



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



PUPILS' ITEMS RESPONSE ANALYSIS  
REPORT ON THE STANDARD FOUR  
NATIONAL ASSESSMENT  
(SFNA) 2023

CIVIC AND MORAL EDUCATION



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**06E CIVIC AND MORAL EDUCATION**

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## FOREWORD

The National Examinations Council of Tanzania is pleased to issue a report on the Pupils' Items Response Analysis for the Standard Four National Assessment (SFNA) 2023 in the Civic and Moral Education subject. This report gives feedback to pupils, teachers, educational policy makers, curriculum developers and other education stakeholders on how the pupils responded to the assessment items in this subject.

The pupils' performance in the SFNA 2023 for the Civic and Moral subject was good as 1,321,137 (85.52%) pupils passed whereas 223,738 (14.48%) failed. The report shows that the pupils who performed well in the assessment understood the requirements of each question. Moreover, the pupils demonstrated enough knowledge of the assessed competencies. On the contrary, the factors that accounted for the pupils' weak performance in 2023 when compared to 2022 shows that pupils' had insufficient knowledge of the assessed competencies, failure to identify and/or understand the demands of the questions, inability to transfer learning, lack of skills in answering specific question types like comprehension and inability to study pictures and respond to short answer items.

The National Examinations Council of Tanzania expects that this report will enable various education stakeholders to take concrete steps to improve teaching and learning. It is the expectations of the Council that the concerned authorities will ensure that the challenges identified in this report are addressed to improve performance in the future Standard Four National Assessment.

Finally, the Council would like to express its sincere gratitude to the examination officers and all other stakeholders who participated in the preparation of this report.



Dr. Said A. Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

The Standard Four National Assessment in the Civic and Moral Education subject was conducted on 26<sup>th</sup> October, 2023. A total of 1,693,438 pupils were registered for the assessment out of whom, 1,545,149 (92.24%) pupils sat for the assessment. The performance of the pupils in the subject shows that 1,321,137 (85.52%) pupils passed and 223,738 (14.48%) pupils failed. The performance of pupils in 2023 has improved by (0.67%) when compared with that of 2022 in which 1,350,477 (84.85%) pupils passed.

The Civic and Moral Education paper had six questions comprising 25 items which were divided into two sections A and B. Section A consisted of three (3) questions comprising 13 items with a total of 26 marks. Section B consisted of three (3) questions comprising 12 items with a total of 24 marks. The pupils were required to answer all questions in all sections. The assessment had a total of 50 marks.

In Section A, question number 1 had five multiple choice items (i) – (v) which required the pupils to choose the correct answer and write its letter in the box provided. Question number two was a matching item comprising of four premises. The pupils were required to match explanations about the responsibilities of the Street/Village leaders in List A with the corresponding responsible leader in List B by writing a letter of the correct answer in the brackets. In Question number three pupils were required to fill in the blanks that required to fill the brackets by choosing the correct answer from list provided in the brackets. Each item in this section was allotted 2 marks making a total of 26 marks.

Moreover, in section B, question number four had five items (a) –(e). Item (a) was given as an example hence a pupil was required to answer items (b)-(e). In this question, the pupils were given actions of *having discipline* and *not having discipline*. Pupils were required to put a mark (√) on the relevant action in the box provided. In the fifth question, pupils

were required to examine a picture and then answer four (4) questions. Question six (6) required the pupils to read the passage carefully and then answer four questions (a) - (d) in the blanks provided.

This report analysed all six questions drawn from five competencies in the syllabus. The analysis identifies the number and percentage of the pupils who were able and those who were unable to write correct responses and the reasons for failure to write those responses.

The general performance is divided into three categories based on the percentages of pupils who passed the respective question. The scores ranging from 0 – 33 generally illustrate weak performance; 34 – 66 was average performance and 67 – 100 was good performance. Colours have been used to represent these categories of performance: green, yellow and red, representing good, average and weak performances, respectively. Thus, the comparison of the overall performance of pupils in each competency and questions in the National Assessment of SFNA 2023 compared to the year 2022 is presented in the Appendix.

## **2.0 ANALYSIS OF THE PUPILS' RESPONSES IN EACH QUESTION**

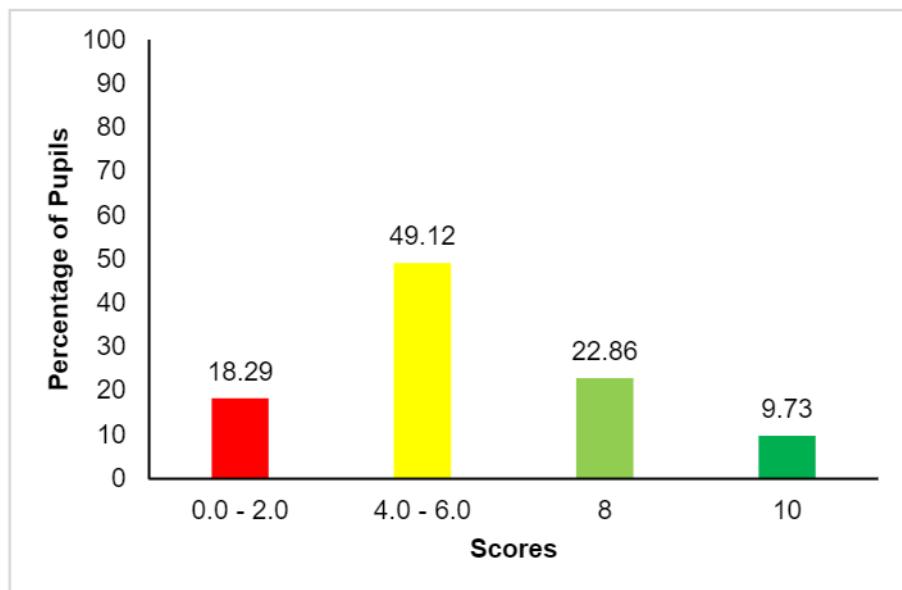
This part analyses the performance of pupils in each question by both indicating the total number of pupils who attempted the questions and explaining the quality of their responses. The pupils' performance in each question is categorised as very good, good, average or weak. This is done for the purpose of showing the level of the pupils' performance based on the total marks allocated for each question.

### **2.1 Question 1: Being a Person of Integrity**

This question was set from the main competency of *Being a Person of Integrity*. The question was a multiple choice which comprised of five items (i) – (v) whereby each item weighed two

marks. The pupils were required to choose the correct answer from four alternatives (A – D) provided in each stem and thereafter write the letter of that response in the box provided in the assessment paper.

The analysis shows that the performance of pupils on this question was good as 1,262,385 (81.71%) pupils who attempted it scored marks ranging from 4 to 10 out of the 10 marks allocated for this question. However, 282,652 (18.29%) pupils had weak performance as they scored 0 to 2 marks. Figure 1 shows the percentages of the pupils on in each performance category.



**Figure 1:** Pupils Performance on Question 1

The analysis of the pupils' item response is as follows:

- (i) Which of these is a responsibility of a pupil?
- A Going to school and getting education.
  - B Studying hard and getting food.
  - C Receiving education and helping parents.
  - D Going to school and studying hard.

This question was set from the specific competency of *Standing up for other people's rights*. It tested the pupils' ability to identify the implications of the concept of responsibility and the rights of

pupils. Pupils with sufficient knowledge chose the correct response D, *going to school and studying hard*. Those pupils were aware that responsibility refers to the obligation or duty to fulfil certain tasks or duties. It involves being accountable for one's actions and the consequences that may arise from those actions.

In addition, the pupils understood that rights are entitlements that individuals possess within a society. They can be legal, moral, or based on principles of justice and equality. These can be civil rights, human rights and social and economic rights. The pupils knew that going to school and studying hard is one of their responsibilities. Other examples of responsibilities of a pupil are taking care of oneself, managing one's affairs, being environmental conscious and fulfilling home and school duties. Other responsibilities include abiding by the school rules and regulations, behaving properly and demonstrating self-discipline.

On the contrary, some pupils who failed to understand the implication of the concept of responsibility and rights. Hence, they opted for incorrect distractor A, *Going to school and getting education*, B, *Studying hard and getting food* and C, *Receiving education and helping parents*. They failed to understand that, those options were contrary to the demand of the question because they featured both responsibilities and rights of pupils. For instance, distractor A, *going to school and getting education* contained a child's right to education as guaranteed in the National Education Act No. 25 of 1978 which provides that primary education is compulsory for every child who has reached the age of seven years. Also, distractor B, *studying hard and getting food*, featured the right of a child to eat a balanced diet which is essential for the child's good health, growth and development. Moreover, pupils who opted for distractor C, *receiving education and helping parents*, were incorrect because *receiving education* is not a responsibility. Rather, it is the right of a pupil and *helping parents* is a general responsibility, which can be done by any responsible pupil in the family for instance, supporting parents in doing domestic chores and feeding animals.

- (ii) Where would you report the abuse of human rights in your society?
- A At the court
  - B At the police station
  - C At the parliament
  - D At the prison

This question was set from the specific competency of *Standing up for other peoples' rights* and the question tested pupils understanding of the authorities responsible for defending human rights abuses in the society. The pupils, who chose the correct response *B, at the police station*, had sufficient knowledge that a police station is a local administrative office for law enforcement where police officers operate. The police officers are responsible for maintaining public order and safety, investigating and preventing crimes and serving as community resources for assistance and protection. Police force is empowered by the Criminal Procedure Act No. 9 of 1985 to arrest, search, restrain and investigate the commission of crime and filing criminal cases in the court of law. With such knowledge, pupils were aware that abusing human rights is a criminal offence and therefore, the police station was the right place to report.

Conversely, some pupils who opted for distractor *A, At the court*, were unaware that court is a governmental body authorised to resolve legal disputes, administer justice, and interpret laws. The court provides a formal and impartial venue for resolving conflicts, upholding the rule of law and protects individual rights, and setting legal precedents that guide future decisions. Such pupils overlooked the fact that abuses of human rights entail criminal offence, which cannot be investigated by the court. Instead, the police force investigates and brings offenders to the courts of law for further legal procedures.

