



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



**CANDIDATES ITEM RESPONSE ANALYSIS  
REPORT ON THE PRIMARY SCHOOL LEAVING  
EXAMINATION (PSLE) 2022**

**CIVIC AND MORAL EDUCATION**



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**06E CIVIC AND MORAL EDUCATION**

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## PREFACE

The National Examinations Council of Tanzania would like to provide a report on the candidates' performance in the Primary School Leaving Examination in Civic and Moral Education subject for the year 2022. The report has been prepared to provide feedback on the performance to teachers, policy makers, curriculum developers and other education stakeholders about how the candidates responded to this examination. The examination was developed in accordance with the 2016 syllabus that came into force in 2017.

The Civic and Moral Education examination is a summative evaluation, which, among other things, shows the competencies acquired by pupils in their seven years of primary education. Essentially, the 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, the candidates' performance in this subject was *average* (56.31%). This performance was attributed to the candidates' sufficient knowledge of the content of the competencies examined in the subject, which enabled them to understand the requirements of the questions and write the correct answers.

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

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

Finally, the Council would like to thank all the Examination Officers, Information Technology personnel and all those who participated in the preparation of this report.



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

## 1.0 INTRODUCTION

The Primary School Leaving Examination in Civic and Moral Education examination was held on 6<sup>th</sup> October 2022. A total of 1,384,186 candidates were registered for Civic and Moral Education subject, out of whom 1,350,793 (97.58%) sat for the examination. The candidates' performance analysis in this subject indicates that 1,103,632 (81.87%) of the candidates passed the examination while 247,161 (18.13%) failed the examination.

The Examination consisted of 40 multiple-choice questions and 5 short answer questions, which were divided into two sections: A and B. The candidates were required to answer all questions from both sections. In question 1 to 40, the candidates were required to choose a correct answer and shade its respective letter on the given answer sheet (OMR). In questions 41 to 45, the candidates were instructed to write their answers in the 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 divides the performance into three categories, namely good, average and weak. The performance was considered 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 performance is presented in figures, tables and charts. Moreover, different colours have been used to represent the candidates' performance: green colour represents good performance, yellow represents an average and red represents weak performance. In this report, the correct response is indicated in charts and tables by using a star (\*) symbol.

The candidates who skipped the question or selected more than one response to the question are represented in charts and tables by using the word "Others". The analysis presents the candidates' good, average and weak responses in Civic and Moral Education subject. Furthermore, the report shows the reasons, which made the candidates to choose a certain response, to write a correct response or a distractor in various questions. It is expected that this analysis will help in improving the teaching and learning of this subject as well the candidates' performance in future examinations.

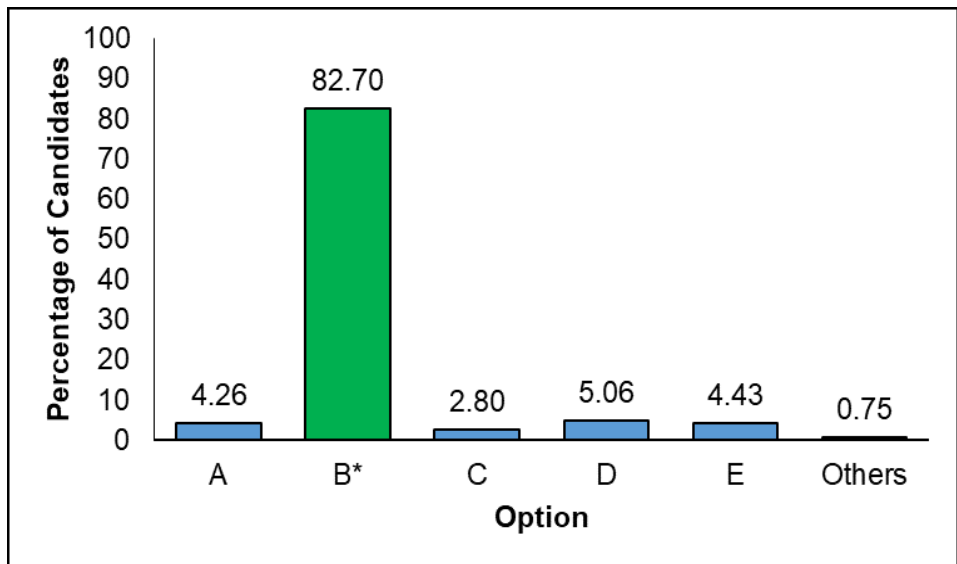
## 2.0 ANALYSIS OF THE CANDIDATES' RESPONSES IN EACH QUESTION

### 2.1 SECTION A: Multiple Choice questions

**Question 1:** The assistance provided to the needy varies according to the need of the people. Which one is **not** in the needy group in the community?

- A The orphans
- B Higher learning students
- C People with disabilities
- D Those living in vulnerable environment
- E The victims of disaster

The question was set from the competency of *Respecting the Community* and tested the candidates' knowledge of the needy groups found in the community. It was attempted by 1,350,793 candidates. The analysis indicates that 1,117,123 (82.70%) candidates answered correctly and 233,670 (17.30%) failed. The candidates who selected the correct answer B, *Higher learning students* were aware that people who are in colleges and universities pursuing different diplomas and degree programmes are not needy group because some of them are employed and others get loans from the government. Figure 1 shows the performance of the candidates in this question.



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

On the other hand, 57,566 (4.26%) of the candidates who opted for A, *The orphans*, were not aware that orphans are needy group because they do not have parents to care for and provide them with basic needs especially when they are still young. Similarly, 37,873 (2.80%) of the candidates who selected distractor C, *People with disabilities* were wrong as this group include people with physical or mental impairments like albinism, deaf, speech disorder, blind, mental retardation, autism, to mention a few. This needy group requires special attention from other people, government and non-governmental organizations to solve their challenges when interacting with the environment and when engaging in different activities depending on the degree of disability.

Furthermore, 68,373 (5.06%) of the candidates who opted for distractor D, *Those living in vulnerable environments*, were wrong because people living in vulnerable environments like street children are exposed to the range of risks such as drug abuse, sexual harassment, committing crimes and contracting diseases. Hence, they need help to get out of the situation. Lastly, 59,862 (4.43%) of the candidates who chose distractor E, *The victims of disaster* also were wrong as natural disasters like earthquakes and flood leaves serious damage to victims, such as losing their properties, becoming homeless, displacement of relatives which

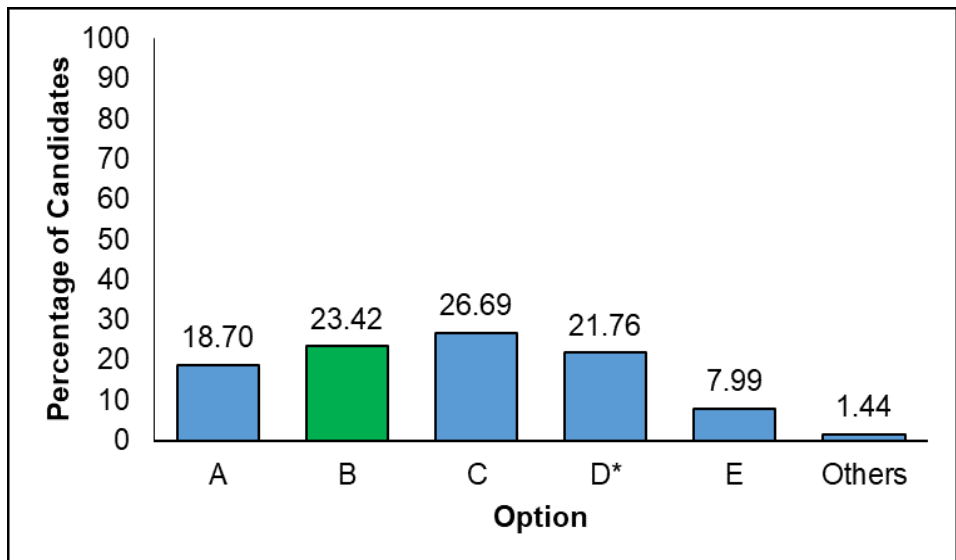


leads to trauma. It is obvious that this group needs help and special treatment.

**Question 2:** How does the ward executive officer come into office?

- A He/she is elected by councillors
- B He/she is elected by citizens
- C He/she is appointed by council
- D He/she is employed by government
- E He/she is elected by street chairpersons

This question was set from the competency of *Respecting the Community*. In this question, the candidates were required to identify how the Ward Executive Officer comes into power. The question was attempted by 1,350,793 candidates. The analysis indicates that 293,931 (21.76%) candidates answered it correctly and 1,056,862 (78.24%) failed. The candidates who chose the correct answer D; *He/she is employed by the government* were aware of the fact that Ward Executive Officers are civil servants, employed by the government under permanent terms and can be transferred from one Ward to another. Figure 2 shows the performance of the candidates in this question.



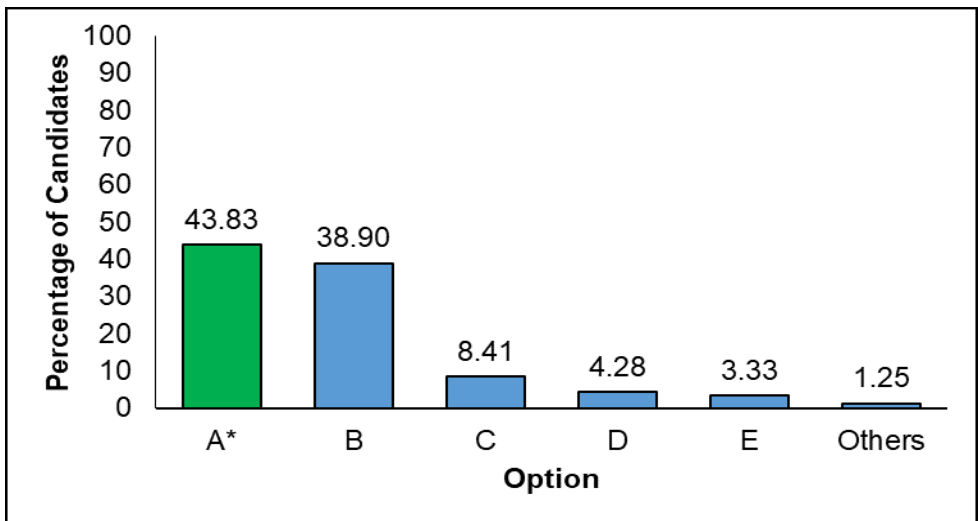
**Figure 2:** The performance of the candidates in question 2

On the other hand, 252,586 (18.70%) of the candidates who chose distractor A, *He/she is elected by councillors*; 316,420 of the candidates who opted for distractor B, *He/she is elected by citizens*, and 360,468 (26.69%) of the candidates who selected C, *He/she is appointed by council* were wrong because the council neither has the mandate to elect nor to appoint Ward Executive Officers. The mandate of the councillors or council is confined to electing political leaders such as the District Chairperson, the Municipal or City Mayor. Likewise, 107,867 (7.99%) of the candidates who opted for distractor E *He/she is elected by street chairpersons* did not know that Executive officers do not contest or participate in local government elections to secure these positions. The positions are declared by the Public Service Employment Secretariat, which is a body constituted by the Service Act No. 8 of 2002 and amended in the 2007 Act No. 18 section 29(1).

**Question 3:** Which of the following **does not** identify your school?

- A The school classrooms
- B The school boundaries
- C The school motto
- D The school emblem
- E The school song

This question was set from the competency of *Respecting the Community*. The candidates were required to identify a thing which does not identify one's school. The question was attempted by 1,350,793 candidates. The analysis indicates that 592,023 (43.83%) candidates answered correctly and 758,770 (56.17%) failed. The candidates who opted for the correct answer A, *School classrooms* knew that classrooms are places where teaching and learning takes place as such it cannot be considered to be a symbol which identifies a particular school. As matter of fact, school symbols are supposed to be unique to be able to differentiate one school from another. Figure 3 indicates the general performance of the candidates in this question.



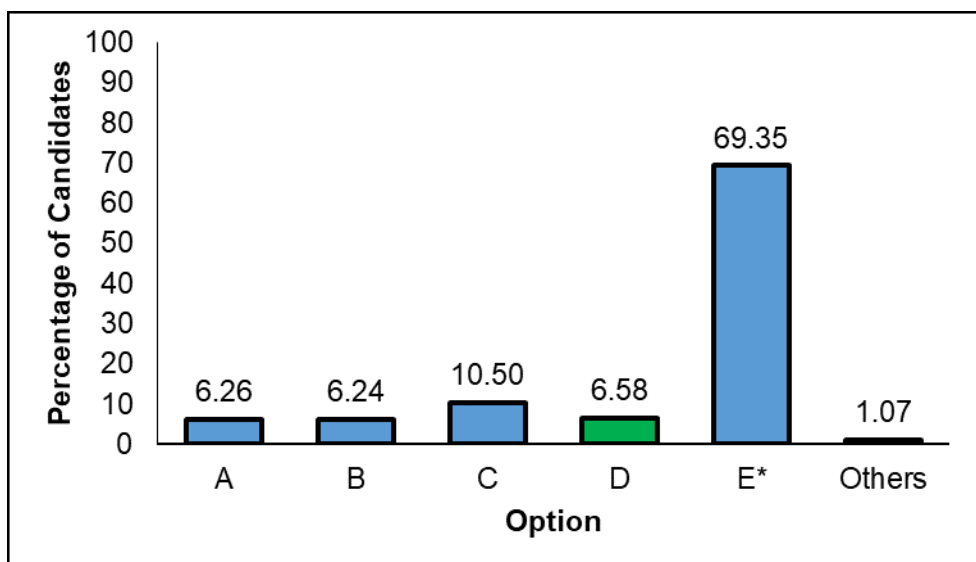
**Figure 3:** *The performance of the candidates in question 3*

However, 525,476 (38.90%) of the candidates who opted for distractor B, *The school boundaries* were wrong because school boundaries show demarcation of a school area and its exact location. Based on that fact, school boundaries can help to identify a particular school. Moreover, 113,646 (8.41%) of the candidates who chose distractor C, *The school motto* went astray as a school motto refers to a short sentence or phrase that expresses the aims and beliefs of a particular school as such it is one of the school identity. Furthermore, 57,847 (4.28%) of the candidates who chose distractor D, *School emblem* were wrong because a school emblem is a designed drawing or picture with some symbols that represents a particular school, thus it also identifies a school.

Lastly, 44,922 (3.33%) of the candidates who chose distractor E, *The school song* were not correct because it is a special song composed for the specific school and pupils regularly sing to grace special school occasions thus to be different from other schools. Generally, School motto, school emblem and school song are not uniform across the number of schools because they are intended to identify a particular school.

- Question 4:** A good mannered pupil must be one who loves him/herself. What is the meaning of loving oneself?
- A Praising oneself all the time
  - B Accepting others
  - C Being resilient and accepting yourself
  - D Being independent in studies
  - E Valuing and accepting yourself

This question was set from the competency of *respecting the community*. It assessed the candidates' understanding of the concept of loving oneself. The question was attempted by 1,350,793 candidates and the analysis indicates that 936,810 (69.35%) candidates answered correctly whereas 413,983(30.65%) failed. The candidates who identified the correct answer E, *Valuing and accepting yourself* knew that valuing oneself means expressing worthiness of a person. In addition, accepting oneself refers to the act of recognizing yourself and your personality traits. One accepts them no matter whether they are positive or negative including physical and mental attributes. Self-love involves aspects of taking care of one's health, avoiding bad deeds as well as behaving well. Figure 4 indicates the performance of the candidates in this question.



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

On the other hand, 84,510 (6.26 %) of the candidates who chose distractor A, *Praising oneself all the time*, went astray because praising oneself or self-praise is the act or an instance of expressing commendation for oneself. This amounts to arrogance or selfishness. Moreover, 84,338 (6.24%) of the candidates who chose distractor B, *Accepting others*, were also wrong because to accept others means the ability to see that others have a right to be their own unique persons.

Furthermore, 141,820 (10.50%) candidates who chose distractor C, *Being resilient and accepting yourself*, were wrong because accepting yourself is one of the habit of loving oneself but being resilient is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional and behavioral flexibility and adjustment to external and internal demands. This is the ability to cope with and recover from setbacks.

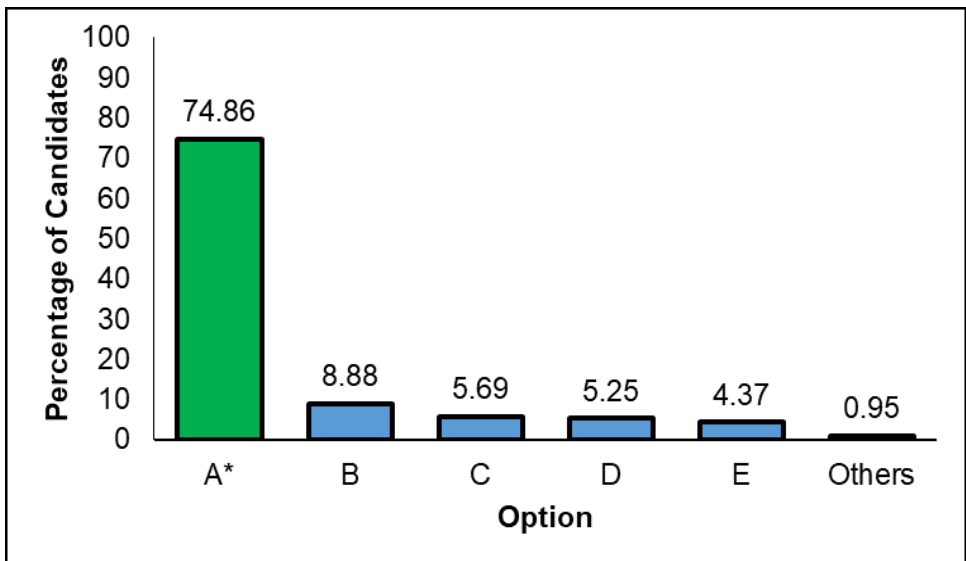
In addition, 88,876 (6.58%) candidates who chose distractor D, *Being independent in studies* were also wrong since being independent in studies is the act of using your own abilities without being influenced in any way by other people, events or things in academics or in learning.

