



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



CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE PRIMARY SCHOOL LEAVING EXAMINATION (PSLE) 2021

CIVIC AND MORAL EDUCATION



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PREFACE

The National Examinations Council of Tanzania would like to provide a report on candidates' performance in the Primary School Leaving Examination in Civic and Moral Education subject for the year 2021. The report has been prepared to provide feedback on the performance to candidates, teachers, policy makers, curriculum developers and other education stakeholders.

The Civic and Moral Education examination is a summative evaluation, which among other things shows the competences acquired by students in their seven years of primary education. Essentially, candidates' responses to the examination questions is a strong indicator of what the education system managed to offer to the candidates in their seven years of Primary Education.

Generally, candidates' performance in this subject was average (51.2%). The candidates' enough knowledge of competencies tested, enough reading, and understanding the requirements of questions, determined this performance.

The analysis of the candidates' items responses revealed that various factors identified contributed to the candidates' good or poor performance in this subject. The analysis shows that good performance of some candidates stemmed from clear understanding of requirements of questions and enough understanding of the competencies tested. However, some candidates performed poorly because they failed to understand the requirements of questions, and lacked of enough competencies in the tested themes. Thus, they failed to write correct answers.

The National Examinations Council of Tanzania believes that, this feedback will enable educational leaders, head teachers, teachers and other educational stakeholders to identify proper measures for improving candidates' performance in future examinations administered by the Council.

Finally, the Council would like to thank all the Examination Officers, Examiners and all other people who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Primary School Leaving Examination in Civic and Moral Education examination was held on 9th September, 2021. 1,132,084 candidates were registered for Civic and Moral Education subject, whereas 1,107,242 sat for the examination. The candidates' performance analysis in this subject indicates that, 859,294 (77.6%) candidates passed the examination, while 247,948 (22.4%) candidates failed the examination.

The Primary School Leaving Examination in Civic and Moral Education subject consisted of 40 multiple-choice questions and 5 short answer questions, which were divided into two sections A, and B. Candidates were required to answer all questions from both sections. In question 1 to 40, candidates were required to choose a correct answer and shade its respective letter on the given answer sheet (OMR). In questions 41 to 45, Candidates were instructed to write their answers in spaces provided in a special form (OMR) using a blue or black ink pen. Questions in section A carried 1 mark each, making a total of 40 marks. In section B, each question carried 2 marks, making a total of 10 marks.

The analysis of the candidates' responses realized three categories of performances good, average and weak. The performance was considered to be good, average or weak if the percentage of the candidates who selected and wrote correct responses ranged between 60 – 100, 40 – 59 and 0 – 39, respectively. The performances are presented in figures, tables and charts, whereby green colour represents a good performance, yellow represents an average and red represents weak performance. In this report the correct response is indicated in charts and tables using star (*) symbol. Candidates who skipped the question or selected more than one response to the question are represented in charts and tables using "Others".

The analysis presents candidates' responses, which were good, average and weak to ensure the effective teaching and learning of this subject. Furthermore, the report shows reasons, which made the candidates to choose a certain response, to write a correct response or a distracter. It is expected that the analysis will help in improving the teaching and learning of this subject and the candidates' performance in future examinations.

2.0 ANALYSIS OF CANDIDATES' RESPONSES

2.1 SECTION A Multiple Choice Questions

Question 1: The implementation of democracy in any country has its indicators. The following indicate the broadening of democracy in Tanzania **except**

- A presence of integrity to the leaders.
- B presence of free and fair elections.
- C presence of freedom of expression.
- D presence of rule of law.
- E the implementation of human rights.

This question was set from a *competency* of *Respecting the Community*. It assessed candidates' understanding of how the democracy is practiced in a country. The question also sought to test candidates' understanding of issues that do not reflect the growth of democracy in a country. The performance of candidates in this question was weak, as only 389,896 (35.20%) candidates were able to choose the correct answer A, *presence of integrity to the leaders*. Such candidates had an understanding of the indicators of the implementation of the democracy in a country. They also understood that the growth of the democracy in a country is not shown by the integrity of leaders, but by complying with rules and regulations laid down. Other examples of the implementation of the democracy in a country are such as the freedom of assembly and the peaceful protest. **Figure 1** indicates the performance of the candidates in this question.

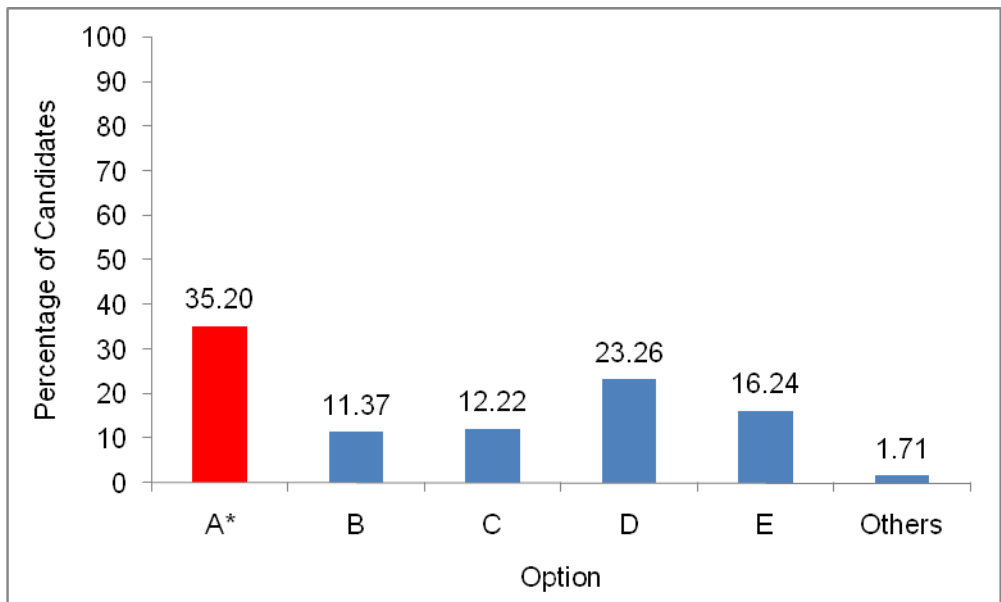


Figure 1: *The performance of the candidates in question 1*

On the other hand, other candidates chose distractor B, 125,995 (11.37%), *the existence of free and fair elections*, C, 135,353 (12.22%) *presence of freedom of expression*, D, 257,680 (23.26%), *the existence of the rule of law* and E, 179,942 (16.24%), *the implementation of human rights*. The candidates lacked knowledge of the implementation of the democracy in Tanzania. They should have realized that all these distractors are indicators of the implementation of the democracy in a country. Other events that manifest the growth of the democracy in Tanzania are such as the citizen involvement in various decisions, transparency, accountability and the freedom to establish or joining various political parties.

Question 2: Which of the following act implies caring for other people?

- A Rescuing them from danger
- B Greeting teachers respectfully
- C Sweeping the classroom daily
- D Ironing school uniform
- E Carrying friends' exercise books

This question was set from a competency of *Valuing the Community*. It measured the understanding of candidates in identifying actions that show concern for other people. The performance in this question was good, as 913,222 (82.44%) candidates were able to identify the correct answer A, *Rescuing them from danger*. Such candidates had an understanding of actions that show the concern for other people in the community, because such actions occur around them daily. Other activities that show the concern for other people are such as helping the elderly to carry the luggage, helping an injured friend and carrying exercise books for a lame pupil. **Figure 2** indicates the performance of the candidates in this question.

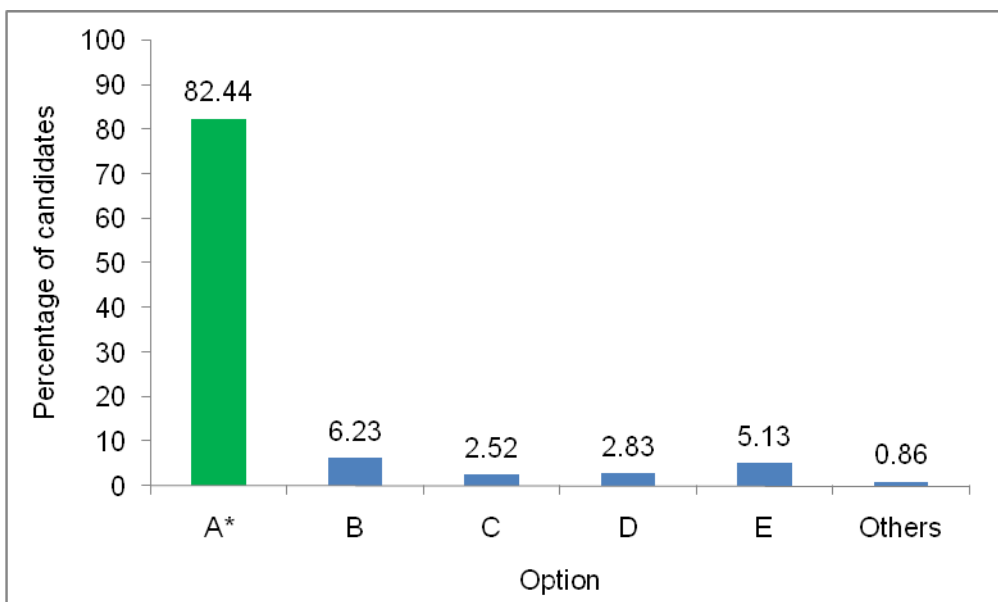


Figure 2: The performance of the candidates in question 2

On the other hand, 69,010 (6.23%) candidates who chose distractor B; *Greeting teacher's respectfully*. Did not know that this is an act of a good behaviour to teachers at school. Further, 27,918 (2.52%) candidates who chose distractor C, *Sweeping the classroom daily*, did not know that this is an act of sharing commitment and dedication at school.

Additionally, 31,309 (2.83%) candidates chose distractor D, *Ironing school uniform*, because they did not know that this is an act of

caring oneself which is paying more attention to things that are important to you. It is different from caring about others, doing good things to one's fellows or colleague. 56,794 (5.13%) candidates chose distractor E, *carrying friends' exercise books*, because they did not understand that the act of carrying exercise books for his/her friends is a normal love expressing not caring for others as carrying exercise books to a disabled pupil and helping an injured person when playing football which are appropriate acts to care for other people.

Question 3: Who is responsible to discuss and make decisions on the development issues in the leadership structure of the district government?

- A District administrative secretary
- B Executive director
- C Division officer
- D District commissioner
- E Advisory committee

The question came from a competency of *Respecting the Community*. It tested the candidates' understanding of the development decision-making body in the district government. The performance of the candidates in this question was weak, as only 62,478 (5.64%) candidates were able to identify the correct answer E, *Advisory committee*. These candidates had a good understanding of the leadership structure in the district government and knew that the committee is made up of the District Commissioner, District Administrative Secretary, all members of Parliament in a council, Departmental experts and the District defense and Security committee which are responsible for discussing and making developmental decisions. **Figure 3** indicates the general performance of the candidates in question 3.

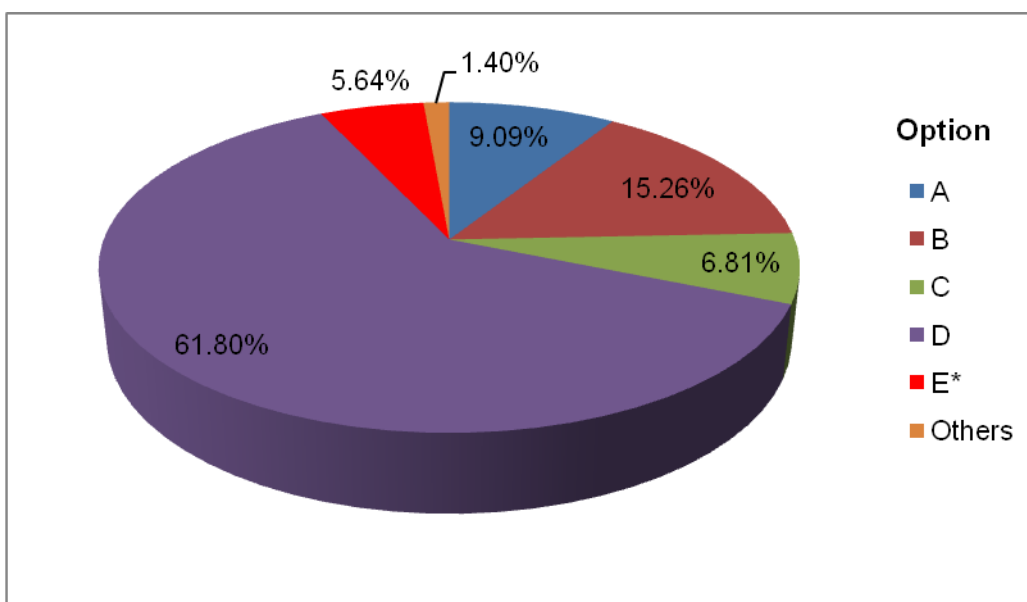


Figure 3: The performance of the candidates in question 3

However, 100,717 (9.09%) candidates who chose distractor A, *District Administrative Secretary* were not aware of the responsibilities of the Administrative Secretary which, is to advise the District Commissioner on matters of defense and security, he/she is the chief of staff and issuer of birth and death certificates

Furthermore, 169,083 (15.26%) candidates who chose distractor B, the *Executive Director*, were not aware of the responsibilities of the District Executive Director, which includes being the chief executive and accounting officer of the council. He/she is responsible for ensuring that all council responsibilities and functions are implemented in accordance with the law. He/she is also the secretary of the council; thus, he/she receives and responds to problems, challenges and complaints of the people in the council. 75,457 (6.81%) candidates who chose distractor C, *Division officer*, did not understand his/her responsibilities. He/she oversees the responsibilities of central and local governments in the Division, oversees the performance of the Ward, villages, and streets in his/her division. Likewise, he/she also assists Directors of local government authorities in overseeing the implementation of development projects in the Division.

In addition, 684,803 (61.80%) candidates who chose distractor D, *District commissioner* did not know that the District commissioner is responsible for ensuring stability and security in the district. He/she examines the legitimacy of actions or decisions made by the local governments in his/her district. He/she is also the chairperson of the district defense and security committee.

Question 4: People with special needs feel good and confident when they are loved and valued in the community. Which acts should be avoided when serving this group of people?

- A Giving them appropriate health services
- B Electing them in political posts
- C Segregating them in leadership positions
- D Assisting them in legal matters
- E Choosing proper words when communicating with them

The question came from a competency of *Respecting the Community*. It aimed to assess acts that should be avoided when providing services to people with special needs such as the elderly, the blind, the visually impaired, the albino, the mental disables, body disables and children. The performance in this question was good, given that a total of 674509 (60.89%) candidates were able to identify the correct answer C, *Segregating them in leadership positions*. The candidates who chose this answer had an understanding of what should not be done to people with special needs such as not using foul language to them, denying them not providing essential services and stigmatizing them. **Figure 4** indicates the performance of the candidates in this question.

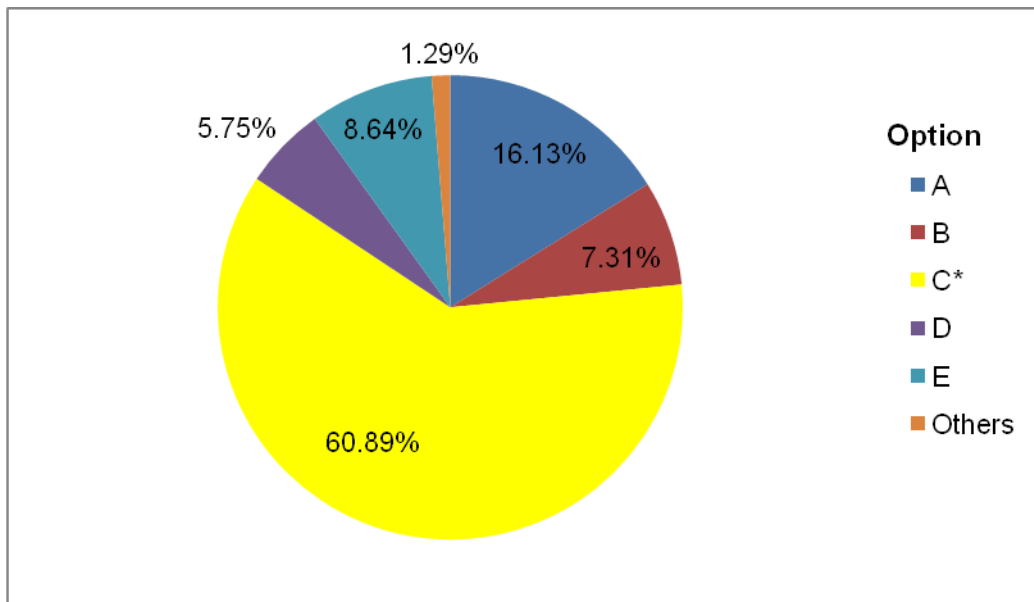


Figure 4: *The performance of the candidates in question 4*

In addition, 178,643 (16.13%) the candidates who chose distractor A, *Giving them appropriate health services* B, 80,931 (7.31%) *Electing them in political posts*, D, 63,700 (5.8%) *Assisting them in legal matters* and 95,716 (18.64%) E, *Choosing proper words when communicating with them*, lacked understanding of what should not be done to people with special needs. All of these distractors comprise important things that need to be considered or done to people in this group. Other needs of people with special needs are to be heard to be provided with basic needs and to be assigned duties matching their abilities.

Question 5: Which of the following **is not** a child's responsibility in a family?

- A Caring for the young ones
- B Participating in cleanliness
- C Caring for their livestock
- D Preparing food
- E Digging a garbage pit

The question came from a competency of *Being Responsible*. It required candidates to identify non-child roles in the family. The correct answer is E, *Digging a garbage pit*. 239,415 (21.61%) candidates who chose the correct answer had an understanding of children's roles. Other responsibilities of children in the family include cleaning the home environment, washing clothes, ironing clothes and washing dishes. **Figure 5** indicates the performance of the candidates in this question.

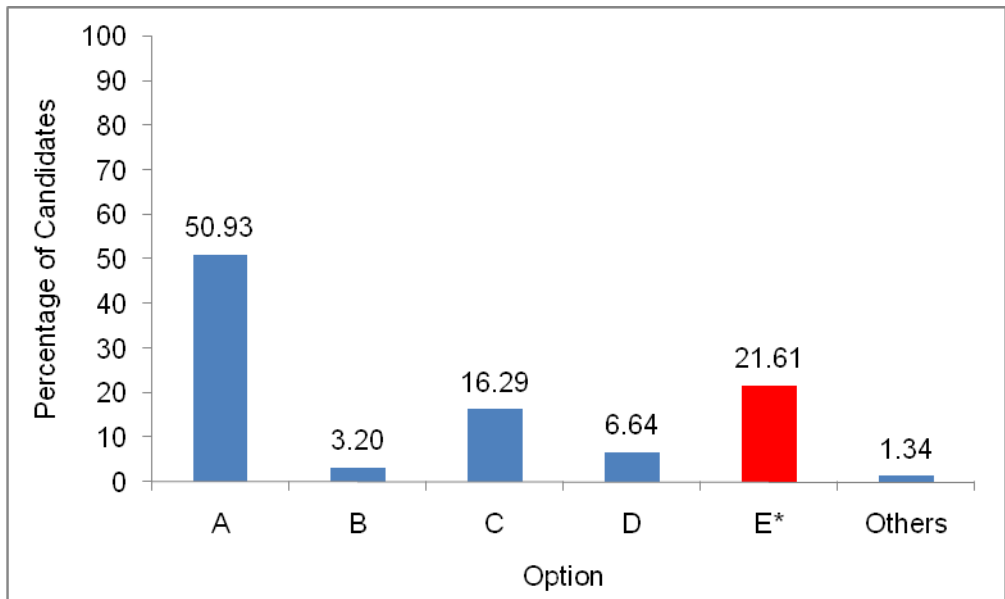


Figure 5: *The performance of the candidates in question 5*

The other, 564,176 (50.93%) candidates who opted for A, *Caring for the young ones* B, 35,404 (3.20%) *Participating in cleanliness*, C, 180,475 (16.29%) *Caring for their livestock* and, D, 73,528 (6.64%) *Preparing food*, they were not aware of these responsibilities that are performed by children in the family. Other responsibilities of children in the family include washing dishes and studying privately.

Question 6: The following are important school rules which need to be followed by pupils **except**

- A not to fight at school.
- B coming late to school.
- C to attend class lessons.
- D to wear appropriate school uniforms.
- E to respect school leaders.

This question came from a competency of *Respecting the Community*. It aimed to test candidates' understanding of rules that pupils should follow at school. The performance of the candidates in this question was good, given that a total of 840,885 (75.91%) candidates were able to choose the correct answer B, *coming late to school*. These candidates had an understanding of school rules and knew which rules should be followed at school. They understood that late arrival at school, laziness; tearing exercise books and absenteeism were acts which go against with school rules and regulations. **Figure 6** indicates the performance of the candidates in this question.