Likewise, the pupils who chose distractor *C, At the parliament*, were unaware of the fact that the parliament is the supreme legislative body in a country responsible for making laws, overseeing the government, and representing public interests.

The parliament ensures representation of diverse views and people's interests facilitates the enactment of laws and policies through democratic processes and holds the government accountable through debates and oversight. Despite the parliamentary power to form the emergency committee to investigate any allegations on human rights abuse and propose the way forward for government to implement, the law to arrest, restrain and file cases in the court of law does not mandate it.

Moreover, those who selected distractor D, *At the prison*, were unaware that a prison is a facility where individuals are confined as a punishment for committing crimes. The Prisons act as a deterrent to potential offenders protects society by isolating dangerous individuals and offers rehabilitation programmes to help offenders reintegrate into the society. These pupils were supposed to understand that the prison is under the Prison Force, which receives, supervises closely and protects prisoners after they are convicted by the court of law to serve their punishment for the crime they have committed. Therefore, it is not a proper place to report allegations of human rights violations.

- (iii) What does the act of punishing an innocent child show?
- A Parent and teacher's being responsible
  - B Protecting child's right
  - C Abusing child's right
  - D Protecting child's mistakes

This question was set from the specific competency of *Standing up for other peoples' rights*. It aimed to assess pupils' ability to identify actions, violate the rights of a child. The correct response was C, *Abusing child's right*. The pupils who were knowledgeable about child rights abuses opted for it. They knew that this refers to violations or disregard of the rights and freedoms to pupils who are entitled to child rights. Abuses can take many forms such as discrimination, torture, extrajudicial killings, censorship, forced labour, and denial of basic needs like food, education and health care. With such information, they

were familiar that punishing an innocent child is an act of making a child suffer or take responsibility for the crime he/she did not commit and in so doing, the right of the child is abused. They were also aware of the importance of administering efficient and effective ways of handling or correcting inappropriate child behaviour by putting in place disciplinary measures, which are less harmful to a child both physically and psychologically. Such measures include understanding the source of the behaviour and monitoring its changes. They also knew that punishing a child for the mistake he/she did not make hurts an innocent child and makes him/her anxious and depressed and thus may lead to inappropriate behaviour in the future.

On the other hand, some pupils who opted for distractor A, *Parents and teachers being responsible*, were unaware that an innocent child is the one who is free from guilty of committing a particular crime or misbehaviours. Therefore, he/she does not deserve any punishment. They failed to realise that punishment meant to be administered to indisciplined and misbehaving pupil for the purpose of rectifying their behavioural patterns and not to an innocent child. In addition, it is the responsibility of every member of society including teachers, parents and even the government to protect children from any acts, which endangers their wellbeing.

Similarly, pupils who chose distractor B, *Protecting child's right* failed to make a distinction of actions for violation and protection of child's rights. Such pupils were supposed to understand that protecting the child rights entails the implementation of measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting the child. In that sense, pupils were expected to understand that the punishment of an innocent child imposes harm to the child by violating his/her rights unlike protecting them.

Moreover, the pupils who opted for distractor D, *protecting child's mistakes* were equally wrong because protecting child's mistakes involves covering up for the wrong doings of a child so that they cannot be exposed or be considered inappropriate by



other people. In this perspective, protecting the child mistakes is likely to defend and encourage a child to continue making the same mistakes. Therefore, it denies a child the chance to learn from mistakes after being carefully subjected to some behavioural corrective measures. In fact, letting children learn from their mistakes helps in building resilience, raising confidence and allowing them to develop important social and emotional skills. Based on the descriptions, protecting the child's mistakes cannot be shown by an act of punishing an innocent child instead, both acts in one way or another affect the wellbeing of a child.

- (iv) What are you supposed to do when you see a person dropping some money without knowing?
- A Pick the money and hide it
  - B Pick the money and run away with it
  - C Pick the money and return to him/her
  - D Pick the money and spend it quickly

The question was set from the specific competency of *Being trusted in the community*. It tested pupils' understanding of the concept of integrity of the pupil's life. Pupils, who opted for correct response C, *Pick the money and return to him/her*, were familiar with the fact that integrity is the quality of being honest, morally upright, consistent, responsible, morally courageous and having strong ethical principles. It involves doing the right thing, even when no one is watching.

The pupils, who made that choice, were aware that honest develops from telling the truth, being sincere, obedient, keeping promises, disclosing evils and taking care of assets that one is given. Such adequate knowledge enabled the pupils to figure out that an honest person is trustful, does rightful things and is a person of good manners and therefore, if he/she sees the money being dropped accidentally by someone, he/she will pick and return it to the owner.

In contrast, there were pupils who lacked knowledge about building honest behaviour and opted for the incorrect responses A, *Pick the money and hide it*, B, *Pick the money and run away with it* and D, *Pick the money and spend it quickly*. These pupils did not comprehend that all these options featured acts, which showed the behaviour of being dishonest. For example, the acts of hiding, spending and running away with the money indicate the intention of taking or spending something, which is not rightful for a person. Hence, it signifies the behaviour of dishonest. Additionally, they were unaware that a dishonest person is not trustful, reliable, and sometimes does evils, steals from others, deceives others and hardly keeps promises.

- (v) The act of forcing a child to do hard manual labour indicates:
- A violation of child right.
  - B child responsibilities.
  - C maturity of the child.
  - D strength of the child.

This question was set from the specific competency of *Standing up for other peoples' rights*. It tested pupils' understanding of the actions that violate children's rights. Pupils, who opted for the correct response A, *Violation of child rights*, understood that child labour is the act of forcing children to work in hazardous conditions, depriving them of their basic rights. Violation of children's rights refers to unlawful deprivation of a child the right to enjoy his/her rights. They were also knowledgeable that hard manual labour is a physical human labour, which involves the use of more body strengths and energy to accomplish. That being the fact, exposing a child to such hard-manual labour is not only mentally, physically, socially and morally dangerous and harmful to a child, it also dispossesses a child the opportunity to attend school and worse enough, it deprives their childhood, potential and dignity and is harmful to their physical and mental development.

On the contrary, some pupils chose distractor B, *child responsibility*. These pupils failed to differentiate between responsibilities and rights of children. They did not understand that forcing a child to do hard manual labour is not a responsibility of a child but rather it is against his/her rights because a child is not physically matured enough to take up such heavy tasks. Besides, it denies a child the right to protection from hazardous environment. Pupils in this case were supposed to understand that the child as a member of society has some responsibilities to perform according to his/her age, for example, working hard, helping parents with some domestic chores, participating in community development activities and protecting the environment. Such responsibilities prepare a child to become productive and a responsible member of the society as opposed to child forced labour, which subjects a child to exploitation, humiliation and health disasters.

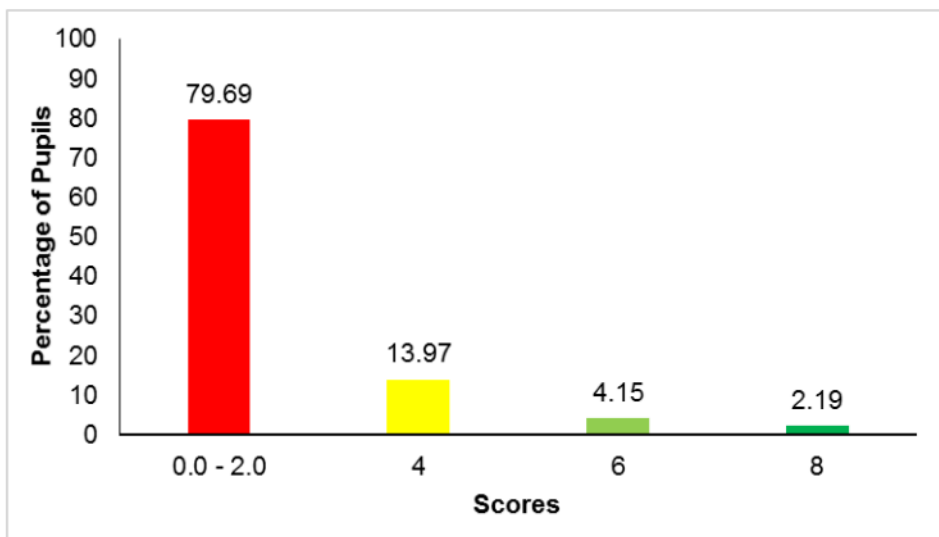
Similarly, some pupils opted for distractor C, *Maturity of the child*. These pupils failed to understand that child maturity is the ability of a child to respond to the environment and in an appropriate manner. It is primarily a self-controlled process, which in turn facilitates growth and responsibility of a child. Child maturity is categorised in areas of physical, emotional, social, intellectual and moral/ethical maturity. That being the case, the act of forcing a child to do hard manual labour cannot be an indication of the child maturity because children tend to mature at their own pace in each area of maturity development. In fact, a child may mature in one area and at the same time remain immature in another area. For example, a child may mature physically but at the same time remain immature mentally.

Pupils who chose distractor D, *strength of the child* did not understand that a child might be physically strong but not enough to manage hard manual works, which in most cases require both physical and mental fitness. As for this case, they should have realised that a child does hard manual work against his/her will and therefore, there is no way this action can be used to show the strength of a child rather than indicating violation of child's rights.

## 2.2 Question 2: Respecting the Community

This question was set from the main competency of *Respecting the Community*; predominantly from the specific competency of *Loving Tanzania by cherishing its values, symbols and origin*. It tested the pupils' understanding of the responsibilities of local government leaders at village/street level. The question required pupils to match the responsibilities of street/village leaders in List A with the corresponding responsible leaders from List B by writing the letter of the correct response in the brackets.

The pupils' performance on this question was weak as only 313,816 (20.31%) pupils performed well. Moreover, 1,231,361 (79.69%) pupils scored 0 to 2 marks, and 215,909 (13.97%) pupils scored 4 marks. Finally, 64,166 (4.15%) pupils scored 6 marks and 33,741 (2.19%) pupils scored 8 marks respectively. Generally, 313,816 (20.31%) pupils who attempted this question passed while 1,231,361 (79.69%) failed. Figure 2 illustrates the categories of pupils' performance on Question 2.