**Question 5:** Which one of the following act can be used to address gender discrimination in a society?

- A Providing education to all
- B Providing education to males
- C Providing education to elders
- D Providing education to children
- E Providing education to the youth

This question was set from the competency of *Respecting the Community*. It required candidates to identify the acts that indicate gender equality in the society. The question was attempted by 1,350,793 candidates. The analysis indicates that 1,011,149 (74.86%) candidates answered it correctly and 339,644 (25.14%) failed. The candidates who chose the correct answer A, *Providing*

*education to all* understood the concept of gender discrimination which is the situation whereby one sex is treated differently, especially in a worse way from the way in which the opposite sex is treated just because of belonging to that sex. Besides that, such candidates understood that the society includes all people found in a particular place and that all members of the society need to be aware about the negative impact of gender discrimination. *Figure 5* indicates the performance of the candidates in this question.



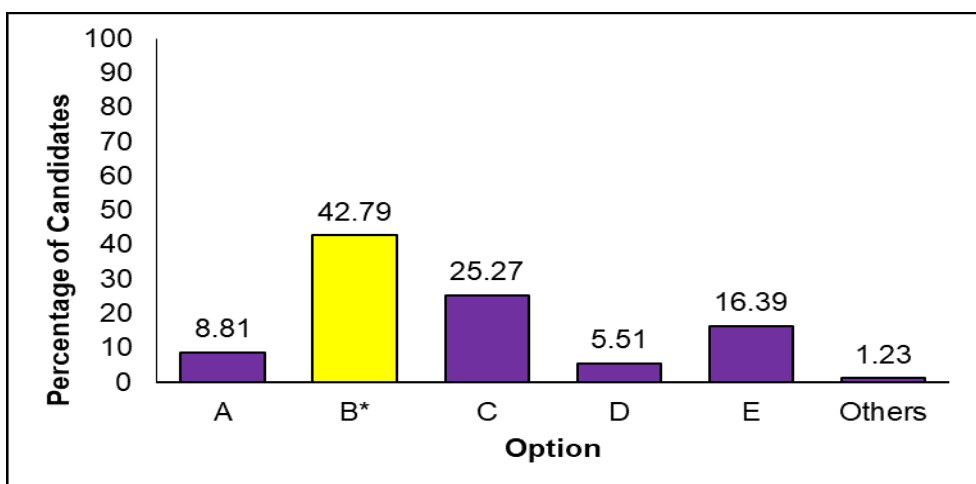
**Figure 5:** *The performance of the candidates in question 5*

On the other hand, distractor B, *Providing education to males* that was opted by 119,958 (8.88%) candidates, C: *Providing education to elders* by 76,820 (5.69%) candidates, D: *Providing education to children* by 70,953 (5.25%) candidates and distractor E: *Providing education to the youth* opted by 59,045 (4.37%) candidates were all incorrect responses given that awareness creation for addressing gender discrimination in the society involves all members of the society. In this case, addressing the problem of gender discrimination to one category of members of the society will be counterproductive, thus perpetuating inappropriate behaviour in the society.

**Question 6:** Which one is **not** a service that can be provided to people with disabilities?

- A Advice
- B Integrity
- C Settlements
- D Health support
- E Legal support

This question was set from the competency of *Respecting the community*. It measured the candidates' ability to identify one of the services which does not need to be provided to people with special needs in the community. The question was attempted by 1,350,793 candidates. The data analysis indicates that 577,963 (42.79%) candidates answered it correctly whereas 772,830(57.21%) failed. The correct answer was B, *Integrity*. The candidates who chose the correct answer had sufficient understanding of persons with disabilities as the ones who lack one or more of the physical or mental abilities that normal people have. Besides that, these candidates were aware of the suitable services to be provided to persons with disabilities, which include advice, or counseling, health support, legal support and settlements. In addition, these candidates were aware that integrity refers to being honest and having strong moral principles in terms of fulfilling promises as well as exposing evils. Thus, this is not a service to be provided to persons with disabilities. Integrity is part of good morals. Figure 6 indicates the performance of the candidates in this question.



**Figure 6:** The performance of the candidates in question 6

On the other hand, 118,977 (8.81%) candidates who chose distractor A, *Advice* were wrong because advice refers to an opinion which a person offers to another person about what one should do or how should act in a particular situation. This service is mostly needed by persons with disabilities to find immediate solutions to their challenges and attaining their life expectations. Their plans may be related to education, employment or business. Moreover, 341,410 (25.27%) candidates who chose distractor C, *Settlements* were also wrong owing to the fact that settlement refers to a place where someone lives or is accommodated in sheltered place. Persons with disabilities need this service for them to be secured from danger and being protected from unfavorable climatic conditions.

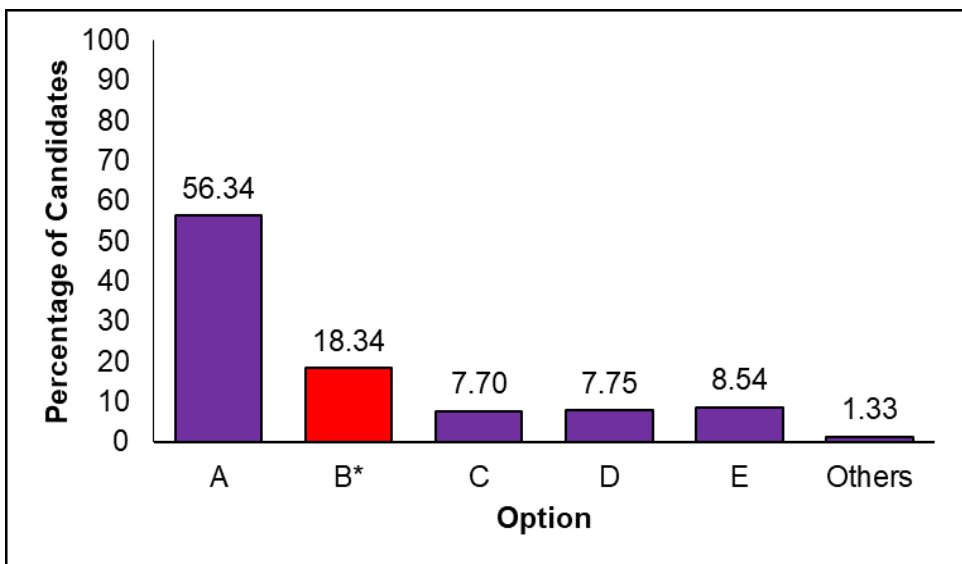
Likewise, 74,398 (5.51%) candidates who opted for distractor D, *Health support* went astray since health support refers to all services offered to improve or restore the mental or physical well-being of a person. Such candidates were not aware that people with disabilities need to be provided with health care, it can be preventive or curative services. Besides that, assistive devices such as crutches as well as health education need to be provided to persons with disabilities. A total of 221,360 (16.39%) of the candidates who chose distractor E, *Legal support* were wrong for the reason that legal support means advice about the law and practical help with lawful matters, especially when one faces legal challenges. Those candidates were unaware that persons with disabilities need legal services since they face challenges like malicious prosecution, inheritance confiscation and sexual abuse in their daily life. Hence, they need legal support.

**Question 7:** What is the effect of women' discrimination in the society?

- A The increase of deaths in the society
- B Creation of classes in the society
- C The increase of awareness of human rights
- D The increase of legal marriages in the community
- E The increase of civil society organisations



This question was set from the competency of *Valuing the Community*. It aimed to measure the candidates' understanding of gender issues in the society, particularly issues related to women discrimination and its effects in the society. The question was attempted by 1,350,793 candidates. The data analysis indicates that 247,717 (18.34%) candidates answered it correctly and 1,103,076 (81.66%) failed. The correct response was B, *Creation of classes in the society*. The candidates who opted this correct answer were aware of the effects of women discrimination in the society such as dividing the society into strata based on sex, a situation that affects more women than men. The situation affects women in access to education, denies them of the right to own potential resources such as land and hinders them from participating in decision making at different levels. Other effects of women discrimination in the society include continued violence against women, poverty, increase in illiteracy rate and persistence of conflicts in the society. 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, 761,064 (56.34%) candidates who chose distractor A, *The increase of deaths in the society* were wrong because there is no direct linkage between gender discrimination and the increase of deaths in the society. Death can be a result of

many factors such as diseases and accidents. Likewise, the 104,008 (7.70%) candidates who selected distractor C, *The increase of awareness of human rights* were wrong in the sense that the increase in human rights is not an impact of women discrimination, rather it is a strategic process of making the public understand, appreciate, respect and protect human rights in the society. Furthermore, 104,684 (7.75%) candidates who opted for distractor D, *The increase of legal marriages in the community* were wrong because the increase of legal marriages in the community demonstrates that women/men are aware about the need to formalize their relationships. Also, it may help both women and men to avoid unnecessary marital conflicts in their future relationship as opposed to early and forced marriages in the society.

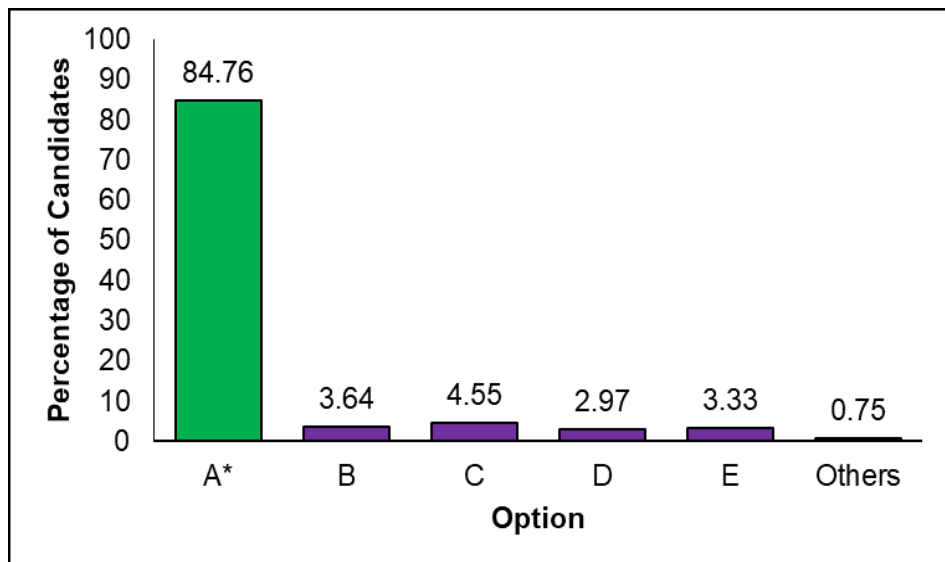
Similarly, 115,358 (8.54%) candidates who selected distractor E, *The increase of civil society organisations* were unaware that the increase of civil society organisations is a result of political and social liberalisation, which paved the way for the existence of multiple organisations which in turn protect the interests of special groups in the society. The increase of civil society organisations has increased the understanding of women's rights, hence their participation in social, political and economic activities there by bringing about gender equality in the society.

**Question 8:** Every Tanzanian citizen is responsible in preserving the countries' peace. How would you fulfil this responsibility?

- A Through obeying the laws of the country
- B By obeying the instructions of experts
- C Through giving information to donors
- D Through providing education to the elderly
- E By doing justice to a few

The question was set from the competency of *Respecting the Community*. It tested the candidates' understanding of the ways by which citizens fulfil their responsibility of preserving the country's peace. The question was attempted by 1,350,793 candidates out of whom 1,144,950 (84.76%) candidates answered it correctly and

205,843 (15.24%) failed. The correct response was A, *Through obeying the laws of the country*. The candidates who chose the correct answer understood that every citizen has the responsibility to abide by the rules and regulations set by the country to regulate acts and relations of its people. Therefore, when a citizen observes the laws of the country unnecessary conflicts that put the country's peace at risky are avoided. Other ways of preserving peace include: living amicably with other people and respecting their ways of life, not engaging in criminal offences and reporting any threat against the national security. Figure 8 indicates the performance of the candidates in this question.



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

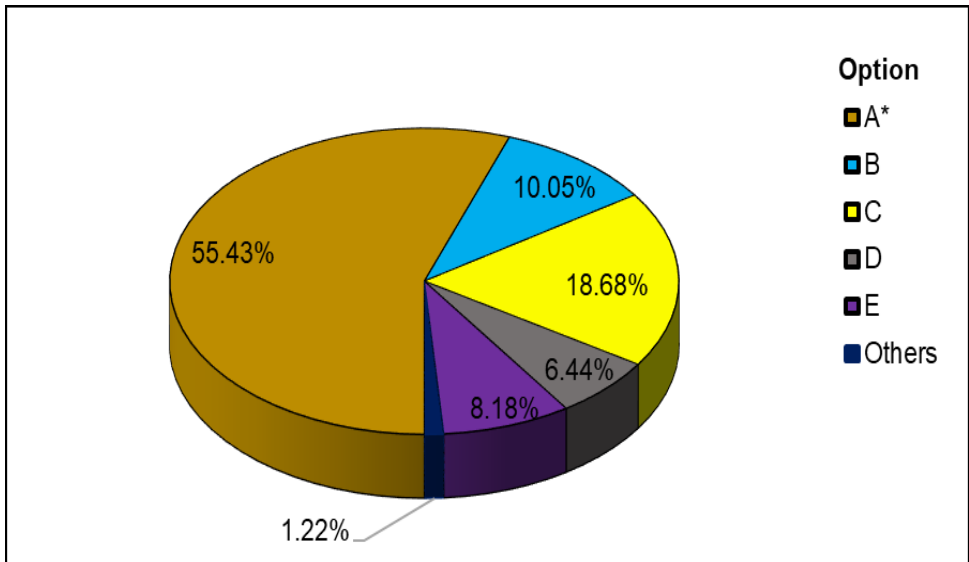
On the contrary, the 49,108 (3.64%) candidates who opted for distractor B; *By obeying the instructions of experts* and 61,44 (4.55%) candidates who opted for distractor C; *Through giving information to donors*, were wrong because obeying instruction of experts is the act of observing professional guidelines when carrying out a certain task. Whereas giving information to donors implies a mechanism of communication which provides feedback to people, country or institutions which give part of their wealth to help other people or countries in need. Thus, both distractors did not reflect the ways through which a citizen fulfils the responsibility of preserving the country's peace. Likewise, 40,083 (2.97%)

candidates who chose distractor D; *Through providing education to the elderly*, were wrong because it refers to the process of awareness creation among aged persons on different matters, which is more likely to be a responsibility of the government and civil society organisations. Furthermore, 44,918 (3.33%) candidates who chose distractor E; *By doing justice to a few people* were equally wrong due to the fact that providing justice to a few people promotes inequalities in the country by allowing only the minority to enjoy justice while the majority experiences injustice. Such an act increases conflicts rather than preserving the country's peace and can create classes as well as conflicts in the society.

**Question 9:** In a civilized society, people respect and protect themselves from the things, which cause harm. How is that act called?

- |                   |                     |
|-------------------|---------------------|
| A Caring oneself  | B Caring for others |
| C Self-loving     | D Loving others     |
| E Self confidence |                     |

This question was set from the competency of *Valuing the Community* and measured the ability of candidates to identify acts of caring oneself and caring for others against potentially harmful acts. The question was attempted by 1,350,793 candidates out of whom 748,809 (55.43%) candidates answered it correctly and 601,987 (44.57%) candidates failed. The correct answer was A; *Caring oneself*. The candidates who chose the correct answer realized that caring for oneself involves identifying acts, which have negative effects to yourself and being able to observe things, which are beneficial to your life. Some of these practices include covering yourself with an umbrella when it rains, brushing after every meal, showering and wearing a sweater in the cold season, being smart, washing hands after leaving the toilet, wearing shoes and not playing with dirty water. Figure 9 indicates the performance of the candidates in this question.



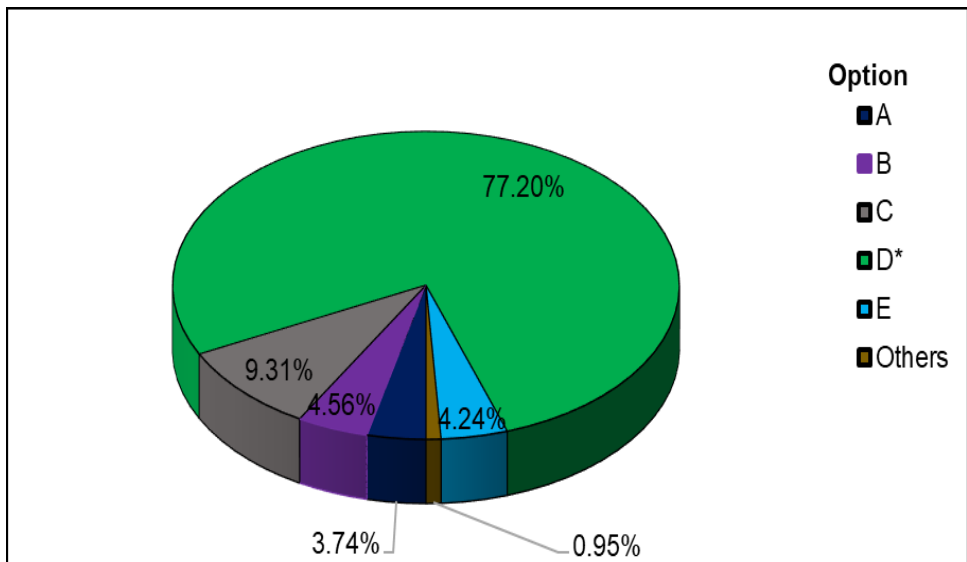
**Figure 9:** *The performance of the candidates in question 9*

On the other hand, 135,754 (10.05%) candidates chose distractor B; *Caring for others* and 252,293 (18.68%) chose distractor C; *Self-loving*. These were wrong responses because caring for others means doing good things to others in the same way that you would like to be treated. Thus *caring for others* include loving, respecting, helping and protecting them from things that could harm them. On the contrary, self-loving refers to self-worth and self-acceptance, which is different from the desire to caring oneself. Further analysis indicates that 86,988 (6.44%) candidates chose distractor D: *Love others*. These candidates were wrong because loving others is showing a sense of heartfelt touch to others. For example, a pupil who loves his/her peers will greet them; help them by giving them a variety of advice. Finally, 110,472 (8.18%) candidates who chose distractor E; *Self-confidence*, were wrong since self-confidence refers to having faith in your personal abilities and qualities. This enables an individual to accept himself or herself and set expectations and goals in life, adhere to one's belief and withstand opposing arguments.