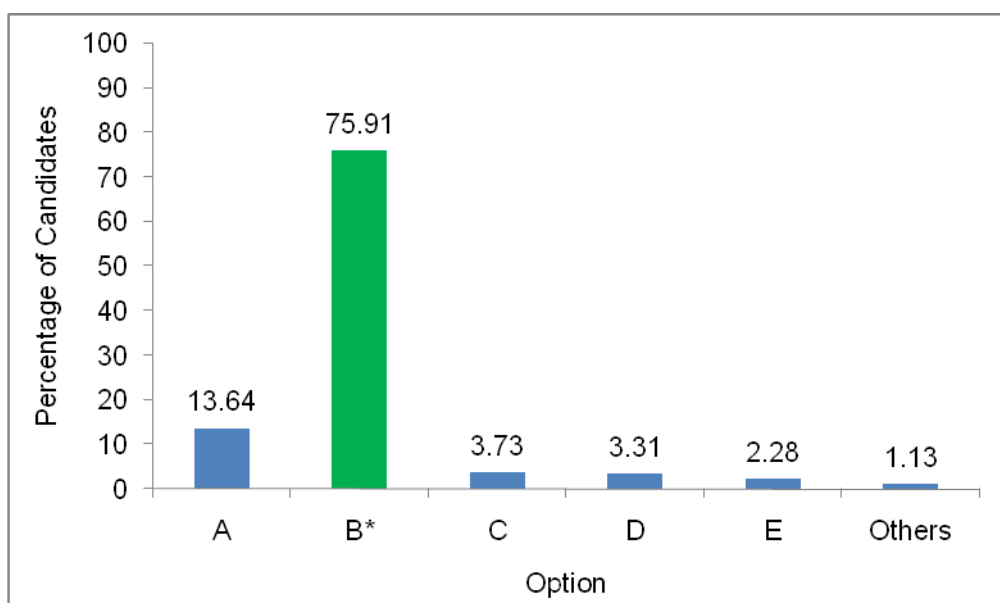


Figure 6: The performance of the candidates in question 6

Other 151,155 (13.64%) candidates who chose distractor A, *not to fight at school*. C, 41,296 (3.73%) *to attend class lessons*, D, 36,700 (3.31%) *to wear appropriate school uniforms* and E, 25,269 (2.28%) *to respect school leaders*, lacked understanding of rules that should not be followed while at school. Other rules and regulations to be followed are such as; wearing a shirt with a school logo, observing the time of arriving and leaving school, doing school tests, exercise, examinations and body cleanliness.

Question 7: The responsibility of the school leadership is to ensure discipline and good performance in academic. What is the responsibility of the academic teacher at school?

- A To monitor the health of pupils
- B To supervise classroom activities
- C To supervise school cleanliness
- D To promote sports in the school
- E To link teachers and parents

This question was set from a competency of *Respecting the Community*. It measured the candidates' understanding of the structure of the school leadership and responsibilities of each school leader. The candidates' performance in this question was average, since 496,226 (44, 79%) candidates were able to identify the correct answer B, *To supervise classroom activities*. Those candidates had sufficient understanding of the roles of various school leaders, including the academic teacher. Together with overseeing classroom activities, the academic teacher advises the Head teacher on all matters pertaining to academic issues. He/she ensures that syllabuses, textbooks for all lessons are available. Further, he/ she oversee, coordinates internal and external examinations held at the school and also preparing the main school timetable. **Figure 7** indicates the performance of the candidates in this question.

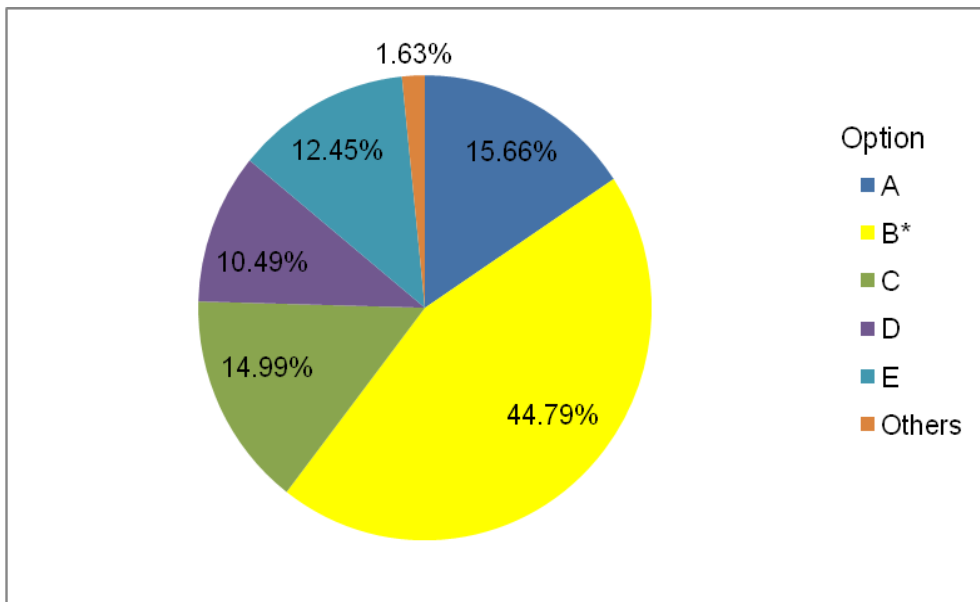


Figure 7: The performance of the candidates in question 7

On the other hand, 173,430 (15.66%) candidates who chose distractor A, *To monitor the health of pupils* mixed the responsibilities of the academic teacher with the health teacher. They did not know that monitoring the health of pupils is a responsibility of the health teacher, not the academic teacher. 166,005 (14.99%) candidates chose distractor C, *To supervise school cleanliness*. This option was also incorrect given that managing cleanliness is a responsibility of the environmental teacher and the teacher on duty.

Distractor D, *To promote sports in the school*, was chosen by 116,255 (10.49%) candidates. Those did not have enough understanding of the role of the sports teacher. In addition, 137,867 (12.45%) candidates who chose distractor E, *To link teachers and parents* did not understand that the Head teacher is the one who is responsible for connecting teachers and parents through the school committee. The school head teacher is also a leader and a supervisor of all administrative activities in the school.

Question 8: Why does the National flag sometimes fly at half-mast?

- A To mourn the death of a national leader
- B To commemorate the death of a national leader
- C To celebrate the birthday of national leader

- D To mark the country's national festivals
- E To celebrate the Independence Day

The question came from a *competency of Respecting the Community*. It measured candidates' understanding of the use of national symbols; specifically, the meaning of the national flag which is flying half-mast. The performance in this question was good, as a total of 852,315 (76.94%) candidates were able to identify the correct answer A, *Mourning the death of a national leader*. Those candidates had enough understanding of a reason for the national flag to fly at half-mast. These candidates were able to identify the correct answer because of the presence of the national flag at their school. They usually see the national flag flying half-mast when there is a national mourning. Another cause of the flag to fly half-mast is the mass death due to various disasters. **Figure 8** indicates the performance of the candidates in this question.

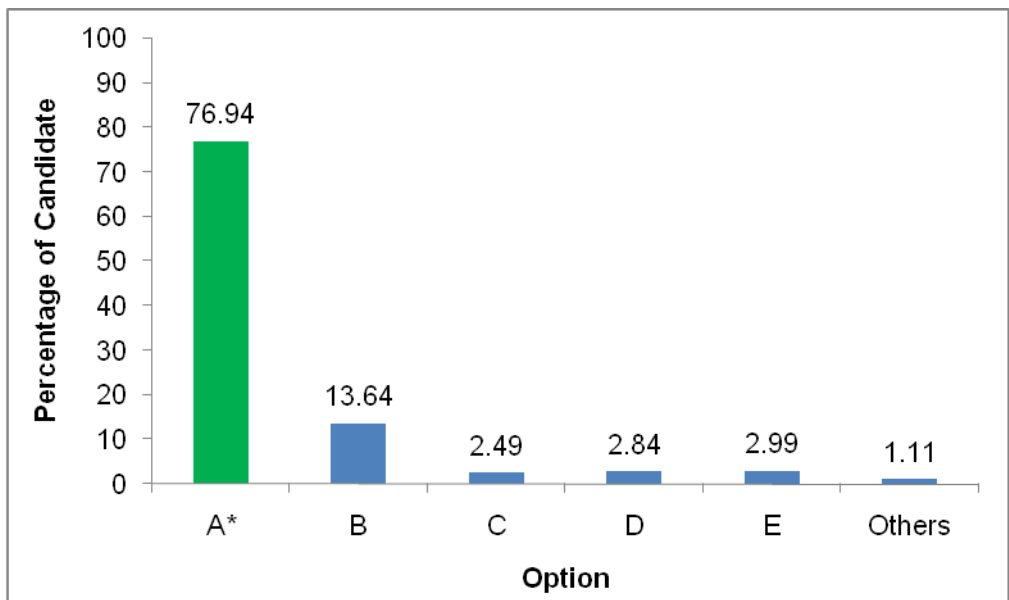


Figure 8: *The performance of the candidates in question 8*

On the other hand, 151,058 (13.64%) candidates who chose distractor B, *To commemorate the death of a national leader*, failed to distinguish between celebrating and mourning. To celebrate is to

commemorate a particular event while mourning is a grieving process over a death of a person. 27,597 (2.49%) candidates who chose distractor C, *To celebrate the birthday of national leader* had misunderstood events leading to the flag flying at half-mast. The celebration goes hand in hand with rejoicing over something or an event thus does not go hand in hand with flying the national flag half-mast which signifies a sad event in a country.

Moreover, 31,413 (2.84%) candidates who chose distractor D, *To mark the country's national festivals* did not understand that celebrating means to rejoice, glorify or to praise. Thus, celebrating national holidays does not involve flying national flag half-mast.

Lastly, 33,149 (2.99%) candidates who chose E, *To celebrate the independence day* lacked an understanding of the events that lead to flying the flag half-mast. The events which are associated independence day are like; traditional dances army parade and speeches from national leaders.

Question 9: Environmental degradation is caused by different human activities such as burning the forest. What should be done in order to solve this problem?

- A To collect and burning wastes
- B To cook by using charcoal
- C To apply industrial fertilizers in agriculture
- D To dispose the wastes in a pit
- E To provide environmental conservation education

The question was derived from a competency of *Valuing the Community* and measured the candidates understanding of various methods that can be used to conserve the environment damaged by human activities. The performance of candidates in this question was good; as 870,699 (78.60 %) candidates were able to identify the correct answer E, *To provide environmental conservation education*. These candidates had an understanding of the community conservation practices such as providing environmental education. Some actions that can be taken to protect the environment are such

as planting trees, using crop rotation, not cultivating the sources of water and preventing forest fires. **Figure 9** indicates the performance of the candidates in this question.

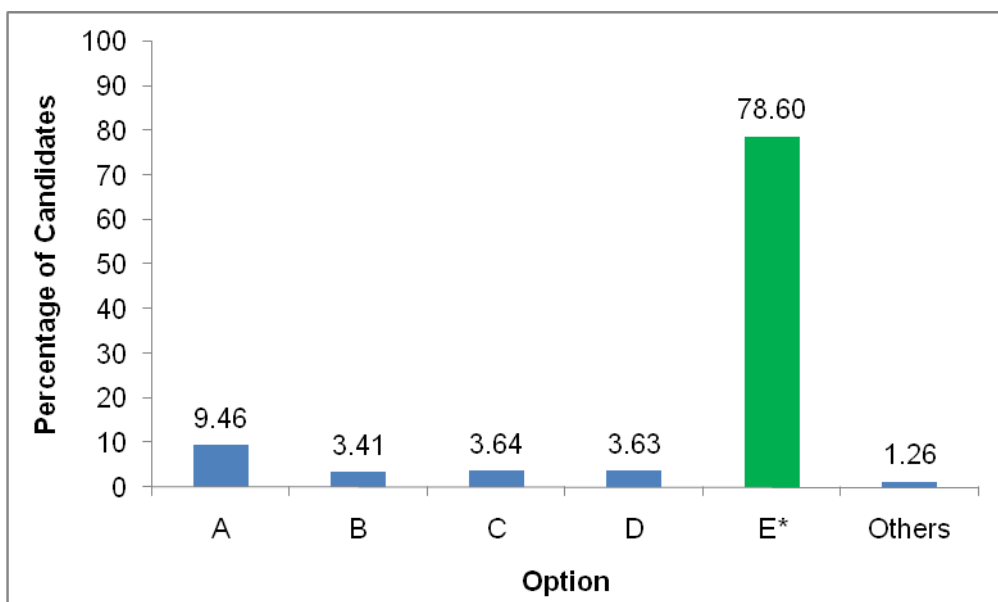


Figure 9: The performance of the candidates in question 9

On the other hand, 104,765 (9.46%) candidates who chose distractor A, *To collect and burning wastes* had no understanding of how to solve this problem. They did not understand that burning the garbage produces smoke that pollutes the environment and contributes to the global climate change. They likely chose this distractor because they usually burn rubbish when cleaning at home and at school they thought that prevents environmental destruction.

Likewise, 37,765 (3.41%) candidates who chose distractor B, *To cook by using charcoal* did not know that the practice leads to the distraction of forests as people cut them to make charcoal.

Furthermore, 40,372 (3.64%) candidates who opted distractor C, *To apply industrial fertilizers in agriculture*, did not understand that industrial fertilizers contain chemicals that significantly damage the soil fertility, when used extensively and for a long time. In addition, 40,205 (3.63%) candidates who chose distractor D, *To dispose the wastes in a pit* did not know that when garbage is collected in one

place such as in a pit and mixed with water, it produces *methane* gas which contributes to the harmful greenhouse gases enhancing global warming. Such candidates chose dumping garbage in the pit due to the habit they are involved in communities. They would often dig holes for dumping waste, thinking that they were conserving the environment.

Question 10: Which one **is not** a challenge facing the community in conserving the environment?

- A Unplanned settlements
- B High cost of renewable energy
- C The use of solar energy
- D Poverty
- E Poor infrastructure

The question was derived from a competency of *Valuing the community*. It aimed at assessing candidates understanding of the best ways to prevent the environmental degradation, and to identify actions that do not challenge the environmental protection. The performance of candidates in this question was average, given that a total of 490,468 (44.27%) candidates were able to identify the correct answer C, *The use of solar energy*. Such candidates were aware that the use of solar energy does not harm the environment. They understood that the solar energy is environmentally friendly (because its production is natural). Examples of environmentally friendly energy are the natural gas, hydroelectric power and thermal energy. **Figure 10** indicates the performance of candidates in this question.

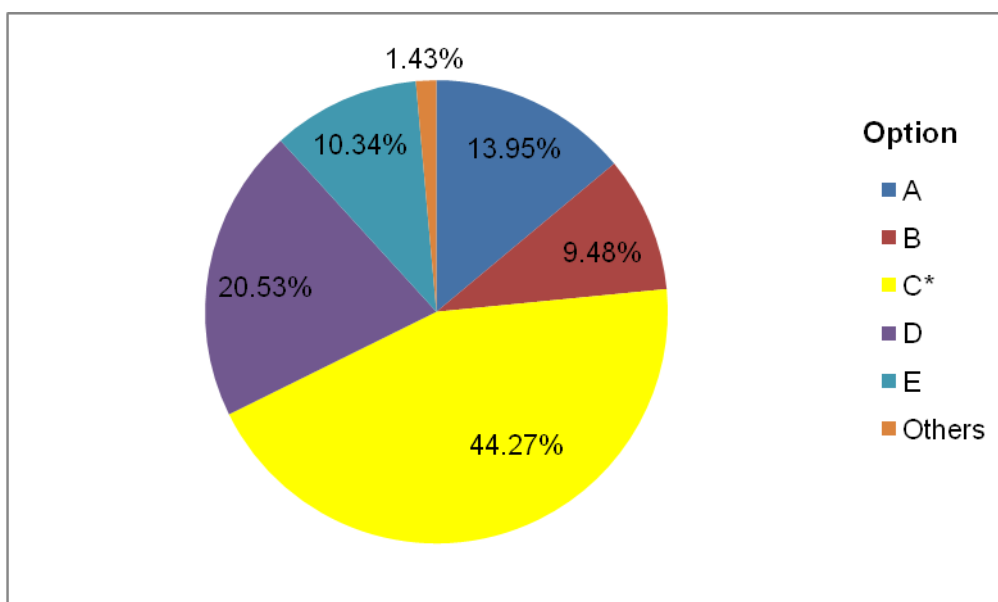


Figure 10: *The performance of the candidates in question 10*

On the other hand, 154, 485 (13.95%) candidates who chose distractor A, *Unplanned settlements* did not know that unplanned construction cause the deforestation and prevents infrastructures that could transport wastes therefore it becomes a source of the pollution. 105,055 (9.48%) candidates chose distractor B, *High cost of renewable energy*. Those candidates did not understand that the high cost of renewable energy cause people in the community to engage in wood-burning to get charcoal for cooking. Hence, it is a source of the environmental degradation.

In addition, 227,454 (20.53%) candidates who opted distractor D, *Poverty*, did not understand that poverty fuels the environmental degradation. That is, cutting down trees for fire wood or building materials and charcoal destroy the environment. 114,515 (10.34%) candidates who chose distractor E, *Poor infrastructure* failed to understand that the poor infrastructures make garbage collection and transportation difficulties thus, become a source of the pollution.

Question 11: Which method can be more effective in providing reproductive education to young people?

- A Using performing arts
- B Through traditional dances
- C Using foreign songs
- D By using counselling
- E Getting advice from the elders

This question came from a competency of *Valuing the Community*. It tested candidates' understanding of the appropriate ways and means to educate young people on reproductive health. The performance of the candidates in this question was weak, given that only 305,969 (27.62%) candidates were able to choose the correct answer A, *Using performing arts*. Such candidates had an understanding of the effective methods for providing reproductive health education to young people. The candidates knew that the performing arts such as drama, poetry, songs and stories could be used to provide reproductive health education to young people. Other methods that could be used to provide information to young people are leaflets and journals. **Figure 11** indicates the performance of the candidates in this question.

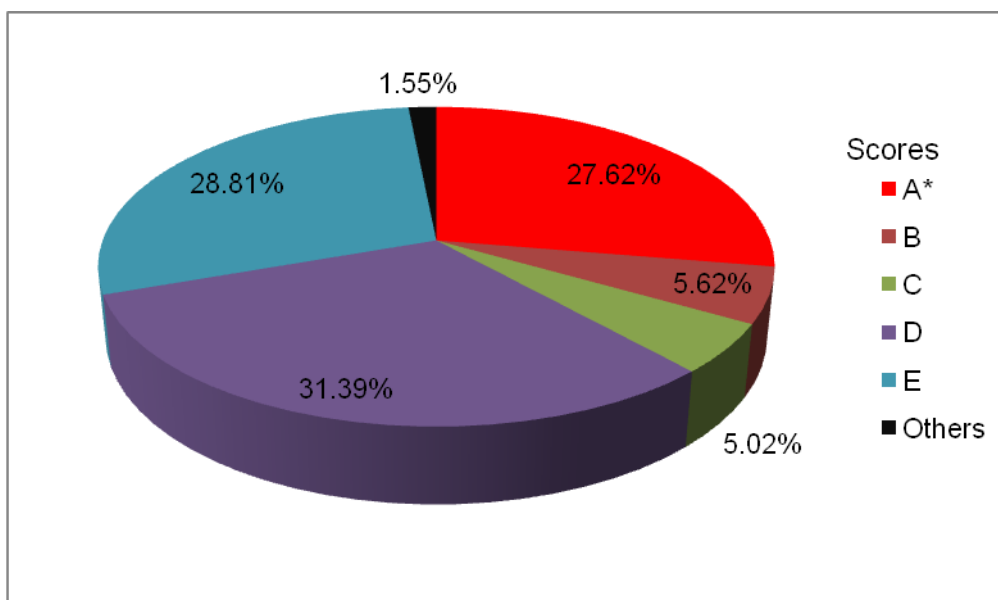


Figure 11: The performance of the candidates in question 11

On the other hand, 62,229 (5.62%) candidates who chose distractor B, *Through traditional dances* did not know that one of the purposes of traditional dances is to glorify, promote and to introduce the culture of the tribe in question of examples of such traditional dances are Sindimba, Mbata, Kiduro and Mdundiko. 55,603 (5.02%) candidates chose distractor C, Using foreign songs. Those candidates did not know that foreign cultures mostly glorify foreign cultures and are not related with teachings on reproductive health education. It is not a right way to convey the message about reproductive health education to young people.

Moreover, 347,689 (31.39%) candidates who chose distractor D, *By using counselling*, did not know that counseling education is a guide on how to solve a problem of a person or group of people in the society. So, getting counseling is not a right way to get reproductive health education. Counseling can be used to provide emotional support to young people.

Lastly 319,107 (28.81%) candidates who chose distractor E, *Getting advice from elders*, did not know that elders provide advice on various aspects of life, not only the reproductive health education for young people. These candidates were influenced by experience that elders are viewed as advisors in various issues that arise in society. Thus, they believed that even reproductive health education is one of their responsibilities.

Question 12: The following are acts of protecting national freedom and unity **except**

- A to obey the law of the land.
- B to protect country borders.
- C respecting human rights.
- D condemning evils.
- E To respect elders.

This question came from a competency of *Respecting the Community*. It measured candidates' understanding of actions that symbolize the protection of national independence and unity. In this question, the performance was average, given that 544,154

(49.12%) candidates were able to choose correct answer E, *to respect elders*. Such candidates recognized that the freedom and unity are not protected by respecting elders but by ensuring that laws of the land and human rights are respected and bad deeds are condemned. They recognized that respecting elders is an act of respecting others, which is different from protecting national independence and unity. **Figure 12** indicates the performance of the candidates in this question.