**Figure 2:** *Pupils' Performance on Question 2*

Answer items (i) – (iv) by matching the responsibilities of street/village leaders in **List A** with the responsible leaders from **List B** by writing a correct letter in the bracket.

List A	Letters	List B
(i) Supervises all activities in the street/village	( )	A. The Chairpersons of different street/village committee
(ii) Chairs the street/village meetings	( )	B. Street/village chairperson
(iii) Form a street/village Council	( )	C. Street/village Executive Officer
(iv) Appoints the street/village Executive Officer	( )	D. Defence and security committee
		E. District Executive Director F. A ward Councilor

The following is the analysis of the pupils' responses in each item in Question 2:

Item (i) required the pupils to identify the leader who *supervises all activities in the street/village*. Knowledgeable pupils matched it with the correct response C, *Street/Village Executive Officer*. These pupils were well informed that the officer its position is declared by the Public Service Employment Secretariat, which is a body constituted by the Service Act No. 8 of 2002 as amended in the 2007 Act No. 18 section 29 (1). Also, the Street/Village Executive Officer is responsible for record keeping, implementation of policies and community engagement.

Equally, pupils who chose distractor A, *The chairpersons of different Street/Village committees* were wrong. This is because the village/street committees are responsible for community development, local governance are involved in overseeing the provision of the basic social services and in dispute resolution at the village/street level.

On the contrary, some pupils matched it with distractor B, *Street/Village Chairperson*. These were unaware that he/she is responsible for representing the village in meetings for ward development (WDC), he/she convenes and leads village council meetings and general village/street meetings.

Furthermore, other pupils opted for distractor D, *Defence and security committee*. Those pupils did not understand that the role of this committee is not to supervise the activities in the street/village, rather, it maintains local security and safety and collaborating with law enforcement agencies to ensure there is safety and security of the community.

Moreover, some pupils chose distractor E, *District Executive Director*. The pupils did not understand that the District Executive Director is the chief executive officer of the council. He/she ensures that all duties and responsibilities in the council are performed according to law and the directives as well as plans of the council, receives and listens to problems, challenges and complaints from the citizens in a respective council. Thus, it is not true that the District Executive Director is responsible for supervising all activities in the street/village level.

Lastly, other pupils who matched with distractor F, *Ward Councillor*, did not figure out the fact that councillor is a political leader who is elected by the people in the ward to represent them in District Council's meetings. He/she is found at the ward level and he/she chairs the Ward Development Committee meetings. The Ward Councillor is a bridge which links people within the ward and the District Council.

In item, (ii), pupils were required to identify the responsible leader from List B that suitably chairs the street/village meeting. Pupils with adequate knowledge of the responsibilities of leaders in the street/village government structure identified the correct response B, *Street/Village Chairperson*. Those pupils were well informed that street/village chairperson is elected by street/village residents through official election under the Local

Government Elections Act. He/she is the one who supervises all development projects carried out in his/her area of jurisdiction; he/she supervises the peace and security activities of the people and their property at village/street level, supervising street/village cleanliness and to represent the citizens in the ward development committee.

On the other hand, some pupils matched it with distractor A, *The chairpersons of different street/village committees*. They did not take into consideration the fact that the role of chairpersons is to coordinate and supervise the day-to-day activities of the committees they lead. In this perspective, chairpersons of street/village committees are not structurally authorised to head the street/village meeting instead such authority is vested to street/village chairperson.

Similarly, some of the pupils matched it with distractor C, *Street/Village Executive Officer*. They overlooked the power and authority distribution in the structure of the street/village government that recognizes the Street/Village Executive Officer as the secretary to the street/village assembly and council meetings. They were supposed to recognise that the person vested with the power to chair Street/Village meeting is the street/village chairperson.

In addition, other pupils opted for distractor D, *Defence and security committee*. They were not conversant with the fact that defence and security committees are not mandated to chair the street/village meetings; rather their main role is to maintain peace and order in the street/village by ensuring compliance of laws by all citizens of that particular street/village.

In the same vein, those who chose distractor E, *District Executive Director* were equally wrong. They lacked knowledge of the street/village government structure because the District Executive Director is found at the District level of the local government structure and not at the village/street level.

He/she is the Chief Executive of the District Council and he/she supervises the performance of the council, supervises the implementation of development projects of the council and is responsible for overseeing financial resources of the council.

Finally, pupils who matched it with distractor F, *A Ward Councillor* ignored the fact that the councillor may be invited to attend the street/village meeting but the Local Government Authorities Act of 1982 which establishes the local government does not provide authority to the councillor to chair street/village meetings. Instead, it confines that power to the street/village chairperson. The same act establishes that the Ward Councillor is responsible for forwarding to the council the demands of his/her people in the ward, supervise development projects in the ward and make decisions on behalf of his/her people in the council.

Item (iii) tasked pupils to identify from list B the response, which correctly matched with the street/village leaders, who form a street/village Council. The knowledgeable pupils on the structure of street/village government identified the correct response A, *Chairpersons of Different Street/Village committees*. These were aware that chairpersons of street/village committees are members of the street/village council who are in charge of different committees of the street/village council. Their main function is to supervise and coordinate the day-to-day activities of their respective committees.

Yet, some pupils wrongly identified distractor B, *The Street/Village Chairperson*. They lacked the knowledge that street/village chairperson is responsible to keep the residents' register and other information related to village/street development. He/she heads the two major decision-making organs of the street/village, namely the street/village assembly and the council, he/she is responsible for resolving minor conflicts that occur at the village/street level, and supervising health issues in his/her area of jurisdiction together with the implementation of health campaigns against communicable diseases including HIV/AIDS.



There were also, pupils who opted for distractor C, *Street/Village Executive Officer*. Such pupils were not familiar with the fact that street/village Executive Officer is the secretary to the street/village council meeting and is the officer in charge who oversees every activity in the street/village including implementing policies and decisions made by higher levels of local governments and maintaining the records related to the village, including demographic data, land use and local government transactions.

Likewise, pupils who identified distractor D, *Defence and security committee* did not understand that the street/village council forms in that the defence and security committee is an executive organ, which operates through various committees, one of them being the defence and security committee. Also, the committees may coordinate emergency response activities within the village/street and in some cases, they may engage in community policing activities. Therefore, this choice could not suit the correct match for this item.

In a similar vein, other pupils went astray by matching it with E, *District Executive Director*. Such pupils could not distinguish the leaders in the street/village government organizational structure from that found in the District council's structure. The District Executive Officer makes follow-up and evaluates the results of the council projects.

In addition, other pupils opted for distractor F, *A Ward councilor*. The pupils could not understand that the ward councilor is the representative of citizens in all ward meetings in the district and a chairperson of various meetings conducted in a ward and collaborates with ward executive officers in a ward to run different projects and activities. Therefore, it is misleading for the council to be among the members that form a street or village council although is a member of the full council of the respective district/municipal council.

Item (iv) required pupils to match a response from List B with the officer responsible to appoint the Street/Village Executive

Officer. Pupils with sufficient knowledge about the responsibilities of the civil servants in the council matched it with correct response E, *District Executive Director*. These pupils were familiar that the District Executive Director receives approval to recruit such civil servants. Also, they had knowledge of the fact that the District Executive Director is the chief supervisor of all civil servants in the council, promotes economic development in collaboration with various stakeholders and is responsible for the presence of accountability and good governance at the council.

Furthermore, pupils who linked it with distractor A, *The Chairpersons of different Street/Village Committee* did not realise that the Chairpersons of street/village committees work hand in hand with other street/village government officials to ensure there is a coordination and implementation of community development projects, availability of social services like water, education, health services and other infrastructural services.

Likewise, other pupils who lacked the knowledge of responsibilities of street/village leaders chose distractor B, *Street/Village Chairperson*. They did not understand that the Street/Village Chairperson is a political leader and not vested with the power to employ public servants. Also, they were not familiar with the fact that street/village Executive Officer is a public employee who collaborate with the chairperson to perform his/her responsibilities especially social and economic development.

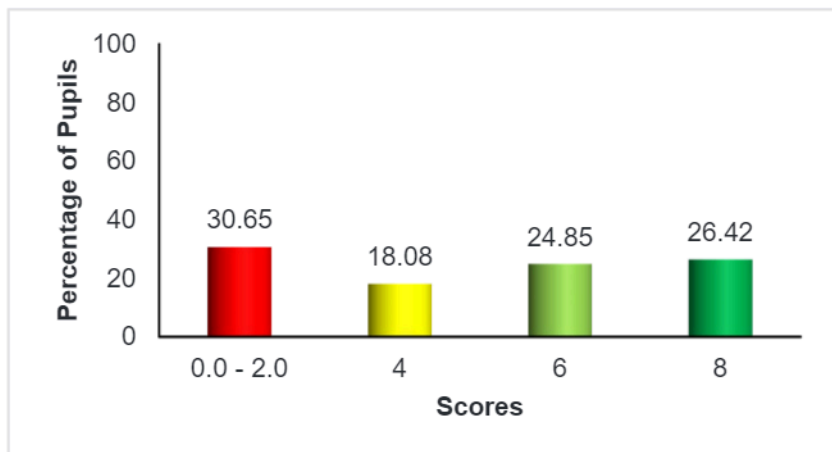
Furthermore, some pupils opted for distractor C, *Street/Village Executive Officer*. These were unaware that street/village Executive Officer is responsible for supervising the implementation of the by-laws of the street/village government, to collaborate with the chairperson of the street/village to affect the development of the people, and to collect revenue/income of the street/village government. It is true that the street/village executive officer is an employee who can be transferred from one area to another.

In addition, some pupils chose distractor D, *Defence and Security committee*. The pupils were unaware that the committee is responsible for overseeing/supervising the state of peace and security and ensuring that there is proper system to provide information on various crimes and not appointing employees in the village. Involving in maintaining local security and safety, coordinating emergency response activities within the street/village, collaborating with law enforcement agencies to ensure there is safety and security in the community, and in some cases engaging in community policing activities are among their duties.