**Question 10:** What are the effects of bad relationships among the community members?

- A Strife and love
- B Hatred and love
- C Poverty and ignorance
- D Conflicts and fighting
- E Gossips and poverty

This question was set from the competency of *Valuing the Community*. It tested the candidates' ability to evaluate the effects of bad relationship in the community. The question was attempted by 1,350,793 candidates, out of whom 1,042,767 (77.20%) candidates answered it correctly and 308,026 (22.80%) failed. The correct answer was D, *Conflicts and fighting*. The candidates who chose the correct answer were aware that bad relationships leads to escalation of misunderstanding and hatred, and if not controlled at its initial stage may result into conflicts, social unrest and hostility. Figure 10 indicates the candidates' performance in this question.



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

On the other hand, 50,484 (3.74%) candidates who opted for A, *Strife and love*, and 61,5374 (4.56%) who opted for B, *Hatred and love* were wrong because they embraced the concept of love which cannot be an outcome of bad relationships in whatever case. Love makes people accept, respect and care for each other in whatever

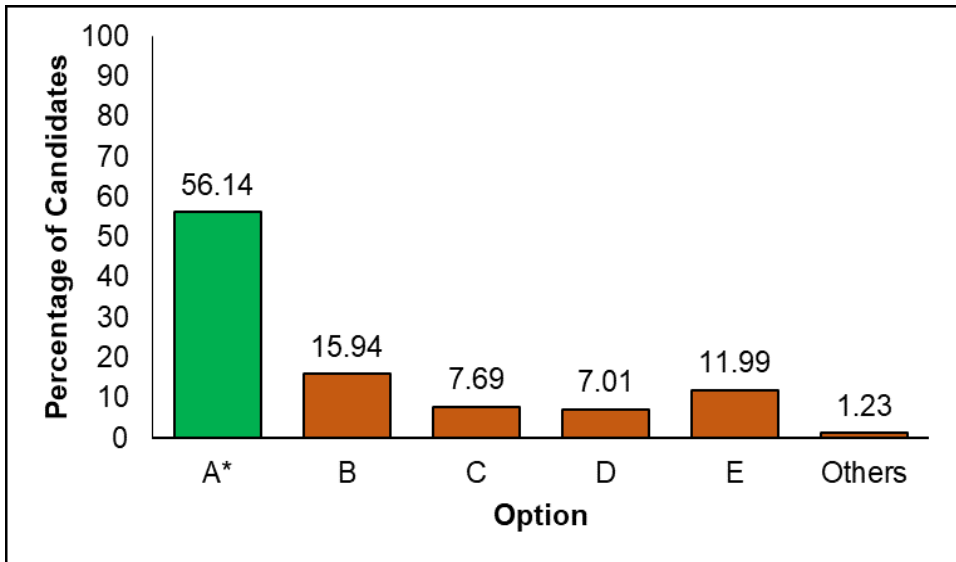
situations; which are attributes of good relationships in the community.

Moreover, 125,779 (9.31%) candidates who chose distractor C, *Poverty and ignorance* and 57,209 (4.24%) who selected distractor E, *Gossip and poverty* were wrong because poverty is one's or community's inability to afford basic needs and services. Poverty can be relative or absolute and is caused by other factors like laziness, unemployment, and low level of technology. Likewise, ignorance refers to the lack of knowledge or information, for example individuals' inability to read and write or missing important skills due to lack of proper basic education. Lastly, poverty means the situation of failing to get basic needs in life, for example food, shelter or clothing.

**Question 11:** Which is the best method of conveying a message or opinion to the school administration about unacceptable acts?

- A Using the suggestion box
- B Using parents' meeting
- C Using parents to give complaints
- D Using the notice board
- E Using the Postal Address

The question was set from the competency of *Respecting the Community*. It assessed the candidates' understanding of the correct means through which information about unacceptable acts in the school can be conveyed to the school administration. The question was attempted by 1,350,793 candidates, out of whom 758,334 (56.14%) candidates answered it correctly and 592,459(43.86%) failed. The candidates who chose the correct response A, *Using suggestion box* were aware that suggestion boxes are created for conveying information in an easy way and ensures confidentiality to the one who makes suggestions or expresses ideas at school. Unlike other methods, they are accessible, cheap and user friendly to both pupils and teachers in general. Figure 11 shows the performance of candidates in this question.



**Figure 11:** *The performance of the candidates in question 11*

On the other hand, 215,323 (15.94%) candidates who chose B, *Using parents' meetings* and 103,816 (7.69%) candidates who selected C, *Using parents to complain* went astray because parents lack daily school experience as opposed to challenges faced by pupils at school, thus parents cannot be a reliable source of opinions or information. Moreover, both options are risky because they may create misunderstanding among the pupils, parents and the school administration especially when the message or opinion is irritating.

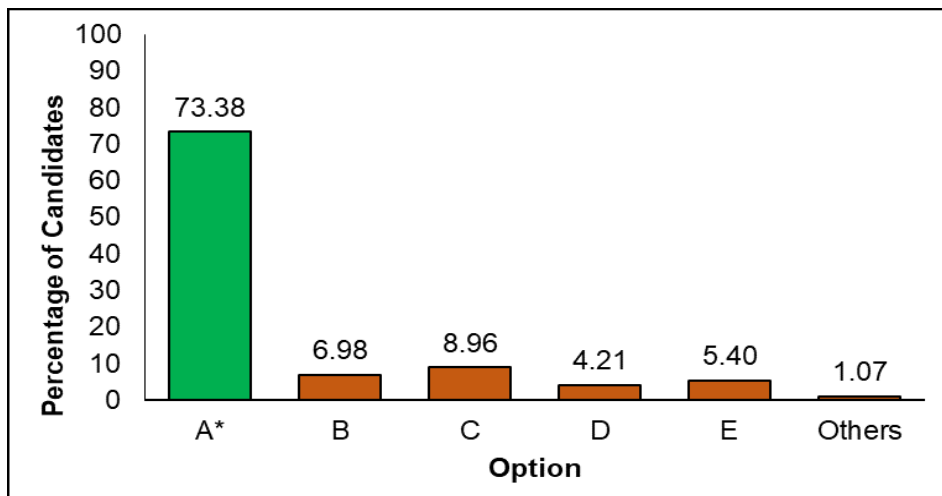
Likewise, 94,642 (7.01%) candidates who selected D, *Using notice board* were wrong because the school noticeboard is usually used for posting formal or official announcements like the pupils' results, schedules and other academic stuffs. Besides that, noticeboard cannot ensure high level of confidentiality when it comes to disclosing sensitive information. Moreover, the 162,019 (11.99%) candidates who chose E, *Using postal address* were also wrong because the postal address is meant for delivering letters, documents and parcels for the school and its community. Additionally, postal address may take a long time and be costly to pupils, hence not a convenient method of conveying a message or an opinion to the school administration about unacceptable acts.



**Question 12:** The head teacher at Mapinduzi Primary school has established a counselling unit at his school. What is the significance of such a unit?

- A To issue directives on how to solve challenges
- B To explain school plans in details
- C To control pupils' disciplines
- D To prepare school cleanliness plans
- E To prepare a list of needy pupils

The question was set from the competency of *Valuing the Community*. It tested the candidates' ability to assess the significance of counselling unit at school. The question was attempted by 1,350,793 candidates, out of whom 991,162 (73.38%) candidates answered it correctly and 359,631(26.62%) failed. The candidates who chose the correct answer A, *To issue directives on how to solve challenges* understood the role of counselling units as to give directives on how to solve challenges of a person or a group of people in the community. Also, they were aware that counselling services enable people to get to know themselves and be focused, build self-esteem to people in their upbringing. They also help people to change their behaviour to be acceptable in the community and lastly make people to overcome various life challenges. Figure 12 indicates the general performance of candidates in question 12.



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

On the other hand, 94,259 (6.98%) candidates who opted for distractor B, *To explain schools plans in detail* were wrong because school plans can be explained by the School committee through the parent meetings. The school committee is responsible for preparing and effecting school development plans and strategies for implementation. Likewise, the 121, 061 (8.96%) candidates who opted for C, *To control pupils' discipline* were unaware that the pupils disciplinary cases is the responsibility of the discipline teacher who supervises obedience, respect and good moral of all pupils by ensuring that they abide by the school rules and regulations.

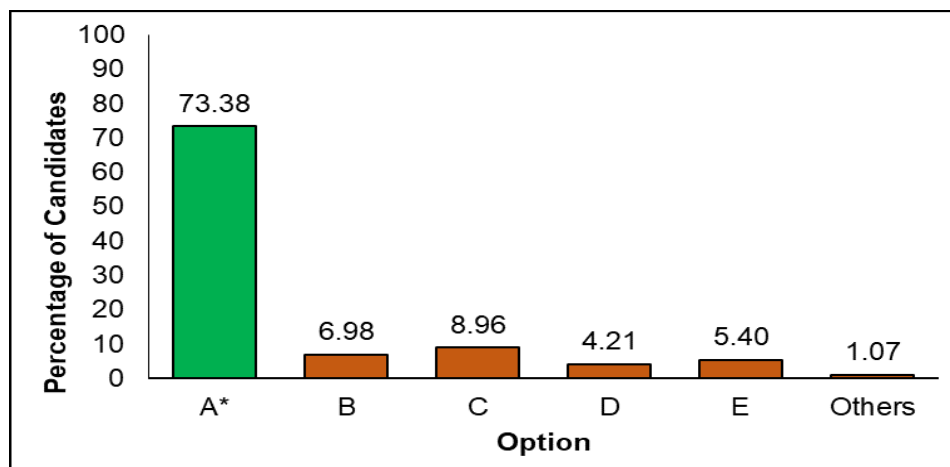
Moreover, 56,862 (4.21%) candidates who opted for distractor D, *To prepare school cleanliness plans*, were wrong because that is the responsibility of the assistant head teacher in collaboration with a teacher on duty and pupils leaders. Lastly, the 72, 884 (5.40%) candidates who opted for distractor E, *To prepare a list of needy pupils* were unaware that the school administration is responsible among other things for overseeing the welfare of all including pupils with special needs.

**Question 13:** Which action is **not** involved in contaminating water sources?

- A Bathing in rivers
- B Washing clothes in the river
- C Urinating near the river
- D Cultivating near the river
- E Using safe fishing methods

This question was set from a competency of *Valuing the Community*. It tested the candidates' ability to identify the act which is not involved in contaminating water sources. The question was attempted by 1,350,793 candidates, out of whom 977,223 (72.34%) candidates answered it correctly and 373,570 (27.66%) failed. The candidates who identified the correct answer E, *Using safe fishing methods* understood that safe fishing method is the way of catching fish from water bodies like ocean, lake, pond, river using environmental friendly methods like the use of hooks and legal

fishing nets; so does the act of not adding waste or unwanted substance in water sources. Furthermore, those candidates were also aware of other actions, which are responsible for the pollution of water sources such as bathing in rivers, urinating near the river, washing clothes near the river and cultivating along the riverbanks. Figure 13 shows the candidates' performance in this question.



**Figure 13:** The performance of candidates in question 13

On the other hand, 71,389 (5.28%) candidates who opted for distractor A, *Bathing in rivers* went astray because this act leads to addition of unwanted substance (impurities) in water similar to other human activities such as bathing and grazing along the riverbanks. Similarly, 52,838 (3.91%) candidates who chose distractor B, *Washing clothes in the river* were equally wrong because laundry activities involves the use of detergents which contain chemical substance some of which may be toxic to organisms living in water and human beings.

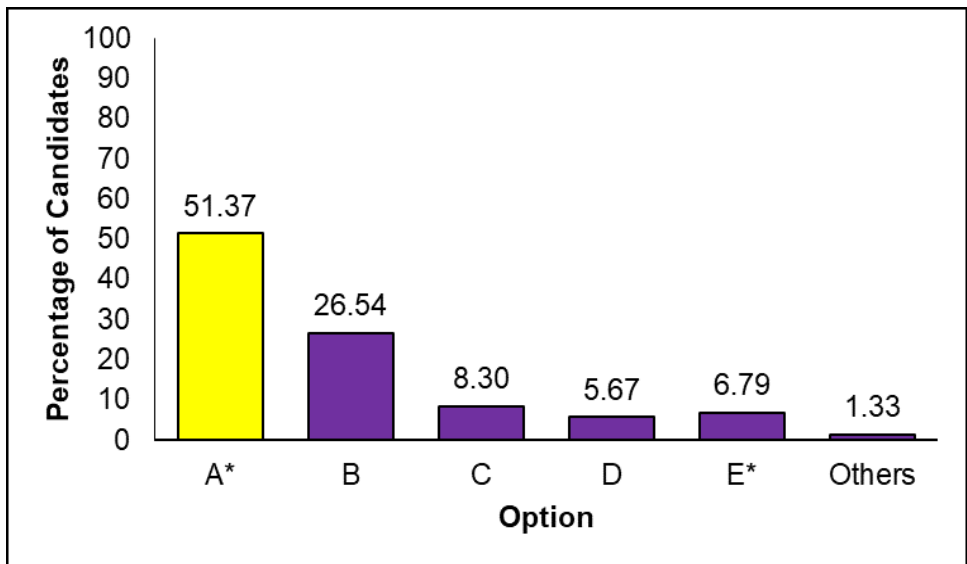
Additionally, the 99,178 (7.34%) candidates who opted for distractor C, *Urinating near the river* were wrong owing to the fact that urinating near the flowing water adds waste to the water sources and makes water impure and may result to the spread of waterborne diseases such as bilharzia, cholera, typhoid and the like. Moreover, 127, 533 (9.44%) candidates who chose distractor D, *Cultivating near the river* were wrong as well because cultivating near the riverbanks involves tilling the land, which leads to soil erosion and pollution of water sources. Besides that, agricultural

activities along the river leads to pollution of water sources because such an act involves the use of chemicals and pesticides during cultivation.

**Question 14:** What is the importance of reproductive health education to young people?

- A Helps them withstand their bodies' emotions
- B Helps them to avoid epidemic diseases
- C Helps them to withstand to the adult marriage
- D Helps them to build a spirit of love for others
- E Helps them to make decisions to prospective brides

This question was constructed from the competency of *Valuing the Community*. It assessed the candidates' understanding of the importance of reproductive health education to the youth. The question was attempted by 1,350,793 candidates, out of whom 693,946 (51.37%) candidates answered it correctly and 656,847(48.63%) failed. The correct answer was A, *Helps them to withstand their bodies' emotions*. The correct answer signifies that reproductive health education is important as it provides knowledge pertaining to body and mental development, relationships and all matters related to reproductive health to both men and women. In fact reproductive health education include among other things responsible sexual behaviours, contraceptives, sexually transmitted diseases, fertility and pregnancy. Figure 14 shows the performance of the candidates in this question.



**Figure 14:** *The performance of candidates in question 14*

On the other hand, 358, 486 (26.54%) candidates who opted for distractor B, *Helps them to avoid epidemic diseases* were wrong since epidemic diseases are the diseases affecting large number of people in the same period of time and may sometimes occur unpredictably. They were also not aware that epidemic diseases are not associated with reproductive health issues. In addition, 112,087 (8.30%) candidates who chose distractor C, *Helps them to withstand to the adult marriage* were also wrong because withstanding the adult marriage means enduring or bearing various challenges as fully grown persons in marriage. These candidates were unaware that reproductive health education is essential even to the youth for them to cope with their bodily sensations, to avoid early pregnancies, to be aware about growth and to live in accordance with customs and norms.

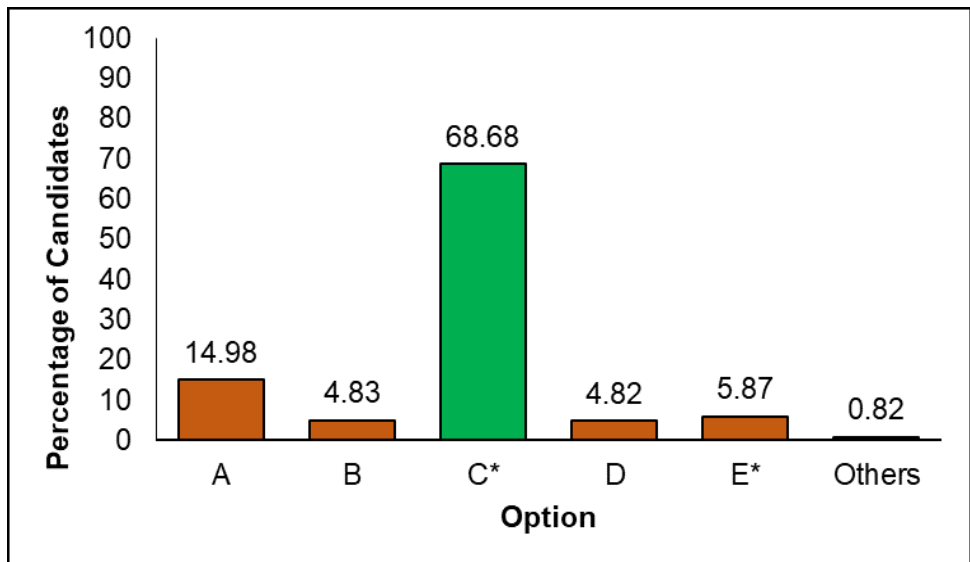
Similarly, 76, 615 (5.67%) candidates who chose distractor D, *Helps them to build a spirit of love for others* were wrong because building a spirit of love for others is showing strong feeling of adoration to other people which is not in any way related to reproductive health education. Moreover, 91,777 (6.79%) candidates who chose distractor E, *Helps them to make decisions to prospective brides* were also wrong because making decisions regarding prospective brides is about making choice of a person

whom one expects to live with as wife or husband in the future. Such candidates were not aware that reproductive health education to the youth aims to protect them from reproductive health related risks as well as controlling their bodily sensations and emotions.

