 1 to 2 marks and 1,310,234 (96.60%) candidates failed. Figure 43 shows the performance of the candidates on Question 43.

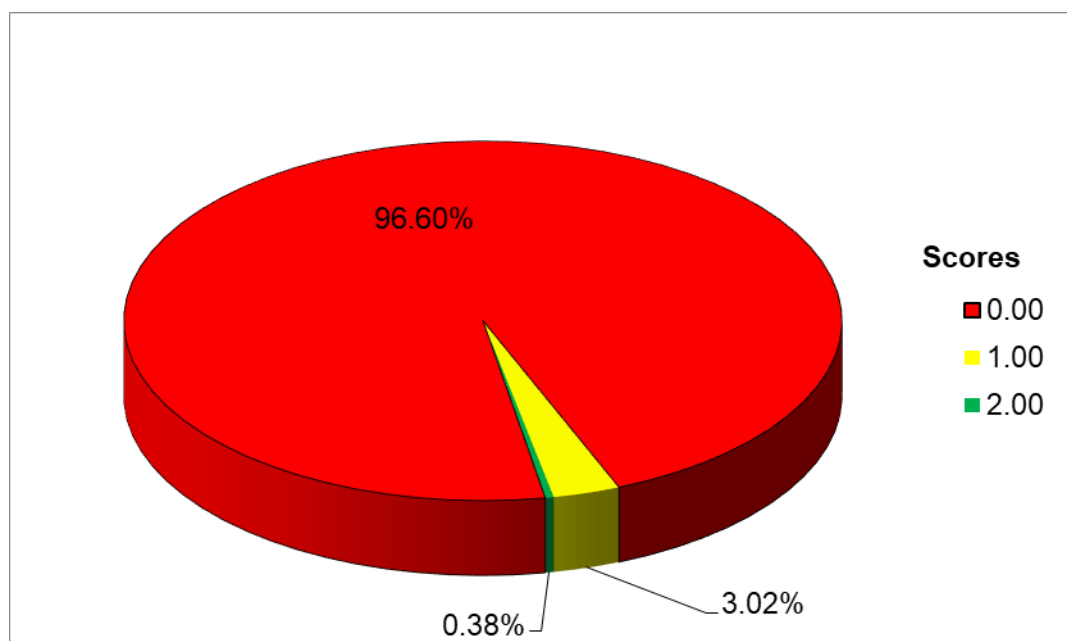


Figure 43: *The Candidates' Performance in Question 43*

The analysis of the candidates' responses in this question shows that 5,164 (0.38%) candidates who scored 2 marks identified reliable correct sources of receiving and giving out information used at school. These candidates were aware of the necessity of transferring information from the school administration to pupils and from pupils to the school administration. One candidate pointed out *notice board* and *parade announcements*. This

candidate was aware that notice board is used for displaying information and directives to pupils, teachers and the school community at large. Thus, it keeps every pupil updated on upcoming events, schedules, opportunities, results, school budget and expenditures, peer activities and achievements in school. Likewise, the candidate was aware that pupils and their teachers usually gather at the school parade ground every morning as the way to prepare themselves for the day. At the parade, teachers give announcements, words of wisdom and encouragement while pupils give morning talks. Additionally, school parade is an opportunity for pupils to express their ideas and creativity to their fellow pupil and school administration, and improve their public speaking skills.

Another candidate responded by referring to the *notice board* and *school assembly*. This candidate had knowledge that a school assembly is a gathering of pupils and teachers in the school, normally conducted during the beginning or at the end of the term for various purposes, such as special programs or communicating information. A school assembly may include prayer, news headline, speeches, pupil talk, announcement of future school programs and plans, rewarding or praising a pupil who performed well in different aspects. Overall, other methods include morning announcements, bulletin boards, and classroom announcements. Extract 3.1 is a sample of correct responses from a candidate who was able to identify sources that are used to receive and give out correct information at school.

| |
|--------------------------|
| QUESTION NO. 43 |
| i) School assembly. |
| ii) Use of Notice board. |

Extract 3.1: A Sample of the Candidate's Correct Response to Question 43

In Extract 3.1, the candidate identified two sources, which used to receive and give out correct information at school.