Some pupils went astray by matching item D with distractor F, *A Ward Councilor*. Such pupils did not realise that the Ward Councilor is entitled to perform such responsibilities as representing the people in the full council meeting, making a follow up on the implementation of different development projects, programmes and plans in the ward, making a follow-up the use of resources in the ward, and educating citizens on various issues related to development. Lastly, the councilor helps to solve conflicts in the ward and to give feedback to the citizens on the steps taken.

### **2.3 Question 3: Valuing the Community**

The question was set from the main competency of *Valuing the Community*. In this question, pupils were required to choose the correct answer from the brackets and write it in the space provided. The performance of the pupils in this question was good as 1,071,513 (69.35%) pupils passed by scoring 4 to 8 marks. Data analysis indicates that 279,294 (18.08%) pupils scored 4 marks, 383,999 (24.85%) pupils scored 6 marks, and 408,220 (26.42%) pupils scored 8 marks. Further analysis of data showed that, 473,636 (30.65%) pupils who attempted the question scored 0 to 2 marks failed. Figure 3 indicates the performance of pupils on Question 3.



**Figure 3:** *Performance of Pupils on Question 3*

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

- (a) Doing cleanliness of school's surroundings is a responsibility \_\_\_\_\_ of \_\_\_\_\_.
- (school leaders, all pupils, the school prefects)

This item was set from the specific competency of *Protecting the environment*. This question aimed at testing pupils' understanding about their role in environmental conservation activities. The correct answer was *all pupils*. This response was identified by pupils who were aware of the importance of every pupils participate in cleaning the school surroundings. They knew that the school surroundings comprise a combination of all facilities found at school including buildings, flower gardens, trees, playgrounds, water sources. As well, they knew that clean environment attracts pupils to love learning which also simplifies the process of teaching and learning. With such importance, every pupil is duty-bound to conserve the school environment by avoiding improper waste disposal.

By contrast, some pupils selected the wrong response *school leaders*. They did not realise that these are individuals in top

administrative positions within the school, such as the head teacher, deputy head teacher and other senior staff members. The school leaders are responsible for the overall management and administration of the school. They set the vision and direction for the school, make important policy decisions, oversee academic and extracurricular programmes, and ensure a conducive learning environment.

Furthermore, pupils who opted for the distractor *the school prefect* lacked the knowledge of responsibilities of pupils at school. They could understand that school prefects are pupils appointed/chosen to assist in the administration and discipline of the school. They are usually selected based on their leadership qualities, responsibilities, and positive behaviour. School prefects help to maintain discipline, ensure that school rules are followed and assist in organising school events. They may also serve as liaisons between pupils and teachers, helping to address concerns or issues within the school community.

- (b) One of the resources that contribute to the raining is \_\_\_\_\_.  
(land, building, forest)

This item was set from the specific competency of *Protecting the Environment*. It assessed pupils understanding of the role of forests/trees in conserving environment. The correct response was *forest*. Pupils who opted for the correct response had adequate knowledge of conserving the environment. They knew that environmental conservation is the practice of preserving the natural world to prevent it from collapsing. They were also familiar with the contribution of forest resource in the water cycle management, biodiversity conservation, climate regulation, oxygen production, economic benefits, cultural and recreational value, medicine resources, soil fertility and nutrient cycling, prevention of natural disasters, and global climate stability.

In contrast, pupils who failed to understand the concept environmental conservation opted for the distractor *land*. These were unaware that land refers to the solid surface of the earth's

surface which is not permanently covered by water. It includes everything such as buildings, trees and natural resources. Land is a crucial resource with economic, social, and environmental significance. These did not realize that land is not directly part of the rain formation process though in one way or another bare land may cause disproportionate evaporation caused by excessive heat and in turn may hinder rain formation.

In the same vein, pupils who chose the distractor *building* were unaware that buildings refer to a structure with a roof and walls typically constructed for people to live in, work or engage in various activities. Buildings serve several purposes and contribute to the overall development of a community. Buildings provide shelter and housing, work places community spaces, and architectural and cultural value. Therefore, contribute nothing in the process of rain formation.

(c) A pupil's leader who has the overall duty of supervising school cleanliness is

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(head prefect, class prefect, sports prefect)

The item was constructed from the specific competency of protecting the environment. Its tasked pupils to identify the title of pupils' leader with an overall duty of supervising school cleanliness. Pupils, who chose the correct response *head prefect*, were well informed that the head prefect is the overall leader in the pupils' school government leadership. He/she is the overall supervisor of other prefects. Therefore, the head prefect is the pupils' representative to the school administration, he/she helps in maintaining discipline and order, he/she organizes and leads events, he/she encourages academic excellence, he/she helps in conflict resolution and promotes school cooperation spirit, oversees the responsibilities of all prefects in discharging their duties.

On the contrary, pupils with insufficient knowledge of the responsibilities of prefects chose the wrong response *class prefect*. These could not figure out that a class prefect is a pupil selected to represent his/her respective class. He/she is

responsible for maintaining order and discipline within a specific class. The class prefect often assists teachers in various tasks. He/she helps maintain a positive classroom atmosphere and serves as a role model for his/her classmates. He/she also may relay important information between teachers and pupils. Pupils who chose this response overlooked the fact that the division of responsibilities in pupils' leadership organizational structure restrains the class prefect authorities within the classroom environment.

Similarly, the pupils who selected the distractor *sports prefect* got it wrong because the sports prefect is appointed to oversee sports and physical activities within the school. He/she is in charge of all activities related to sports and games at school. The sports prefect is typically responsible for organizing and coordinating sports events, encouraging other pupils' participation in physical activities and promoting healthy and active lifestyles among pupils. He/she may work closely with teachers and coaches to ensure there is smooth functioning of sports programs at school. With such description, it is a fact that the responsibilities of the sports prefect is confined to matters related to sports only. Thus, he/she does not take the general responsibility of school cleanliness as opposed to the school's head prefect.

- (d) When you make a mistake you can be corrected by \_\_\_\_\_.  
(parents only, any person, teachers only)

This question was set from the specific competency *Taking care of oneself and others*. It required pupils to identify a person responsible for rectifying other people when they make mistakes. Pupils with adequate knowledge chose the correct answer *any person*. They were aware that caring for others is not only helping and putting the needs of others before our personal interests, but also is the ability to listen, understand and recognise others' needs and feelings. This skill is beneficial as it installs within individuals the feeling of being morally obligated to make an honest effort to intervene the mistakes of

others so they can be safe. This argument presupposes that every member of the society is morally responsible to correct others when they make mistakes. Extract No.1.1 is a sample of the pupil's correct responses to question 3.

3. Answer items (a) – (d) by choosing the correct answer in the bracket and writing it in the spaces provided.

(a) Doing cleanliness of school surroundings is the responsibility of all pupils. (school leaders, all pupils, the school prefect)

(b) One of the resources that contributes to the raining is forest. (land, building, forest)

(c) A pupil's leader who has the overall duty of supervising school cleanliness is head prefect. (head prefect, class prefect, sports prefect)

(d) When you do a mistake you can be corrected by Any person. (parents only, any person, teachers only)

**Extract 1.1:** A Sample of the Pupil's Correct Responses to Question 3

Conversely, the pupils who chose the distractor *parents only* and *teachers only* ignored the moral obligations of every member of the society to contribute to the collective efforts of building a loving and caring society. They should have acknowledged that despite the primary role that parents and teachers play in correcting the pupils' mistakes at home and school, it does not restrain that obligation only to them. For example, correcting children when they make mistakes helps them to realise their mistakes and change their behaviour accordingly. In addition, it helps them to make proper decision, avoid risky behaviour, and keep focused on their school and life



goals as well as providing them peace of mind because they feel loved and cared for.

In the Tanzanian context, the responsibility of correcting the mistakes of children is typically shared among various individuals and institutions including; parents and family members, teachers and schools, community and elders, government and policies and religious and cultural institutions. Extract No.1.2 provides a sample of incorrect responses to Question 3.

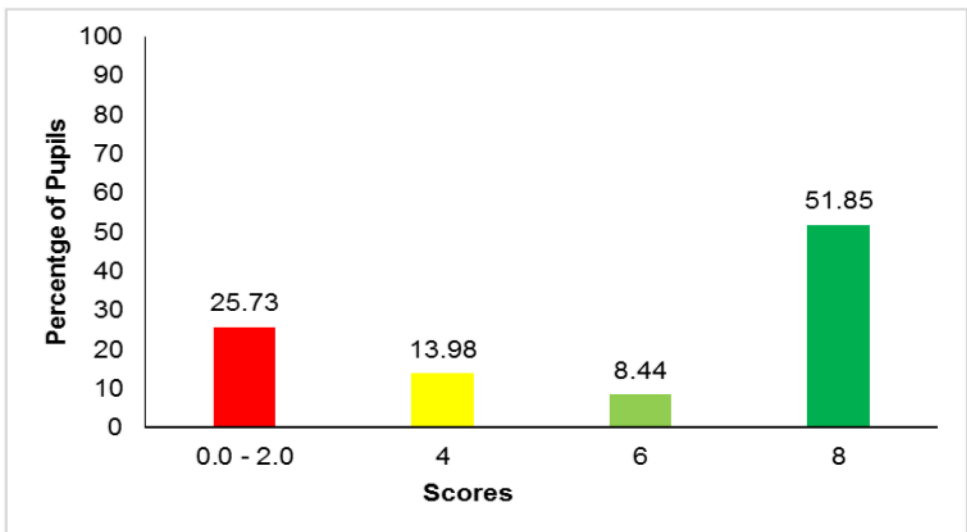
<p>3. Answer items (a) – (d) by choosing the correct answer in the bracket and writing it in the spaces provided.</p> <p>(a) Doing cleanliness of school surroundings is the responsibility of <u>School Leaders</u>. (school leaders, all pupils, the school prefect)</p> <p>(b) One of the resources that contributes to the raining is <u>land</u>. (land, building, forest)</p> <p>(c) A pupil's leader who has the overall duty of supervising school cleanliness is <u>head</u>. (head prefect, class prefect, sports prefect)</p> <p>(d) When you do a mistake you can be corrected • by <u>teachers only</u>. (parents only, any person, teachers only)</p>
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**Extract 1.2:** *A Sample of the Pupil's Incorrect Responses to Question 3*

## 2.4 Question 4: Being Responsible

The question was set from the main competency of *Being Responsible* and the specific competency of *Being self-disciplined*. It assessed the pupils' ability to identify actions that indicate having self-discipline or not having self-discipline. The question comprised five items (a) – (e) whereby pupils were instructed to put a tick (✓) in the columns provided to mark the statement which shows having self-discipline or not having self-discipline. Item (a) was provided as an example. Therefore, pupils were supposed to answer four items (b) – (e).