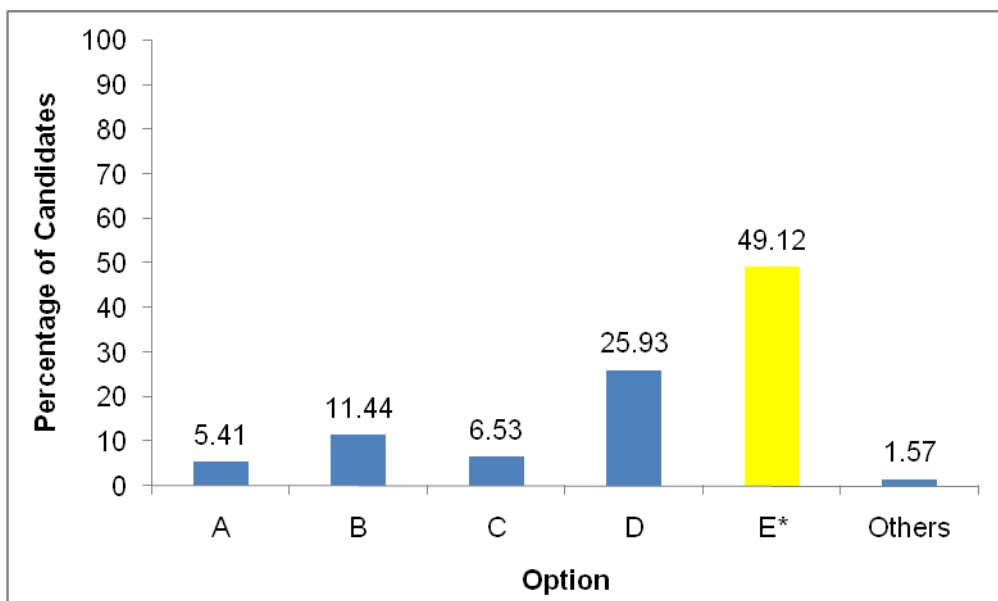


Figure 12: *The performance of the candidates in question 12*

Further, 59,908 (5.41%) candidates chose distractor A, *to obey the law of the land*, B, 126,778 (11.44%) *to protect country borders*. C, 723,48 (6.53%) *respecting human rights* and D, 287,202 (25.93%) *condemning evils*. Those candidates did not know that all such distractors show actions that strengthen and protect the national independence and unity. Other actions that strengthen national independence and unity include building good relations with other nations. Freedom and unity maintain peace and stability in a nation and create a friendly environment for executing plans.

Question 13: What are the effects of children's involvement in risky behaviours in the society?

- A Lack of security to people and property
- B Absence of good parenting
- C Increase of integrity acts
- D Decrease of patriotism
- E Increase of adherence to the law

This question was set from a competency of *Valuing the Community*. It measured the understanding of candidates in identifying the effects of children engaging in risky acts in the community. The performance in this question was poor, as only 428,788 (38.71%) candidates were able to choose the correct answer A, *Lack of security to people and property*. Such candidates had an understanding of the effects of children engaging in risky behaviours in the society. They were also able to transfer knowledge from community members who had involved in risky practices and the resulting harms they incurred. Other side effects of risk behaviour include early pregnancy and sexually transmitted infections. **Figure 13** indicates the performance of the candidates in this question.

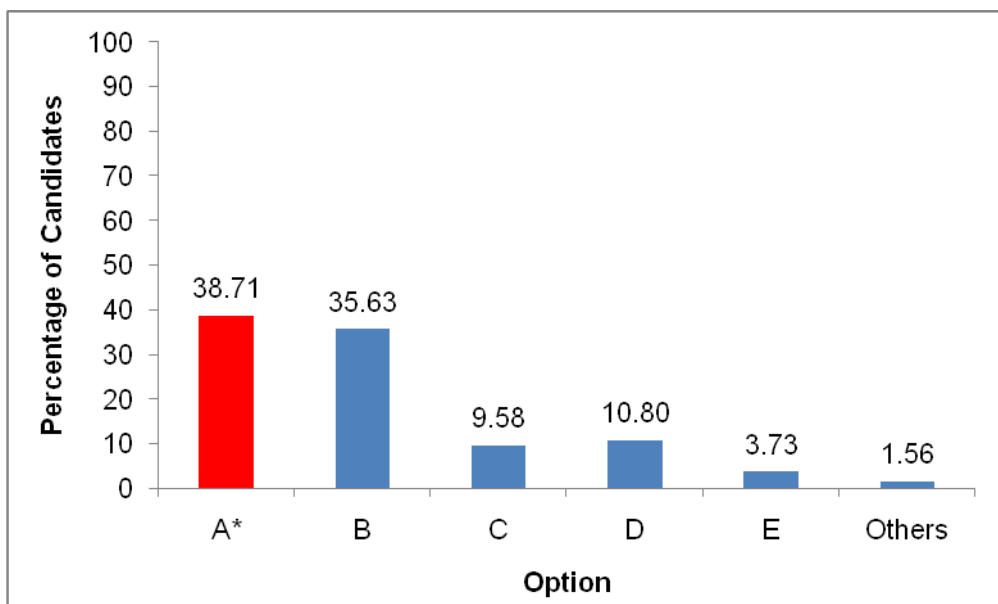


Figure 13: The performance of the candidates in question 13

On the other hand, 394,656 (35.63%) candidates who chose distractor B, *Absence of good parenting*, failed to understand that the absence of good parenting is one among the reason for children engagement in risky behaviour in the society. Other risky behaviours for children are such as childhood sex, drug use and receipt gifts from strangers. It is more likely that such candidates failed to distinguish between reasons for children engagement in risky activities and the effects of children's engagement in risky acts.

In addition, 106,094 (9.58%) candidates who chose distractor C, *Increase of integrity acts*, were unaware of the consequences of engaging in risky activities by children. They did not realize that justice is a state of fair and impartial promoting of good morals in the society. The candidates failed to understand that increased integrity helps to reduce the effects of risky behaviours.

Furthermore, 119,626 (10.80%) candidates who chose distractor D, *Decrease of patriotism*, did not know that patriotism is a state of devotion and commitment to one's country. Patriotism is among the national values. Other values include love, unity, peace, justice, humanity and solidarity. Thus, declining patriotism is not one of the consequences of risky acts to children in the society.

Lastly, 41,296 (3.73%) candidates who chose distractor E, *Increase of adherence to the law*, did not understand that increased obedience to the law brings peace and solidarity in the society. Those candidates had an understanding of legal issues but did not understand the consequences of children engagement in risky acts.

Question 14: What are the effects for a female pupil to accept gifts from strangers?

- A Losing her luck
- B Develop psychological effects
- C A decline of integrity
- D Experience social isolation
- E Sexual harassment

This item was set from a competency of *Valuing the Community*. It assessed candidates' understanding of the effects of female pupils receiving gifts from strangers. The performance of candidates in this question was good, as 665,446 (60.07%) candidates were able to choose the correct answer E, *Sexual harassment*. Such candidates realized that female pupils could be sexually harassed if they received gifts from strangers. Other effects of receiving gifts from strangers are such teenage pregnancy, death and rape. Apart from receiving gifts from strangers, other dangerous practices by female children are roaming about at night, wearing short clothes that leave a large part of the body exposed and staying with friends who are thieves. **Figure 14** indicates the performance of candidates in this question.

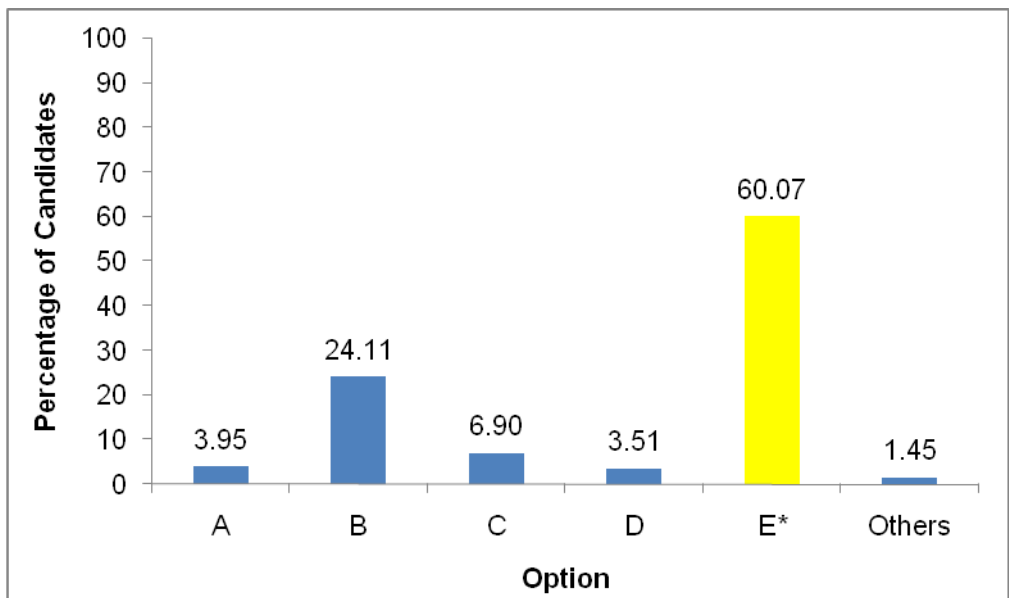


Figure 14: The performance of candidates in question 14

Moreover, 43,805 (3.95%) candidates who chose distractor A, *Losing her luck*, did not understand that receiving gifts has nothing to do with fortune. Losing her fortune had nothing to do with the consequences of receiving a gift. The candidates were likely inspired by the community-based belief that receiving gift is luck and not receiving a gift is thus missing luck. They forgot that receiving a gift

from a stranger could result in sexual harassment to a girl. Also, 267,097 (24.11%) candidates who chose distractor B, *Develop psychological effects* did not understand that female pupils perhaps receive gifts from strangers due to psychological problems such as fear, anxiety and moral deterioration.

However, 76483 (6.90%) candidates who chose distractor C, *A decline of integrity* did not know that integrity means fairness, no bias. The decline in integrity is not a result of female pupils; receipt gifts from strangers. 38,862 (3.51%) candidates who chose distractor D, *Experience social isolation*, did not understand that the act was a result of moral erosion on society. Other similar acts are theft, robbery and socially unacceptable habits. Thus, social isolation is not one of the effects of receiving gifts from strangers.

Question 15: Why do most people prefer to throw rubbish in the rubbish pit?

- A They fear to be seen
- B They fear to be punished
- C They avoid environmental pollution
- D They fear to break their customs
- E They show patriotism

The question was derived from a competency of *Valuing the Community*. It aimed at testing candidates' ability to identify behaviours and conducts that lead to the environmental degradation and how to prevent such acts. A total of 979,194 (88.39%) candidates chose the correct answer C, *They avoid environmental pollution*. The candidates were aware of the ways to prevent the pollution from their involvement in the exercise at school and at home. **Figure 15** indicates the performance of the candidates in this question.

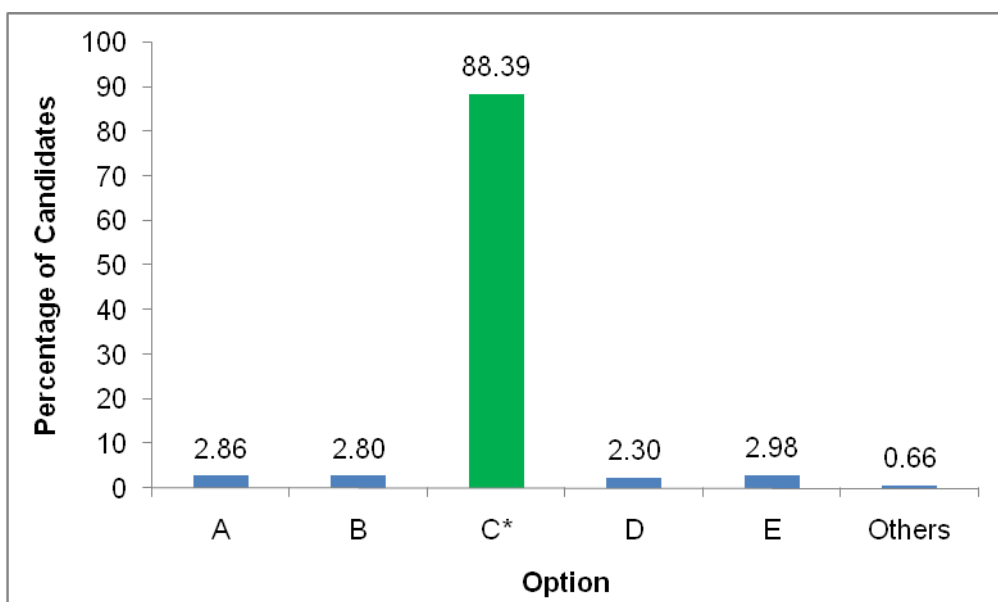


Figure 15: The performance of the candidates in question 15

However, 31,709 (2.86%) candidates chose distractor A, *They fear to be seen*; 31,012 (2.80%) selected distractor B, *They fear to be punished*. Those candidates failed to understand that being seen throwing garbage is a merit because it contributes to the environmental protection. Thus, it would not cause fear and could not lead to the punishment. 25,514 (2.30%) candidates chose distractor D, *They fear to break their customs* because they failed to understand that littering is not a practice but a strategy to prevent the environmental degradation.

Lastly, 33,012 (2.98%) candidates who chose distractor E, *They show patriotism* did not understand that patriotism is the expression of love to one's country, not throwing dirt in pit.

Question 16: Liliani was given a task to clean the blackboard; she did this work nicely and on time. How is this act called?

- | | |
|----------------------|------------------------|
| A Self-discipline | B Great resilient |
| C Personal integrity | D Self- responsibility |
| E Great attention | |

This question was derived from a competency of *Being Responsible*. It aimed at testing candidates' self-discipline and dedication to work to the best of their ability and without the supervision. The question had an average performance given that a total of 661,449 (58.81%) candidates were able to choose the correct answer A, *Self-discipline* such candidates understood that self-discipline is an act of doing a right thing willingly. Other acts that show self-discipline are such as working on time, dedication to work, spending time well and planning work. **Figure 16** indicates the performance of the candidates in this question.

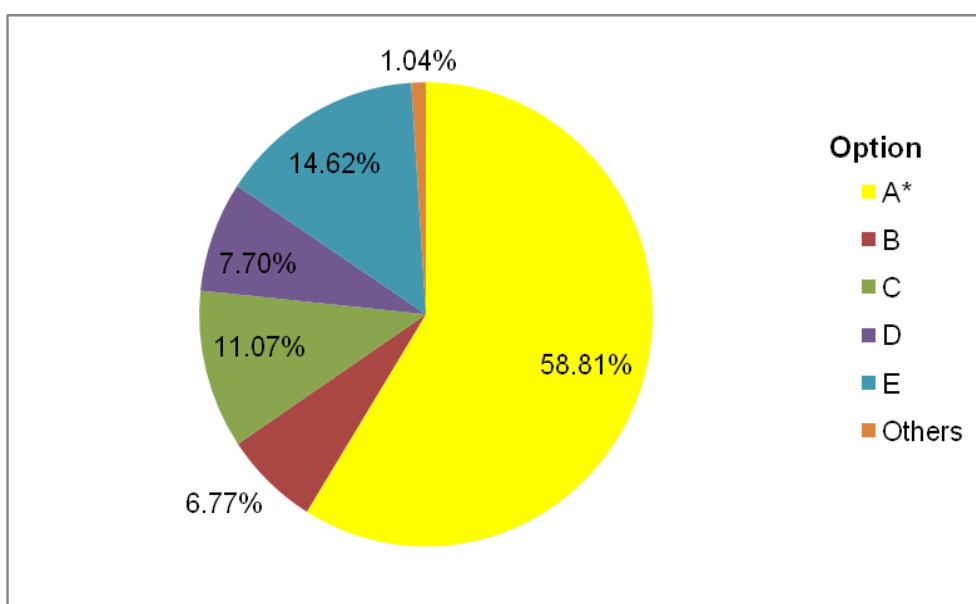


Figure 16: The performance of candidates in question 16

On the other hand, 74,946 (6.77%) candidates chose distractor B, *Great resilient* because they did not understand that resilience means tolerating something or showing the tolerance to various matters not a self-discipline. 122,612 (11.07%) candidates who chose distractor C, *Personal integrity* failed to understand that the integrity is a condition of living by values of the society such as an honesty, involving acts of honesty, truthfulness, transparency and justice.

In addition, 85,303 (7.70%) candidates who chose distractor D, *Self-responsibility* did not know that responsibility is a duty that must be fulfilled. Example of responsibilities that a pupil in school is supposed to perform includes sweeping the classroom, cleaning the windows and studying. 161,999 (14.62%) candidates were attracted to distractor E, *Great attention*, because they did not know that the attention means the mental stability in doing things.

Question 17: Every weekend, Hamisi helps his parents to take care of their chickens. How is that act referred to?

- A Giving rights to the family members
- B Caring for the family
- C Volunteering in the family
- D Fulfilling responsibilities
- E Showing love to the family

The question was derived from a competency of *Being Responsible*. It aimed at testing candidates' ability to identify their roles at the family level. The performance in this question was average, given that 530,415 (47.88%) candidates were able to choose the correct answer D, *Fulfilling responsibilities*. Such candidates knew that a responsibility is an obligation no option doing it. Other responsibilities include caring for younger siblings, washing dishes and caring for the family members (parents or siblings). **Figure 17** indicates the performance of candidates in this question.

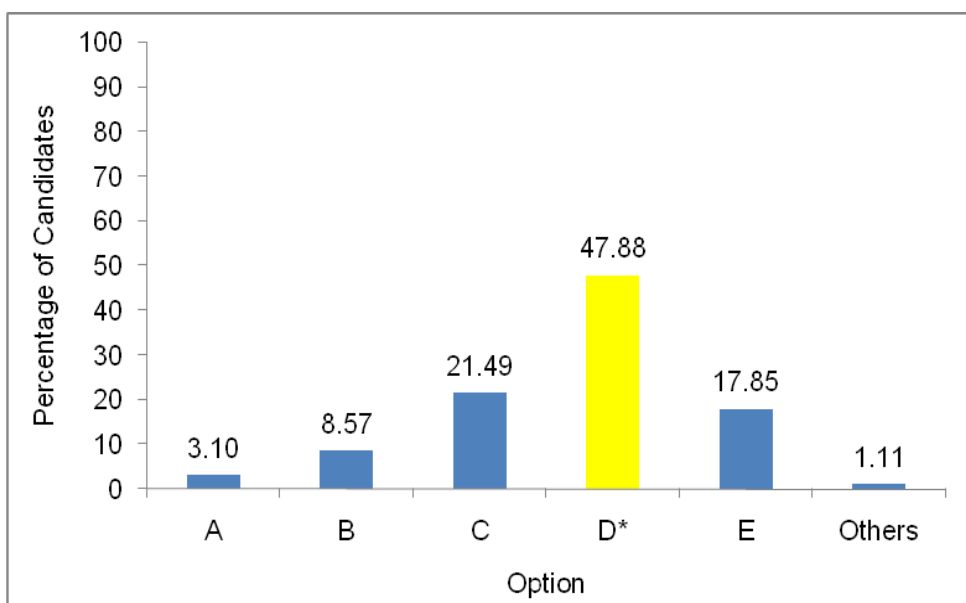


Figure 17 *The performance of the candidates in question 17*

On the other hand, 34,377 (3.10%) candidates who chose distractor A, *Giving rights to the family members* failed to distinguish between rights and responsibilities. Rights are the state of being entitled to. For example, the right to life, the right to education and the right to food. Also, 94,932 (8.57%) candidates who chose distractor B, *Caring for the family* lacked an understanding that caring is a positive focus. caring for the family is not a family responsibility. Therefore, caring for the family differs from being responsible to the family.

In addition, 238,096 (21.49%) candidates who chose distractor C, *Volunteering in the family* did not know that volunteering is a charitable and voluntary practice. Examples of other voluntary activities are such as planting trees or pruning flowers. They did not know that a child's act of helping with household chores is not a volunteer work but a duty. 197,693 (17.85%) candidates who chose distractor E, *Showing love to the family* did not understand the role of children at home. They did not know that love refers to the state of affection or care, something that has nothing to do with fulfilling a responsibility in the family.

Question 18: What should a pupil do so as to cross the road without causing an accident?

- A To find a place where there is green traffic lights
- B To stop vehicles by waving hands
- C To use the place which is marked with zebra strips
- D To find a place where traffic lights are installed
- E To find a place where there is road bumps

The question came from a competency of *Being Responsible*. It tested candidates' understanding of rules and regulations to observe when crossing the road without causing an accident. The performance in this question was good, as a total of 797,070 (71.95%) candidates were able to choose the correct answer C, *To use the place which is marked with zebra strips*. Those candidates had enough understanding of traffic laws governing road users. They understood that the zebra area means white lines on the road symbolising passage for pedestrians. Other areas for pedestrians crossing are flyovers, traffic lights and areas managed by the traffic police. **Figure 18** indicates the performance of the candidates in this question.

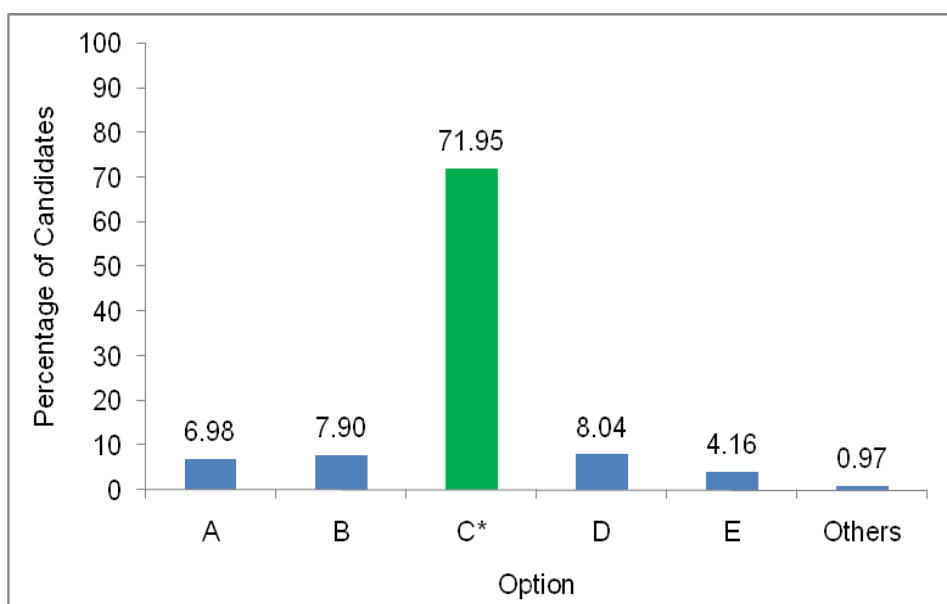


Figure 18: The performance of the candidates in question 18

On the other hand, 77,310 (6.98%) candidates chose distractor A, *To find a place where there is green traffic lights*, candidates ought to know that green lights on the road indicate that one can go forward or turn right or left if the road is safe. They failed to understand that it is not safe to cross when the traffic lights is in green.