However, 40,908 (3.02%) candidates who scored 1 mark lacked sufficient knowledge pertaining to appropriate ways of getting correct information at

school. Some candidates mixed correct and incorrect responses. One candidate, for example, wrote *school parade* and *in classroom*. This candidate was unaware that a classroom is a room/place at a school where teaching and learning process takes place.

Another candidate responded by referring to the *notice board* and *class monitor* as appropriate sources to receive and give out correct information at school. This candidate was unaware that the main duty of a class monitor is maintaining discipline of pupils, organising the classroom, managing resources, ensuring that the classroom environment is conducive for learning and teaching process.

Similarly, another candidate in this group pointed out *the school assembly* and *suggestion box* as sources of reliable information. Suggestion boxes are there to encourage pupils to submit opinions, comments and complaints about school environment. Suggestion boxes are not appropriate sources of information because the information is provided secretly and not verified. Furthermore, in this category some candidates repeated points. For example, one candidate wrote *notice board* and *posting announcements* as two different points while announcements usually are posted on notice boards, hence scored 1 mark.

On the other hand, 1,310,234 (96.60%) candidates who scored 0 mark in this question did not understand the question's demand while others lacked knowledge about the sources which are used to receive and give correct information at school. For instance, some candidates misinterpreted the question to mean attributes of a person who provide useful information. One candidate, for example, presented *honesty* and *integrity*, while another one mentioned *being truthful* and *being moral*. These candidates were unaware that being honest and moral are not sources of information at school, rather they are important attributes of any person who gives correct information.

Furthermore, some candidates associated sources of giving and receiving information with types of communication. One candidate, for example, pointed out *verbal* and *signs* and another one wrote *non-verbal* and *written* as the bases of receiving and sending correct information. Additionally, there is sign language, which is used by deaf in communication. Moreover, written communication entails all information, which are in form of writings such as letters, e-mails and various documents in the form of hard copy or

soft copy. Likewise, the candidates did not know that verbal communication performed orally takes place over the phone or in face-to-face interactions. Generally, types of communication are not the source of receiving or conveying information at school.

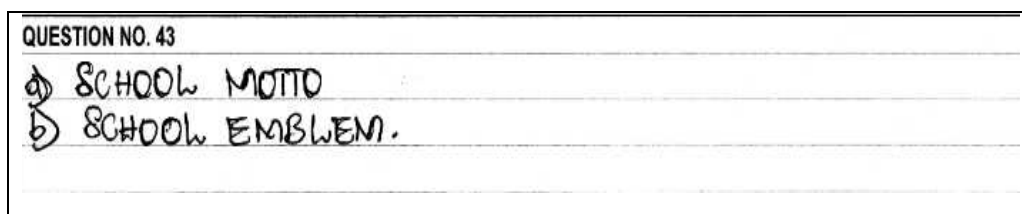
Additionally, there were candidates who wrongly linked sources of giving and receiving information with communication channels. For instance, one candidate listed *telephone* and *emails* while another one mentioned *emails* and *letters*. These candidates were unaware that people use emails, letters and phone calls as the medium of conveying message from one person to another, hence are not sources of information at school environment.

Moreover, other candidates went further suggesting some unusual events, which normally take place at school. For instance, some candidates mentioned problems which are witnessed among pupils such as; *when pupils have their personal problems, when pupils are lacking discipline, when pupils abscond from school, when pupils draw at class walls, when pupils fall sick*, to mention few. These candidates were unaware that pupils' problems are not sources of receiving and sending information, such problems are addressed through proper channel, namely the school leadership.

Similarly, it was observed that some candidates pointed out the school leadership as sources of receiving and sending information. One candidate, for example, mentioned the *head teacher* and *head prefect* while another one wrote *class teacher* and *teacher on duty*. The candidates failed to differentiate the sources used to receive and give correct information at school from the school leadership structure. The class teacher, teacher on duty and head prefect encompass the school leadership of the organization chart. Each leader has a specific role in the school to ensure smooth running of the school. The role of school leadership is to ensure that the channels of correct giving and receiving information are in place at school so as to achieve the goals of the school.