**Question 15:** Riziki was told about the importance of cooperating with others in performing home and school responsibilities. Which one of the following are home responsibilities?

- A Sweeping, playing games and watering the garden
- B Watering garden, mopping the floor and being a leader
- C Sweeping, mopping the floor and watering the garden
- D Voting, sweeping and mopping the floor
- E Mopping the floor, cleaning the village dispensary and sweeping

This question was set from the competency of *Being Responsible* and tested the candidates' ability to identify and distinguish home responsibilities from the school ones. The question was attempted by 1,350,793 candidates, out of whom 927,698 (68.68%) candidates answered it correctly and 423,095 (31.32%) failed. The candidates who chose the correct answer C, *Sweeping, mopping the floor and watering the garden* understood the specific responsibilities which children are expected to perform including light house chores such as watering the garden, sweeping and mopping the floor so that they grow up as responsible adults. Figure 15 shows the performance of the candidates in this question.



**Figure 15:** *The performance of candidates in question 15*

On the other hand, 202, 332 (14.98%) candidates who opted for distractor A, *Sweeping, playing games and watering the garden* were wrong because the option contained playing games, which is leisure and enjoyment aspect and not home activity. These candidates were not aware that playing games is not ones' duty and therefore cannot be regarded as one of home responsibilities. Even though, sweeping and watering the garden are home duties, the presence of playing games made the alternative incorrect. Additionally, 65,245 (4.83%) candidates who opted for distractor B, *Watering garden, mopping the floor and being a leader* were wrong as well since this option includes being a leader, meaning controlling a group of people by making decisions or influencing a group of people to think or do something in a particular way. Those candidates were not aware that, at family level, the leaders are father and mother and those children are not expected to lead the family.

Likewise, 65,069 (4.82%) candidates who chose distractor D, *Voting, sweeping and mopping the floor* were unaware that voting is an act of electing leaders, so it is not part of home responsibilities; instead, it is a school or community responsibility. Similarly, 79,340 (5.87%) candidates who opted for distractor E, *Mopping the floor, cleaning the village dispensary and sweeping* went astray as well

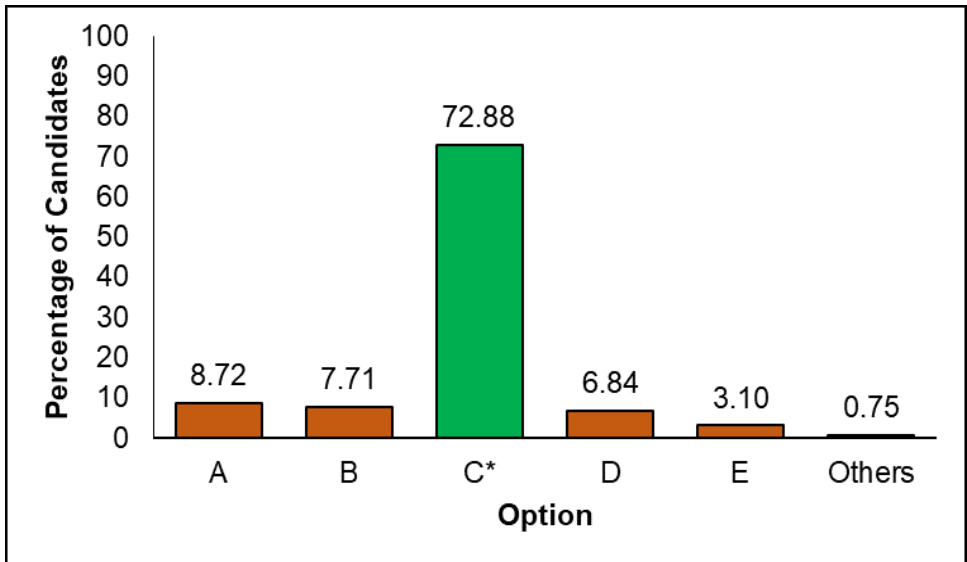
because it includes aspects of cleaning the village dispensary which can be done by the whole community particularly adults. Thus, the responsibility of cleaning village dispensary was overlooked given the fact that the village dispensary belongs to the whole community and that cleaning it is the community's responsibility.

**Question 16:** Roads, school buildings and the dispensary are community infrastructures in the village. Who is responsible for protecting them?

- A The village development committee
- B The village development officer
- C All village members
- D The police force
- E Teachers and parents

The question was set from the competency of *Being Responsible*. The candidates were required to identify responsible persons for protecting village infrastructures. The question was attempted by 1,350,793 candidates, out of whom 984,429 (72.88%) candidates responded to it correctly and 366,364(27.12%) got it wrong. The knowledgeable candidates chose the correct response C; *All village members*. The candidates were aware that protecting the community infrastructures need collective efforts, therefore every village member is obliged to participate in protecting them. Roads, buildings, dispensaries and other public infrastructures need to be protected so that they can be used sustainably for the society and last longer. Figure 16 shows the performance of candidates in this question.





**Figure 16:** *The performance of candidates in question 16.*

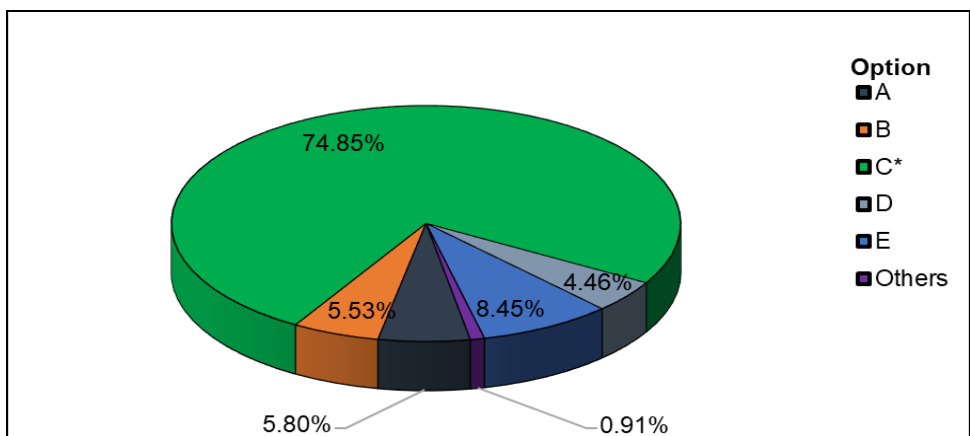
However, the 117,741 (8.72%) who opted for the distractor A; *The village development committee* were wrong since the committee is responsible to plan, design, initiate and coordinate development projects and programs in the village. Likewise, 104,104 (7.71%) candidates who opted for distractor B; *The village development officer* were wrong because the responsibility of protecting village infrastructures is for all village members. The 92,375 (6.84%) candidates who chose distractor D; *The Police force* were equally wrong because despite the fact that the Police force is a state organ responsible for protecting people and their properties, it cannot manage to do it alone in villages all over the country.

Lastly, the 41,818 (3.10%) candidates who selected distractor E, *Teachers and parents* were not right due to the fact that the responsibility of protecting community infrastructures in a village is not only for teachers and parents, but rather to all villagers including civil workers, parents, leaders, citizens and all youths.

**Question 17:** National resources are national values, which need to be protected and cared for. Which groups is responsible for caring and protecting the national resources?

- A Police officers
- B Military personnel
- C All citizens
- D Village government
- E Government leaders

The question was set from the competency of *Being Responsible* and required the candidates to identify the group responsible for caring and protecting national resources. The question was attempted by 1,350,793 candidates, out of whom 1101, 1003 (74.85%) candidates answered it correctly and 339,790(25.15%) got it wrong. The candidates who chose the correct answer C; *All citizens* understood that the national resources are assets in form of money, materials and staff, which are under the control of the government or private entities. They include land, forests, waterbodies, historical sites, mountains, minerals and wild animals. All these resources are vital for the development of a nation and new generations. Therefore, it is the responsibility of every citizen to care for and protect them in various ways including avoiding sabotage, reporting those who destroy them and taking action to conserve the environment. Figure 17 shows the candidates' performance in this question.



**Figure 17:** The performance of candidates in question 17.

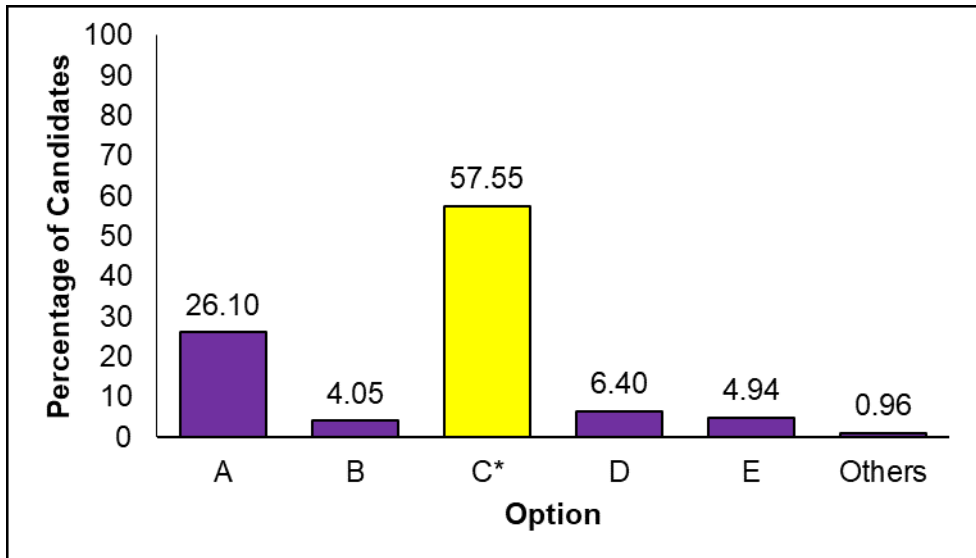
On the other hand, the 78, 292 (5.80%) candidates who opted for distractor A; *The police force*, 74,743 (5.53%) candidates who opted distractor B; *Military personnel*, 60,187 (4.46%) candidates who opted distractor D; *Village government* and 114,176 (8.45%) candidates who opted distractor E; *Government leaders* were wrong because the options are composed of citizens who in their various capacities are obliged to care for and protect the national resources irrespective of their social, political status or positions. For example, the police officers are employed by the government and are responsible for protecting people and their properties. Whilst the village government is the low-level local government authority before the hamlet. Furthermore, military personnel serves in the armed forces while government leaders are people who head public offices or institutions entitled to serve people at various levels. All these groups are responsible for caring and protecting natural resources.

**Question 18:** Which strategy would you use to convince your fellow pupils to volunteer in doing home and school activities?

- A Teach them how to work
- B Discipline them to work
- C Mobilising them to work
- D Warn them so that they can work
- E Praying for them to God

This question was set from the competency of *Being Responsible* and tested the candidate's ability to identify the strategy that one can use to convince fellow pupils to volunteer in doing home and school activities. The question was attempted by 1,350,793 candidates, out of whom 777,357 (57.55%) candidates answered it correctly and 573,436 (42.45%) got it wrong. The correct response was C; *Mobilising them to work*. The candidates who opted for the correct response knew that mobilising people means preparing people to be ready to participate in an activity voluntarily with minimal or without supervision. At school, for example, pupils are supposed to be mobilised so that they can work voluntarily and independently without being necessarily supervised or instructed by their teachers or prefects. Mobilisation can be achieved by creating

awareness on the purpose of undertaking a certain task, team working and involving them in preparing strategies for accomplishing a given task. The target of all these is to ensure that an individual develops the interests of working willingly. Figure 18 shows the candidates' performance in this question.



**Figure 18:** The performance of candidates in question 18.

On the other hand, the 352,513 (26.10%) candidates who chose option A; *Teach them how to work* were wrong because they did not know that teaching is a process of training someone various ways and strategies of performing a particular task or job by using acquired skills or knowledge. This option was wrong because being taught how to work cannot develop interests in working voluntarily. For instance, in schools, pupils are taught how to do some light tasks but still some of them are not ready to volunteer.

Furthermore, the 54,768 (4.05%) candidates who opted for option B; *Discipline them to work* did not know that to discipline someone is enforcing obedience and perfecting moral character on him/her. Thus, someone who is disciplined behaves or works in a controlled way. This was an incorrect choice in the sense that when pupils are disciplined to make them work, they do not do it voluntarily; they rather do it to avoid punishment. Furthermore, the 86,472 (6.40%) candidates who chose alternative D; *Warn them so that they can work* were wrong due to the fact that warning somebody implies

giving notice, advice, or intimidation on a danger, impending evil, possible harm, or anything else unfavourable. In simple words, warning is a statement telling people that if they continue behaving in an unsatisfactory way, they will be punished. In this respect, one may consider warning as the act of forcing someone to work rather than convincing him/her. This discourages pupil's readiness to work voluntarily.

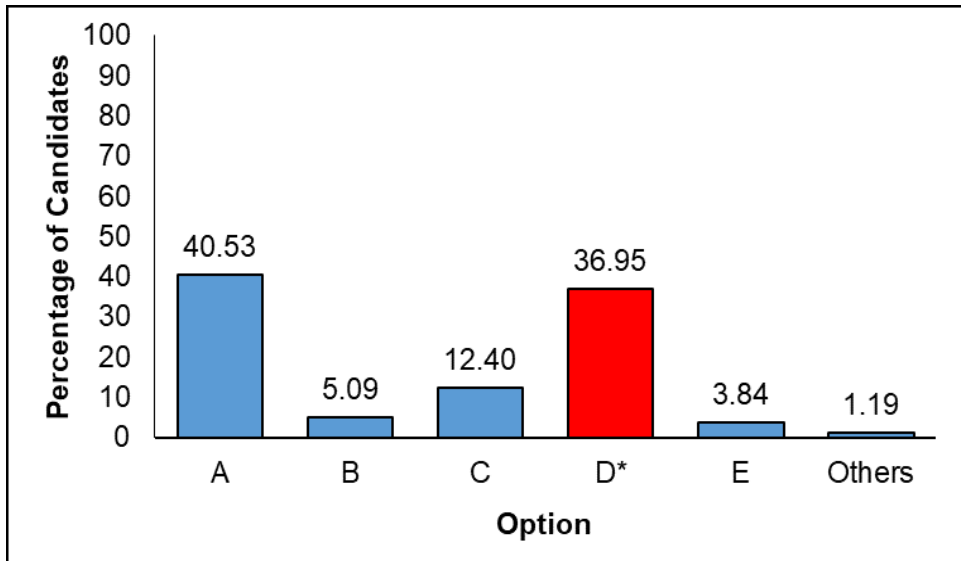
On top of that, the 66,749 (6.94%) candidates who opted for distractor E; *Praying for them to God*. This means initiating religious prayers asking God to intervene and change the behaviours of the pupils so that they can volunteer to doing activities at home and school. The response was not suitable because doing home and school activities is not a spiritual phenomenon, rather is a kind of orientation which should be instilled at home, schools and society where upbringing takes place and the bases of loving work is experienced.

**Question 19:** Who uses the guideline on techniques for setting the school development plans?

- A Head teacher
- B Assistant head teacher
- C School management
- D School committee
- E Village government

The question was set from the competency of *Respecting the Community*. The candidates were required to identify the responsible person for using the school development plans at primary school level. The question was attempted by 1,350,793 candidates, out of whom 499,171 (36.95%) candidates answered it correctly and 851,622 (63.05%) failed. The candidates who opted for the correct response D, *School committee* were aware that the school committee is responsible for preparing, approving and putting in place strategies for implementing all development plans. Also, it has responsibilities of approving development funds and ensuring that they are used as intended. Moreover, it oversees the construction and maintenance of classrooms and other

infrastructure. Figure 19 indicates the general performance of candidates in question 19.



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

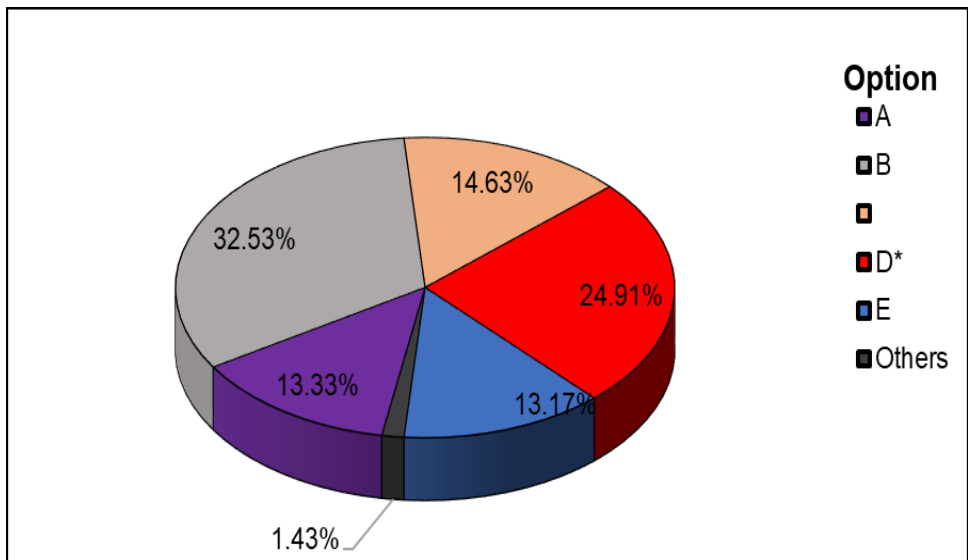
On the other hand, 547,508 (40.53%) candidates who opted for A, *Head teacher* were wrong because the head teacher is the leader and chief supervisor of all administrative and managerial activities in the school. He/she is responsible for overseeing the implementation of the school curriculum and assessing the school's academic progress. Another responsibility is to ensure the pupils' welfare, employees' discipline as well as that of the pupils. Likewise, 68,818 (5.09%) candidates who opted for B, *Assistant head teacher* were wrong because the assistant head teacher prepares the teachers' duty roster, supervises academic matters, projects, the environment, income generating activities, sport, health issues and discipline.