Further, 87,519 (7.90%) candidates who chose distractor B, *To stop vehicles by waving hands* did not understand that waving is not a right way to cross the road. There is a tendency in some communities to stop cars by waving their hands believing that this is one of the rules of the road safety. Nonetheless this habit can cause an accident.

Also, 89,051 (8.04%) candidates chose distractor D, *To find a place where traffic lights are installed*. These did not understand that different types of traffic lights, symbolising different meanings. For example, red indicates stop, green can go ahead, left or right, yellow means stop (unless you are approaching a stop) line where you cannot stand safely. These lights are used to guide vehicles on the road.

Lastly, 46070 (4.16%) candidates who chose distractor E, *To find a place where there is road bumps*, did not know that bumps slow down vehicles to avoid road accidents but are not intended for using to cross the road. The candidates failed to understand that road bumps are not for stopping vehicles to allow people to cross the road.

- Question 19:** Neema is a pupil who arrives at school punctually every day. How is this act called?
- A Fearing of punishments B Loving studying
 - C Liking to be praised D Obeying school rules
 - E Fearing of teachers

This question was derived from a competency of *Being Responsible*. It measured candidates' understanding of school rules and regulations. The performance in this question was good given that

942,728 (85.10%) candidates were able to choose the correct answer D, *Obedying school rules*. These candidates had an understanding of school rules. They knew that rules are procedures and regulations laid down in places such as school. Some of the school rules of the school are, attending classes, wearing school uniforms, respecting leaders, and avoiding fighting at school. **Figure 19** indicates the performance of the candidates in this question.

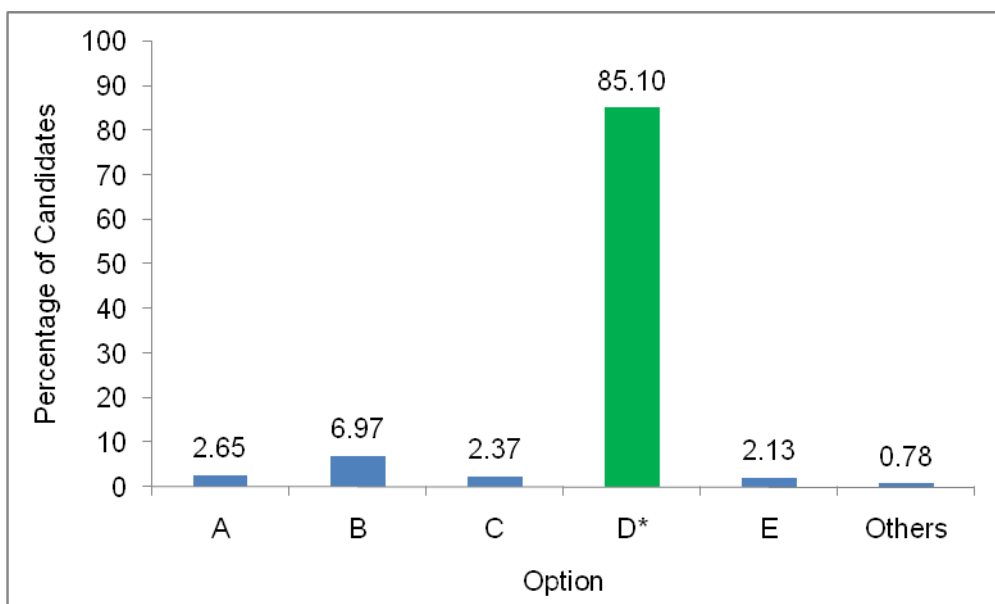


Figure 19: *The performance of the candidates in question 19*

On the other hand, 29,363 (2.65%) candidates who chose distractor A, *Fearing of punishments* did not know that fear is not a factor in the compliance with school rules and regulations. Such candidates might have chosen the distractor because they would be given punishments due to absenteeism. Furthermore, 77,194 (6.97%) candidates who chose distractor B, *Loving studying*, did not understand school rules. They did not know that reading did not contribute to late arrival at school.

Lastly, 26,301 (2.37%) candidates who chose distractor C, *Liking to be praised* did not understand that being praised is a personal behaviour not a compliance rules and regulations of the school. Also, 23,616 (2.13%) candidates who chose distractor E, *Fearing of*

teachers, did not understand that fear does not mean obedience to school rules and regulations. Their choice likely stemmed from the habit of some teachers to intimidate pupils causing them to act out cowardice.

Question 20: Which acts **cannot** build good relationships in the society?

- A Being truthful and transparent
- B Valuing and preserving resources
- C Cooperating in development activities
- D Caring oneself and lack of integrity
- E Volunteering in development activities

This question came from a competency of *Valuing the Community*. It measured the candidates' ability to analyse actions that build positive relationships in the society. The performance in this question was good, as 939,881 (84.84%) candidates were able to choose the correct answer D, *Caring oneself and lack of integrity*. These candidates had a good understanding of the whole concept of good relationships in the society. As a result they realized that the act of caring oneself and lack of integrity do not build good relationships in the society. They realized that self-care is a sign of selfishness, injustice and favoritism. **Figure 20** indicates the performance of the candidates in this question.

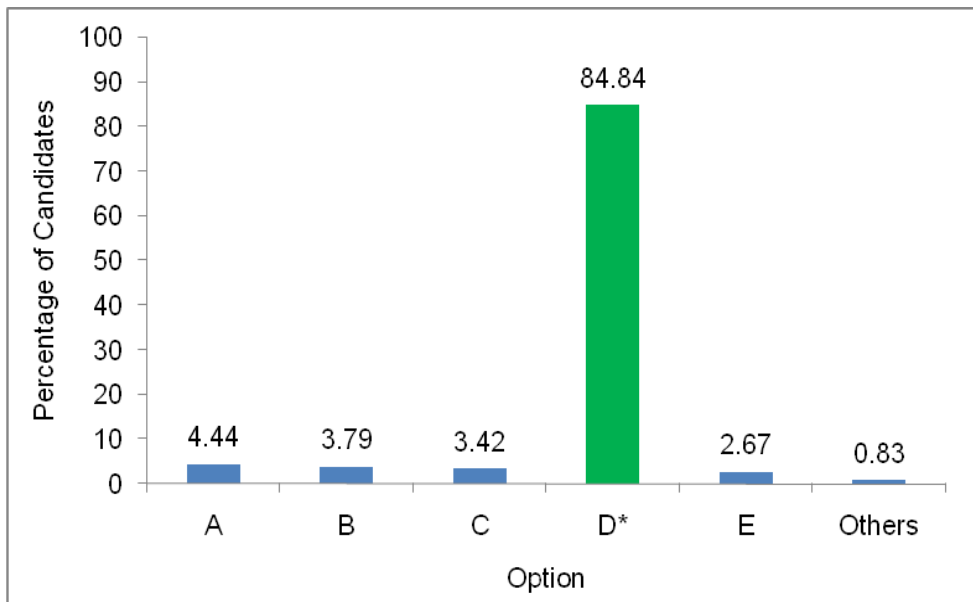


Figure 20: The performance of the candidates in question 20

On the other hand, 49,236 (4.44%) candidates were attracted to distractor A, *Being truthful and transparent*, B, 41,980 (3.79%) *Valuing and preserving resources* C, 37,864 (3.42%) *Cooperating in development activities* and E, 29,616 (2.67%) *Volunteering in development activities*. These candidates did not realize that all these actions contribute to good relations in the community. Other acts that bring about good relationships in the community are such as communicating with friends, using appropriate language, loving guiding other people and apologizing to others when you offend them.

Question 21: Majuto was arrested by the police after stealing medicines from a village dispensary. Which advice would you give Majuto so as to avoid such actions in future?

- A To show patriotism to his country
- B To obey the law of the country
- C To apologise to the people
- D To live in fear of the people
- E To care for the sick people

This question was set from a competency of *Being Responsible*. It tested candidates' understanding of the importance of following the laws and regulations of the country. This question had an average performance where 474,174 (42.80%) candidates were able to choose the correct answer B, *To obey the law of the country*. These candidates understood that the law governs the decision-making process and execution of the decisions. They also understood that the law is an authority set up to protect people, regardless of whether they like it or not. They understood that the law was set up to ensure that communities live in peace, love, happiness and harmony. **Figure 21** indicates the performance of the candidates in this question.

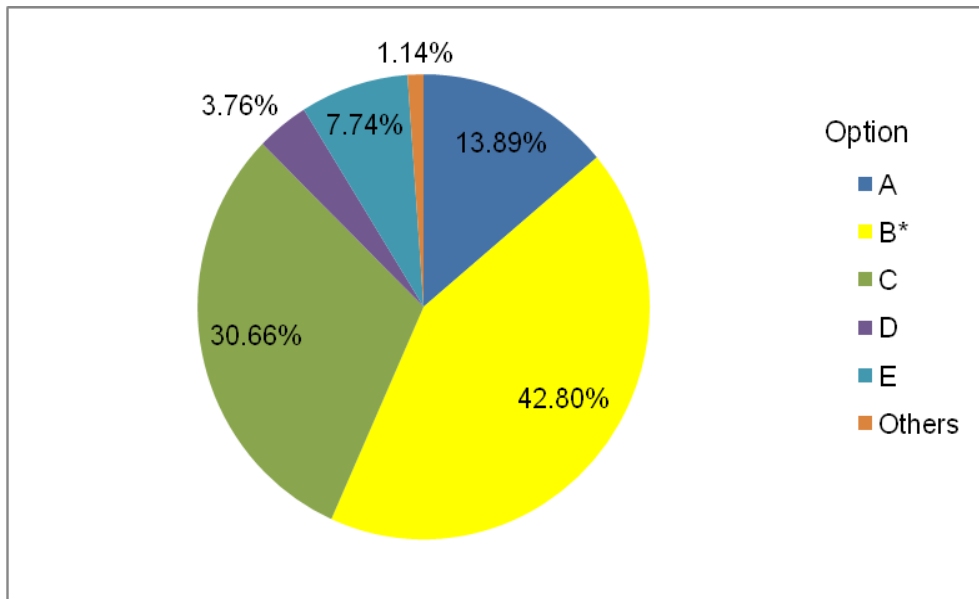


Figure 21: The performance of candidates in question 21

On the other hand, 153,888 (13.89%) candidates who chose distractor A, *To show patriotism to his country*, did not understand that patriotism is a state of loving your country from the heart and showing such a love. Patriotism goes hand in hand with obeying the laws of the land, not participating in theft.

Furthermore, 39,702 (30.66%) candidates who chose distractor C, *To apologise to the people* did not understand that the ignorance of

the law does not correct the mistake made. Their answers stem from the fact that social norms require a person to apologise if they make mistakes. 41,605 (3.76%) candidates who chose distractor D, *To live in fear of the people*, did not have an understanding of methods used to protect national resources. Fear does not justify violations of the existing laws in the society.

Finally, 85,795 (7.74%) candidates who chose distractor E, *To care for the sick* did not understand that stealing medicine was contrary to caring for patients, but hurting and causing deaths. Caring means showing love to other people, whereas stealing medicine is the violation of the existing laws in the society.

Question 22: Why is it important for parents to involve their children in performing household tasks without discriminating their sex?

- A To simplify the household tasks and improve children's accountability
- B To impart life skills to children on how to respect elders
- C To give parents ample time to do other things
- D To help children to get experience about employment opportunities
- E To give children respect in the society

This question was set from a competency of *Being Responsible*. It measured the candidates' understanding of the necessity for parents to engage their children in performing various household chores without discriminating against their sex. Performance in this question was average, where by 64, 7989 (58.49%) candidates were able to choose correct answer A, *To simplify the household tasks and improve children's accountability*. These candidates were aware of the necessity of parents/guardians to engage their children in various household activities such as washing dishes, feeding livestock and watering the garden. They also knew that such an engagement builds work discipline, work ethic and respects for work, which the foundation for success. **Figure 22** indicates the performance of the candidates in this question.

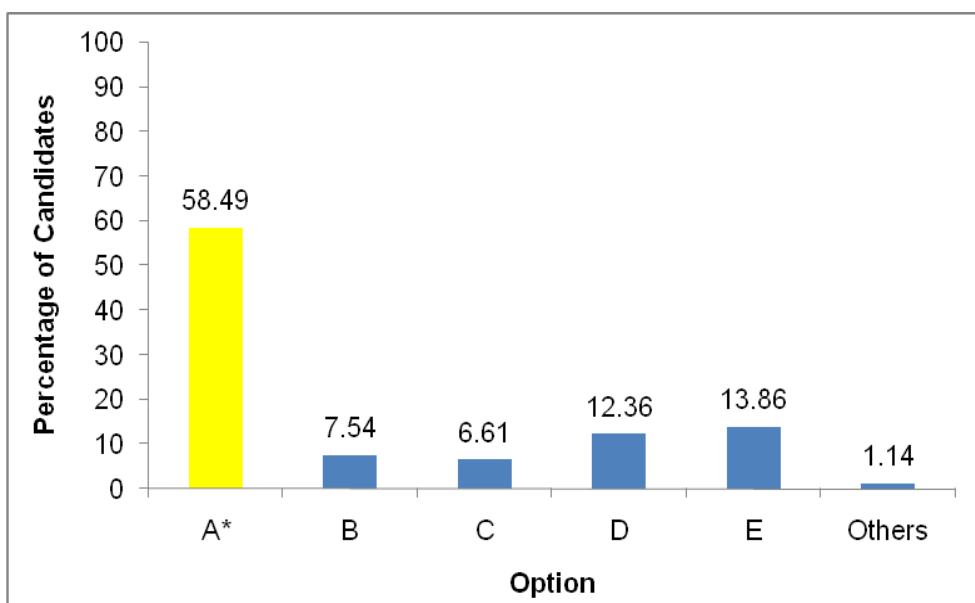


Figure 22: *The performance of the candidates in question 22*

On the other hand, 83,531 (7.54%) candidates who chose distractor B, *To impart life skills to children on how to respect elders* did not understand the importance of parents involving children in various household chores without discriminating them by sex. Respecting the elders is influenced by upbringing in the family.

Similarly, 73,184 (6.61%) candidates who chose distractor C, *To give parents ample time to do other things*, were influenced by a habit of some parents to give their children work to get time for other activities. For example, a girl child may be assigned to cook food while mother is braiding her friend's hair.

Moreover, 136,885 (12.36%) candidates who chose distractor D, *To help children to get experience about employment opportunities*, were unaware that co-operation in various tasks brings development. It also makes children feel confident and trusted, which cause them to love. Also, they did not know that public service laws restrict children under 18 to be employed and the act of being involved in household chores increases the efficiency as everyone is involved in family responsibilities.

Lastly, 153,534 (13.86%) candidates who chose distractor E, *To give children respect in the society*, did not know that children's respect in the society is dependent of acceptance responsibility and devastating good deeds such honesty, transparency and truthfulness.

Question 23: What advice should be given to a pupil who wishes to improve his/her academic performance?

- A Responding to teachers' questions correctly
- B To frequently question about things and events
- C To study past examinations thoroughly
- D To ask questions in his/her most preferred subjects
- E To organise group to probe about several subjects

This question was set from a competency of *Being a Persevering Person*. It tested the candidates' understanding of learning by analysing issues critically. The performance of candidates in this question was weak, as only 79,125 (7.14%) candidates were able to choose the correct answer B, *To frequently question about things and events*. Those candidates understood that a habit of questioning and asking questions provides an opportunity for better understanding and reasoning what a pupil has learnt. Also, asking about objects and events always builds self-awareness skills and enhances the academic performance. **Figure 23** indicates the performance of the candidates in this question.

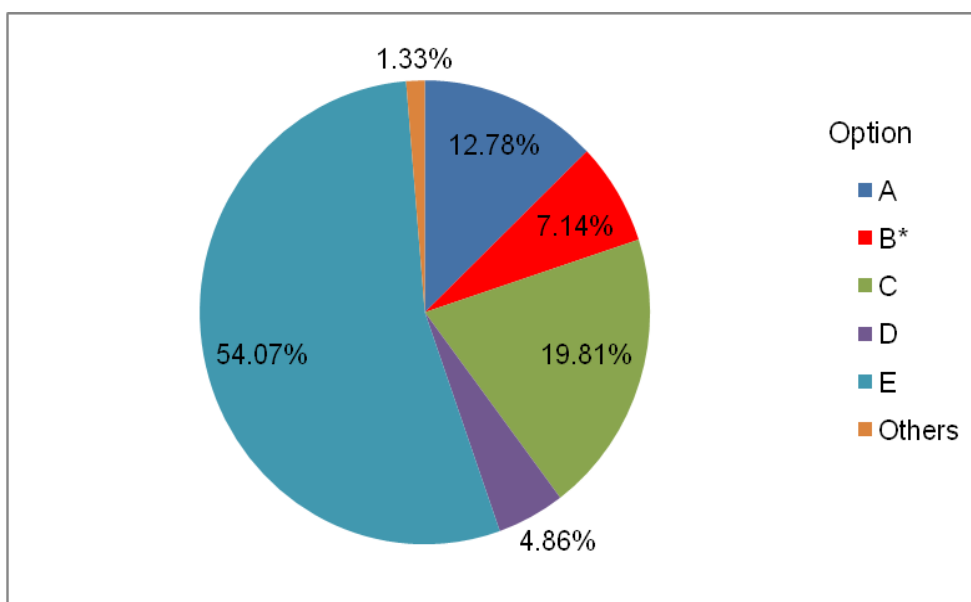


Figure 23: *The performance of the candidates in question 23*

On the other hand, 141,593 (12.78%) candidates who chose distractor A, *Responding to teachers' questions correctly* did not understand that answering questions alone does not increase the understanding compared to analysing. It does not build the ability to know things deeply. Such candidates chose this answer because tendency of teachers to ask questions and to consider who answer the questions fluently as good academic performers. 219,467 (19.81%) candidates who chose distractor C, *To study past examinations*, did not understand that this practice does not create inquisitiveness neither increase knowledge, nor develop creativity and a sense of responsibility. Such candidates were likely influenced by the common practice of reading examinations improves performance.

In addition, 53,849 (4.86%) candidates who chose distractor D, *To ask questions in his/her most preferred subjects*, were unaware that this method deprives them the opportunity to succeed in all subjects and encourages a habit of some pupils to concentrate on only a few subjects. 99,002 (54.07%) candidates who were interested in distractor E, *To organize group to probe about several subjects* lacked knowledge of methods to improve the pupil performance. Probing groups for other subjects not build the capacity of an

individual pupil. Questioning facts and events requires the individual pupil's willingness to learn by analyzing issues critically.

Question 24: How can you persuade others to agree with what you want?

- A To discuss with them in a gentle voice
- B To create persuasive arguments
- C To read a lot of books in classroom
- D To listen to radio debates
- E To speak confidently before the mass

The question came from a competency of *Being a Persevering Person*. It measured candidates' ability to construct accurate arguments that prove the truth of the matter. This question had an average performance, as 537,492 (48.52%) candidates were able to choose the correct answer B, *To create persuasive arguments*. The candidates understood that the acceptance of the arguments influenced by the correctness of one's response. Constructing persuasive arguments involves providing real-life examples. **Figure 24** indicates the performance of the candidates in this question.

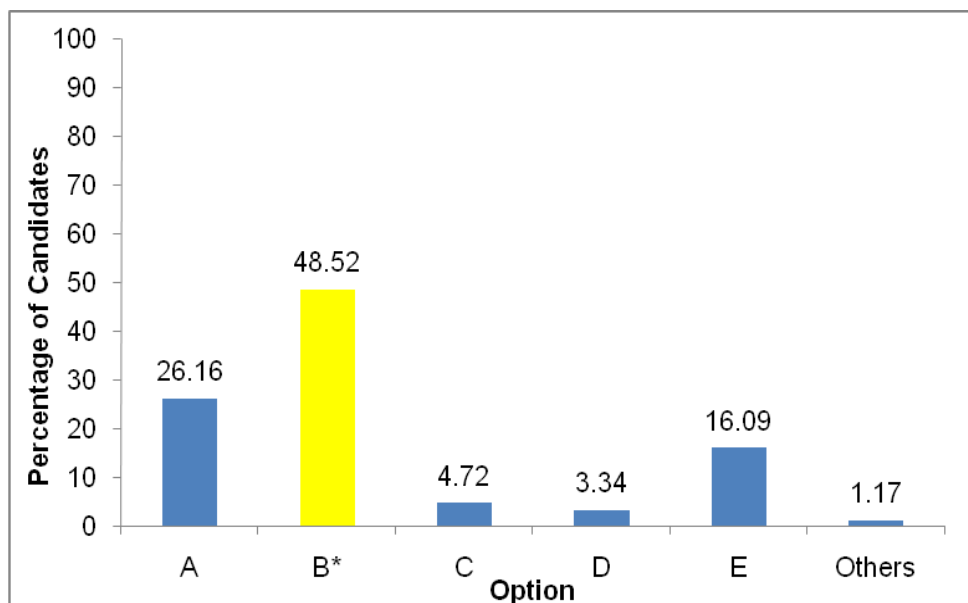


Figure 24: The performance of the candidates in question 24

The analysis that 289,799 (26.16%) candidates who chose distractor A, *negotiated with them in a gentle voice* did not know that argument effectiveness is not built on a gentle tone but accurate and persuasive reasons. They were attracted by this distractor due to a belief that talking to someone in a gentle voice enables listeners to understand better than shouting. 52,310 (4.72%) candidates who chose distractor C, *To read a lot of books in classroom*, associated with the fact that a lot of books makes a person knowledgeable enough to persuade others to agree with him/her even if he/she is not right. They forgot that a pupil who reads a lot of books should have an ability of building persuasive arguments to his/her classmates.