In the same vein, there were candidates who misinterpreted the question by referring to school symbols. One candidate, for example, mentioned a *school emblem* and *school song*. These candidates were not aware that school symbols like school emblem, motto, uniforms and songs are not sources of information; rather they are used to identify a particular school.

Lastly, there were candidates who identified social networks as sources of receiving and giving out information. For example, one candidate mentioned *Instagram* and *Facebook* another candidate mentioned such social networks as *WhatsApp* and *Twitter* while the other pointed out *drums*, *trumpets* and *hons*, which are traditional ways of giving and sending information. These candidates were wrong because social networks are not convenient ways of communication between the school administration and pupils at school in the Tanzanian context. In addition, pupils are not allowed to use cellular phones when they are at school and at home, if they have to use them, they must be under the guidance of parents or guardians. Extract 3.2: Shows a candidate who provided irrelevant responses.



Extract 3.2: *A Sample of the Candidate's Incorrect Response to Question 43*

In Extract 3.2, the candidates failed to identify sources, which can be used to receive and give out correct information at school, thus he/she wrote irrelevant points.

Question 44: Which two methods can be used to eradicate the challenges of poor infrastructures and piling of cases to meet the set goals?

This question was set from the main competency of *Being a person of integrity*. This question tested the candidates' understanding of ways, which can be used to eradicate the challenges of poor infrastructures, and piling of cases in courts. The question was attempted by 1,356,306 candidates, out of whom 312,784 (23.06%) candidates scored from 1 to 2 marks while 1,043,522 (76.94%) candidates scored 0 mark. Figure 44 shows the candidates' performance in Question 44.

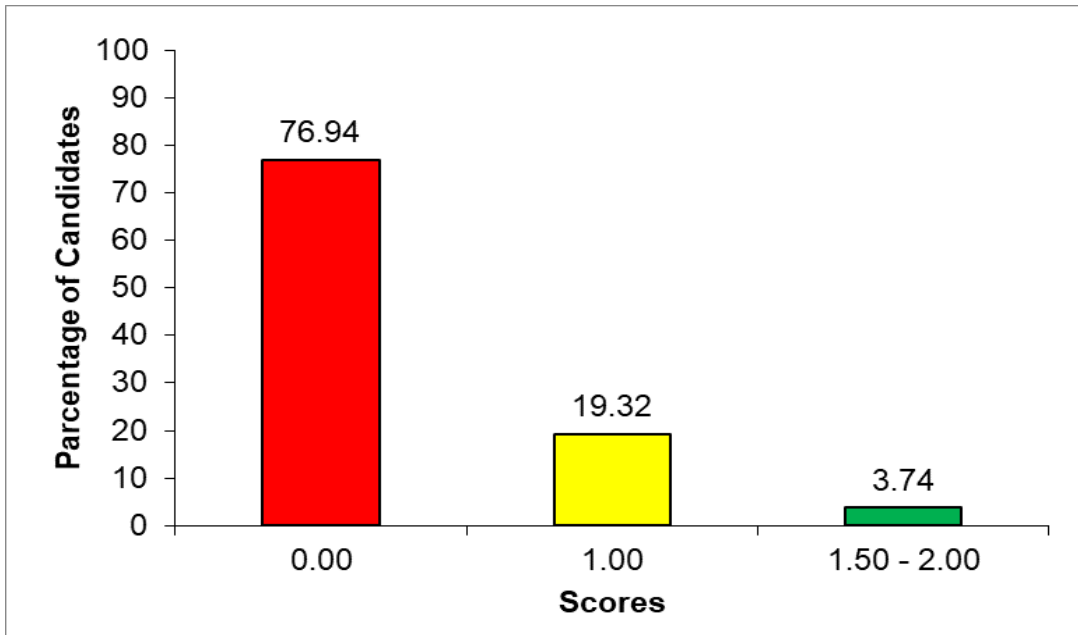


Figure 44: *The Candidates' Performance in Question 44*

The analysis of the candidates' responses shows that 50,746 (3.74%) candidates who scored 2 full marks understood the demand of the question. One candidate, for example, mentioned *to improve infrastructures like buildings and improve working tools and to educate the society against committing crimes*. This candidate was aware that improving building infrastructures at all levels including primary and District courts help to make court services more accessible and affordable to the citizens. Besides that, these candidates were aware that court buildings provide judicial services from Primary Courts level to the Court of Appeal. If the buildings and skilled staff will be available, they will make it easier for the citizens to access a wide range of legal services, thus saving time and money. Moreover, the candidate had understood that educating the society to stop crimes will lead to the civilized society, hence decrease of cases in courts.