The performance of pupils on this question varied as follows: Out of 1,545,149 the pupils, who did this question, 397,578 (25.73%) pupils scored 0 to 2 marks, 216,065 (13.98%) pupils scored 4 marks, 130,414 (8.44%) pupils scored 6 marks, and 801,092 (51.85%) pupils scored 8 marks. The general pupils' performance on this question was good, since 1,147,571 (74.27%) pupils scored 4 to 8 marks and 397,578 (25.73%) pupils scored 0 to 2 marks. Figure 4 demonstrates the performance of the pupils on Question 4.



**Figure 4:** *The Pupils' Performance on Question 4*

The following is the analysis of the pupils' responses in each item on Question 4.

Answer items (b) – (e) by indicating the actions which indicate having self-discipline or not having self-discipline by putting a tick (✓) on the right column. Item (a) is provided as an example.

<b>Actions</b>	<b>Having Self Discipline</b>	<b>Not Having Self Discipline</b>
(a) The act of a pupil to jump over the school wall to avoid punishment after coming late to school.		(√)
(b) The act of a pupils going out of the class during the class hours and follow the advertisement truck.		
(c) The act of a pupil to attend all the lessons in the timetable.		
(d) The act of a child brushing his/her teeth and taking bath every day.		
(e) The act of a pupil going to school early without a school uniform and badge.		

The analysis of pupils' response demonstrated that pupils with adequate knowledge of developing self-discipline were able to differentiate actions indicating having from not having self-discipline. They had knowledge that self-discipline refers to the ability to control one's own behaviour, emotions and actions. It involves making choices that align with long-term goals and values even in the face of challenges or interferences. Self-discipline demonstrated by ability to manage person's thoughts, emotions or behaviour. In this perspective, a self-disciplined person has self-control, willpower, restrained, patient and determined.

In a school setting, self-disciplined pupils are expected to do and complete assignments on time, come to school early, study hard and work with minimal or without supervision, respect school

rules and follow timetable and doing personal cleanliness. The pupils who put a tick (√) under the column of Having Self-Discipline in item (c) *The act of a pupil to attend all the lessons in the timetable* and item (d) *The act of a child brushing his/her teeth and taking bath every day* were aware that a self-disciplined pupil is determined, patient and have willpower, therefore, he/she stays in class and remains focused on his/her subjects in order to achieve his/her academic expectations. Also, he/she observes his/her health by brushing his/her teeth and taking bath every day. They also knew that apart from respecting the general school's timetable, a self-disciplined pupil prepares his/her own timetable and follows it closely. Therefore, he/she is in place to know where to be, at what time and for what purpose.

Additionally, the analysis shows that some pupils managed to indicate actions which signified lack of self-discipline by ticking the items (b) *The act of a pupils going out of the class during the class hours and follow the advertisement truck* and (e) *The act of a pupil going to school early without a school uniform with a badge*. Such pupils understood that the two actions denoted lack of self-discipline. These pupils were aware that lack of self-discipline is indicated by lack of self-control, be undetermined, being dependent, disorganized, irresponsible and indecisive. Pupils with these responses observed that going out of the class during class hours portrays the pupils' disorganization and lack of seriousness. Disorganization is influenced by not having personal timetable to guide the day-to-day undertakings whereas lack of seriousness weakens the ability of a person to stay focused on achieving his/her objectives. Lack of self-discipline among pupils makes them dependent, irresponsible and indecisive. Therefore, pupils without self-discipline are at the risk of being easily carried over by any temptation they face.

Pupils who ticked against items (b) and (e) were aware that a self-disciplined pupil is expected to abide by the school rules and regulations for example, wearing clean, decent and proper school uniforms. Failure to adhere to school rules is an indication of disobedience, carelessness, indecency, and

disrespect, which connotes lack of self-discipline. Extract 2.1 is a sample of correct responses to Question 4.

4. Answer items (b) – (e) by indicating the actions which indicates **having self-discipline** or **not having self-discipline** by putting a tick (✓) to the right column. Item (a) is provided as an **example**.

Actions	Having Self Discipline	Not Having Self Discipline
(a) The act of a pupil to jump over the school wall to avoid punishment after coming late to school.		✓
(b) The act of a pupil going out of the class during the class hours and follow the advertisements truck.		✓
(c) The act of a pupil to attend all the lessons in the timetable.	✓	
(d) The act of a child brushing his/her teeth and taking bath every day.	✓	
(e) The act of a pupil going to school early without a school uniform with a badge.		✓

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

Analysis of pupils' responses indicates that there were pupils who lacked knowledge about developing self-discipline as they did not distinguish actions indicating self-discipline from those not having self-discipline. As a result, they put a tick (✓) against wrong statements. For example, some pupils put a tick (✓) in the box under the column of Not having Self Discipline against the statement in item (c) *The act of a pupil to attend all the lessons in the timetable* which denoted having self-discipline. These pupils failed to comprehend that the acts of adhering to school timetable and attending lessons are a sign of commitment and attentive and self-determination which are characteristics of a self-discipline individual.

Similarly, some pupils wrongly treated item (d) *The act of a child brushing his/her teeth and taking bath everyday* as the action of not having self-discipline. These pupils could have figured out that actions of brushing teeth and taking bath everyday demonstrates the character of caring and loving oneself. A person who loves and cares for himself/herself takes good care of his/her health, avoids doing bad things and behaves well.

Furthermore, there were pupils who put a tick (√) indicating the action of having self-discipline in item (b) *The act of a pupil going out of the class during the class hours and following the advertisement truck*. These pupils were supposed to understand that the act of a pupil to leave the class and following an advertisement truck does not indicate self-discipline. It shows that the pupil does not respect the school timetable and is not determined towards the studies since he/she does not concentrate in the classroom. Instead, he/she keeps on roaming around and therefore, he/she demonstrates indiscipline behaviour.

Moreover, other pupils put a tick (√) in the column of having self-discipline in item (e) *The act of a pupil going to school early without a school uniform and badge*. These pupils lacked the understanding that the act of coming to school with improper uniform done by a pupil was disrespectful to teachers, fellow pupils and to school rules and hence, it should have been treated as an act of indiscipline. They were supposed to understand that a well-disciplined pupil would always abide by the school codes of conduct and show respect to everyone. Extract 2.2 provides a sample of incorrect responses to Question 4.

Answer items (b) – (e) by indicating the actions which indicates **having self-discipline** or **not having self-discipline** by putting a tick (✓) to the right column. Item (a) is provided as an example.

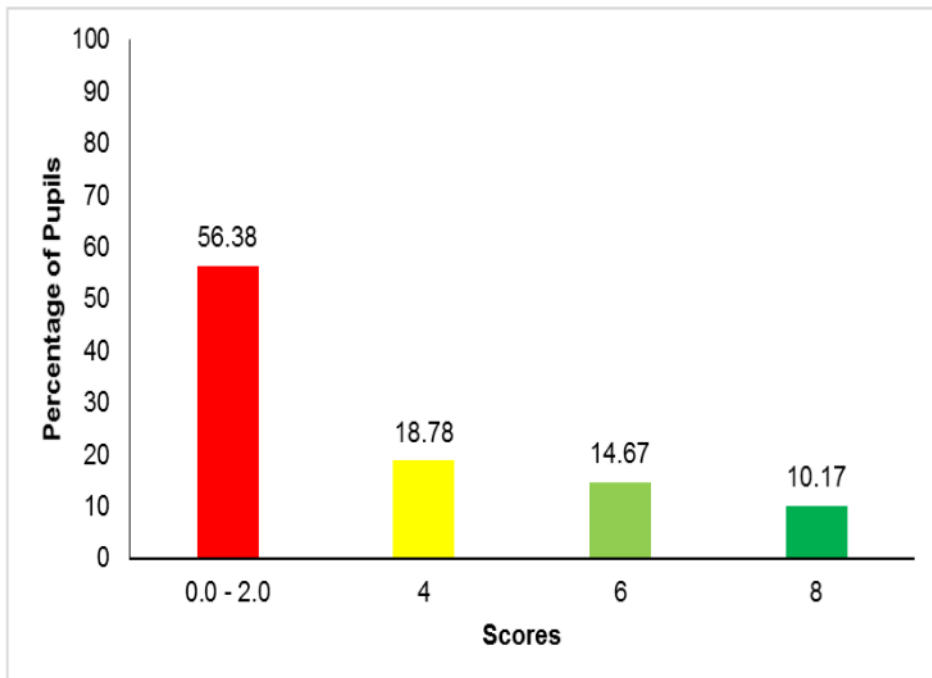
Actions	Having Self Discipline	Not Having Self Discipline
(a) The act of a pupil to jump over the school wall to avoid punishment after coming late to school.		✓
(b) The act of a pupil going out of the class during the class hours and follow the advertisements truck.	✓	
(c) The act of a pupil to attend all the lessons in the timetable.		✓
(d) The act of a child brushing his/her teeth and taking bath every day.		✓
(e) The act of a pupil going to school early without a school uniform with a badge.	✓	

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

## 2.5 Question 5: Valuing the Community

The question was set from the main competency of *Valuing the community* and the specific competency of *Taking care of oneself and others*. It tested pupils' ability to identify actions or behaviour, which shows caring for others. In this question, pupils were given a picture to study carefully and then answer the questions in items (a) - (d).

The pupils' performance data reveals that 871,137 (56.38%) pupils scored 0 to 2 marks, 290,170 (18.78%) pupils scored 4 marks, 226,707 (14.67%) pupils scored 6 marks and 157,135 (10.17%) pupils scored 8 marks. In general, the performance of this question was average because 674,012 (43.62%) pupils scored 4 to 8 marks. However, 871,137 (56.38%) pupils scored from 0 to 2 marks which is the weak performance. Figure.5 indicates the pupils' performance on Question 5.