In addition, 37,011 (3.34%) candidates who chose distractor D, *To listen to radio debates* knew that listening to debates on the radio helps to expand knowledge. However, they did not know that the ability to persuade others to agree with what you want does not depend on listening. Candidates, 178,195 (16.09%) chose distractor E, *To speak confidently before the mass*. They did not know that speaking confidently in front of people must be based on persuasive arguments.

Question 25: Which method can be used to evaluate the academic progress of a pupil?

- A Making follow up on the academic performance and cooperation with others
- B Assigning the pupil more tests
- C Making follow up on his/her cooperation with friends
- D Comparing his/her academic progress with his/her friends
- E Making follow up on his/her extra curricula activities and his/her groups

The question came from a competency of *Being a Persevering Person*. It measured candidates' understanding of evaluating pupils' performance after learning to measure their abilities and outcomes. This question had an average performance as 548,539 (49.52%) candidates were able to select the correct answer A, *Making follow up on the academic performance and cooperation with others*. The candidates knew that an assessment is done by looking at

someone's performance at school, looking at progress cards and behaviours as well as interactions with peers. The candidates were able to answer the questions correctly because of the experience of being assessed by their teachers while at school, so they used the experience to answer the question correctly. **Figure 25** indicates the performance of the candidates in this question.

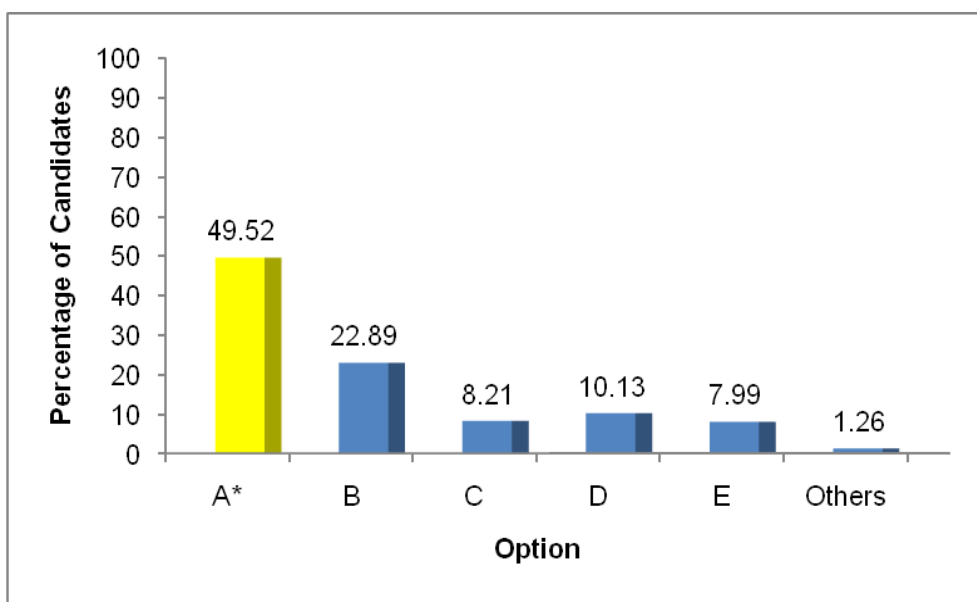


Figure 25: The performance of the candidates in question 25

On the other hand, 253,619 (22.89%) candidates who chose distractor B, *Assigning the pupil more tests* did not have enough understanding and knowledge of the methods used to evaluate the academic progress of the pupil. Test is a tool for evaluation and not a method of testing. The 90,895 (8.21%) candidates, who chose distractor C, *Making follow up on his /her cooperation with friends*, did not understand that this was not a way to assess a pupil's academic progress. Assessment is done to measure the outcome of a task given. It is done immediately after learning.

Similarly, 112,271 (10.13%) candidates who chose distractor D, *Comparing his/her academic progress with his/her friends* did not understand that the focuses is on evaluating the ability of individual

candidates immediately after learning. It does not focus on comparing a candidate with other candidates.

Lastly, 88,461 (7.99%) candidates who chose distractor E, *Making follow up on his/her extra curricula activities and his/her groups* did not understand that the purpose of this question was to identify the method used to assess the academic progress of a pupil which usually takes place in the classroom to measure the competency after completing a certain task.

Question 26: How religious teachings help to control bad feelings and emotions to the youths?

- A Insists peace, love and forgiveness
- B Builds positive attitudes in solving challenges
- C Insists doing physical and mental exercise
- D Insists to participate in solving others problems
- E Helps to seek information on people's problems

This question was derived from a competency of *Being a Persevering Person*. It tested the candidates' understanding of alternative ways to solve challenges in life, especially how religious teachings help to control negative feelings and emotions in young people. The performance of candidates in this question was average as 629,727 (56.85%) were able to choose the correct answer A, *Insists peace, love and forgiveness*. These candidates understood that religion is a belief in spiritual matters between humans and God is one of the ways to control and deal with negative emotions in young people. They were also able to identify the correct answer because pupils attend different religious meetings and receive the message of love, forgiveness, unity and cooperation. **Figure 26** shows the performance of the candidates in this question.

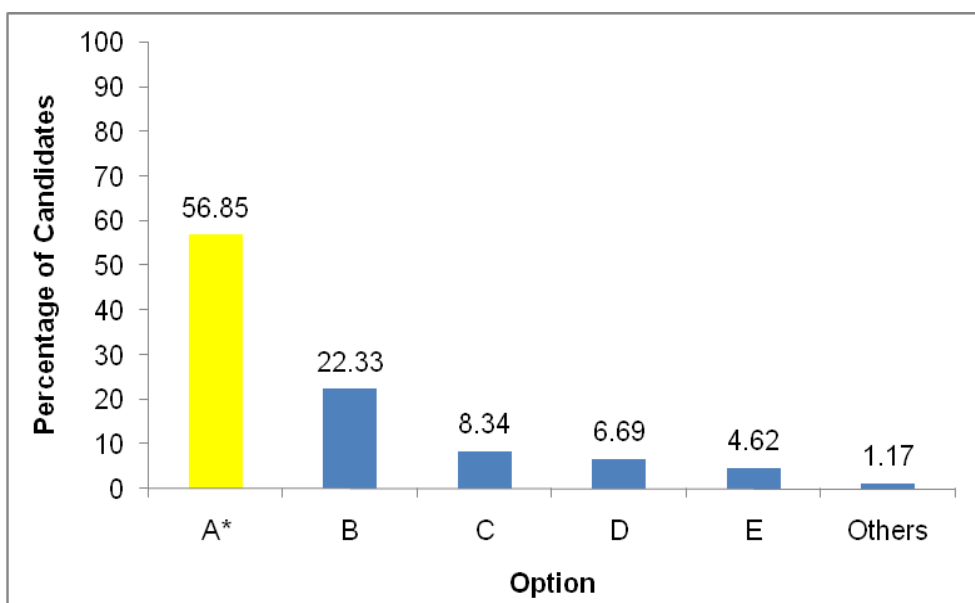


Figure 26: *The performance of the candidates in question 26*

However, 247,422 (22.33%) candidates who chose distractor B, *Builds positive attitudes in solving challenges*, did not understand that this is one of the benefits of controlling negative emotions. They did not know that emotions are a state of intense emotions such as anger or lust. The candidates had knowledge of the concept of positive attitude, not religious teachings which emphasize love and peace in the society.

Similarly, 92,361(8.34%) candidates who opted distractor C, *Insists doing physical and mental exercise* did not understand that the goal of religious teachings is to bring peace to the world; by preaching love and solidarity. The candidates did not understand that there was no a direct link between religious teachings and physical and mental exercise. 744,145 (6.69%) candidates who chose distractor D, *Insists to participate in solving others problems* did not understand that religious teachings are a weapon against negative feelings and emotions in young people. 51,233 (4.62%) candidates who chose distractor E, *Helps to seek information on people's problems* did not understand that religious teachings relate to spiritual matters between human beings and the divine, not seeking information on social problems.

Question 27: Setting goals in life facilitates success. From whom would you like to learn in order to achieve the set goals?

- A One who is accountable to leaders
- B One who believes in God
- C One who imitates other people
- D One who prefers to help other people
- E One who likes to give instructions

This question was set from a competency of *Being a Persevering Person*. It measured the candidates' ability to implement of the set goals. The performance in this question was average, as 488,911 (44.13%) candidates were able to choose the right answer D, *One who prefers to help other people*. These candidates understood that in order to achieve a goal one needs right skills or instructions on how to challenge such inputs must come from someone who likes to help other people. **Figure 27** shows the performance of the candidates in this question.

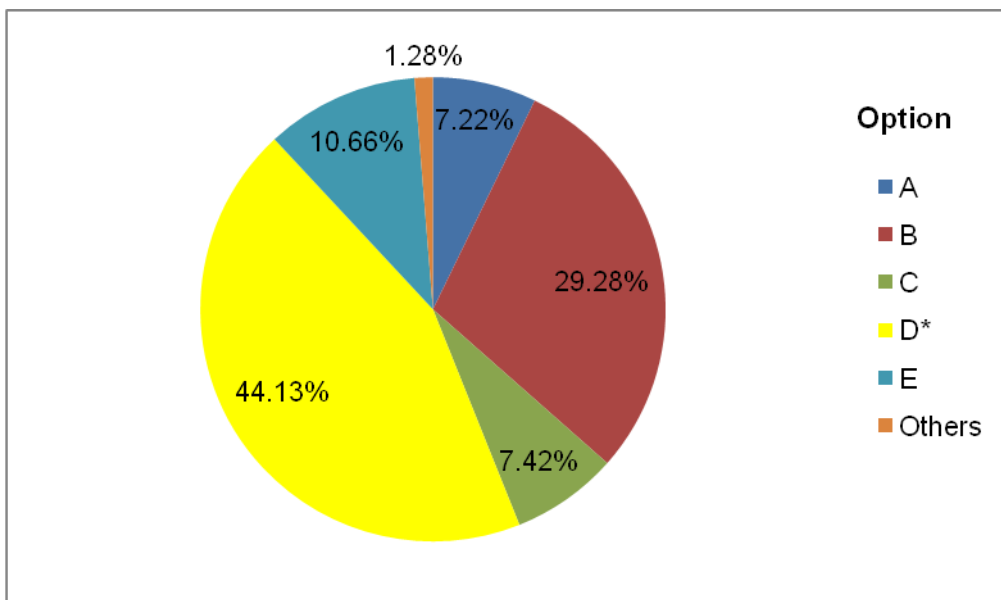


Figure 27: The performance of the candidates in question 27

On the other hand, a total of 80,024 (7.22%) candidates who chose distractor A, *One who is accountable to leaders* did not understand that a person who is responsible for leaders could not help in achieving the expected goals and it is best to define your expectations first by setting measurable goals because accountability of leaders is not one of the foundations or strategies to achieve goals. Similarly, 324,327 (29.28%) candidates who were interested in distractor B, *One who believes in God*, did not understand that such a person is helpful in building faith in something, not helping someone to achieve their goals.

Furthermore, 82,250 (7.42%) candidates who chose distractor C, *One who imitates other people*, did not know that imitating is doing something like someone else. Hence, imitation is not one of the ways to achieve goals. The imitator does not have skills that can help him/her achieve goals has set for himself/herself. 118,093 (10.66%) candidates who chose distractor E, *One who likes to give instructions* did not know that instructions alone cannot help someone to achieve goals. Instructions involve informing someone of steps. Thus, instructions alone cannot make a person to achieve his/her goals.

Question 28: Which measures are supposed to be used to prevent destruction of the natural vegetation in a village?

- A Identifying, reaching out and educating the villagers
- B Educating, reaching out and identifying the villagers
- C Reaching out, following them and educating the villagers
- D Following them, identifying and educating the villagers
- E Identifying, following them and reaching out to the villagers

This question was set from a competency of *Being responsible*. It measured candidates' understanding of acts that protect and conserve resources available in the environment. The performance in this question was average, as 515,502 (46.53%) candidates were

able to choose the correct answer A, *Identifying, reaching out and educating the villagers*. These candidates had sufficient knowledge of the steps to follow in order to prevent the natural vegetation in a village. They understood that right steps to conserve resources are to identify, visit and educate. **Figure 28** shows the performance of the candidates in this question.

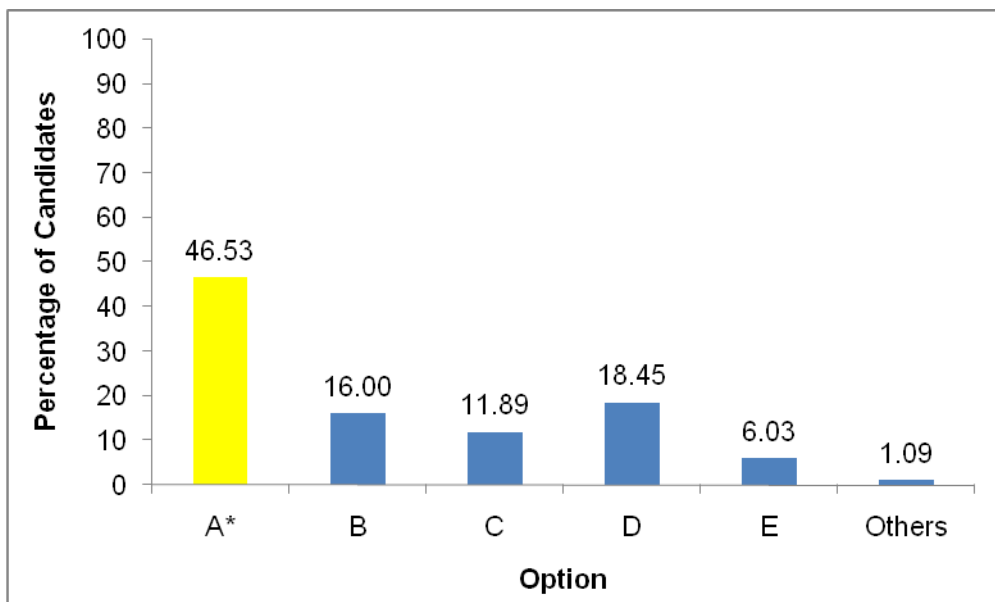


Figure 28: The performance of the candidates in question 28

On the other hand, 177,222 (16.00%) candidates who chose distractor B, *Educating, reaching out and identifying the villagers*, were not aware of the measures to prevent the destruction of the natural vegetation in a village. You cannot start with providing education before identifying those who destroy natural vegetation. The candidates, 131,687 (11.89%) who chose distractor C, *Reaching out, following them and educating the villagers*, lacked an understanding of the steps to prevent the natural vegetation damage in a community. You cannot reach out to them before identifying them.

Similarly, 204,416 (18.45%) candidates who chose distractor D, *Following them, identifying and educating the villagers*, did not understand the steps to follow in identifying challenges of the

environmental conservation. The correct steps are to recognize them before following them. In addition, 66,844 (6.03%) candidates who chose distractor E, *Identifying, following them and reaching out to the villagers*, were not aware of the steps to follow in preventing the vegetation destruction. They failed to understand that the final step is to provide education.

Question 29: Which statement explains the habit of transparency?

- A Freedom of expressing acceptable ideas without breaking the law
- B Freedom of being responsible and learn some good practices
- C Freedom of expressing and providing challenging ideas
- D Freedom of walking freely anywhere without breaking the law
- E Accountability in fulfilling responsibilities without breaking the law

The question was set from a competency of *Being a Person of Integrity*. It tested candidates' ability to identify pillars of the integrity in the society. The performance in this question was weak, as only 428,978 (38.72%) candidates were able to choose the correct answer A, *Freedom of expressing acceptable ideas without breaking the law*. Such candidates understood that the transparency is a condition of performing socially acceptable acts openly. The truth in everyday life has the benefit of giving the strength and courage to denounce evil deeds in society. **Figure 29** shows the performance of the candidates in this question.

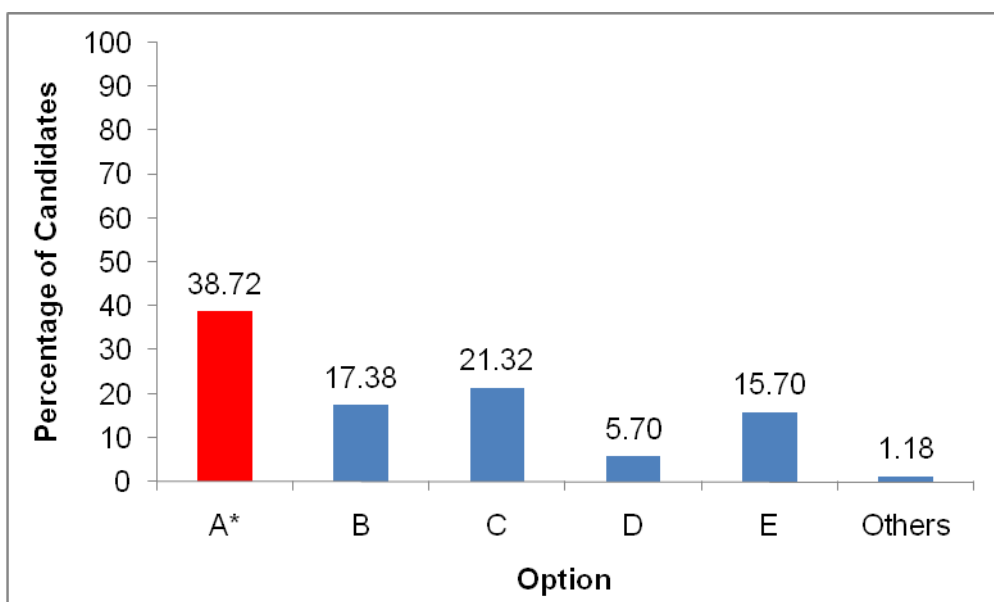


Figure 29: The performance of candidates in question 29

On the other hand, 192,496 (17.38%) candidates who chose distractor B, *Freedom of being responsible and learn some good practices* did not know that the responsibility refers to the accomplishment of a duty voluntarily. It is different from transparency means the quality of being done in an open way without secrets. It compels one to accomplish which is not voluntary in making it different from transparency. 236,202 (21.32%) candidates who chose distractor C, *Freedom of expressing and providing challenging ideas*, did not know that freedom of expression refers to giving opinions freely such freedom may not involve transparency

Similarly, 63,119 (5.70%) candidates who chose distractor D, *Freedom of walking freely anywhere without breaking the law*, lacked understanding of the meaning of freedom of movement. The clause means that every citizen of the United Republic of Tanzania can live anywhere provide that do not break the law. Freedom of movement differs from a concept of transparency, which means keeping things clear. Moreover, 173,974 (15.70) candidates who chose distractor E, *Accountability in fulfilling responsibilities without*

breaking the law, did not know that the accountability refers to public officials' willingness to respond, bear responsibility and provide detailed information to citizens about decisions or actions taken. It, therefore, contradicts a concept of openness, which means behaviour or a condition expressing oneself without breaking the law.

Question 30: Which principle can help the pillars of state to protect human rights?

- A Valuing the humanity of the country's leaders
- B Presence of transparency in implementing responsibilities
- C Presence of good governance
- D Resiliency of leaders to provide correct information
- E Transparence in identifying the responsibilities of the pillars

The question was set from a competency of *Being a Person of Integrity*. It measured candidates' understanding of the principles of the good governance in a nation and the protection of human rights in a democratic country. The performance in this question was average as 538,591 (48.62%) candidates were able to choose the correct answer C, *Presence of good governance*. The candidates understood that the good governance is a system of using power for the benefit of the citizens. They also had an understanding of the principles of the good governance including equality, integrity, efficiency and accountability. They knew that the government should ensure good governance in a country to protect human rights. **Figure 30** shows the performance of the candidates in this question.

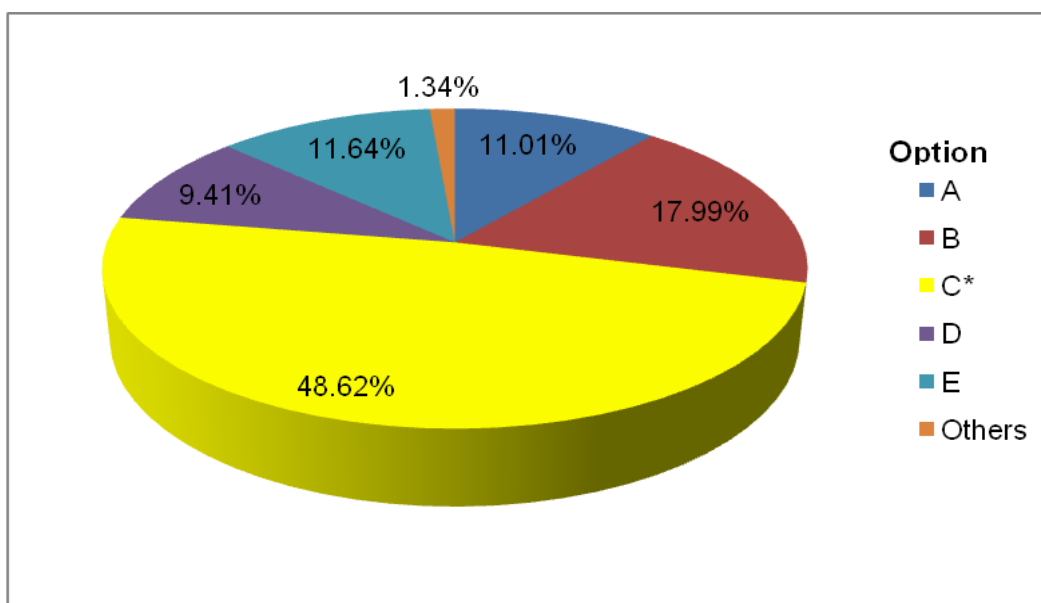


Figure 30: *The performance of the candidates in question 30*

However, 121,919 (11.01%) candidates who chose distractor A, *Valuing the humanity of the country's leaders*, did not understand the basics of the state's responsibility in relation to the protection of human rights. They should have known that there are no classes in protecting human rights. All human beings are equal and therefore the protection of human rights in a country should apply to every citizen. 199, 253 (17.99%) candidates who chose distractor B, *Presence of transparency in implementing responsibilities*. Did not understand that the transparency means the making of things clear. It is different from protecting human rights. It is one of the qualities of a good leader in the society.