Another candidate pointed out *to employing skilled labours such as magistrates and other court officers, and to provide modern technology to simplify judicial processes*. This candidate was aware that, human resource such as judges, magistrates and supporting staff should be increased to address the challenge of piling up cases in courts. In addition, the

availability of technology, especially the use of Information and Communication Technology (ICT) facilities to the judicial officers and police personnel will simplify investigations, case hearings, prosecutions and keeping case records. Similarly, they understand other challenges of courts including the case backlog, limited resources, corruption, lack of legal awareness, inadequate infrastructure and inefficiency, and slow processes. Extract 4.1 is a sample of correct responses to Question 44.

| |
|---|
| QUESTION NO. 44 |
| 1) Government to work on improving infrastructure. |
| 11) To search for more experts and professionals for solving cases. |

Extract 4.1: A Sample of the Candidate's correct Response to Question 44

Extract 4.1 is a sample of correct responses from a candidate who was able to propose methods to be used to eradicate the challenges of poor infrastructures and piling of cases.

Furthermore, 262,015 (19.32%) candidates who scored 1 mark had various weaknesses including repetition of points. One candidate, for example, presented *employing many magistrates* and *training more court clerks* as two different points while both focused on improving human resources in the court system. Another example from one candidate who wrote *building new courts* and *repairing court buildings* as two separate points while both refer to the improvement of court infrastructures. Besides that, there were candidates who wrote only one response instead of two as the question demanded. For example, one candidate wrote such responses as *helps courts to equip them with Information and Communication Technology to make judicial processes easy*.

Moreover, there were candidates who mixed correct points with incorrect ones. One candidate for example wrote *employing many magistrates and Judges as the first point*, and *training more teachers*. A teacher is a person who helps pupils/students to acquire knowledge, skills and good morals. Another candidate presented *providing education to people so they avoid*

crimes, which was a correct point. Thus, the mixing up of correct and incorrect responses hindered them from scoring full marks.

On the other hand, 1,043,522 (76.94%) candidates who scored 0 mark did not understand the methods for addressing the challenges of poor infrastructures and piling up of cases in courts. They misinterpreted the question to mean other things. For instance, some candidates wrongly associated the question with responsibilities of citizens in promoting democracy as one of them mentioned *attending political meetings* and *voting for leaders* to mean ways of improving court infrastructures and piling cases. This candidate was unaware that attending meetings to air views, asking questions and participating in election by voting, contributes to the prosperity of democracy but it is not a direct solution to problems facing the court system in Tanzania. In the same vein, other candidates rested on the qualities of a good citizen. One candidate for example pointed out *being patriotic* and *being a person of integrity*. This candidate was unaware that being honest and loving one's nation does not mean that one intends to improve court services. Patriotism and integrity protect the interest of the nation; help fight corruption, maintaining peace and welfare of the nation at large.=

Moreover, other candidates mistakenly related court infrastructures with transport infrastructures. One candidate for example suggested the *improvement of roads* and *improvement of railways*. Another one advocated on the need to *create new ships* and *buy new airplanes*. These candidates overlooked the fact that improvement of means of transport promotes the economic sector by facilitating easy movement of people, raw materials, goods and services.

Likewise, there were candidates who suggested some ways to collect money for repairing court infrastructures. One candidate for instance advised to *call people for fund raising* and *asking aid from donor countries*. There was another candidate who wrote volunteering to *provide money* and *ensuring people are paying tax*. These candidates were not aware that availability of fund could not directly be a solution if repairing court infrastructure is not given a priority.