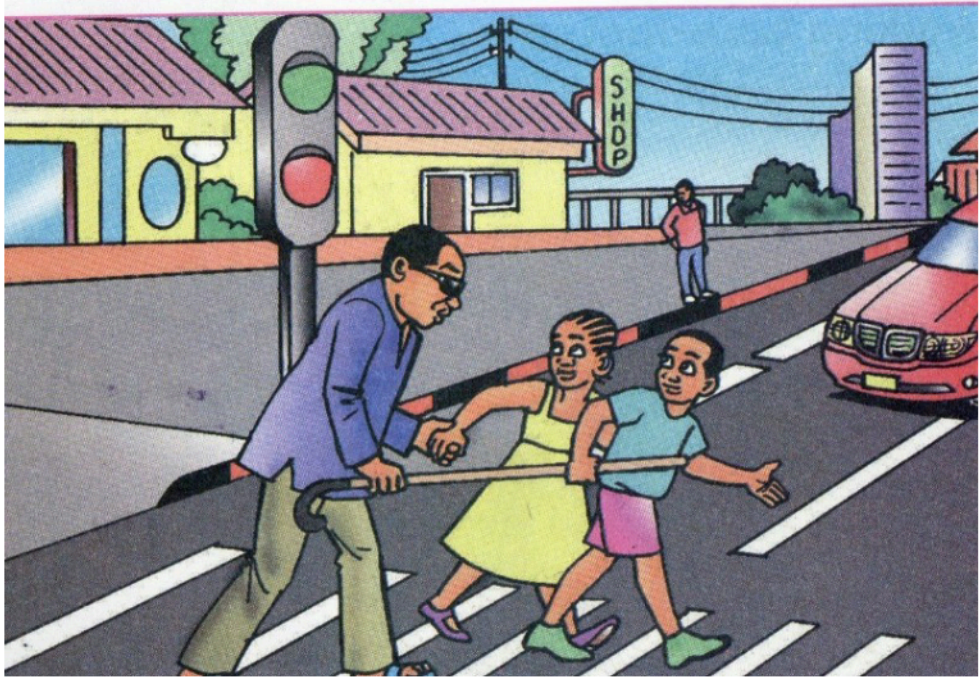
**Figure 5:** *Pupils' Performance on Question 5*

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

The question read as follows:

"Study the following picture and then answer the questions that follow".





### Questions:

- (a) What are the children in the picture doing?
- 

This question tested the pupils' ability to identify actions performed by children in the picture. The pupils who had sufficient knowledge in studying pictures carefully provided the correct responses including, *they are helping a blind person to cross the road*, *children are leading a disabled to cross the road* and *they are escorting an old man to cross the road*. Such plausible responses presupposed that the pupils had adequate knowledge about caring about others accompanied with good picture interpretational skills.

These pupils understood that the picture showing two children a boy and a girl; one holding the hand and another holding a stick of a person with disability helping him to cross the road over the zebra crossing sign was an action showing caring for other people. They were aware that acts of caring for others include

among others respecting, loving, helping and protecting them from things, which are likely to endanger their safety.

However, some pupils failed to study and interpret the actions depicted on the picture. As a result, they provided wrong responses. This also might have been influenced due to lack of skills on *taking care of oneself and others*. Some of the wrong responses put forward by the pupils were such as *they are forcing a person to cross the road, they are running on the road, children and they are fighting, they are beaten and they are pulling old man*. Such responses indicate that pupils failed to comprehend the message of the picture showing a boy and a girl who were holding a hand and a stick of a visually impaired person leading him to the other side of the road on the zebra crossing. The act of holding a stick was interpreted as a sign of being beaten, holding hands was considered to be an act of forcing an old man to cross the road and crossing on zebra sign was misinterpreted to mean playing or running on the road.

Similarly, other pupils pointed out a variety of wrong responses such as; *pupils being caught by a teacher who is taking them back to school without their school uniforms, they are crossing the police signs, they are following detriment car and they are showing their father the way to and from home*. Likewise, there were pupils who wrote points like *giving children house chores, they are taking their grandfather to the playground and they are taking him to the hospital*. These pupils were supposed to understand that the children shown on the picture helping a person with disability to cross the road were fulfilling their social responsibility of helping and caring for the aged and disabled persons to cross the road.

(b) What kind of behaviour is shown by the children?

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This question tested pupils' understanding of the types of behaviour shown by the children in the picture. Pupils who interpreted the picture correctly and those who were familiar with

the kind of behaviour shown by children in the picture were provided correct responses: *it is a good behaviour or proper behaviour, and good kindness behaviour*. The pupils knew that good behaviour means the actions and conduct that are considered morally right, socially acceptable, and conducive to positive interpersonal relationships. These acts are often shaped by cultural norms, ethical principles, and societal expectations. Indicators of good behaviour include honesty, respect, kindness, empathy, responsibility, and cooperation. These pupils could realise that the act done by the children of helping the person with disability to cross the road was demonstrating caring for others which is an indicator of good behaviour.

On the Contrary, pupils who failed to interpret the picture and those who were not familiar with types of behaviour provided wrong responses. For instance, they gave responses such as *they are not crossing the road, two types, ways of crossing the road, playing on the road, crossing tarmac road, the old man stick is held to help him cross the road, is the behaviour of performing domestic works and washing clothes, two children, they have touched the stick of the grandfather and road environment*. Such wrong responses reflect poor mastery of picture interpretation.

Likewise, pupils who were unable to differentiate good behaviour from bad behaviour interpreted the act of children helping a person with visual impairment to cross the road as bad behaviour. For example, some pupils wrote such points as *Bad behaviour, is bad behaviour to walk around the road, not good thing to pull a grandfather, bad sign in moral and children do badly for grandfather*. They failed to understand that helping the elderly, people with disability, children and sick people is among actions demonstrating good behaviour in society. In fact, it is a social responsibility, which every member of a society is morally obliged to perform.

- (c) Name the signs drawn on the road where the children are crossing.
- 

This item tested the pupils' understanding of various road signs. Pupils who were familiar with various road signs wrote the correct response *zebra crossing*. They understood that zebra crossing is a marked pedestrian crosswalk on a road, typically characterized by alternating black and white stripes that resemble the coat of a zebra. Furthermore, they were knowledgeable that the purpose of a zebra crossing is to provide a designated and safe area for pedestrians to cross the road. Zebra crossing is very important to road users in number of ways including; insuring pedestrian's safety, visibility, traffic control, legal obligation, pedestrian priority, and accessibility.

Moreover, there were pupils who failed to provide the correct answer due to inadequate knowledge about road signs or inability to interpret the picture provided. Hence, they responded to this question by providing wrong responses such as *on the white colour rail, on the rail ways and top of rail*. These pupils failed to understand that the broad black and white stripes drawn on the road where children were crossing was the zebra crossing and not railways.

Other misconceptions were the pupils who randomly mentioned anything they saw on the picture. Some pupils, for instance, wrote the following: *traffic light, a car, stem, house, tree and people, good house, passing car, good road and good shop, the car is passing where the children are crossing the road, shop; it is shop and road sign, traffic light sign and black and white colour*. Others also mentioned *security camera for patients and cars, at the bus stop, buildings, electricity wire, tarmac and main road*. All these demonstrated poor mastery of picture/photograph interpretation to the pupils.

Equally, some pupils who misunderstand the question and they ended up mentioning the colours and functions of the road traffic light shown on the picture. Some pupils for example mentioned:

*green and red, green colour allows people to cross, go for green, green and red on the traffic sign, red and green allow and don't allow and the light was on.*

- (d) Why do the children cross the road on the signs indicated in (c)?

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The question in this item tested pupils' understanding of the uses of the zebra sign and its importance to the road users. Pupils who were aware of various uses of road signs provided the correct responses including *is the right place to cross the road, it is safer place for pedestrian to get to the other side, because zebra cross is drawn there and allow them to cross the road and because of the presence of road sign which allow them to cross the road.* Such good responses are the indication that the pupils understood well the uses of road traffic signs particularly zebra crossing. Furthermore, they were knowledgeable about the significance of zebra crossing that it enhances the safety of pedestrians, helps regulate the flow of both pedestrians and vehicle traffic, reducing the risk of accidents and pedestrians have the right to cross the road, and drivers are expected to stop and allow them to cross the road. Extract 3.1 presents a sample of the pupils' correct responses to Question 5.

### Questions

- (a) What are the children in the picture doing?  
They are crossing the road
- (b) What kind of behaviour is shown by the children?  
good behaviour
- (c) Name the signs drawn on the road where the children are crossing.  
Zebra crossing
- (d) Why do the children cross the road on the signs indicated in (c)?  
Because it is the only place which people are allowed to cross the road and it is safe.

### Extract 3.1: A Sample of the Pupil's Correct Responses to Question 5

Conversely, pupils with inadequate knowledge about the uses of various road signs provided wrong responses. For example, some of the pupils wrote: *for children to cross, for children to come back, bad behaviour, a place where there is a person watching them from their back, because they did not know the presence of zebra crossing and they had no any information.* This shows that the pupils did not understand the question but also had insufficient knowledge about the importance of zebra crossing.

Further analyses indicate that some pupils were unaware of the fact that at a zebra crossing it is a safer area for pedestrian to cross the road hence they ended up blaming children who were helping a person to cross the road at the zebra crossing sign. Some pupils for instance, wrote: *the car will hit them, at a risky place where car and motorcycle pass, it was a dangerous sign because the car was coming and fortunately stopped to allow them leave the road, they were crossing and were naughty, they have no discipline, they are stopping cars and is a bad thing to cross by the road centre.* The pupils were supposed to understand that zebra crossings are placed in places where it is safe for children and other people to cross the road. Besides,

zebra crossing sign warns/alerts drivers to take precaution that there might be pedestrians crossing or waiting to cross the road. In other words, it tells drivers to give way to pedestrians on the crossing.