In addition, 104,261 (9.41%) candidates who chose distractor D, *The existence of tolerance by officials to provide accurate information* did not know that resilience refers to tolerance; which is not one of the fundamental acts that can protect human rights in a country. 128,905 (11.64%) candidates who chose distractor E, *Transparence in identifying the responsibilities of the pillars* needed to understand that recognizing responsibilities has nothing to do with protecting human rights. These rights are protected by the existence of the good governance, which includes the rule of law.

- Question 31:** The best families set moral principles for everyone to follow.
How do strong moral principles help a child?
- A Understanding foreign cultures
 - B Getting many friends of opposite sex
 - C Obeying rules set by his/her friends
 - D Obeying rules and directives of the society
 - E Being confident to avoid directives in society

This question was set from a competency of *Being a Person of Integrity*. It measured the understanding of candidates in demonstrating honesty, obedience to rules, regulations and guidelines in the society. This question had an average performance, as 564,948 (51.00%) candidates were able to choose the correct answer D, *Obeying rules and directives of the society*. The candidates had a good understanding of the compliance with laws and guidelines that enable community members to live well and participate in various activities. They understood that obedience to the law in the society brings peace, cooperation and solidarity. Further, the obedience to the law is one of the things taught at school and home.

Figure 31 shows the performance in this question.

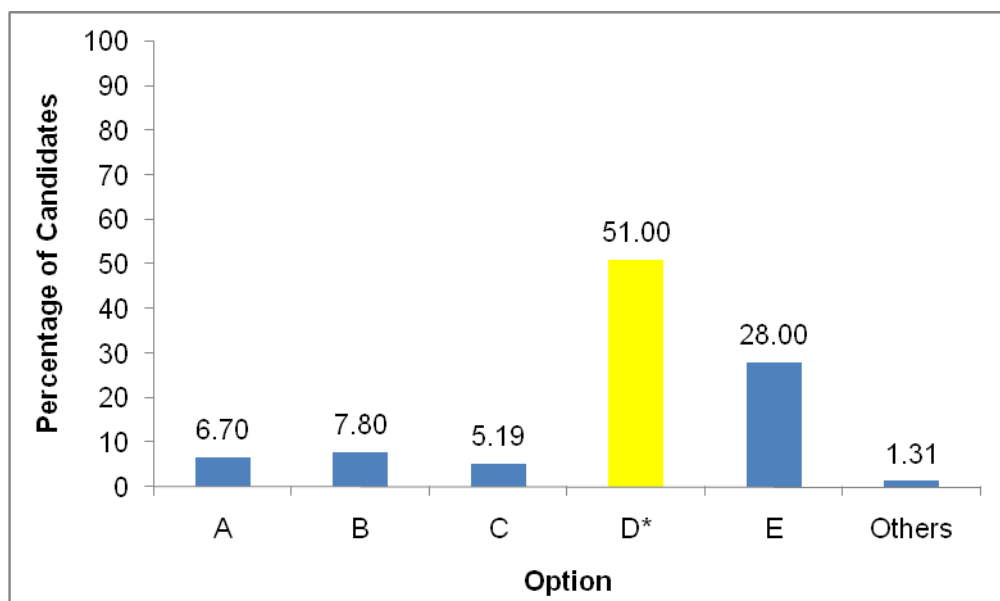


Figure 31: *The performance of the candidates in question 31*

On the other hand, 74,194 (6.70%) candidates who chose distractor A, *Understanding foreign cultures*, were unaware that foreign cultures do not lay the foundation of good values in the society, but contribute to the weakening of Tanzanian cultures. A large number of young people imitate foreign cultures through clothing, songs, food styles, speaking foreign languages and watching foreign films.

Further, 86,453 (7.80%), candidates chose distractor B, *Getting many friends of opposite sex*. Those forgot that having friends of the opposite sex does not help a child to build a strong moral foundation in the society. These candidates were influenced by certain traditions and customs in societies that insist on socializing with other people or communities. 57,462 (5.19%) candidates who chose distractor C, *Obeying rules set by his/her friends*, did not know that rules are not set by friends but the community members as a whole. Hence, it is not one of the basics for the community members to live peacefully.

Finally, 310,176 (28.00%) candidates who chose distractor E, *Being confident to avoid directives in society* had no understanding of strong moral principles in the community. Confidence in enforcing orders has nothing to do with the compliance with the existing laws and guidelines in the society. Moreover, self-confidence does not make young people responsible in enforcing the existing laws and guidelines in the society.

Question 32: In the government of the United Republic of Tanzania structure, who has the responsibility to oversee the day-to-day activities of the government?

- | | |
|-------------------------|-----------------------|
| A The attorney general | B The Prime Minister |
| C The President | D The Vice -President |
| E The Cabinet Secretary | |

This question was set from a competency of *Respecting the Community*. It measured the candidates' understanding of the structure of the Government of the United Republic of Tanzania and the role of each level of decision in the government. The performance in the question was weak, as only 366,239 (33.06%) candidates were able to choose the correct answer B, *The Prime Minister*. These candidates had knowledge of the structure of the

government. They knew that the Prime Minister is responsible for controlling, managing and implementing the day-to-day operations of the country; and that he/she is the chief administrator of the government affairs in the parliament. **Figure 32** shows the performance of the candidates in this question.

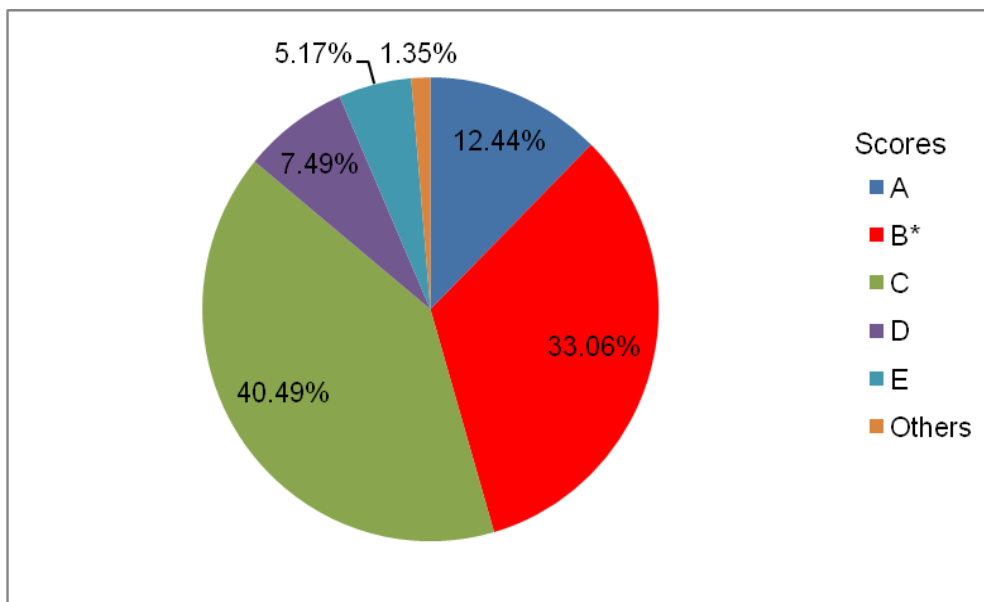


Figure 32: *The performance of candidates in question 32*

On the other hand, 137,821 (12.44%) who chose distractor A, *The Attorney general* did not understand that the Attorney general is the legal advisor in the cabinet, but has no right to vote on decisions made by the such meeting. He also participates in the parliamentary sessions of the United Republic of Tanzania. Similarly, 448,510 (40.4%) candidates who chose distractor C, *The President* were not aware that the president is the head of state, elected by the people in the general election every five years. The president is also the authority that appoints various leaders; and is the commander-in-chief of armed forces of the government of the United Republic of Tanzania.

Additionally, 83,014 (7.49%) Candidates, who chose distractor D, *The Vice –President*, did not know that the Vice President is an assistant and advisor to the president in all matters of the

government of the United Republic of Tanzania. He/she assists the President in monitoring daily implementation of union matters.

Lastly, 57,245 (5.17%) candidates who chose distractor E, *The Cabinet Secretary*, did not understand that he/she is the chief Executive of the Cabinet. He/she also organizes Cabinet meetings and keeps records of cabinet meetings. These candidates failed to differentiate between the roles of the top government officials including the Secretary of the Cabinet.

Question 33: Which one **is not** a good method for a pupil to fulfill his or her responsibilities while at school?

- A Attending classes
- B Following the school timetable
- C Listening attentively to teachers
- D Conserving the school environment
- E Studying while the teacher is teaching

This question was set from a competency of *Being Responsible*. It measured candidates' understanding of right ways to fulfill responsibilities at school. The performance of candidates in this question was good, as 864,999 (78.08%) candidates were able to choose the correct answer E, *Studying while the teacher is teaching*. The candidates had an understanding of correct way for a pupil to fulfill his/her responsibilities well in school. They understood that studying while a teacher is teaching hinders the acquisition of new knowledge taught by the teacher at the time. **Figure 33** shows the performance of the candidates in this question.

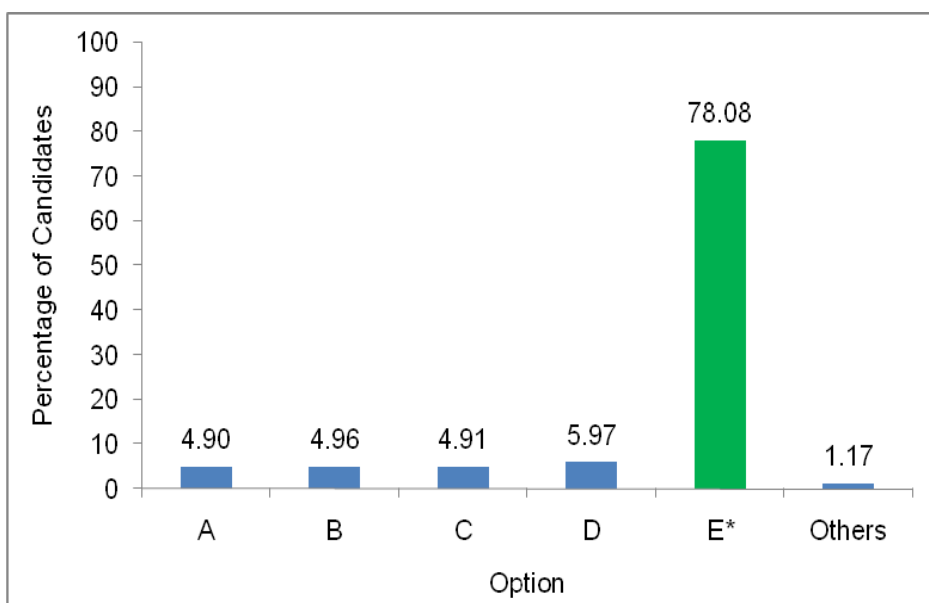


Figure 33: The performance of the candidates in question 33

Moreover, 54,334 (4.90%) candidates who chose distractor A, *Attending classes* did not understand that attending classes is one of the ways to fulfill responsibilities at school. Other responsibilities are to rub the blackboard and sweep the classroom. Furthermore, 54,998 (4.96%) candidates who chose distractor B, *Following the school timetable*, did not understand that following subjects' time table enables the implementation of teaching and learning in the classroom. They were attracted to this distractor from their experience of following the subjects' timetable while at school.

Similarly, 54,349 (4.91%) candidates, who chose distractor C, *Listening attentively to teachers*, did not know that this is one of the correct ways to fulfill their responsibilities in the classroom and the act of listening carefully to the teacher helps pupils to gain new knowledge. Finally, 66,126 (5.97%) candidates who chose distractor D, *Conserving the school environment* did not know that the school environment must be maintained by pupils themselves. Conserving the environment is a correct way to fulfill responsibilities at school.

- Question 34:** What strategies should be used to discourage people who have a tendency of destroying other people's good relationships?
- A To educate them on the importance of gossiping
 - B To educate them on lies and gossiping
 - C To create awareness on avoiding jealousy and gossiping
 - D To create awareness on being free from telling lies
 - E To create awareness on the role of pretending and gossiping

This question was set from a competency of *Being a Person of Integrity*. It measured candidates' understanding of practices that undermine good relationships among people. This question had an average performance, as 516,877(46.66%) candidates were able to choose the correct answer C, *To create awareness on avoiding jealousy and gossiping*. Those candidates were knowledgeable of things to do to prevent people with such tendency to damage good relationships between people. They understood that a good relationship is built in a variety of ways. Obeying rules and regulations, being honest and showing love to all people. **Figure 34** shows the performance of the candidates in this question.

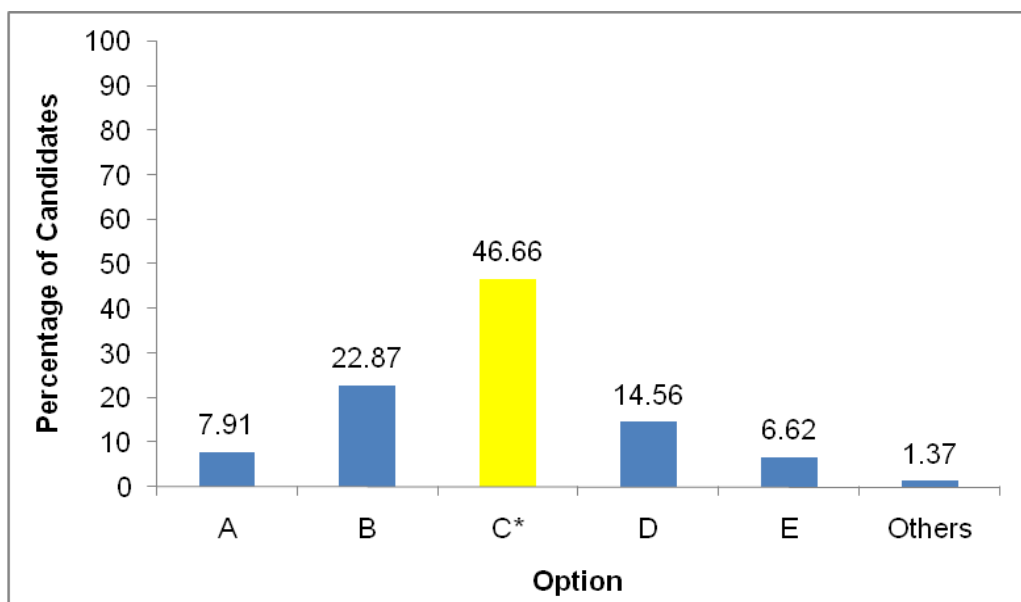


Figure 34: The performance of the candidates in question 34

However, 87,665 (7.91%) candidates who chose distractor A, *To educate them on the importance of gossiping* had no understanding of various aspects of jealousy and gossip. They failed to realize that jealousy and gossip are of no use in the society other than bringing divisions and conflicts among people. 253,368 (22.87%) candidates who chose distractor B, *To educate them on lies and gossiping* did not know techniques for maintaining good relationships. Lying and gossiping are acts that destroy good relationships. Another action that can damage good relationships is being conman.

Similarly, 161,264 (14.56%) candidates who chose distractor D, *To create awareness on being free from telling lies*, did not know that lying provokes hatred, hostility and conflict. They are not being preventative strategies to good human relationships. Lastly, 73,389 (6.62%) candidates who chose distractor E, *To create awareness on the role of pretending and gossiping*, did not know that these aspects do not build good relationships among people but frequently cause conflicts in societies.

Question 35: Good relations in a society lead to peace and harmony. Which of the following maintains good relations between people of different cultures?

- | | |
|-----------------------|-------------------|
| A Greetings | B Dressing styles |
| C Type of foods | D Language use |
| E Economic activities | |

This question was set from a *competency of Maintaining Peace and Harmony*. It measured the understanding of candidates in identifying acts that maintain love and peace among people of different backgrounds and cultures. The performance in this question was weak, as only 367,028 (33.13%) candidates were able to choose the correct answer D, *Language use*. Such candidates had an understanding of how to live with people of different cultures harmoniously. They understood that the use of interpersonal language builds unity and brings peace to the society. **Figure 35** shows the performance of the candidates in this question.

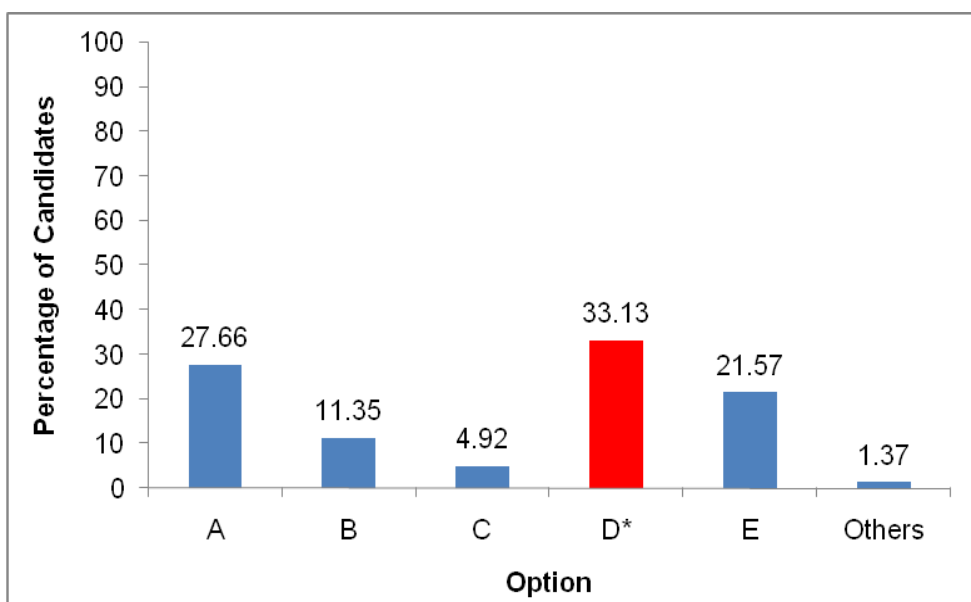


Figure 35: The performance of the candidates in question 35

On the other hand, 306,425 (27.66%) candidates who chose distractor A, *Greetings*, did not understand that greetings help to identify backgrounds of people. For example, some communities greet each other by holding hands as coastal communities and Hehe greet each other by kissing hands.

Similarly, 123,730 (11.35%) candidates who chose distractor B, *Dressing styles*, did not understand that clothing is a garment or leather worn by people. Hence, the type of clothing does not maintain good relations between people of different cultures. The type of clothing identifies different communities and cultures. Through a type of clothing, it is easy to distinguish one tribe from another. For example, Ngoni wears the mgolole garment, whereas *kaniki* is worn by the Gogo people.

In addition, 54,544 (4.92%) candidates who chose distractor C, *Type of foods* did not understand that, each tribe has its own staple food, which identifies it. For example, the main staple food of Haya is banana and beans. Hehe, stiff porridge and beans. *Mbege* is an alcoholic for the Chaga and *ulanzi* for the Bena.

Finally, 238,830 (21.57%) candidates who chose distractor E, Economic activities, did not understand that economic activities depend on the geographical location of a particular area. For example, fishing takes place in the sea or in lakes. Pottery occurs in areas with clay soil. Thus, economic activity is not a factor for maintaining good relations among people of different cultures.

- Question 36:** The United Nations intends to maintain the peace and security of the nations. The following are the achievements of the United Nations **except**
- A refraining from the occurrence of another world war.
 - B the division between poor and rich countries in the world.
 - C resolution of inter-political conflicts between member states.
 - D combating racism and colonialism.
 - E reducing the production of dangerous weapons.

This question was set from a competency of *Maintaining Peace and Harmony*. It measured candidates' understanding of the United Nations achievements. The question had an average performance, as 554,785 (50.08%) candidates were able to choose the correct answer B, *the division between poor and rich countries in the world*. Those candidates had an understanding of United Nations since established in 1945. They knew its mission is maintaining peace and unity among nations in the world. They realized that the division between rich and poor nations is one of the challenges facing the United Nations. Another challenge of the United Nations includes civil wars. **Figure 36** shows the performance of the candidates in this question.