Additionally, there were candidates who proposed irrelevant ways to avoid piling up of cases, which can endanger the community stability. For instance, one candidate suggested stopping *taking suspect to court* and beating the victims in the streets, and another candidate wrote *people should tolerate crimes*. Others went the extra mile by suggesting adopting a dictatorial leadership approach as a solution to piling up of cases in the court. One candidate for example wrote *to use dictatorship administration*. These candidates did not understand the qualities of dictatorship to the governance; owing to the fact that it does not respect rule of law, and human rights. Thus, it cannot be the solution to the challenges facing court system.

Likewise, there were candidates who suggested creating partnership between private sector and government in the administration of the courts system in Tanzania. For instance, one candidate suggested *Privatization of some courts buildings and welcoming investors*. These candidates were unaware that the Judiciary as one of the pillars of the state could not be privatised. The judiciary interprets the laws, provides equal rights to citizens, hear and decide different cases.

Finally, there were candidates who provided a mixture of irrelevant points. For example, one candidate wrote, *building police stations and building prisons*, another one mentioned *providing personal security and maintaining road safety*. Another candidate suggested providing education on how to repair defected infrastructure and to ensure guidance and counselling to those who have cases in courts. In addition, there were candidates who did not attempt this question at all. Extract 4.2 Shows candidates who provided irrelevant responses.

| |
|--------------------------------------|
| QUESTION NO. 44 |
| <i>lack of capital</i> |
| <i>lack of poor infrastructures.</i> |
| |
| |
| |

Extract 4.2: A Sample of the Candidate's Incorrect Response to Question

In Extract, 4.2, the candidates failed to propose methods, which can be used to eradicate the challenges of poor infrastructures and piling up of cases as they ended up writing irrelevant points.

Question 45: Why the Economic communities in Africa have not achieved the intended goals? Give two reasons.

This question was set from the main competency of *Promoting Peace and Harmony* and measured the candidates' ability to identify reasons for the failure of the economic communities in Africa to achieve their intended goals. The question was attempted by 1,356,306 candidates, out of whom 574 42 (42.37%) candidates scored from 1 to 2 marks while 781,664 (57.63 %) candidates scored 0 mark. Figure 45 shows the performance of the candidates in this question.

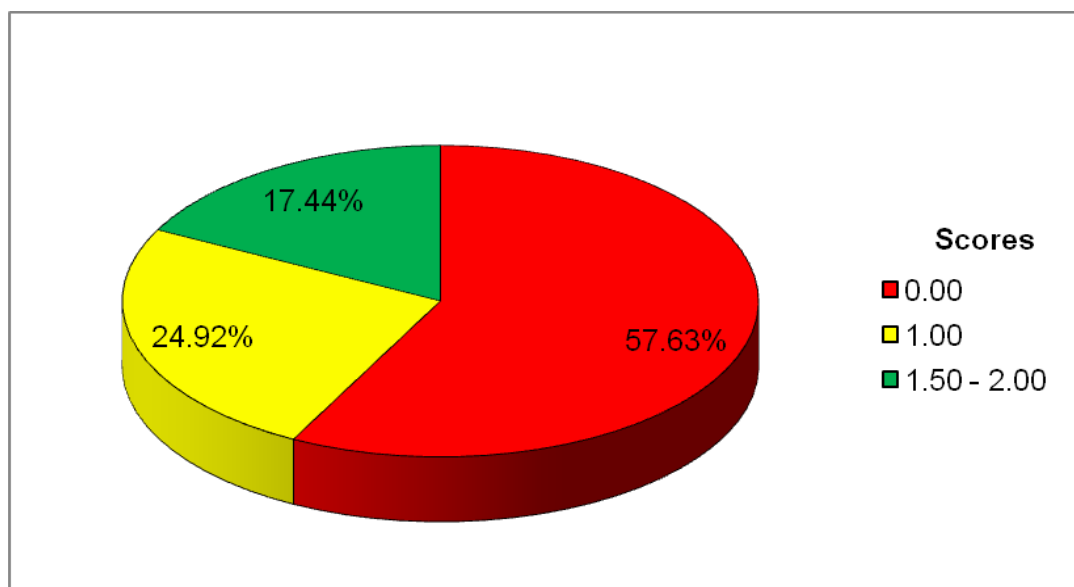


Figure 45: *The Performance of the Candidates in Question 45*

The analysis of the candidates' responses in this question shows that 236,575 (17.44%) candidates scored full marks. The candidates understood Economic communities as the process of countries on the continent coming together to promote economic cooperation and coordination. The economic communities intend to promote trade, economic growth, industrialisation, infrastructure development and political stability. Some of the benefits of integrations include among other things