In addition, other pupils overlooked the importance of using zebra crossing all the time when they want to cross the road instead, they provided responses showing that it should be used only at school, bus stops or when a person is in a hurry. Some of the responses provided by such pupils were as follows: *Because is a road used for people going to board the bus, because they are passing near the school, they were in hurry, they have a sick person and because people from town stop there.* Such responses intensify the notion that these pupils built their arguments based on the places where the zebra crossing is mostly found particularly in the most crowded places such as the bus stops, markets and school areas. Besides, the pupils who gave responses of that category failed to understand that the use of zebra crossing has to be observed by all road users, it reinforces the idea that certain areas are dedicated to pedestrians' crossings, and everyone should follow the rules for a safer road environment. The visibility of zebra crossing helps to alert drivers on the presence of a pedestrian crossing, giving them time to slow down and stop where necessary. Extract 3.2 presents a sample of the pupils' incorrect responses to Question 5.



### Questions

- (a) What are the children in the picture doing?  
Good leaders
- (b) What kind of behaviour is shown by the children?  
Good teachers
- (c) Name the signs drawn on the road where the children are crossing.  
A Good assisting
- (d) Why do the children cross the road on the signs indicated in (c)?  
Good leader

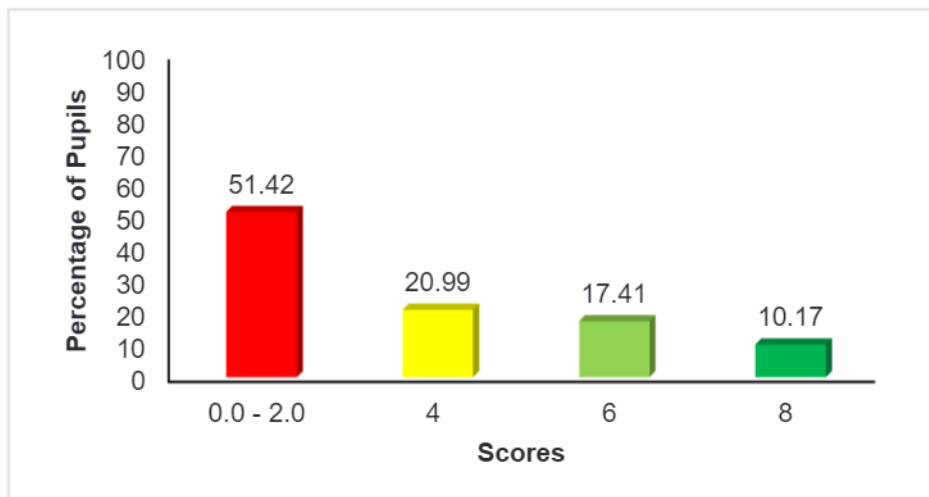
**Extract 3.2:** A Sample of the Pupil's incorrect Responses to Question 5

## 2.6 Question 6: Maintaining Peace and Harmony

The question was set from the main competency of *Promoting peace and harmony* and a specific competency of *Building Good Relationships with people from other countries*. This question assessed the pupils' comprehension skills. It instructed pupils to read the passage and then answer the questions in the space provided after each items (a) - (d). The passage was about Tanzania good relations with other African nations.

The pupils' performance on this question was variously distributed out of those who attempted this question, 794,547 (51.42%) pupils scored 0 to 2 marks, 324,346 (20.99%) pupils scored 4 marks, 269,074 (17.41%) pupils scored 6 marks and 157,182 (10.17%) pupils scored 8 marks. The general performance of pupils on this question was average, as 750,602 (48.58%) pupils scored marks ranging from 4 to 8. Figure 6 indicates the pupils' performance on Question 6.





**Figure 6:** Pupils' Performance on Question 6

The analysis of the pupils' responses to each item in question 6 is as detailed below:

The pupils were given the following task:

Read the following passage carefully then answer items (a) – (d) in the space provided.

*Tanzania is among the countries, which have good relations with other African nations. Those relations resulted from the decision of Tanzania in assisting the liberation of other African nations, which were ruled by the colonialists. Some of the nations assisted in the liberation struggle were Mozambique, Angola and South Africa. Also Tanzania has participated in solving conflicts in other nations such as Rwanda, Burundi and Kenya. Conflicts in a country cause citizen of such countries to flee to neighbouring countries and became refugees. Tanzania has been hosting refugees from countries with civil wars such as Democratic Republic of Congo, Rwanda, Burundi, Somalia and Sudan. These refugees have been hosted in different camps located in Kigoma, Kagera and Katavi regions. In the African Continent, Tanzania is a good example in the way it relates with other nations.*

Questions:

(a) Mention two countries that were helped by Tanzania in getting their independence.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

This question tested pupils' understanding of the contribution of Tanzania in supporting other African Nations in their quest for independence. Pupils who read and comprehended the passage identified those two countries correctly as *Mozambique* and *Angola*. Such commendable responses might have been influenced by pupils' good comprehension skills. They recognized that Tanzania offered itself as a base for the countries and groups fighting for liberation by hosting the forces of many movements. For instance, the African National Congress (ANC) and Pan African Congress (PAC) from South Africa, the Mozambique Liberation Front (FRELIMO), the People's Movement for Liberation of Angola (MPLA) and the Zimbabwean African National Union (ZANU). Others were Zimbabwean African Peoples' Union (ZAPU) and the South West African People's Organization (SWAPO) from Namibia. The pupils were also aware that Tanzania received and housed refugees from struggles across southern African countries. Apart from that, it was the headquarters of the former Organization of African Union committee, namely African Liberation Committee, which focused only on the liberation struggles of African countries that were under the domination of colonialists.

On their side, pupils with insufficient comprehension skills mentioned wrong responses. For example, some pupils mentioned nations, which were not assisted by Tanzania in their struggle for independence including *Burundi*, *Rwanda*, *Malawi* and *Kenya*. These answers were possibly influenced by Tanzania's involvement in resolving conflicts in the mentioned countries, leading the students to mix things up. Moreover, some pupils gave wrong answers by mentioning countries that

formed Tanzania as *Zanzibar* and *Tanganyika*. These were supposed to understand that Zanzibar and Tanganyika were independent states, which united in 1964 to form Tanzania. Therefore, their responses were wrong. Furthermore, some pupils interpreted the question to mean the motive for Tanzania to participate in the struggle for independence of other countries. These mentioned points like *It decided to volunteer itself and it just offered help to countries*. On top of that, some pupils associated the question's demand with national values by mentioning such values as *Patriotism* and *dignity*.

Moreover, further analysis of the pupils' responses reveals that there were pupils who failed to understand the requirement of the question. Therefore, they gave wrong responses. One pupil for example, responded to this question by mentioning colours and other unrelated issues like *blue, black, and those in regions and sports teams*. Another pupil mentioned points related to the resources found in Tanzania such as *water, forests and crops*.

In the same vein, one pupil described the years in which Tanzania got its independence from British colonial rule as well as the year in which Tanganyika and Zanzibar united to form Tanzania by mentioning years like *1961* and *1964*.

Lastly, there were pupils who misinterpreted the question to mean reasons for the refugee's influx to Tanzania. They mentioned points such as *political violence in Rwanda and Burundi* and *because Congo is fighting each other*. This shows that those pupils failed to comprehend the question.

(b) From the passage you have read, mention two countries that have conflicts.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

This question required pupils to mention two countries that have conflicts by referring to the passage they had read. The pupils who read and understood the passage identified the countries which have internal conflicts. The countries identified were such

as *Burundi, Rwanda and Kenya*. The choice of the correct answer demonstrates the pupils' understanding of the concept of conflict. The concept denotes that prolonged disagreements, struggles, or violent disputes between different groups or nations are the ones constitute to conflicts. This denotes pupils' understanding of the presence of a long persistent history of violence and misunderstanding. In addition, they understood other countries in Africa, which are experiencing conflicts or facing ongoing security challenges. Some of the countries include South Sudan, Democratic Republic of Congo, Somalia, and Mali.

On the other hand, some pupils who did not comprehend the passage went astray by mentioning the countries neighbouring Tanzania which could not be reflected anywhere in the passage. Some pupils, for example, mentioned countries like *Malawi, Zambia and Uganda*. Those responses were irrelevant to the question as the question instructed pupils to respond to it by referring to the passage they had read. There were also, pupils who did not understand the task of the question. As a result, they wrote points like *all countries, other African nations and the completely African continent*. These pupils were supposed to understand that Tanzania's contribution in the liberation struggle was limited to some countries particularly those in Southern Africa, for example, Mozambique, South Africa, Zimbabwe and Angola. Similarly, some pupils explained a variety of factors for emergence of refugees in different parts of the world. They mentioned factors such as *ethnic conflicts, lack of good relations, lack of democracy, war and deaths and conflicts between farmers and pastoralists*.

Likewise, pupils who provided points related to the impact of civil wars. For example, one pupil explained that *it forces citizens of that country to leave their countries to other country*. Additionally, some pupils described the measures taken by Tanzania to handle refugees where others explained on various impacts of refugees to host countries. Some of the responses provided by pupils in this category were; *Tanzania receives*

*those people and camp them, they pollute environment, and they are dangerous people and water bodies and cutting trees.*

Lastly, some of the pupils just organised irrelevant sentences and presented them as responses. Such responses were neither related to the question nor relevant to the subject matter. The responses included *Tanzania, Zanzibar, Tanganyika, Tanzania is among those countries, it is a country of SADC and African liberation.*

- (c) What is the name given to people who run away from their country because of conflicts?
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The question tested pupils' understanding of the concept of refugees as explained in the passage. Pupils who understood the passage wrote the correct response, *Refugees*. These were aware that refugees are individuals who have been forced to leave their home countries for various reasons such as persecution, war, violence, natural disasters, or human rights violations. They seek refuge in other countries with the hope of finding safety and protection. Pupils who gave such response are judged to have been knowledgeable about several factors contributing to the presence of refugees on the continent including: conflicts and wars, political instability, natural disasters, persecution and discrimination, economic hardship, and environmental factors.