Similarly, 167,483 (12.40%) candidates who opted for C, *School management* did not understand that the school management is the whole system of the school administration that is composed of School committee, Head teacher, teachers and pupils leaders. Finally, 51,838 (3.84%) candidates who opted for distractor E, *Village government* were equally wrong because the village government is responsible for ensuring social and economic development, security, peace and good governance in the society.

**Question 20:** Which method **cannot** stimulate development in various sectors?

- A Business management
- B Analysis of economic policy
- C Good financial management
- D Strengthening food crops
- E Strengthening the industrial skills

The question was set from the competency of *Being Responsible*. It assessed the candidates' understanding on the way different sectors can stimulate development. The question was attempted by 1,350,793 candidates, out of whom 1336,425 (24.91%) candidates answered it correctly and 1,014,368 (75.09%) failed. The candidates who selected the correct answer D, *Strengthening food crops* were aware of the fact that food crops involve grains (maize, millet, and paddy), tubers (cassava, potatoes) and legumes, which are meant for human consumption. They help the human body to get energy and protein necessary for keeping it healthy. These candidates understood that availability of food crops only could not stimulate development in various sectors. Figure 20 indicates the general performance of candidates in question 20.



**Figure 20:** The candidates' performance in question 20

On the other hand, 180,128 (13.33%) candidates who opted for A, *Business management* were not aware that coordination and organization of business activities stimulate growth of wide range of sectors. Likewise, those 439,386 (32.53%) who opted for B, *Analysis of economic policy* were wrong because it covers assessment of a wide range of measures which the government use to manage its economy such as monetary policy, taxation, budget and job creation hence it plays an important role in stimulating the development of various sectors.

Moreover, 197,687 (14.63%) candidates who opted for C, *Good financial management* were not aware that planning, organizing, directing and controlling the financial activities such as procurement and utilization of funds is a basic factor for development of any enterprise. In the absence of sound financial management, fiscal resources will be misused and development plans will not be implemented. Finally, even 177,935 (13.17%) candidates who selected distractor E, *Strengthening industrial skills* were also wrong because well-developed skills promote efficiency in production and productivity and ensure availability of a wide range of goods and services, and hence stimulating development in various sectors. The industrial skills include teamwork, problem solving, planning and organizing, technology and communication just to mention a few.

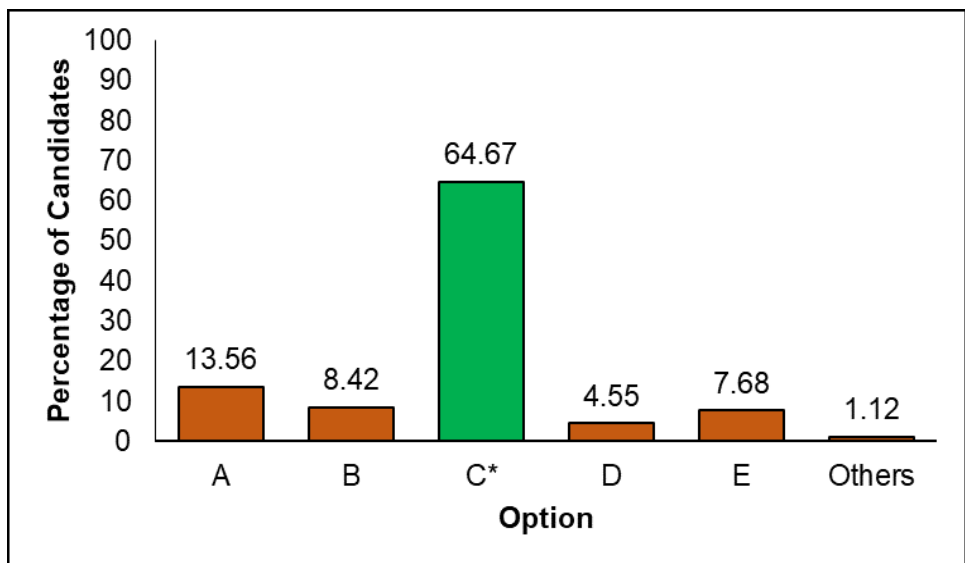
**Question 21:** Which human activity conserves resources in our surroundings?

- A Washing mineral with chemicals
- B Burning forests and grass
- C Crop rotation
- D Dynamites in fishing
- E Throwing rubbish in open spaces

This question was set from the competency of *Being Responsible* and required the candidate to identify human activity, which conserves resources in our surroundings. The question was attempted by 1,350,793 candidates, out of whom 873,593 (64.67%)



candidates answered it correctly and 477,200 (3533%) failed. The candidates who chose the correct answer C, *Crop rotation* were aware that crop rotation refers to the farming system whereby a farmer keeps on alternating various crops in the same field in different seasons, which in turn restores the soil fertility. Other activities, which conserve resources in our surroundings, include planting trees, recycling of wastes, terracing and contour farming. Figure 21 shows the candidates' performance in this question.



**Figure 21:** *The performance of the candidates in question 21*

On the other hand, 183,182 (13.56%) candidates who opted for distractor A, *Washing mineral with chemicals* went astray since washing mineral with chemicals refers to cleaning solid naturally occurring minerals like gold, diamond and alike with basic substance which is used in or produced by a reaction involving chemical changes. Those candidates failed to understand that chemicals used to wash mineral are harmful to the environment in which resources are found. Hence, in any case washing minerals with chemicals contribute to the pollution of the environment and land degradation that endangers biodiversity. Furthermore, 113,674 (8.42%) candidates who opted for distractor B, *Burning forest and grass* were wrong as well because burning forest and grass is the

act of setting fire on vegetation. Such candidates were unaware that burning forest and grass leads to depletion of living organisms in the soils as well as emission of harmful gasses like carbon dioxide, which pollutes the air that leads to the increase of temperature on earth and finally harms the resources around us.

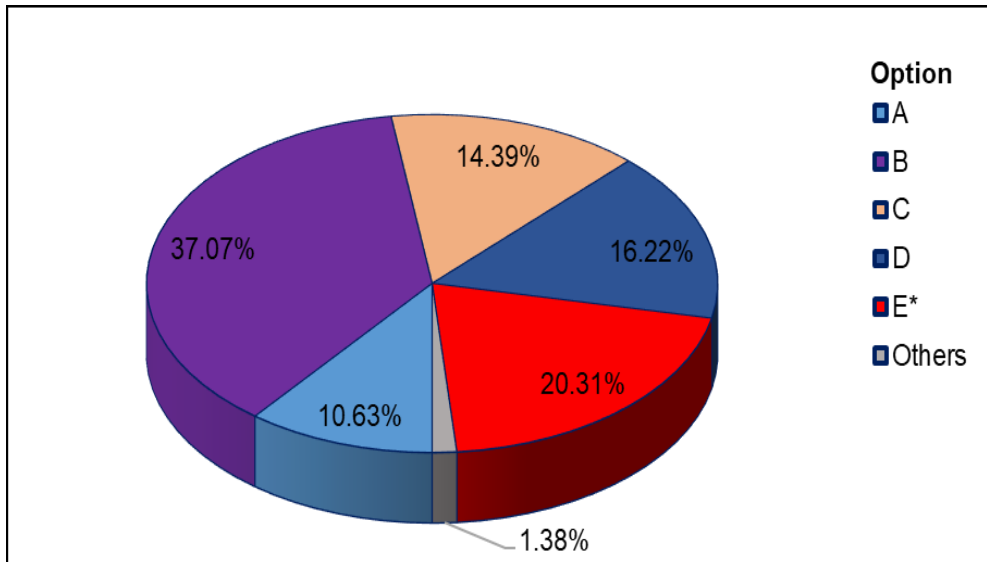
Likewise, 61,447.(4.55%) candidates who opted for distractor D, *Dynamites in fishing* were wrong given that dynamites in fishing has to do with getting fish from water bodies like ocean, sea, lake or pond using explosives. Those candidates did not understand that the use of dynamites in fishing is harmful to the environment since it destroys fish and other aquatic organisms' breeding sites as well as polluting water bodies. Moreover, 103,731 (7.68%) candidates who selected distractor E, *Throwing rubbish in open spaces* were equally wrong due to the fact that throwing rubbish in open spaces refers to littering unwanted wastes in places kept for or reserved for other purposes like sports and various exhibitions. Thus, throwing rubbish in open spaces leads to both land and air pollution because some of the wastes are non-biodegradable and leads to bad smell.

**Question 22:** The Ward Executive Officer has the following responsibilities **except**

- A to oversee all development activities in the ward.
- B to oversee peace and security of citizens and property.
- C to supervise electoral activities in the area.
- D to be a secretary of all meetings in the area.
- E to represent citizens in all government meetings.

This question was set from the competency of *Being Responsible* and required the candidates to identify the functions of the Ward Executive officer. The question was attempted by 1,350,793 candidates, out of whom 274,398 (20.31%) candidates answered it correctly and 1,076,395 (79.69%) got it wrong. The correct response was E; *to represent citizens in all government meetings*. The candidates who opted for the correct response were aware that the Ward Executive Officer is a government employee who oversees development activities in the Ward. Moreover,

representative activities are performed by a Ward Counsellor who is elected by citizens in respective areas. Figure 22 shows the performance of the candidates in this question.

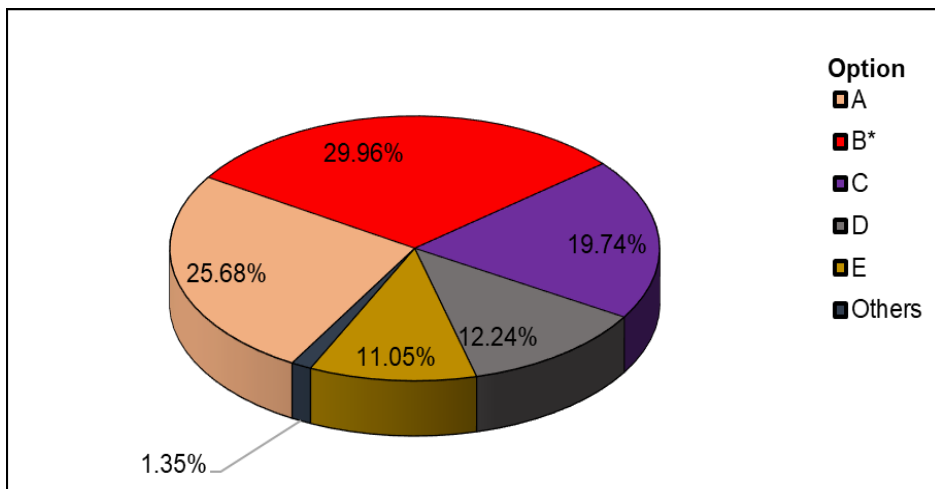


**Figure 22:** *The candidates' performance in question 22*

On the other hand, the 143,531 (10.63%) candidates who opted for distractors A, *to oversee all development activities in the ward*; 500,684 (37.07%) candidates who opted for B, *to oversee peace and security of citizens and property*; 194,330 (14.39%) candidates who opted for C; *to supervise electoral activities in the area* and 219,097 (16.22%) candidates who opted for D, *to be a secretary of all meetings in the area* were not aware that the Ward Executive Officer is an employee of the government and an officer responsible for all duties in the ward, including supervision of all government employees in the Ward on behalf of the District Executive Director. He/she is responsible to supervise and coordinate election processes in the ward. Moreover, he/she the secretary to ward meetings and responsible for security and social services provided in the ward. Therefore, all those distractors constituted the functions of the Ward Executive Officer.

- Question 23:** Mwaisa likes to learn about environmental issues. How can the environment be used in learning?
- A By testing theory                      B By probing  
 C By questioning                        D By using drama  
 E Through narrations

This question was set from the competency of *Being a Persevering person*. The question required the candidates to identify the way the environment can be used in the learning process. The question was attempted by 1,350,793 candidates, out of whom 404,664 (29.96%) candidates answered it correctly whereas 946,129 (70.04%) candidates got it wrong. The candidates who chose the correct answer B, *By probing* understood the meaning of the term environment as surroundings or conditions in which a person, an animal lives or operates. Besides that, the environment provides the society with many things which can be used in the process of teaching and learning. Such things can be natural or manmade. Examples of such things are land, water, air and all its contents. All such things can be used in the process of imparting knowledge to human beings. In addition, those candidates understood that probing is an appropriate approach of acquiring knowledge from the environment. This is because probing involves enquiry or investigating into something in an attempt to discover something from the environment. Figure 23 shows the performance of the candidates in this question.



**Figure 23:** The candidates' performance in question 23

On the other hand, 346,821 (25.68%) candidates who opted for distractor A, *By testing theory* were wrong because testing a theory refers to the assessment of a formal statement of the rules on which a subject of study is based. Such candidates failed to understand that testing the theory cannot be used as an appropriate approach for learning from the environment because this act aims to prove the application/reality of the theory. Likewise, 266,626 (19.64%) candidates who opted for distractor C, *By questioning* were wrong too because questions might not provide the intended results in case they are not well constructed to suit the objectives of the study.

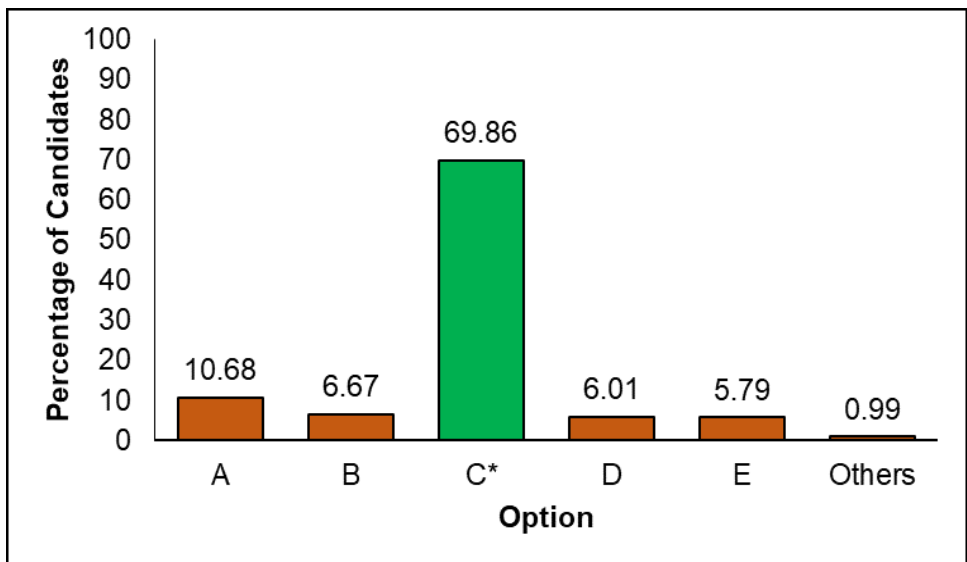
Furthermore, 165,286 (12.24%) candidates who selected distractor D, *By using drama* were not correct either due to the reason that drama refers to plays or writing which is intended to be performed especially in the cinema halls, on the radio, television and in public grounds. It is simply the activity of acting, which may provide room for exaggeration; drama might be an ineffective way of learning especially when it uses an inappropriate character hence providing a misleading reality. Also, 149,203 (11.05%) candidates who opted for distractor E, *Through narrations* were wrong because narration involves telling a story often by reading aloud from a text or to describe events as they happen. Thus, the candidates were not aware that narrations could not provide objective information about a certain situation because it is subjective.

**Question 24:** How is the act of questioning everything in the process of learning called?

- |              |              |
|--------------|--------------|
| A Creativity | B Resilience |
| C Curiosity  | D Tolerance  |
| E Integrity  |              |

This question was set from the competency of *Being a Persevering Person*. It tested the knowledge of the candidates pertaining to the concept of analysing things critically. Statistics shows that the question was attempted by 1,350,793 candidates, out of whom 1,943,686 (69.86%) candidates answered it correctly and 407,107 (30.14%) failed. The candidates who opted for the correct answer C, *Curiosity* understood the meaning of curiosity as a strong desire

to know or learn something or a tendency of finding the truth about something in learning. Figure 24 shows the performance of the candidates in this question.



**Figure 24:** The performance of candidates in question 24

On the other hand, 144,251 (10.68%) candidates who opted for distractor A, *Creativity* went astray because creativity refers to the act of producing or using original and unusual ideas. In addition, it involves the use of imagination or original ideas to make something. Those candidates failed to understand that creativity is not a method of learning through questioning everything. In addition, the 90,130 (6.67%) candidates who selected distractor B, *Resilience* were equally wrong since resilience is the capacity to withstand difficulty situation. Such candidates were unaware that resilience is not a method of learning through questioning everything.