doing business among the member countries, expanding the markets for the produced commodities from the member countries, strengthening security among the member countries, improving infrastructures and communication, and fostering agriculture and industrial development among the member countries. Some of the communities are such as the East African Community (EAC), The Southern Africa Development Community (SADC), and Economic Community of West African States (ECOWAS). The economic communities are expected to serve their member states through the implementation of the regional integration's agenda where good faith and the execution of treaties form the basis for attaining the set goals.

Such candidates were aware of the reasons behind the failure of Economic communities in Africa to achieve their goals. The candidates provided such reasons as such as presence of *civil wars*, *difference in economic levels and poverty*, *selfishness of some member countries*, *poor technology*, *inadequate capital* and *poor civic education provision to the people*. They understood that the fight between organized groups within the same state leads to great economic loss in terms of destruction of buildings, transport and communication infrastructure, loss of lives and the like, which in turn limits the contributions of such countries in the communities' progress. Selfishness of some government leaders to their nationalistic interests and paying less to the communities weaken the strategies of such communities towards the goals set. In addition, the candidates were aware that lack of modern technology that would be used to improve agricultural, industrial and mineral sector hinder the communities from attaining their goals. Furthermore, those candidates understood that education to the people on their rights, the leaders' responsibilities to the citizens would inject patriotic spirit among them and cooperate for the betterment of the communities. Extract 5.1 shows the candidate's correct response to Question 45.

| |
|--|
| QUESTION NO. 45 |
| → i) Because of poverty among member states. |
| ii) Because of civil wars among member states. |
| |
| |

Extract 5.1: A Sample of the Candidate's Correct Response to Question 45

In Extract 5.1, The candidate pointed out two reasons for which Economic communities in Africa failed to achieve their intended goals.

However, the 338,044 (24.92%) candidates who scored 1 mark lacked sufficient knowledge of the reasons for which the Economic communities in Africa failed to achieve their intended goals. Some candidates mixed correct and incorrect responses. For example, one candidate wrote *because of the biological difference of people among member states* and *because of political instability or civil war* whereby the former related to sexual distinction between male and female and the latter is one of the reasons for failure of the economic communities in Africa to achieve their intended goals. Another one mixed the correct point *low economic level* and the incorrect one, *African countries are under the domination of colonial powers*.

Moreover, other candidates repeated some of the points, as one of them wrote *because of political instability in African countries* and *presence of civil wars*. Another candidate in the same category wrote *low economic level of some African countries* and *poverty among African countries* as two different points.

On the other hand, 781,664 (57.63%) candidates who scored 0 failed to grasp the question's demand while others lacked understanding of the reasons behind the failure of Economic communities in Africa to achieve their intended goals. One candidate for example, explained issues related to ways to fight corruption in the country as *being patriotic* and *being trustworthy*. The candidates failed to realize that love and devotion to one's own country is focusing on national wellbeing than the communities. They misconceived the question by including trustworthy as reasons behind the failure of economic communities to achieve their intended goals. Trustworthy is being truthful and honesty, hence, the responses could not qualify as a correct answer for this question. In addition, other candidates dealt with the rules and procedures for preparing school action plan. For instance, one candidate wrote *consideration of time limit in implementing school goals* and *implementation of the school goals set*. Others mentioned factors, which may lead to the failure of school action plans like *failure to set school goals* and *failure to prepare an action plan for implementing school goals*. Such candidates failed to understand that, economic community involves cooperation of several countries and not at the school level.