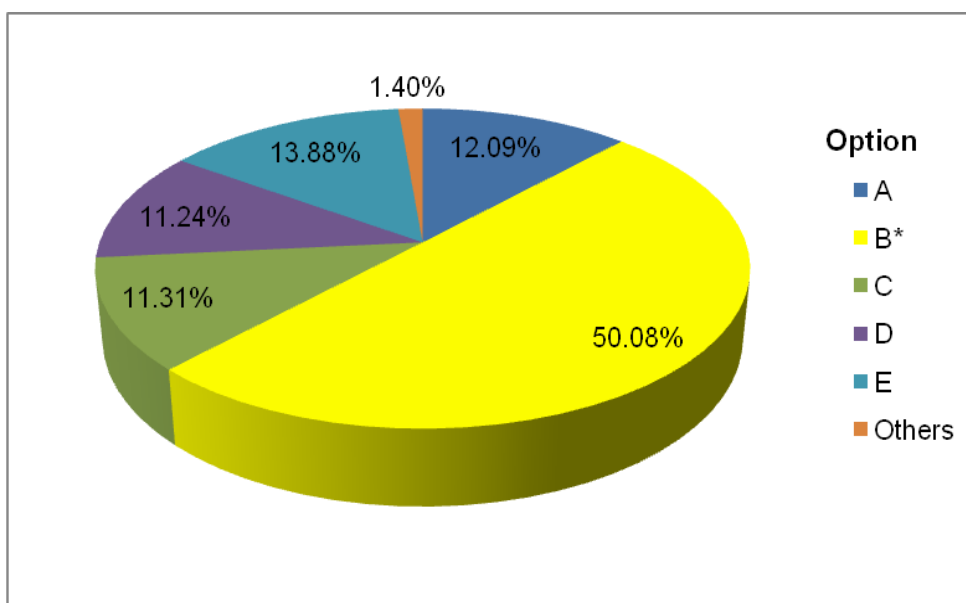


Figure 36: *The performance of the candidates in question 36*

On the other hand, 133,950 (12.09%) candidates chose distractor A, *refraining from the occurrence of another world war*. 125,309 (11.31%) candidates chose distractor C, *resolution of inter-political conflicts between member states*, 124,494 (11.24%) candidates were interested in distractor D, *combating racism and colonialism* and 153,779 (13.88%) candidates chose distractor E, *reducing the production of dangerous weapons*. The candidates who chose all these distractors did not understand the success of the UN, because all the distractors represent the success of the UN. Other achievements of the UN include, overseeing the independence processes of countries such as Tanzania, Zimbabwe and Kenya. Providing military protection and aid in war-torn countries and establishing various social, economic development organisations.

Question 37: What is the objective for establishment of the African Union in 2001?

- A To build relationships among the countries which were under colonialism

- B To protect freedom and integrity among poor countries
- C To bring solidarity and togetherness among member countries
- D To promote principle of democracy for Southern African countries
- E To strengthen resilience and tolerance among member countries

This question was set from a competency of *Maintaining Peace and Harmony*. It tested candidates' understanding of the purpose of establishing the African Union in 2001. This question had an average performance given that 486,395 (43.91%) candidates were able to choose the correct answer C, *To bring solidarity and togetherness among member countries*. The candidates had sufficient knowledge of the objectives of establishing the African Union. Other goals of the Union are to protect the independence and integrity of the member states, to promote international cooperation, to uphold human rights, to promote peace and security in Africa and to promote the principles of democracy and good governance among its members. **Figure 37** shows the performance of the candidates in this question.

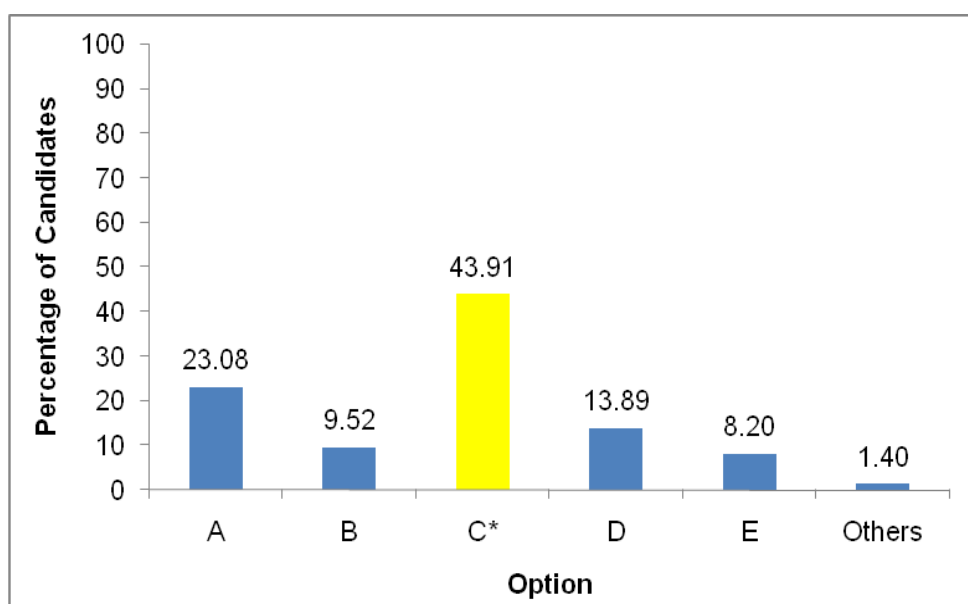


Figure 37: The performance of the candidates in question 37

On the other hand, 255,679 (23.08%) candidates who chose distractor A, *To build relationships among the countries which were under colonialism* did not understand that by 2001 there was no any African country under colonial rule. The candidates mixed the goals of the Organisation of African Union (OAU), which was established in 1963, with the aim of helping African countries to gain the independence. Thus, its purpose was different from the purpose of establishing the African Union (AU).

Moreover, 105,491(9.52%) candidates who chose distractor B, *To protect freedom and integrity among poor countries* had no understanding of the goals of the African Union. The Union was not established to discriminate between the rich and poor countries although most sub-Saharan Africa countries are poor.

Further, 53,925 (13.89%) candidates who chose distractor D, *To promote principle of democracy for Southern African countries*. they had no understanding of the goals of the African Union. The establishment of the African Union did not discriminate against countries in the region such as southern, eastern or northern. Promoting democracy and good governance are among the goals of the Union in all African countries, not in southern African countries only.

Finally, 90,836 (8.20%) candidates who chose distractor E, *To strengthen resilience and tolerance among member countries* did not know that, tolerance means a state of bearing something unpleasant or annoying.

Question 38: Which of the following countries border with Tanzania?

- A Burundi, South Sudan and Rwanda
- B Mozambique, Zimbabwe and Angola
- C Rwanda, Sudan and Burundi
- D Kenya, Angola and Uganda
- E Kenya, Uganda and Mozambique

The question came from a competency of *Maintaining Peace and Harmony*. It measured candidates' understanding of countries bordering Tanzania. The performance in this question was good, as 696,491 (62.87%) candidates were able to choose the correct answer E, *Kenya, Uganda and Mozambique*. The candidates had knowledge of the countries bordering Tanzania. They knew that the northern bordering Kenya and Uganda. The south border has Mozambique, Malawi and Zambia and the west border has Democratic Republic of Congo, Rwanda and Burundi. The eastern part border the Indian Ocean. They also had an understanding of the four main cardinal points of the world that enabled them to identify which country Tanzania borders on each side. **Figure 38** shows the performance of the candidates in this question.

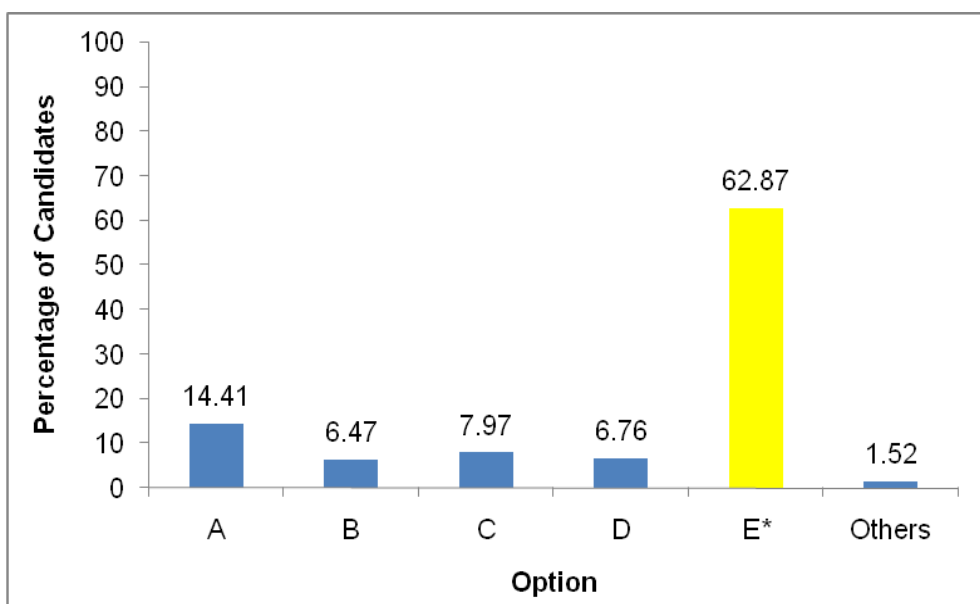


Figure 38: *The performance of the candidates in question 38*

However, 159,674 (14.41%) candidates who chose distractor A, *Burundi, South Sudan and Rwanda*, failed to realize that South Sudan is not bordering Tanzania on either side. The candidates likely chose South Sudan because it is a member of the East African Community. Likewise, 71,688 (6.47%) candidates who chose distractor B, *Mozambique, Zimbabwe and Angola*, did not know that

the countries do not border Tanzania. The candidates were impressed because all the three countries are the member states of the Southern African Development Community (SADC), which Tanzania is also a member.

Furthermore, 88,245 (7.97%) candidates interested in distractor C, *Rwanda, Sudan and Burundi* failed to understand that Sudan does not border Tanzania. Sudan is divided into South Sudan and Sudan. Thus, the candidates likely chose it because South Sudan, Rwanda and Burundi are the member states of the East African Community

Finally, 74,887 (6.76%) candidates who chose distractor D *Kenya, Uganda and Mozambique* did not understand that Angola is not bordered Tanzania on either side. However, Angola is a member of the Southern African Development Community (SADC).

Question 39: Which countries benefit from the services offered by the existing ports and railways in Tanzania?

- A Zambia and Malawi
- B Kenya and Ethiopia
- C Zimbabwe and South Sudan
- D Somalia and Uganda
- E Malawi and Mozambique

This question was set from a competency of *Maintaining Peace and Harmony*. It tested candidates' ability to identify friendly countries, which cooperate with Tanzania in various fields, especially services of ports and railways available in Tanzania. This question had an average performance, where 519,763 (46.92%) candidates were able to choose the correct answer A, *Zambia and Malawi*. The candidates had knowledge and understanding of countries benefiting from the ports and railway services available in Tanzania. Tanzania has good relations with the two countries. Tanzania's services facilitate the transportation of goods and people between the two countries. The candidates were aware that Malawi and Zambia are landlocked countries hence do not have ports. As a result, they rely heavily on the Port of Dar es salaam in Tanzania to transport cargo from and to their countries. Zambia uses a railway from Dar es Salaam to Zambia, while Malawi uses road from Da es

Salaam to Malawi. The presence of the TAZARA railway has facilitated the transportation of minerals such as copper and people between countries. Similarly, there is a crude oil pipeline from Dar es Salaam to Zambia. **Figure 39** shows the performance of the candidates in this question.

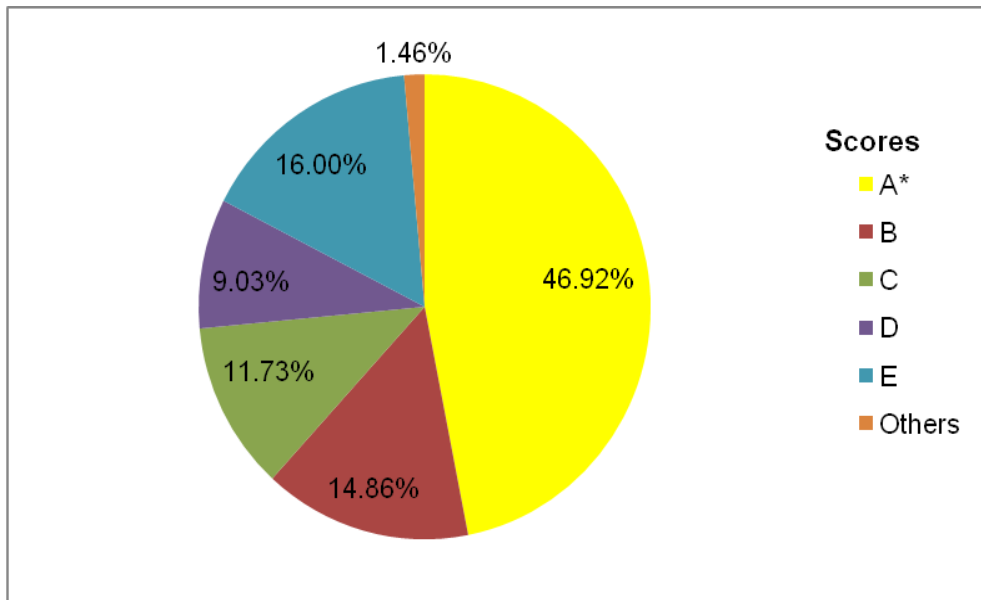


Figure 39: *The performance of the candidates in question 39*

On the other hand, 164,594 (14.86%) candidates who chose distractor B, *Kenya and Ethiopia*, were unaware that no railway from Tanzania goes to Ethiopia and Kenya the countries have own ports and railways, because these are located in the Indian Ocean zone.

Similarly, 129,980 (11.73%) candidates chose distractors C, *Zimbabwe and South Sudan* D, 100,023 (9.03%) *Somalia and Uganda* and E, 177,277 (16.00%) *Malawi and Mozambique*. These candidates did not understand that Zimbabwe is using a port in Mozambique. South Sudan has no port but it saved by Kenya. Somalia is located on the coast and does not use rail and road infrastructures from Tanzania. Uganda largely uses ports from Kenya as well as a railway from Kenya built since colonial times.

Mozambique uses its two ports and that does not use railways and roads of Tanzania.

Question 40: Which principles can be used to foster friendship with other nations?

- A Resolving international conflicts collaboratively
- B Cooperating when faced with hardships and prosperity
- C Solving the challenges of good governance
- D Building democracy and integrity
- E Solving the problem of economic discrimination

This question was set from a competency of *Maintaining Peace and Harmony*. It tested the candidates' ability to identify the foundations of good relations between Tanzania and other nations. The performance of candidates in this question was weak, as only 341,894 (30.86%) candidates were able to choose the correct answer A, *Resolving international conflicts collaboratively*. Such candidates had an understanding of the principles used in building friendships with other nations. They understood that the good deeds that Tanzania does to other countries help to strengthen and maintain good relations with those nations. Tanzania had been committed to liberate many African nations from the colonialism for example Angola, Zimbabwe Mozambique and South Africa. It also helped such countries financially and materially to gain their independence. **Figure 40** shows the performance of the candidates in this question.

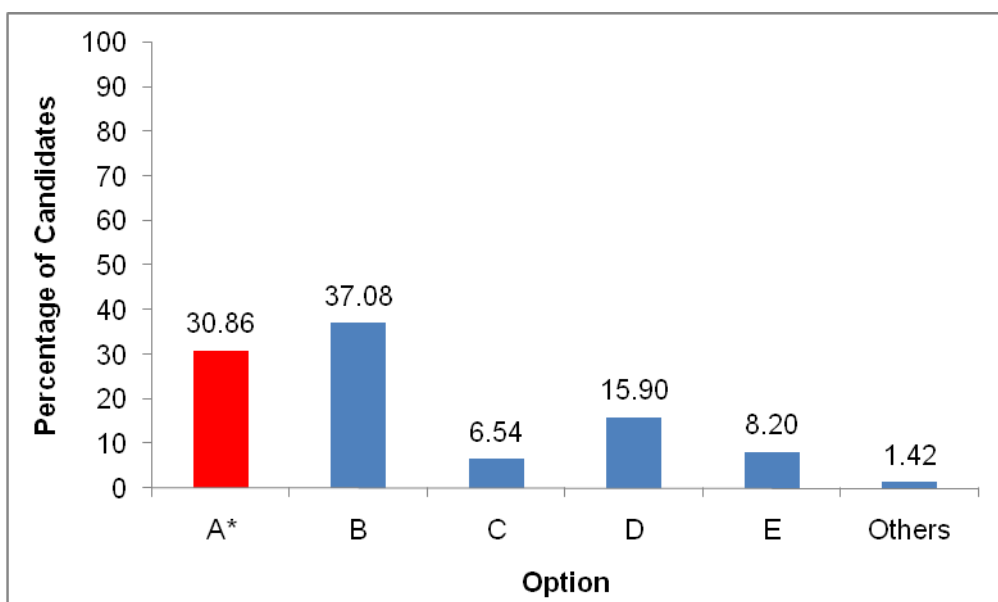


Figure 40: The performance of the candidates in question 40

However, 410,774 (37.08%) candidates who chose distractor B, *Cooperating when faced with hardships and prosperity* did not understand that this is not one of the factors for building friendships with other nations. Cooperating in hardships cannot be the key of building friendships and is not among the principles of building relationships between nations. Similarly, 72,440 (6.54%) candidates chose distractor C, *Solving the challenges of good governance*. They did not understand that a country experiencing challenges of the good governance (such as human rights abuses, rampant corruption and political conflicts) lacks good relations with other countries. The factors fuel violence and conflict within the country and in neighbouring countries. 176,156 (15.90%) candidates who chose distractor D, *Building democracy and integrity*, did not know that these are not some of the basics of building friendships with other nations. These only strengthen the stability within the country.

Finally, 90,831 (8.20%) candidates, interested in distractor E, *Solving the problem of economic discrimination*, had no understanding of the methods used to build the friendship with other nations. Economic discrimination is not a criterion for building good

relations with other nations. They did not understand that to build a friendship with other nations there is a need for exercising national values such as love, peace and stability.

2.2 SECTION B Short Answer Questions

Question 41: How does the word sex differ from gender?

This question was set from a competency of *Respecting the Community*. It measured candidates' ability to distinguish between the word sex and gender. The performance in the question was weak, as only 420,055 (37.9%) candidates were able to score from 1 to 2 marks. **Figure 41** shows the performance of the candidates in this question.

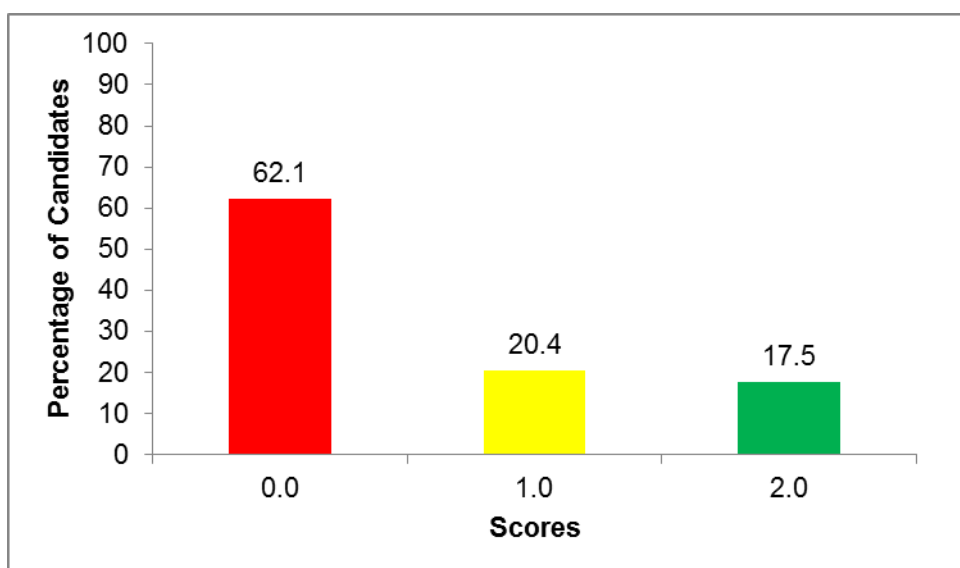


Figure 41: The performance of the candidates in question 41

The analysis shows that 194,335 candidates (17.5%) who scored all 2 marks were able to differentiate between sex and gender. They gave answers such as; *it is the genetic differences between a woman and a man based on biological differences. The differences can be illustrated by examples such as; how a woman can get*

*pregnant when a man causes pregnancy, a woman menstruates while a man does not and a woman is able to breastfeed a baby while a man cannot. Gender is a function of roles or responsibilities between a woman and a man, determined by a particular society, gender roles differ from one community to another, for example in Maasai a girl can milk cow while a girl of other tribes cannot. **Extract 1.1** is a sample response from a candidate who was able to identify the requirements of question 41.*

QUESTION NO. 41
i) Sex is the biological difference between males and females.
WHILE
ii) Gender is the way in which the society distributes tasks and responsibilities among females and males.

Extract 1.1: A sample of correct responses in question 41

Moreover, 222,720 (20.4%) candidates who scored 1 mark wrote one correct point of the two points. The candidates who wrote 1 correct point had an average understanding of the concept of sex and gender. For example one candidate wrote the answers as follows; *as an example of the female and male sex*. Another candidate wrote that *gender is the difference in roles between a woman and a man*. In another example, a candidate wrote; *Gender is a way of doing your job or responsibilities, and how it is like a female and a male model*.

On the other hand, 687,739 (62.1%) candidates scored 0 in this question because they had no knowledge of gender differences. For example some of the candidates wrote as follows; *sex it is a way to do something, sex it is a kind of trouser, gender it is a way to work without discrimination, gender it is one and gender is different, sex it is a performance and how it is something that happens when the gender side responded; gender is human nature, gender is genetic diversity and gender is as we are. **Extract 1.2** is a sample response from a candidate who failed in this question.*

QUESTION NO. 41

sex is a smell of male and female and gender is a creature of female and male.

Extract 1.2: A sample of incorrect responses in question 41

Question 42: What is the meaning of volunteering in community activities? Explain briefly.

This question was set from a competency of *Being Responsible*. It assessed the candidates' ability to briefly explain the meaning of volunteering in social activities. The performance in this question was good, as 767,485 (69.3%) candidates scored from 1 to 2 marks. **Figure 42** shows the performance of the candidates in this question.