As for the pupils lacked comprehension skills, they failed to provide plausible responses. For example, instead of providing the name of the people who flee their country for various reasons, some pupils mentioned the names of different countries found in Africa. Some of the countries mentioned by these pupils were; *Tanzania, Mozambique, Congo, Zambia, Burundi and Somalia.*

With similar weaknesses, some pupils outlined the names of regions and districts in Tanzania where refugee camps are found. For instance, they mentioned *Kagera, Katavi and Kasulu.*

Also, some pupils failed to distinguish the people who move from their home countries at will to other countries from refugees. Therefore, they gave wrong responses, such as *Immigrants* and *People escaping from big nations*. These pupils could not understand that immigrants refer to people who willingly move to other places or foreign countries permanently in search of work or better living conditions.

Some pupils' responses reflected their negative attitude and notion towards refugees. Some of them mentioned the act of moving to a foreign country as a sign of shamelessness and betrayal to their countries. These provided such points as *they are cowards and not patriotic, ethnic people, sick people, slaves and people who run from their countries are ignorant*. Moreover, other pupils went as far as describing the characteristic behaviour of some individual refugees by pointing out such characters, as *are criminals, dangerous to cattle, others are robbers, they invade people in village and not good people*. Such responses were influenced by some pupils' experiences in areas where refugees are hosted. It is a fact that some of these areas are experiencing various acts of crimes and environmental conservation challenges.

- (d) Why Tanzania have a good relationship with other African countries?

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This question required the pupils to identify factors contributing to Tanzania's positive international relations. The analysis of the pupils' responses indicates that pupils who understood the passage provided correct reasons for such good relationships. Some of the relevant reasons were as follows: *Because Tanzania is involved in resolution of other African countries' conflicts* and *Because Tanzania has helped other countries in their liberation struggle*. Such commendable responses justify that these pupils were well informed on the way that Tanzanians sacrificed their lives and wealth in supporting the liberation of some African countries from the hands of colonialists. Other key

reasons for such good relationships include non-alignment foreign policy, peaceful coexistence, economic cooperation, being a member of various international organizations, development partnerships, cultural and people- to -people ties, and humanitarian contributions.

Other reasons given in supporting of Tanzania good relationship with other nations included: Tanzania shares her infrastructures such as railways, harbours and roads with other countries, having an integration of people from within and without our country who are attracted by the presence of natural resources like minerals, land resources, waterbodies and national parks and are therefore willing to come and invest or pay tour visits to Tanzania. Extract 4.1 provides a sample of pupil's response who correctly answered Question 6.

Questions	
(a)	Mention two countries that were helped by Tanzania in getting their independence. (i) <u>Angola</u> (ii) <u>Mozambique</u>
(b)	From the passage you have read, mention two countries that have conflicts. (i) <u>Rwanda</u> (ii) <u>Kenya</u>
(c)	What is the name given to people who run away from their country because of conflicts? <u>A refugee</u>
(d)	Why Tanzania have a good relationship with other African countries? <u>Because Tanzania is a good example in the way it relates with other countries</u>

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

On the contrary, the analysis of the pupils' responses showed that pupils who wrongly responded to this question lacked sufficient comprehension skills. As a result, they provided wrong



responses. Some, pupils, for example, wrote such responses as *Because of special reasons, European countries are in conflict with Tanzania, because Tanzania got independence by the aid of Julius Nyerere, Tanzania is a source those relations and escaping their countries to Tanzania.* These responses show that the pupils had insufficient knowledge about the concept of maintaining good relationship with other nations. They were expected to have understood that Tanzania has good relationship with other African countries because of her participation in the struggle for independence.

Furthermore, most of the pupils who overlooked the role of Tanzania in liberation struggles of some African countries stated the reasons, which contravened the Tanzania good motives for supporting struggle movements. Such responses were for example, *because Tanzania is near with these countries, because it has its independence, avoiding refugees, Tanzania is an example of countries with good relations with other countries and because they steal from people.* They also added, *because is the relationship of helping each other to resolve conflict in Tanzania, because Tanzania is independent and democratic, because of business opportunity because Tanzania is a good model of Africa military, because of conflicts and benefit for itself and because of political conflicts.*

These pupils were expected to understand that Tanzania's involvement in the liberation struggles of some African countries was not accidental it had some other undercover motives. Its involvement in such movements was driven by the motive for implementation of its foreign policy, which is based on the following principles: defence of freedom, justice, human rights, equality and democracy and promotion of good neighbourhood. Other principles included promotion of African unity and supporting United Nations in its search for international economic development, peace and security.

Moreover, there were pupils with insufficient comprehension skills. As a result, they failed to grasp what the question. Consequently, they discussed irrelevant issues related to



Tanzania's natural wealth. These ones mentioned points like *fish, wild animal, because of minerals, national parks, because of having much food and good land and Tanzanians are kind*. They did not recognise that natural wealth is not factors for good relations of Tanzania with other countries. Rather it is one of the factors attracting people to visit and invest in Tanzania. Besides, some other pupils wrote incoherent responses, which were not related to the asked question. For example, they wrote *African continent, because colonialist, other people who solved conflict colonized Tanzania were Nyerere in Tanzania and moving to distant countries*. This was probably a result of pupils' inability to comprehend the passage. Extract 4.2 presents a sample of pupil's incorrect response on Question 6.

<p><b>Questions</b></p> <p>(a) Mention two countries that were helped by Tanzania in getting their independence.</p> <p>(i) <u>Award</u></p> <p>(ii) <u>Burundi</u></p> <p>(b) From the passage you have read, mention two countries that have conflicts.</p> <p>(i) <u>Tanzania IS a good example in</u></p> <p>(ii) <u>the way it relates</u></p> <p>(c) What is the name given to people who run away from their country because of conflicts? <u>Tanzania IS a good example in the way it relates</u></p> <p>(d) Why Tanzania have a good relationship with other African countries? <u>NATIONS</u></p>
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**Extract 4.2:** A Sample of Pupil's Incorrect Responses to Question 6

### 3.0 ANALYSIS OF THE PERFORMANCE OF THE PUPILS IN EACH COMPETENCY

The analysis of each of the competencies for Civic and Moral Education subject shows that among the five (5) competencies assessed, pupils did well in the competency of *Being a person of integrity* measured in question 1 (81.71%), *Being responsible* measured in question 4 (74.27%) and *Valuing the Community* measured in question 3 (69.35%). Other pupils had average performance on question 6 (48.58%) and *Valuing the community competency* on question 5 (43.62%) and competency of *Respecting the community* measured in question 2 (20.31%) had a weak performance.

In addition, the comparison of the performance in different competencies between Standard Four National Assessment for the year 2023 and 2022 shows that the performance of the competencies of *Being a person of integrity* has improved from poor performance (31.33%) in the year 2022 to good performance (81.71%) in 2023. The performance in the competency of *Being responsible* has continued to have a good performance (74.27%) in the year 2023 when compared to (68.25%) in the year 2022.

In addition, the performance in *valuing the community* has continued to be average (56.49%) in 2023 when compared to (56.60%) in the year 2022. Likewise, the performance of the competency of *Maintaining peace and harmony* has continued to be average (48.58%) in the year 2023 when compared to (52.89%) in the year 2022. The competency of *Being a persevering person* had an average performance (56.60%) in the year 2022. However it was not measured in 2023. Finally, in the competency of *Respecting the community*, the performance dropped from average (61.68%) in 2022 to weak performance (20.31%) in 2023.

#### **4.0 CONCLUSION**

The analysis of the pupils' responses for the Standard Four National Assessment questions in the Civic and Moral Education subject in 2023 shows that the general pupils' performance was good. The pupils who scored grades A to D were 85.52 percent whereas 14.48 percent of them failed as they scored the E grade. The pupils with good performance in this assessment had sufficient knowledge of the assessed competencies. Besides, these pupils were able to identify the requirements of the questions. Further analysis revealed several challenges that led to pupils' weak performance. Some of these were insufficient knowledge about the assessed competencies, failure to understand the questions and thus, failure to write clear responses. Similarly, the pupils showed incompetence in the skills of interpreting the photograph and comprehension questions on Question 5 and 6 respectively.

#### **5.0 RECOMMENDATIONS**

In order to improve the pupils' performance in the Civic and Moral Education subject, specifically in the competencies of Respecting the community, Valuing the community and Maintaining peace and harmony the following should be adhered to:

- (a) Subject teachers should continue to invent and employ participatory methods during teaching and learning process to make pupils acquire the expected learning outcomes. Some of the participatory teaching and learning techniques include:
  - (i) Role-play, inquiry based learning and cooperative learning techniques. For example, think-pair-share, discussions in small groups or pairs and jigsaw. These methods can help in improving social skills and pupils critical thinking abilities.

- (ii) The use of the study visit/tours technique where by pupils can visit various places for specified subject competencies. The method is very useful in teaching the competency of maintaining peace and harmony as it involves visiting special learning environment and hearing first-hand information from the respective personnel.
- (b) Pupils should be taught in depth and given many techniques related to photograph interpretation skills and reading for comprehension and answer the questions related to the picture or comprehension since most of the pupils face a challenge in responding to those questions.
- (c) Pupils should be provided with several assessment activities like assignments, tests and examinations to strengthen their ability to answer questions.
- (d) Teachers and parents should initiate strategies to develop pupils' interests in reading textbooks and reference books to strengthen their understanding of the Civic and Moral Education subject competencies.
- (e) Teachers should find out the pupil's strengths and weaknesses and modify the teaching and learning strategies for improvement.

**Appendix**

**Comparison of Pupils Performance in Each Competency for SFNA 2023 and 2022**

No.	Competency	2023 Assessment				2022 Assessment			
		Performance on each question		Average performance	Remarks	Performance on each question		Average performance	Remarks
		Question number	(%) of performance			Question number	(%) of performance		
1	Being a person of integrity	4	74.27	74.27	Good	1	68.25	68.25	Good
2	Respecting the community	2	20.31	20.31	Weak	2	61.68	61.68	Average
3	Being persevering person					3	56.60	56.60	Average
	Valuing the community	3	69.35	69.35	Good	-	-	-	-
4	Valuing the community	5	43.62	43.62	Average	4	55.27	55.27	Average
5	Being a person of integrity	1	81.71	81.71	Good	5	52.89	52.89	Average
6	Maintaining peace and harmony	6	48.58	48.58	Average	6	31.33	31.33	Weak