Furthermore, some candidates pointed out the prerequisites for the country's development as one candidate wrote *presence of peace in the country* and *presence of security in the country*. They were unaware that economic community concerns more than one country. In fact, the responses could promote cooperation and not reasons for their failure. Other candidates based their reasons on the countries which colonised African countries. For example, one candidate wrote *because African countries were under British rule* and *because African countries got independence through armed struggle*. Others went far in relating the failure of Economic communities in Africa to achieve their goals with superstitious beliefs. For instance, one candidate wrote *because of witchcraft practices among Africans*. Extract 5.2 shows a sample of incorrect response to Question 45.

| |
|---|
| <p>QUESTION NO. 45</p> <hr/> <p>i) BECAUSE AFRICAN THEY WERE HAVE NOT ENOUGH MATERIAL</p> <hr/> <p>ii) BECAUSE THEY WERE HAVE NOT INDRECE</p> <hr/> <hr/> |
|---|

Extract 5.2: A Sample of the Candidate's Incorrect Response to Question 45

3.0 CONCLUSION

Analytical data shows that six types of competencies were examined in 2023, the average performance was 53.37 percent. Competencies examined were *Respecting the Community*, *Valuing the Community*, *Being Responsible*, *Being a Persevering Person*, *Being a Person of Integrity* and *Maintaining Peace and Harmony*. In 2022, the competencies examined had an average performance of 56.3 percent.

The statistical analysis shows that the candidates had good performance in *Valuing the Community* (67.62%). The Competency of *Being a Persevering Person* had an average performance (54.18%), *Respecting the Community* (54.03%), *Being Responsible* (51.05%), *Maintaining Peace and Harmony* (48.53%) and *Being a Person of Integrity* (44.81%).

The comparison of the competencies performance examined in the Primary School Leaving Examination (PSLE) for the year, 2022 and 2023 shows that the performance of the competency of *Valuing the Community* for the year 2022 was good (68.40%) similar to the year 2023 (67.62%). The Competency of *Being Responsible* performance was good (64.33%) for the year 2022 and average (51.05%) for the year 2023.

The performance of other types of competencies was average whereby the competency of *Maintaining Peace and Harmony* was (51.96%) in 2022 and in 2023 it was (48.53%). Competency of *Respecting the Community*, its performance was average (53.77%) in the year 2022 and (54.03%) in the year 2023. The performance of *Being a Persevering Person* was average in the year 2022 (49.00%) and in the year 2023 (54.18%). In addition, the performance of the competency of *Being a Person of Integrity* was average (50.45%) in 2022 and also in 2023 (44.81%).

4.0 RECOMMENDATIONS

In order to improve the performance of the candidates especially in *Valuing the Community, Respecting the Community, Being a Person of Integrity and Being a Persevering Person* competencies the following are the recommended measures:

- (a) Teachers should use role-play by assigning their pupils to play certain roles to activate the pupil's memory on *acts of loving in the community, valuing the community and promoting peace in the community*.
- (b) Pupils should be encouraged to read various textbooks effectively in order to widen their knowledge and competencies in different concepts in Civic and Moral Education.
- (c) Teachers should use various teaching aids like diagrams, maps, figures, pictures, videos and tables for teaching and learning by incorporating the right teaching aids to make pupils more interested in paying attention to acquire competencies. Teaching aid helps to relate and reinforce pupils learning in the relevant competencies to the real environment around him.
- (d) During teaching and learning process, teachers should put more emphasis on participatory techniques such as group discussion, use of short stories and brainstorming, the use of field trips, guest speakers and the use of portfolio.
- (e) Teachers should prepare enough exercises and tests accompanied with timely correction so as to build capacity of pupils to answer questions which can measure various skills found in the *Valuing the community, Respecting the Community, Being a Person of Integrity and Being a persevering person* competencies.