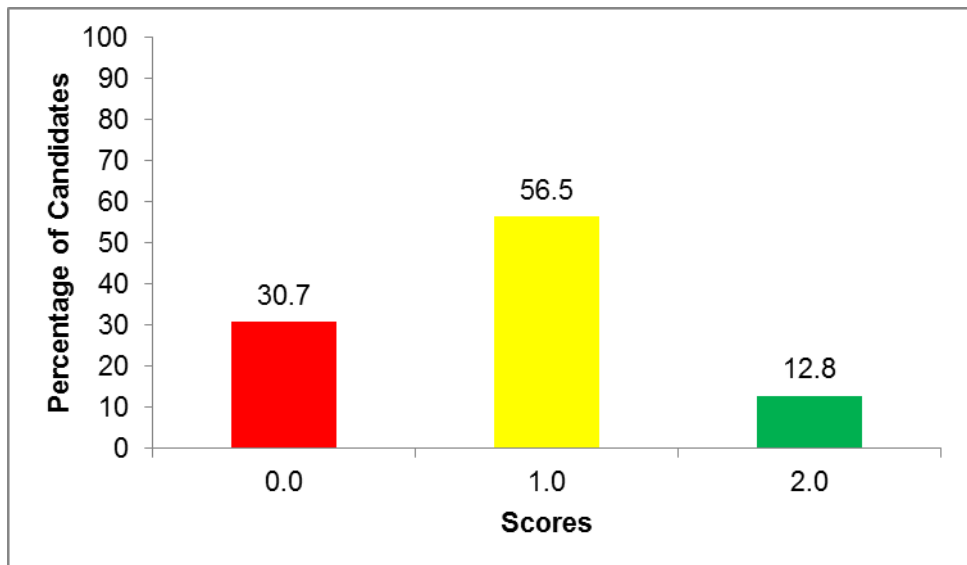
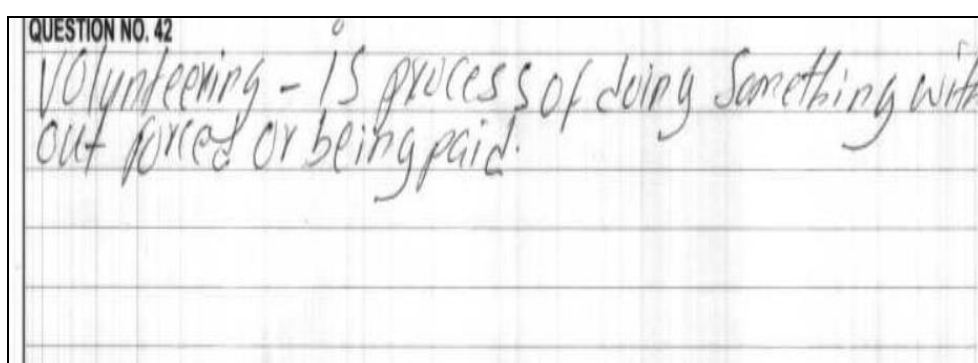


Figure 42: The performance of the candidates in question 42

Further, 141,925 (12.8%) candidates who scored all 2 marks had sufficient knowledge of the concept of volunteerism in the community. Some of the correct written answers are as follows; *the habit of doing something voluntarily without being forced and without regard to personal interests such as setting up a vegetable garden, planting flowers or trees*. These candidates also understand that, volunteer means *doing activities in-group or individually without expecting any payments from the community or a person, you are doing for*. **Extract 2.1** shows a response of one of the candidates who responded correctly.

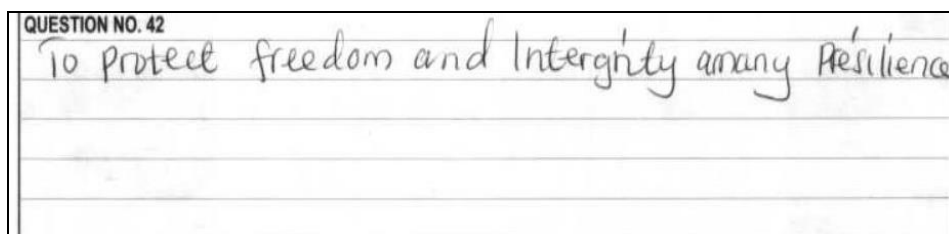


Extract 2.1: A sample of correct responses in question 42

Similarly, 625,560 (50.5%) candidates who scored 1 mark failed to provide enough fact to score 2 marks in this question. Some responses they provided were like; *a state of relief without any resentment free of charge*. Another candidate wrote; *doing something you do seriously without being paid*. In another example, a candidate wrote; *to do something without coercion* and another wrote; *it is a state of doing something without being forced*.

On the other hand, 340,309 (30.7%) candidates failed to explain the meaning of voluntary in social activities hence scored 0 mark. Some of the incorrect responses provided by those candidates were; *helping disables and old pregnancies*, *helping the community, improving relations in the community and community integrity*. Another candidate wrote; *the situation of someone having a thing* and another one wrote; *is the way of doing activities in the*

community. **Extract 2.2** shows a response of one of the candidates who provided irrelevant answer.



Extract 2.2: A sample of incorrect responses in question 42

Question 43: What are the benefits of the national anthem? Explain briefly by giving two points.

The question was set from a competency of *Respecting the Community*. It assessed the candidates' ability to explain the benefits of the national anthem. The performance in this question was good, as 898,682 (81.1%) candidates scored from 1 to 2 marks. **Figure 43** shows the performance of the candidates in this question.

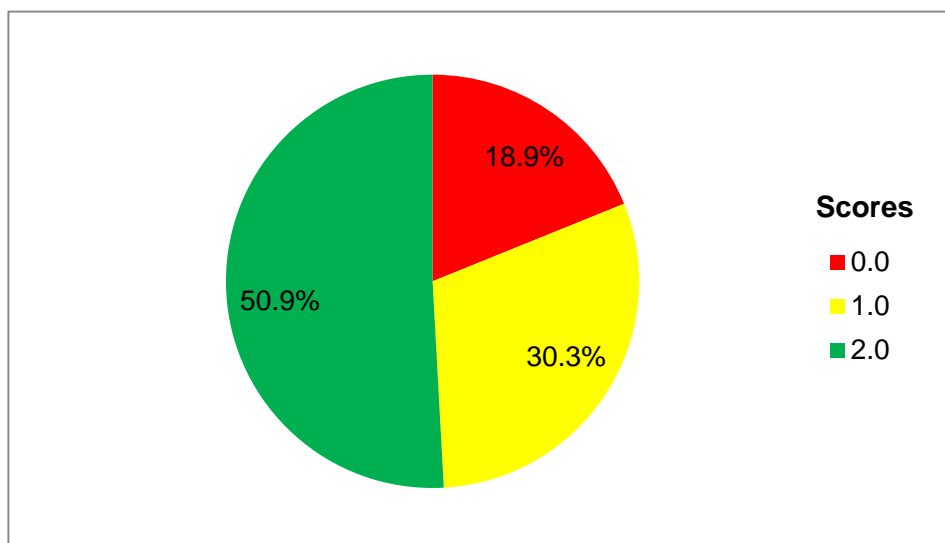
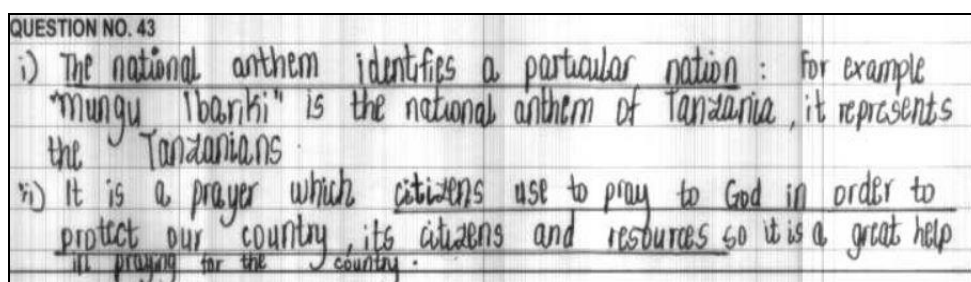


Figure 43: The performance of candidates in question 43

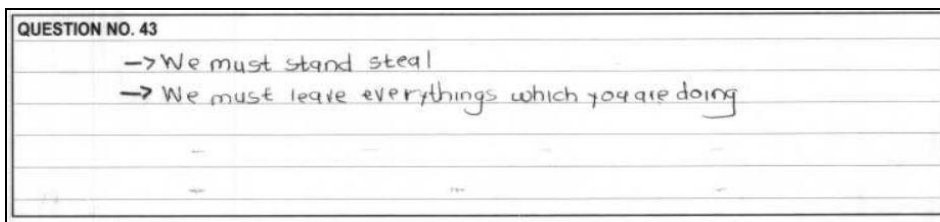
Furthermore, 563,496 (50.9%) candidates who scored all 2 marks had enough knowledge of the benefits of the national anthem. Some of the correct responses provided were; *helps to unite the citizens of the country, reminds the nation's glory beauty and our heritage, helps to evoke feelings of patriotism among the country's citizens, represents the tradition, history of a nation and its people, symbolizes our country among other nations and saves as a prayer for a nation*. The candidates were able to write correct responses because they have a tradition of singing the national anthem at school. **Extract 3.1** shows responses from one of the candidates who responded correctly.



Extract 3.1: A sample of correct responses in question 43

In addition, 335,286 (30.3%) candidates who scored 1 mark had insufficient knowledge of the importance of the national anthem. They provided insufficient explanations that did not deserve 2 marks. Some of the weak points provided were; *being patriotic to your country, making people being patriotic to their country and improving country's security*.

On the other hand, 209,112 (18.9%) candidates failed to explain the two importance of the national anthem, as a result scored 0 mark. The candidates lacked the knowledge of the national symbols especially national anthem despite of singing it at school. One candidate for example wrote; *let's be calm when singing*. Another wrote; *helping others with disabilities*. Another candidate wrote; *implementing your responsibility without violating the laws while* another wrote; *shows independent day celebrations*. **Extract 3.2** shows a poor response from a candidate who failed to address the requirements of the question.



Extract 3.2: A sample of incorrect responses in question 43

Question 44: How can good relations be strengthened in the society? Explain briefly by using two points.

The question was derived from a *competency of Valuing the Community*. It assessed candidates' ability to identify ways of strengthening good relationship in the society. The performance in the question was good, as 962,942 (86.9%) candidates scored from 1 to 2 marks. **Figure 44** shows the performance of the candidates in this question.

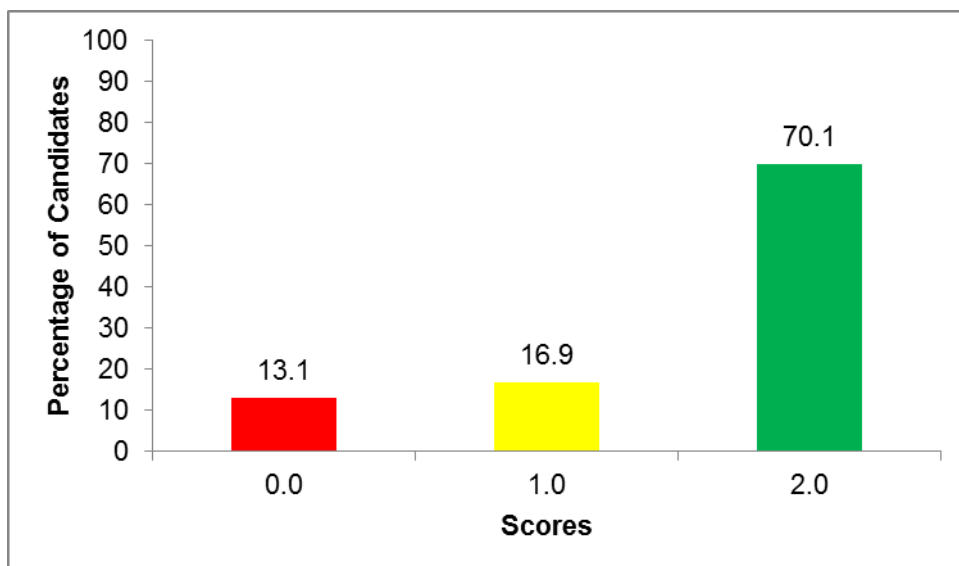
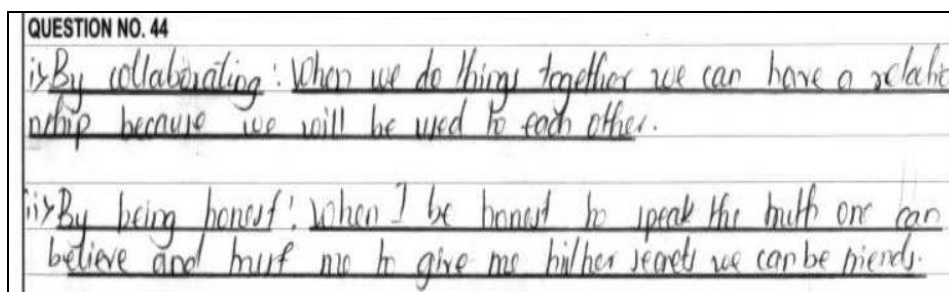


Figure 44: The performance of the candidates in question 44

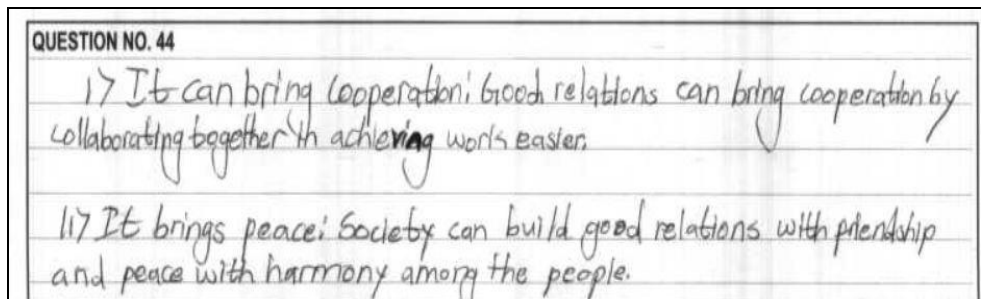
Other 776, 103 (70.1%) candidates who scored all 2 marks had enough knowledge of the ways to strengthen good relationship in the society. Some of the correct responses provided were; *being honesty and trustworthy, obeying rules and regulations, respecting all people surround you and following religious teachings*. **Extract 4.1** shows responses from one of the candidates who responded correctly.



Extract 4.1: A sample of correct responses in question 44

Similarly, 186,839 (16.9%) candidates who scored 1 mark failed to provide clear explanations to deserve the full marks. Some of the responses they provide were; *relationships can join one family to another, providing good points in the community*; which are not of the exact ways of strengthening good relationship in the society.

On the other hand, 144,852 (13.1%) candidates failed to describe the ways of strengthening a good relationship in the society. The candidates lacked knowledge of the ways to strengthen a good relationship in the society. One candidate for example wrote; *relationship can bring good*. Another wrote; *because the masses want to imitate it*, while another candidate wrote; *relationship between two people*. **Extract 4.2** shows response from one of the candidates who provided irrelevant answer.



Extract 4.2: A sample of incorrect responses in question 44

Question 45: What are the two reasons for the failure of economic communities in Africa?

The question was derived from a competency of *Promoting Peace and Harmony*. It assessed candidate's ability to explain two reasons for the failure of economic communities in Africa. The performance in this question was average since 595,336 (53.7%) candidates scored from 1 to 2 marks. **Figure 45** shows the performance of the candidates in this question.

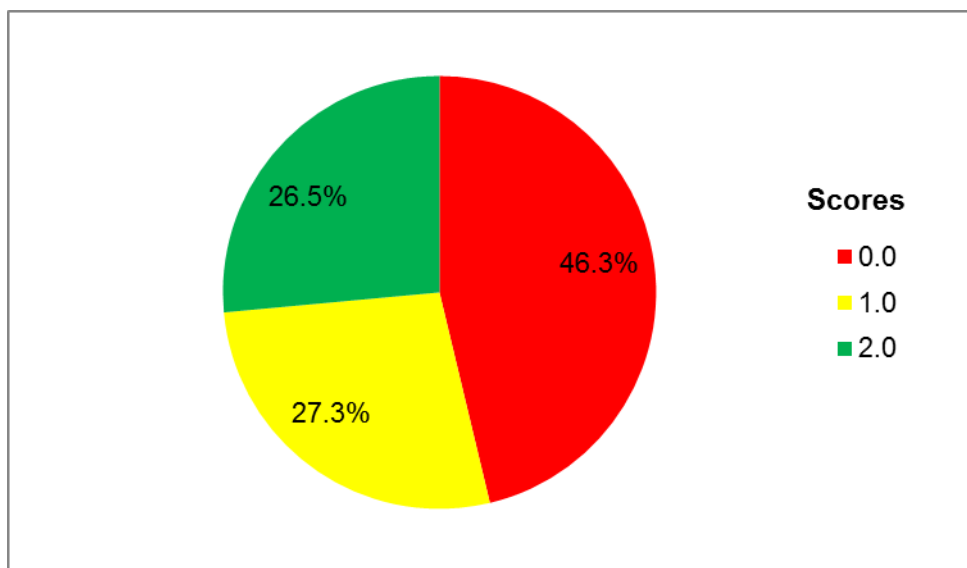


Figure 45: The performance of the candidates in question 45

The analysis shows that 293,301 (26.5%) candidates who scored all 2 marks had adequate knowledge of the economic communities in Africa such as East African Community (EAC) and Southern Development Community (SADC). They were able to explain reasons for the failure of economic communities in Africa correctly. Some of the reasons provided were; *civil wars, differences in economic level, selfishness of some leaders, an endless conflict, corruption and poor technology*. **Extract 5.1** show responses from a candidate who provided the correct answers.

QUESTION NO. 45
(i) Poverty
(ii) Conflicts among African countries.

Extract 5.1: A sample of correct responses in question 45

In addition, 302,035 (27.3%) candidates who scored 1 mark, failed to provide sufficient explanations to deserve all 2 marks. They mostly provided one points instead of two points.

On the other hand, 512,458 (46.3%) candidates failed to provide two reasons for the failure of economic communities in Africa. As a result, they scored 0 mark. Those candidates lacked knowledge of the economic communities in Africa, especially reasons for the failure of such communities. Some of the incorrect responses provided were; *failure to solve conflicts in the community, loss of labour and failure to have pocket money*. Another candidates wrote; *economy is the problem for many country, economic communities fall and loss many customers*. **Extract 5.2** presents an example of responses from a candidate who wrote irrelevant answers.

QUESTION NO. 45
<p>① Overgrazing</p> <p>② Letting deer keep for firewood charcoal.</p>

Extract 5.2: A sample of incorrect responses in question 45

3.0 CONCLUSION

In this Civic and Moral Education examination, a total of six (6) competencies were assessed, which are *Respecting the community*, *Valuing the community*, *Being responsible*, *Being a persevering person*, *Being a person of integrity* and *Promoting peace and harmony*.

The analysis shows that the candidates had a good performance in two competencies, which are *valuing the community* (62.9%) and *Being responsible* (60.8%). The competencies, which had an average performance, were *Respecting the community* (50.1%), *Being a person of integrity* (46.3%), *Promoting peace and harmony* (45.9%) and *Being a persevering person* (41.2%). Generally, all competencies assessed in this examination were averagely (51.2%) performed.

4.0 RECOMMENDATIONS

To improve the performance especially in *Respecting the community*, *Being a person of integrity*, *Promoting peace and harmony* and *Being a persevering person* competencies which were averagely performed, the following should be considered:

- (a) In teaching and learning, teachers should put more emphasis on participatory techniques such as group discussion, use of short stories and brainstorming, the use of field trips, guest speakers and the use of portfolio.

- (b) Teachers should use role-play to build a permanent memory of candidates on acts of loving in the community, valuing the community and promoting peace in the community.
- (c) Teachers should use different teaching aids for teaching and learning. These include drawings, maps, figures, pictures and tables. Those tools should be used to show practical situations such as the leadership structure in different levels, the environment conservation, the economic activities and the election process to leaders and pupils.
- (d) Enough assignments, tests and examinations should be provided to pupils, feedback should be provided to build their competences on how to approach, and answer questions based on the competencies of promoting peace, valuing the community, respecting the community and being a person of integrity.
- (e) Pupils should be encouraged to effectively read various textbooks in order to widen their knowledge and competencies in different concepts in Civic and Moral Education.

**THE SUMMARY OF THE PERFORMANCE OF THE CANDIDATES IN
CIVIC AND MORAL EDUCATION**

S/N.	Competency	No. of Question	Performance in each question (%)	Performance per Competency (%)	Remarks
1.	Valuing the community	2	82.4	62.9	Good
		9	78.6		
		10	44.3		
		11	27.6		
		13	38.7		
		14	60.1		
		20	84.8		
		44	86.9		
2.	Being responsible	5	21.6	60.8	Good
		15	88.4		
		16	58.8		
		17	47.9		
		18	72.0		
		19	85.1		
		21	42.8		
		22	58.5		
		28	46.5		
		33	78.1		
		42	69.3		
3.	Respecting the community	1	35.2	50.1	Average
		3	5.6		
		4	60.9		
		6	75.9		
		7	44.8		

S/N.	Competency	No. of Question	Performance in each question (%)	Performance per Competency (%)	Remarks
		8	76.9		
		12	49.1		
		32	33.1		
		41	37.9		
		43	81.1		
4.	Being a person of integrity	29	38.7	46.3	Average
		30	48.6		
		31	51.0		
		34	46.7		
5.	Promoting peace and harmony	35	33.1	45.9	Average
		36	50.1		
		37	43.9		
		38	62.9		
		39	46.9		
		40	30.9		
		45	53.7		
6.	Being a persevering person	23	7.1	41.2	Average
		24	48.5		
		25	49.5		
		26	56.8		
		27	44.1		