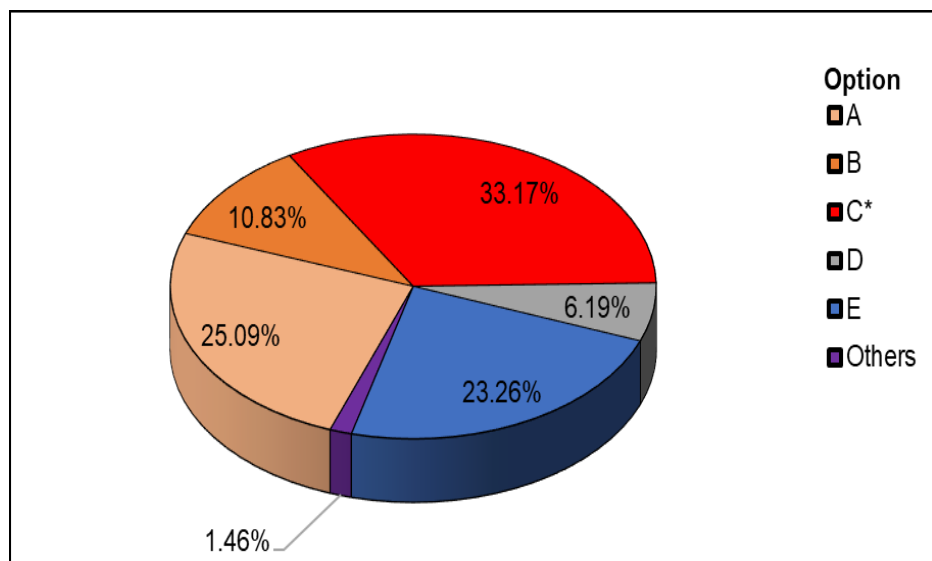
Moreover, 81,209 (6.01%) candidates who opted for distractor D, *Tolerance* which refers to the ability of bearing with what other people say or do even if one does not agree with them were wrong because it was not related to the method of learning through questioning everything. Also, 78,230 (5.79%) candidates who opted for distractor E, *Integrity* were wrong as well because integrity is referring to approving the quality of being honest and having strong moral principles. The candidates lacked the knowledge of grasping integrity as not being one of the ways used in learning by questioning. Therefore, the candidates who opted for distractors A, B, D and E failed to understand the best linguistic form for

describing the act of questioning everything in the process of learning.

**Question 25:** Why is it advised to make an argument when talking about a certain thing?

- A To instruct others about your skills
- B To prove your integrity before the people
- C To verify the accuracy of your answers
- D To prove your ability to speak
- E To prove your understanding in front of people

The question was set from the competency of *Being a persevering person* and aimed at measuring the candidate's ability to analyse issues critically. The question was attempted by 1,350,793 candidates, out of whom 448,001 (33.17%) candidates answered it correctly and 902,792 (66.83%) failed. The candidates who selected the correct alternative C; *To verify the accuracy of your answers* understood that argument is a reason or set of reasons given in support of an idea, action or theory. It helps one to learn and clarify thoughts and articulate them accurately to convince others to agree or believe in what one argues for or against. Figure 25 shows the performance of the candidates in this question.



**Figure 25:** The performance of candidates in question 22

On the other hand, other 338,975 (25.09%) candidates opted for distractors A; *To instruct others about your skills* and 146, 288 (10.83%) B; *To prove your integrity before the people*. The two distractors were incorrect because one was about training other people about one's ability to do things whereas the other one referred to demonstration of one's adherence to strong moral or ethical principles and values to other people. Both options were wrong given that they were not related to critical analysis of things or matters at hand. Furthermore, the 83,596 (6.19%) candidates who opted for alternatives D; *To prove your ability to speak* and 314, 212 (23.26%) who opted E; *To prove your understanding in front of the people* were wrong because proving ability to speak refers to the act of showing one's effective communication skills whereas proving one's understanding in front of the people means the act of making it clear to people that one has deeper knowledge of something. Both alternatives do not provide evidence or reasons in support of argument so that others can understand; they rather reflect a "show off" tendency, which does not promote resilient behaviour in the society.

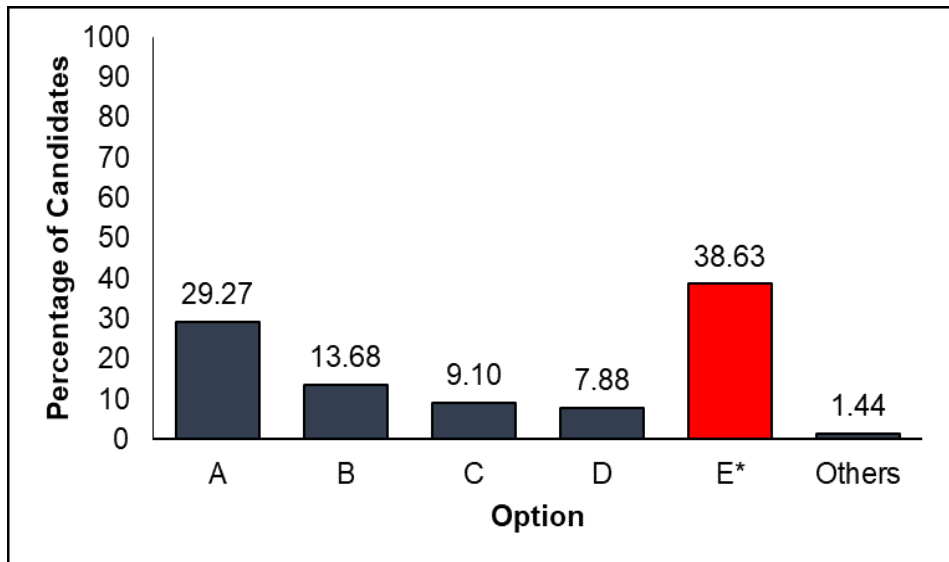
**Question 26:** What is the advantage for a pupil to be patient in his/her life both at school and at home?

- A To maintain attitude of success
- B To help him/her learn past things critically
- C To help him/her to agree with societal expectations
- D To help him/her to agree with decisions of the majority
- E To build good relationships with others

This question was set from the competency of *Being a persevering person* and it required the candidates to identify the advantage that a pupil would have for being patient when at school or home. .The question was attempted by 1,350,793 candidates, out of whom 521,873 (38.63%) candidates answered it correctly and 828,920 (61.37%) failed. The candidates who opted for the correct response E; *To build good relationships with others* were aware that being patient is the trait that an individual possess; it enables him/her to withstand difficulties in life without giving up. It assists individuals to pursue their goals or dream despite the challenges and difficulties encountered in the process. They also understood that being patient is advantageous in life because it helps individuals to attain



their goals. It enhances one's readiness to overcome challenges in a positive way; it brings about good mental health. Furthermore, it helps to learn new things, make proper decisions, take criticism wisely by using them to strengthen oneself and aids one to recognize and respect other people's opinions, thus promoting good relationship with others. Figure 26 shows the performance of the candidates in this question.



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

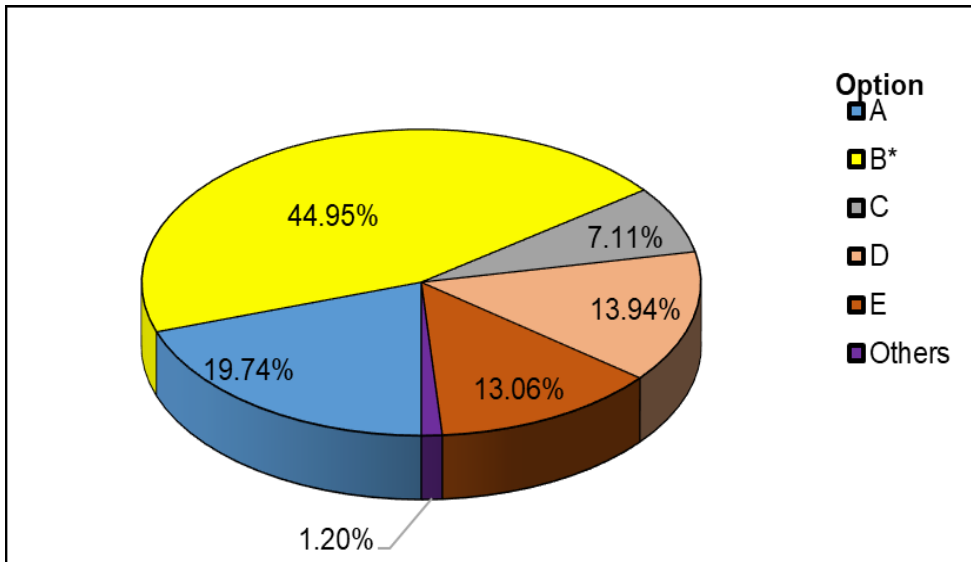
On the other hand, 395,378 (29.27%) candidates selected option A, *To maintain attitude of success*. Maintaining the attitude of success involves being committed to excellence despite being surrounded by difficulties or challenges. Attitude for success can be achieved by implementing principles and other issues such as being optimistic, commitment, self-reliance, work and growth. This option was not a correct response because a person with attitude of successes is not necessarily a resilient person; sometimes one loses patience and does whatever leads to success be it unethical or not. Also, 184, 737 (13.68%) candidates who opted for distractor B, *To help him/her learn past things critically* were wrong. This option was not correct because it lacked the virtues of being patient. For example, a pupil does not need to be patient in order to study past things critically, instead he/she needs to have analytical skills to analyse historical information or events. Similarly, the 122,946 (9.10%) candidates who opted for C, *To help him/her to agree with*

*societal expectations* and 106,475 (7.88%) who opted D, *To help him/her to agree with decisions of the majority* were wrong because they were not related to the advantages of being patient; they were rather more related to issues of acceptancy of results or defeat and the outcomes of loving and valuing the society.

**Question 27:** How can truancy behaviour of pupils be stopped at school?

- A By admitting mistakes and asking forgiveness
- B By learning from mistakes and correcting oneself
- C By running away from teachers and hiding
- D By intervention through government leaders
- E Admitting mistakes so as to build trust

This question was set from the competency of *Being a persevering Person*. The question required the candidate to identify the best way for containing truancy of pupils at school. The question was attempted by 1,350,793 candidates, out of whom 607,209 (44.95%) candidates answered it correctly and 743,584 (55.05%) failed. The candidates who identified the correct response B, *By learning from mistakes and correcting oneself* understood that learning from mistakes and correcting oneself enables an individual to understand his/her wrong doings and make sure that they do not happen again. Therefore, when pupils develop the tendency of truancy, teachers should advise them on its effects and warn them against such unacceptable behaviour. Figure 27 shows the performance of the candidates in this question.



**Figure 27:** *The performance of the candidates in question 27*

On the contrary, c 266,699 (19.74%) candidates who opted for distractor A, *Admitting mistakes and asking forgiveness* and 176,401 (13.03%) who selected E, *Admitting mistakes so as to build trust* went astray because accepting mistakes only is not a remedy to pupils' misconduct. Likewise, asking forgiveness and building trust after demonstrating unacceptable acts is not a guarantee that the pupil is intending to change his/her behaviour. This is due to the fact that one may admit mistakes and build trust to deceive teachers so that they stop following him/her up. In fact, both options cannot be considered as a solution for addressing unacceptable behaviour at school.

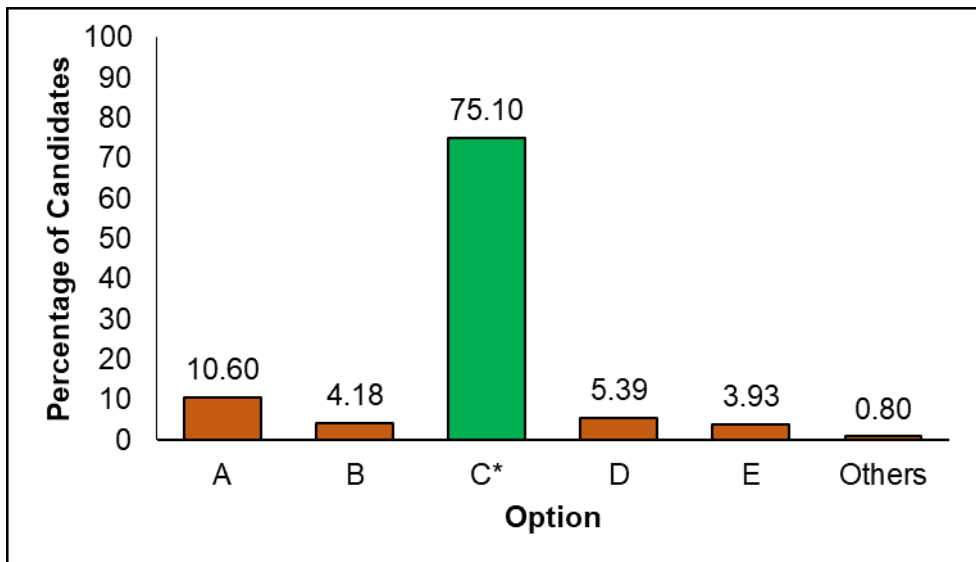
Moreover, 96,003 (7.11%) candidates who selected C, *Running away from teachers*, were not aware that this is an improper behaviour because pupils are expected to show respect, value, and obedience to their teachers because they are guardians. Good teacher-pupil relationship cultivates sense of love and belongingness between them. This would in turn facilitate change in the pupils' behaviours from undesirable acts like truancy and promote academic excellence. Lastly, 188,238 (13.94%) candidates who opted for D, *Intervention through government leaders* were wrong because stopping truancy and other unacceptable behaviour

entails individual pupils' commitment under the guidance of their teachers. This is due to the fact that teachers are trained to deal with pupils' behaviour in collaboration with parents. The role of other government leaders is to create an enabling teaching and learning environment such as collecting fund for running the school, building school infrastructures and allocating human resources to the school.

**Question 28:** Why is it important for pupils to ask questions during lessons?

- A To teach each other
- B To be known
- C To get clarifications
- D To maintain classroom discipline
- E To please teachers

The question was set from the competency of *Being a Persevering person*. The candidates were required to identify the importance for pupils to ask questions during the lesson. The question was attempted by 1,350,793 candidates, out of whom 1,014,511 (75.10%) candidates answered it correctly and 336,282 (24.90%) failed. The candidates who opted for the correct response C, *To get clarification* were aware that active interaction between the teacher and learners promotes teaching and learning process. When the pupil asks questions during the lesson, the teacher gets feedback on the effectiveness of the learning process. Hence being in a position to add more clarifications and examples on the subject matter. Generally, asking questions develops the pupils' potential to think, acquire more knowledge once the question is answered. 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, 143,242 (10.60%) candidates who chose A, *To teach each other*, were incorrect because teaching each other is an integral part of the learning process. It can be done through peer review during assignment, group discussions, debates and team-based projects. Therefore, the alternative did override the strength of qualifying as a correct response. Moreover 56,441 (4.18%) candidates who selected B, *To be known*, were wrong in the sense that pupils do not ask questions so as to be known to other pupils. In the course of interacting with these pupils, teachers are obliged to know their pupils by their names, characters and abilities. Thus, asking questions during the lesson with the aim of being famous can be considered as unpleasant behaviour in the community.

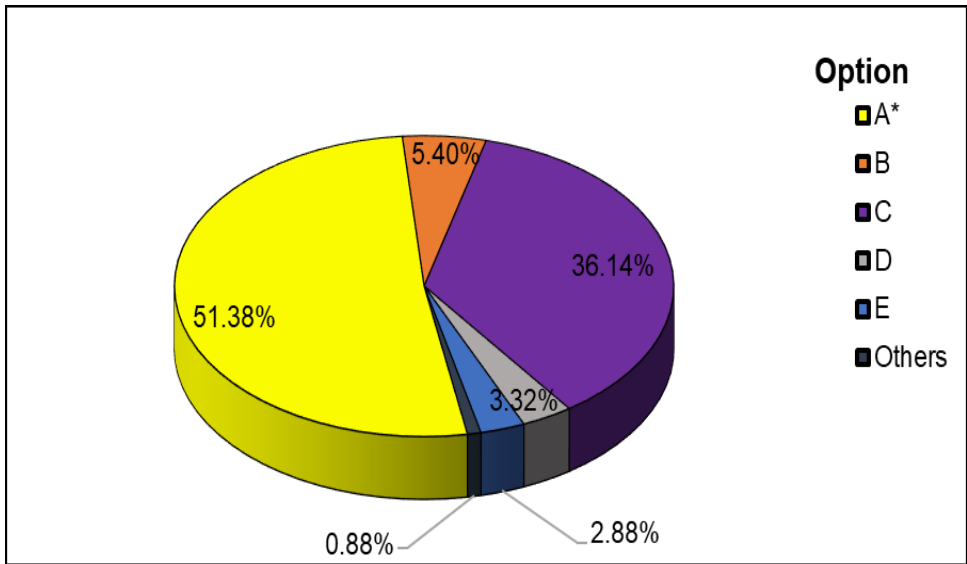
Furthermore, statistics show that 72,866 (5.39%) candidates who opted for D, *To maintain classroom discipline*, were wrong because schools have in place codes of conduct to guide pupils' behaviour in and outside the classrooms. Hence, questions and answers session is not intended to maintain classroom discipline instead it promotes pupil centered learning approach. Lastly, the 53,107(3.93%) candidates who selected E, *To please teachers* were wrong because asking questions in class is an important stage of lesson development as it promotes pupils centred learning approach and encourages pupils participation during the lesson.

Teachers are normally pleased by good pupils' behaviour and self-motivation to learn.

**Question 29:** Which sources of information can help a pupil to do well in his/her examinations?

- A Listening to the radio and reading books
- B Watching television and cinema
- C Listening stories and self-studying
- D Playing games and reading newspapers
- E Reading newspapers and singing songs

This question was set from the competency of *Being a Persevering Person*. It tested the candidates' understanding of the correct sources of information, which can help a pupil to do well in his/her examinations. The question was attempted by 1,350,793 candidates, out of whom 694,055 (51.38%) candidates answered it correctly and 656,737(48.62%) failed. The correct response was A, *Listening to the radio and reading books*. The candidates who opted for the correct answer had in mind the idea that radios provide complimentary teaching and learning resources through broadcasting different academic related programmes and news, which hold important information for pupils. In addition, reading books is a common and reliable source of getting information. Every subject has its texts and references books, which can be used by pupils for revising purpose during preparation for examinations. Figure 29 shows the performance of the candidates in this question.