Appendix

Comparison of Performance of Candidates in each Competency in the PSLE Examination 2022 and the PSLE Examination 2023

| Sn | Main competency | 2022 Examination | | | 2023 Examination | | | | |
|----|--------------------------|------------------------------|--------------------|----------------------------|------------------|------------------------------|--------------------|----------------------------|---------|
| | | Performance in each question | | Average of performance (%) | Remarks | Performance in each question | | Average of performance (%) | Remarks |
| | | Question number | (%) of performance | | | Question number | (%) of performance | | |
| 1 | Valuing the Community | 9 | 55.43 | 68.4 | Good | 9 | 55.17 | 67.62 | Good |
| | | 10 | 77.2 | | | 10 | 82.66 | | |
| | | 12 | 73.38 | | | 11 | 56.34 | | |
| | | 13 | 72.34 | | | 12 | 51.86 | | |
| | | 14 | 51.37 | | | 13 | 17.99 | | |
| | | 42 | 80.7 | | | 22 | 79.71 | | |
| 2 | Being Responsible | 15 | 68.68 | 64.33 | Good | 15 | 12.84 | 51.05 | Average |
| | | 16 | 72.88 | | | 16 | 67.41 | | |
| | | 17 | 74.85 | | | 17 | 13.21 | | |
| | | 18 | 57.55 | | | 18 | 43.17 | | |
| | | 20 | 24.91 | | | 19 | 79.03 | | |
| | | 21 | 64.67 | | | 20 | 45.01 | | |
| | | 43 | 86.79 | | | 23 | 22.38 | | |
| | | | | | | 25 | 87.65 | | |
| | | | | | | 29 | 76.34 | | |
| | | | | | | 42 | 63.42 | | |
| 3 | Respecting the Community | 1 | 87.7 | 53.77 | Average | 1 | 32.16 | 54.03 | Average |
| | | 2 | 21.76 | | | 2 | 67.66 | | |
| | | 3 | 43.83 | | | 3 | 42.26 | | |
| | | 4 | 69.35 | | | 4 | 26.88 | | |
| | | 5 | 74.86 | | | 5 | 72.71 | | |
| | | 6 | 42.79 | | | 6 | 58.34 | | |
| | | 7 | 18.34 | | | 7 | 76.71 | | |
| | | 8 | 84.76 | | | 8 | 44.38 | | |
| | | 11 | 56.14 | | | 14 | 86.15 | | |
| | | 19 | 36.95 | | | 21 | 83.73 | | |
| | | 22 | 20.31 | | | 43 | 3.4 | | |
| | | 41 | 88.39 | | | - | - | | |

| Sn | Main competency | 2022 Examination | | | 2023 Examination | | | | |
|----|-------------------------------|------------------------------|--------------------|----------------------------|------------------|------------------------------|--------------------|----------------------------|---------|
| | | Performance in each question | | Average of performance (%) | Remarks | Performance in each question | | Average of performance (%) | Remarks |
| | | Question number | (%) of performance | | | Question number | (%) of performance | | |
| 4 | Maintaining Peace and Harmony | 34 | 22.37 | 51.96 | Average | 35 | 14.99 | 48.53 | Average |
| | | 36 | 46.04 | | | 36 | 46.5 | | |
| | | 37 | 70.9 | | | 37 | 77.82 | | |
| | | 38 | 62.75 | | | 38 | 56.45 | | |
| | | 39 | 38.83 | | | 39 | 53.62 | | |
| | | | | | | 40 | 40.83 | | |
| | | 40 | 45.72 | | | | | | |
| | | | | | | 41 | 55.64 | | |
| | | 45 | 77.13 | | | | | | |
| | | | | 45 | 42.37 | | | | |
| 5 | Being a person of integrity | 30 | 55.26 | 50.45 | Average | 32 | 62.74 | 44.81 | Average |
| | | 31 | 66.35 | | | 33 | 46.1 | | |
| | | 32 | 56.13 | | | 34 | 47.35 | | |
| | | 33 | 46.1 | | | 44 | 23.03 | | |
| | | 35 | 64.59 | | | - | - | | |
| | | 44 | 14.29 | | | - | - | | |
| 6 | Being a persevering person | 23 | 29.96 | 49.00 | Average | 24 | 59.95 | 54.18 | Average |
| | | 24 | 69.86 | | | 26 | 79.37 | | |
| | | 25 | 33.17 | | | 27 | 73.56 | | |
| | | 26 | 38.63 | | | 28 | 13.87 | | |
| | | 27 | 44.95 | | | 30 | 62.93 | | |
| | | 28 | 75.1 | | | 31 | 35.37 | | |
| | | 29 | 51.38 | | | - | - | | |