**Figure 29:** *The performance of the candidates in question 29*

On the other hand, 72,983 (5.40%) candidates who opted for B, *Watching televisions and cinema* went astray even though it consisted of the word television, which sometime broadcasts educative programmes. However, cinema refers to theatres where films for public entertainment are shown. They are not suitable sources of information to pupils especially when they are preparing themselves for examination because some of the themes and the messages conveyed through these films may not be relevant to underage. Likewise, even 488,130 (36.14%) candidates who chose distractor C, *Listening stories and self-studying* were wrong though the option included self-studying which is the useful way of self-preparation for examination. Self-studying enables a pupil to read, revise summaries, notes and books in order to get information or recall what he/she has been taught. As for listening stories, not all stories hold facts academic issues. Besides that, it is not a reliable source of information for pupils because the storyteller can exaggerate or distort the contents of the story.

Moreover, 44,822 (3.32%) candidates who opted for distractor D, *Playing games and reading newspapers* and 38,966 (2.88%) candidates who selected distractor E, *Reading newspapers and singing songs* were wrong although the options contained the phrase reading newspapers. Newspapers, especially those that

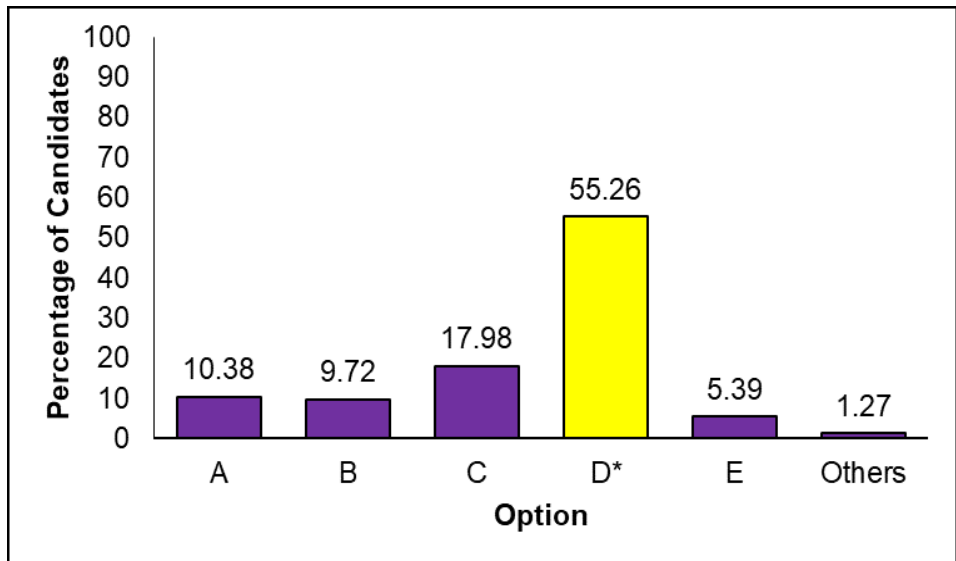
publish hard news are a source of educative information which can be used by pupils. Both options were incorrect because playing games promotes mental and physical fitness, which rarely contain information to be used by pupils during the examination. Likewise, one can get some information through listening and singing songs. However, not all songs are educative; some are for refreshment and entertainment only. In fact, some songs contain inappropriate messages to the youth.

**Question 30:** Which statement explains the situation of integrity?

- A Not following the morals set in the society
- B Living by following self-thoughts
- C Living by following leaders directives
- D Living by following the morals of the society
- E Living by following peer groups

This question was set from the competency of *Being a Person of Integrity*. It tested the candidates' ability to assess various circumstances, which denote integrity. The question was attempted by 1,350,793 candidates, out of whom 746, 437 (55.26 %) candidates answered it correctly and 604,356 (44.74%) failed. The candidates who chose the correct answer D, *Living by following the morals of the society* were aware that behaving according to the established and accepted moral and ethical principles like responsibility, transparency, trustworthiness and obedience are societal set standards of good or bad behaviour, fairness and honesty. Integrity emanates from the society, friends, oneself or leaders. Figure 30 shows the performance of the candidates in this question.





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

However, 140,257 (10.38%) candidates who opted for distractor A, *Not following the morals set in the society* were wrong because it entails failure to abide by the societal set standards. These candidates were not aware that moral standards in the society embrace honesty and strong moral principles, which are integral part of integrity. Additionally, 131,230 (9.72%) candidates who opted for distractor B, *Living by following self-thoughts* were wrong since self-thoughts refers to having knowledge or skill acquired by one’s own effort without formal instruction. Those candidates were not aware that living by following self-thought does not explain the situation of integrity since an individual might be biased with regard to his/her own opinion and independent judgement. Hence, integrity is possible when the principles set by the society are observed.

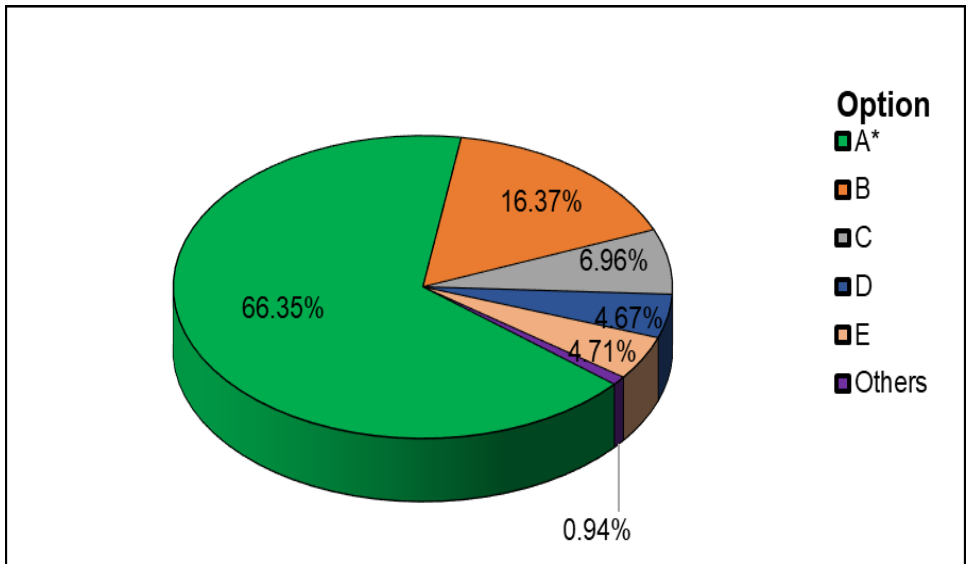
Likewise, 242,925 (17.98%) candidates who opted for distractor C, *Living by following leaders’ directives* were not correct for the reason that leaders’ directives are the official instructions by a decision maker or controller of a group. Those candidates were not aware that integrity comes from the society’s set standard and that leaders may lead, and direct people to act in an immoral way, living by following their directives in this case might be misleading. Yet, leaders as well need to live in accordance with the standards set by

the society. Furthermore, 72,835 (5.39%) candidates who selected distractor E, *Living by following peer groups* were wrong since peer groups refer to people of almost the same age group or social position or the same abilities as other people in a group. Those candidates were unaware that living following peer groups can be misleading especially by serving for or abiding by the interest of the peer group to which he/she belongs. In fact, some of the peer group may have negative influence on their group members.

**Question 31:** Matata is a thief but pretends to be good when he meets his friend Kamote and condemns those with such behaviour. What word describes the behaviour he shows to his friend?

- |                |                  |
|----------------|------------------|
| A Hypocrisy    | B Betrayal       |
| C Confidence   | D Accountability |
| E Transparency |                  |

This question was set from the competency of *Being a Person of Integrity*. It measured the candidate's understanding of the concept of trustworthy in the community. The question was attempted by 1,350,793 candidates, out of whom 896,210 (66.35%) candidates answered it correctly and 454,583 (33.65%) failed. The candidates who chose the correct answer A, *Hypocrisy* were aware that hypocrisy refers to the behaviour that does not agree with what someone claims to believe or feel. It is characterized by whatever someone speaks, tells a lie, whenever he/she makes a promise always breaks it and if trusted proves to be honest. Figure 31 shows the performance of the candidates in this question.



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

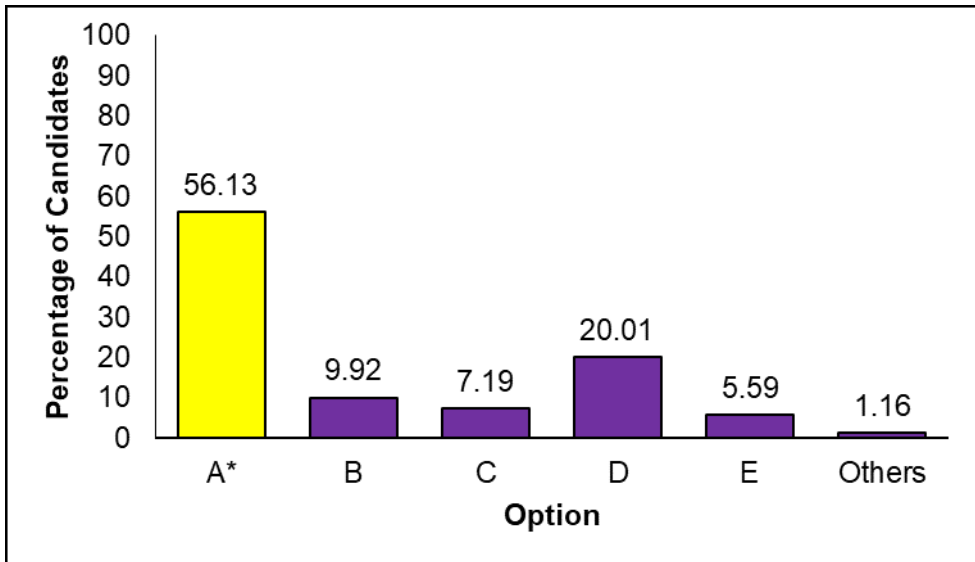
On the contrary, 221,153 (16.37%) candidates who selected distractor B, *Betrayal* were wrong because betrayal is violation of the person's trust or confidence of a normal standard by pretending to be loving/supportive to a person or country. This is often done through helping an enemy to do something harmful to a person or country. Those candidates failed to understand that Matata's incidence is not betrayal but rather hypocrisy. Also, 93,969 (6.96%) candidates who selected distractor C, *Confidence* were equally wrong since confidence is a feeling of self-assurance emanating from an appreciation of one's own abilities or qualities. Such candidates were not aware that Matata's case had nothing to do with confidence.

Additionally, 63,112 (4.67%) candidates who opted for distractor D, *Accountability* and 63,581 (4.71%) candidates who opted for distractor E, *Transparency* were wrong due to the fact that the two distractors are principles of democracy and good governance. For instance, accountability refers to being responsible for one's action and being able to give a satisfactory reason for it. On the other hand, transparency refers to the situation that the government is open to the extent that everyone is able to access governmental information and be able to make informed political decisions. Those candidates failed to relate the correct answer with Matata's case.

**Question 32:** Social networks are tools, which may harm the society if not used well. Which one is the best way to prevent the effects of social networks to the society?

- A Following moral principles
- B Shutting down the communication
- C Using them rarely
- D Using the information as provided
- E Using them in privacy

This question was set from the competency of *Being a Person of Integrity*. The candidates were required to identify the best way to prevent the effects of social network to the society. The question was attempted by 1,350,793 candidates, out of whom 758,216 (56.13%) candidates answered it correctly and 592,577(43.87%) failed. The correct answer was A, *Following moral principles*. The candidates who opted the correct answer understood that social network is a website or application, which enable users to communicate with each other by posting and receiving information, comments, messages, videos and images through phones and computers. Also, the candidates were aware that some information obtained from the internet/social network can negatively influence people's perception and perspectives about the social, political, economic and cultural aspects. Likewise, the candidates were aware that following moral principles, which are the standards of good behaviour, would enable members of the society to refrain from bad aspects and embrace the good things from social networks. Figure 32 shows the performance of the candidates in this question.



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

On the other hand, 133,960 (9.92%) candidates who opted for distractor B, *Shutting down the communication* were wrong since shutting down communication is the act of stopping the flow of information, thoughts, ideas and feelings to and/or from others. Those candidates were unaware that despite the negative impact of social networks, there are some positive aspects that are beneficial to the society socially, politically, economically and culturally. Similarly, 97,173 (7.19%) candidates who selected distractor C, *Using them rarely* were equally wrong because infrequently use of social networks will be counterproductive to those who wish to access educative and other important information about business and finance. After all, immoral contents are posted all the time on social networks.

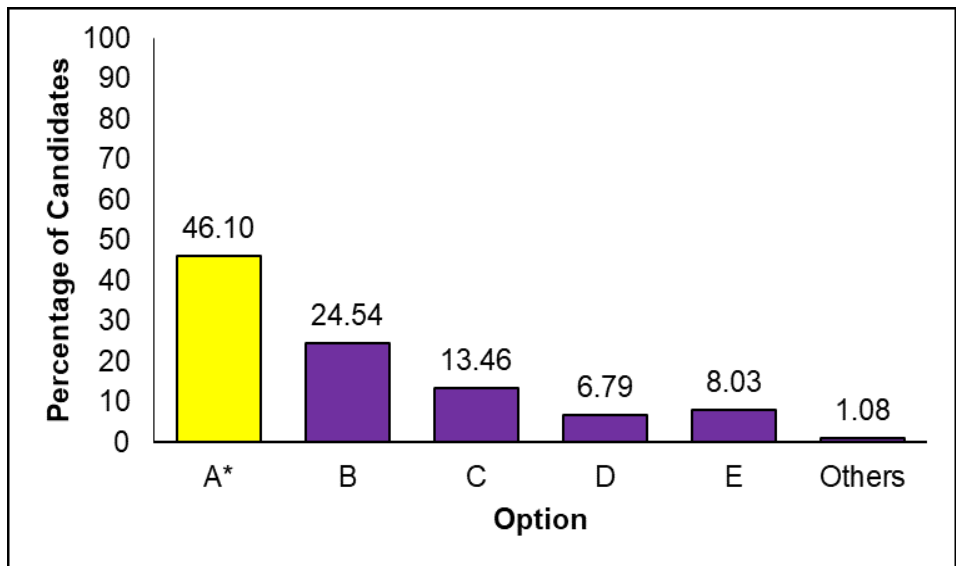
Likewise, 270,239 (20.01%) candidates who selected distractor D, *Using the information as provided* were not correct as well because using the information as provided may harm the society's values as some information from social networks are not in line with the society's values. Those candidates were unaware that the use of social network leads to interaction with different cultures and what is posted on the internet may contain good or bad messages. Moreover, 75,459 (5.59%) candidates who opted for distractor E, *Using them in privacy* were also wrong because using social networks in privacy refers to the use of internet and other social networks in the state of being alone. Immoral content may affect the

user of social networks even if the network is used in privacy. Therefore, the access to social networks whether in public or privacy should be carefully monitored to protect the society from harmful information.

**Question 33:** Every human being has the right to own properties. Under which category of human rights is the right to own property found?

- A Economic and social
- B Political and economic
- C Social and civil
- D Civil and political
- E Cultural and civil

This question was set from the competency of *Being a Person of Integrity*. It requested candidates to identify the category of human rights that involves the right to own property. The question was attempted by 1,350,793 candidates, out of whom 622,724 (46.10%) candidates answered it correctly and 728,069 (53.90%) failed. The candidates who opted for the correct response A, *Economic and social* were aware that economic rights provide the conditions necessary for prosperity and wellbeing of an individual. Apart from the right to property, economic right includes the right to work, the right to a fair wage, and trade union rights. Likewise, social rights are those rights necessary for an adequate standard of living, including rights to health, shelter, food, social care, and the right to education. As a matter of fact, economic and social rights guarantee people the right to own tangible and non-tangible assets. Figure 33 shows the performance of the candidates in this question.



**Figure 33:** *The performance of candidates in question 33*

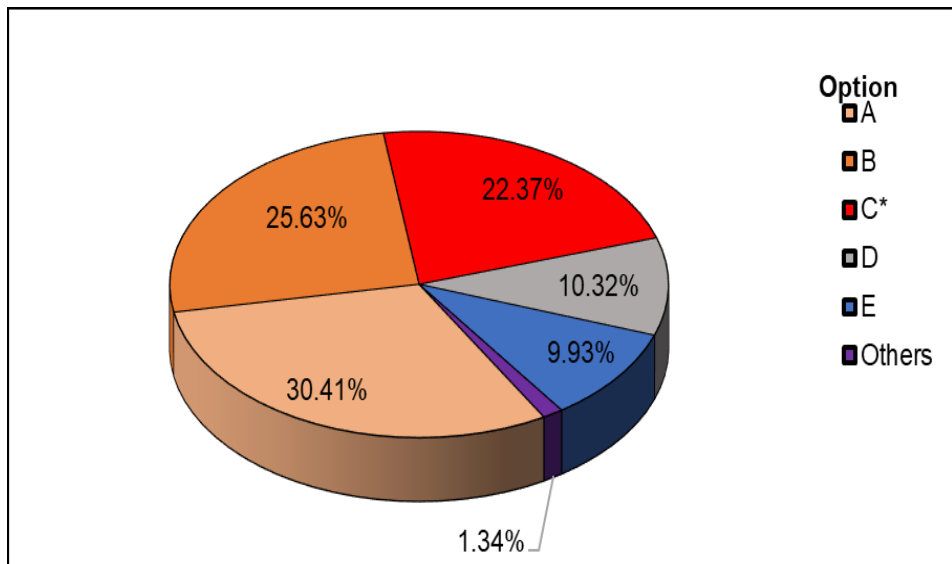
On the other hand, 331,460 (24.54%) candidates who opted for B, *Political and economic* were wrong because political right protects the freedom of expression, freedom of association and assembly, the right to take part in the government of one's country and the right to vote and stand for election which is free and fair.

Moreover, 181,884 (13.46%) candidates who opted C, *Social and civil*; 91,697 (6.79%) candidates who chose D, *Civil and political* and 108,481 (8.03%) candidates who selected E, *Cultural and civil* were equally wrong for the reason that the three options contained the phrase civil rights, which are basically concerned with the right to life, liberty and personal security. It also offers protection from physical violence against the person, torture and inhuman treatment, arbitrary arrest, detention, exile, slavery and servitude, interference with one's privacy, restriction of one's freedom of movement, and the freedom of thought, conscience and religion. Additionally, cultural right which featured in option E, *Cultural and civil* was not correct because it does not embrace ownership of properties directly as economic right. Cultural right covers the right to participate freely in the cultural life of the community, the right to share scientific advancement, the right to the protection of the moral and material interests resulting from any scientific, and literary or artistic production.

- Question 34:** How can an ambassador maintain good relationships between Tanzania and the country he/she represents?
- A By being resilient
  - B By giving business opportunities
  - C By having good commitment
  - D By providing academic opportunities
  - E By providing financial aid

The question was set from the competency of *Promoting Peace and Harmony*. It tested the candidates' understanding of diplomatic relations between Tanzania and other countries. The question was attempted by 1,350,793 candidates, out of whom 302,211 (22.37%) candidates answered it correctly and 1,048,582 (77.63%) failed. The candidates who opted for the correct response C; *By having good commitment* were aware that Commitment is the state or quality of being dedicated to a particular cause or activity. An ambassador is responsible for implementing the agreements between the countries in diplomatic relations in a transparent way as well as performing duties that establishes his/her office effectively and responsibly. Such duties include promoting economic interests of Tanzania through trade and tourism, maintaining social-cultural relations between Tanzania and other countries, maintaining and strengthening cooperation among non-governmental organizations in Tanzania and those in host countries, and maintaining relations between Tanzania and other countries in other strategic areas such as education, science and technology. Figure 34 shows the performance of the candidates in this question.





**Figure 34:** *The candidates' performance in question 34*

On the other hand, 410,802 (30.41%) candidates opted for A, *By being resilient*. A resilient person is the one with ability to endure difficult situations or conditions. Being resilient does not guarantee good relationship between Tanzania and other countries. The candidates who opted for this response overlooked other fundamental attributes underpinning good relationship between Tanzania and other countries. Besides that, other 346,170 (25.63%) candidates selected options B; *By giving business opportunities*, 139,437 (10.32%) candidates opted D, *By providing academic opportunities* and 134,059 (9.93%) candidates opted E, *By providing financial aid*. Such responses were not correct since the effective maintenance of good relationship depends largely on the ambassador's commitment.

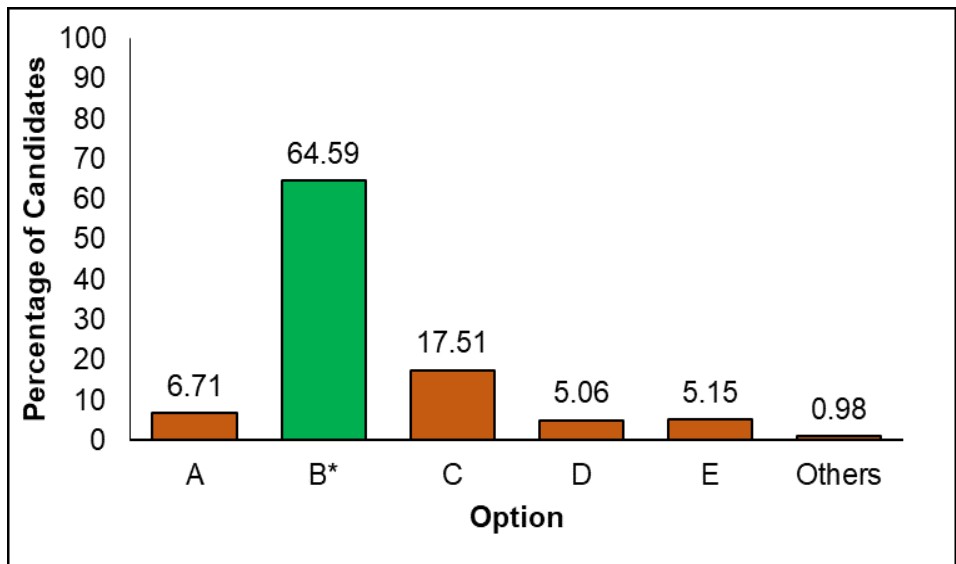
Furthermore, the analysis of the candidates' responses indicates that the candidates who opted for incorrect answers were not familiar with the ways that are used by ambassadors to maintain good diplomatic relations between Tanzania and other countries. Some of the ways include conducting regular dialogue when disagreements on certain issues arise, and conducting joint search for economic and trade opportunities. Other ways include having strong commitment in implementing what has been agreed upon by the two countries, maintaining honesty particularly during planning, discussing and working on different issues, conflict resolution and maintaining communication among the leaders of the two countries

in diplomatic relations by visiting one another and sharing experiences.

**Question 35:** Why are the people with integrity loved and trusted in the society?

- A They take care of oneself and are smart
- B They have good morals and take care for others
- C They show obedience and tolerance
- D They show joy and resilience
- E They have morals and generosity to the elders

This question was set from the competency of *Being a person of integrity*. It tested the candidates' ability to assess characters of people with integrity, which makes them to be loved and trusted in the society. The question was attempted by 1,350,793 candidates, out of whom 872,470 (64.59%) candidates answered it correctly and 478,323 (35.41%) candidates failed. The candidates who chose the correct answer B, *They have good morals and take care for others* understood the meaning of the term integrity as the state of impartial justice. They also understood that a person of integrity lives according to the values of the respective communities and is one who cares for others. Figure 35 shows the performance of the candidates in this question.



**Figure 35:** *The candidates' performance in question 35*

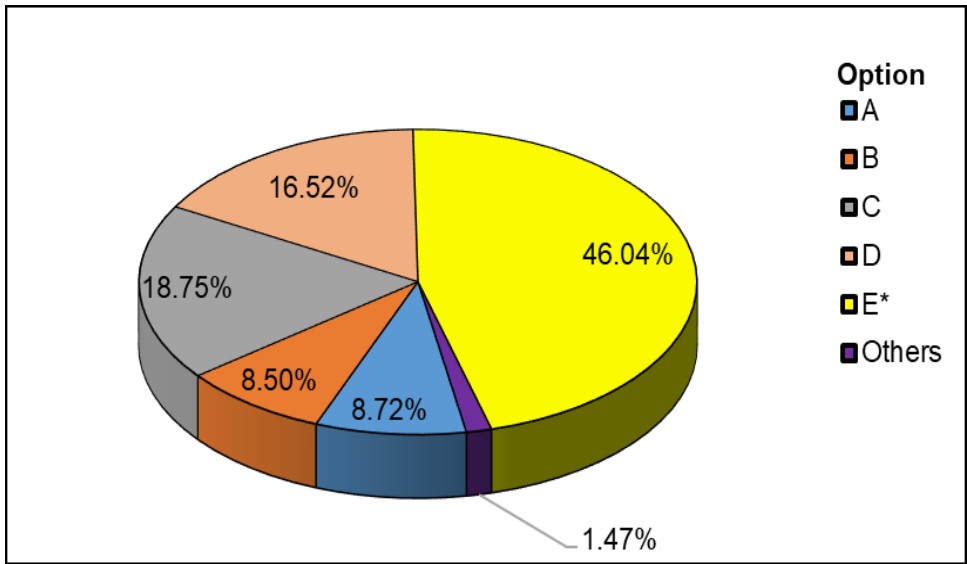
On the other hand, 90,638 (6.71%) candidates who opted for distractor A, *They take care of oneself and are smart* were wrong because self-care and smartness are the acts which focus on individual's own self as opposed to caring for other members of the society. The term self-care refers to the practice of taking action or active role to preserve and improve one's well-being and happiness. These candidates lacked knowledge of the basic attributes of integrity.

Likewise, 238,489 (17.51%) candidates who opted for distractor C, *They show obedience and tolerance*; 68,301 (5.06%) candidates who opted distractor D, *They show joy and resilience* and 69,606 (5.15%) candidates who opted distractor E, *They have morals and generosity to the elders* were wrong as well. The attributes in the aforementioned responses are not striking enough to warrant the love and trust of the people in the society. The candidates were not aware that people with integrity are characterized by good and accepted morals of the society as well as caring for others; the traits that make people with integrity to be loved and trusted in the society.

**Question 36:** One of the challenges facing the African Union are the endless conflicts. What method can be used to resolve those conflicts?

- A To have a strong army
- B Eradication of poverty and integrity
- C Fighting corruption and patriotism
- D Establishing embassies in specific countries
- E Respecting human rights

This question was set from the competency of *Promoting peace and Harmony*. It required the candidates to identify the method which can be used to resolve African conflicts. The question was attempted by 1,350,793 candidates, out of whom 621,866 (46.04%) candidates answered it correctly and 728,927(53.96%) candidates failed. The candidates who chose the correct answer E, *Respecting human rights* were aware of the meaning of the term conflict as an active disagreement or fighting between people/groups of people/countries with opposing opinions or principles. They also understood the meaning of conflict resolution as the formal process that two or more conflicting parties use to find peaceful solution to their dispute. Those candidates were also aware of various conflicts in Africa such as the Congo DRC, Somalia and South Sudan. The experience shows that most conflicts in Africa are triggered by violation of political, social, and economic rights. Therefore, respecting human rights is one of the methods to resolve those conflicts. Figure 36 shows the performance of the candidates in this question.



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

On the other hand, 117,790 (8.72%) candidates who opted for distractor A, *To have a strong army* were wrong because a strong army is a powerful military forces with well-trained soldiers and powerful weapons. The use of armed forces cannot resolve conflicts especially when human rights are violated. Conflicts and endless wars can be resolved by addressing the root causes of such conflicts; that is addressing human rights violations. Also, 114,794 (8.50%) candidates who selected distractor B, *Eradication of poverty and integrity* were wrong as well because integrity is the quality of being honest and having strong moral principles. Thus, erosion of integrity among people, especially leaders, attracts bad governance which triggers more conflicts. Likewise, poverty cannot be eradicated in a situation where there is no integrity.

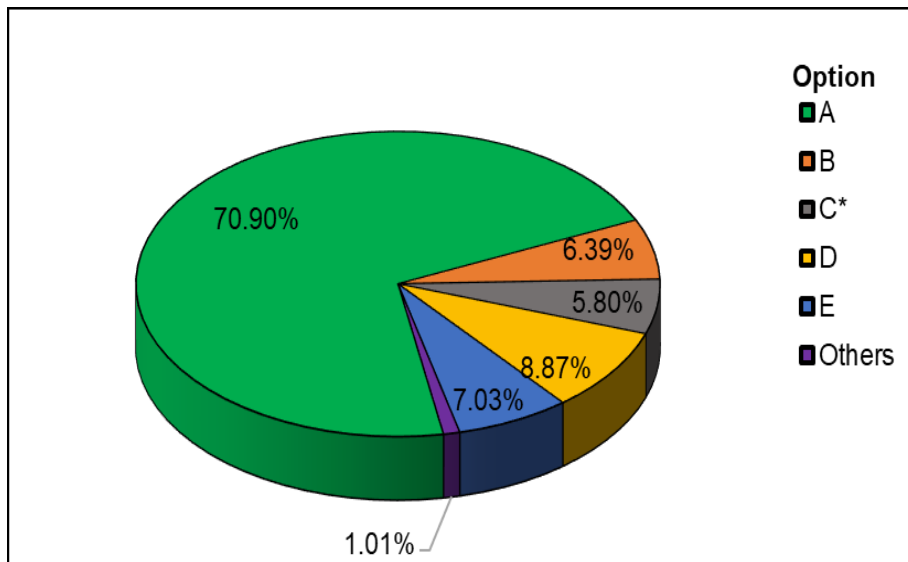
Similarly, 253,315 (18.75%) candidates who opted for distractor C, *Fighting corruption and patriotism* were not correct as well because patriotism is the love/devotion to one's country and if necessary fighting for it. Those candidates were unaware that eradication of patriotism among people invites betrayal and selfishness, which triggers more conflicts. Likewise, the fight against corruption cannot be fruitful in the absence of integrity. Moreover, 223,208 (16.52%) candidates who opted for distractor D, *Establishing embassies in specific countries* were wrong because an embassy is an official

residence or office of an ambassador in another country with the purpose of offering a wide range of services. Such candidates were unaware that the work of embassies in countries is to strengthen diplomatic relations between two countries. Furthermore, diplomatic relations between the countries are guided by international law and foreign policy guidelines of respective countries, which include among other things call for respect of territorial integrity and sovereignty of states. Therefore, such an approach may not be effective if other interventions are not employed to address the conflict.

**Question 37:** Tanzania is known for its generosity and peace in the world. What principles do Tanzanians live by?

- A Unity, love and solidarity
- B Stability, cooperation and integrity
- C Openness, resilience and love
- D Unity, tolerance and solidarity
- E Love, cooperation and socialism

The question was set from the competency of *Promoting Peace and Harmony*. It tested the candidate's understanding on Tanzania built good relationships with other nations. The question was attempted by 1,350,793 candidates, out of whom 957,738 (70.90%) candidates answered it correctly and 393,055 (29.10%) of them got it wrong. The candidates who chose the correct response A, *Unity, love and solidarity* were familiar with various national values characterizing Tanzania. Tanzania for many years has been an island of peace to where many refugees from countries affected by conflicts and civil wars were flocking. Tanzania provided moral and material support to other countries in Africa during the struggle for independence. Besides that, Tanzania was the headquarters of many liberation movements from Southern Africa and chairperson of the frontline states. Other national values include: dignity, patriotism and peace. Figure 37 shows the performance of the candidates in this question.



**Figure 37:** *The performance of candidates in question 37*

On the other hand, 86,280 (6.39%) candidates who opted for B, *Stability, cooperation and integrity*, were wrong as stability refers to the state of living and spending time in a loving, secure and stable environment. Likewise, cooperation is an act of working together for a common purpose or benefit and integrity is the quality of being honesty and trustworthy. Cooperation and integrity prevail in a situation where national values are respected. Moreover, 78,344 (5.80%) candidates who opted for distractor C, *Openness, resilience and love*, were wrong because the option included openness which refers to a situation where by the government is not only transparent and accessible to all people but also responsive to new ideas and demands while resilience is the ability to recover from setbacks, adapt well to changes, and keep going in the face of adversity. Both, openness and resilience flourish in a situation where national values are observed.

Furthermore, 119,771 (8.87%) candidates who opted for D, *Unity, tolerance and solidarity* were wrong because the option contained tolerance, which means the ability to endure and accept people with their diversity. Tolerance emanates from love, which is a national value. People who love each other tend to tolerate and complement each other. Lastly, 94,969 (7.03%) candidates who selected E, *Love, cooperation and socialism* were also wrong because it contained socialism, which is a social and economic doctrine that

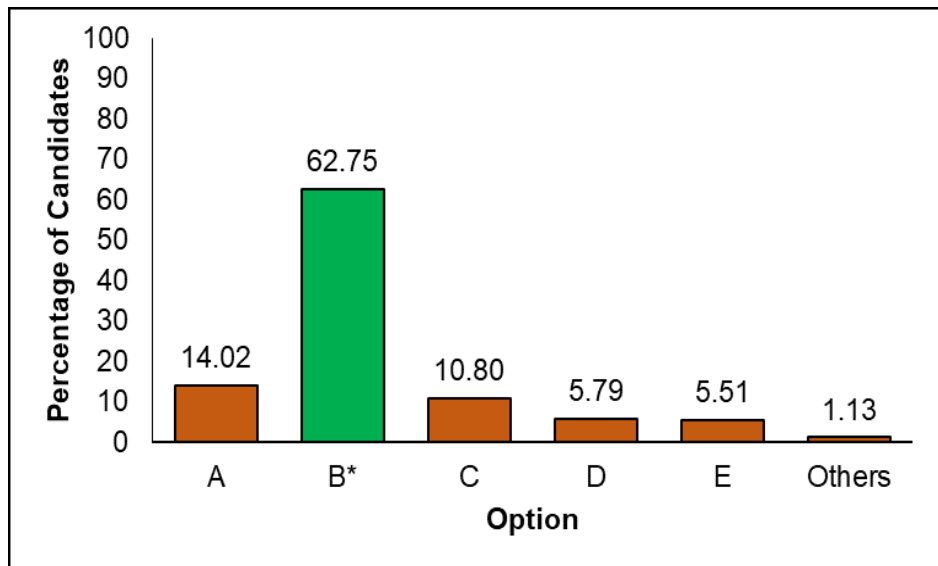
calls for public rather than private ownership or control of property and natural resources

**Question 38:** What method can be used to avoid the effects of globalisation to the society?

- A Encouraging development of science and technology
- B Educating people on the effects of globalisation
- C Protecting international media's contents
- D The use of international curricula in learning
- E Imitating western culture and civilisation

This question was set from the competency of *Promoting Peace and Harmony*. It aimed to measure the candidates' ability to assess the negative impact of globalization on the society. The question was attempted by 1,350,793 candidates, out of whom 847,598 (62.75%) candidates answered it correctly and 503,195 (37.25%) candidates failed. The candidates who identified option B; *Educating people on the effects of globalisation* as a correct response were aware that globalisation is a form of international relations by which nations interact easily and effectively with one another in social, political, cultural and economic aspects. They also understood that Tanzania benefits through increased job opportunities, foreign investment, reduced economic barriers, improvement in technology, expanded market for our products and improvement in social welfare of the people. Apart from the benefits, Tanzania suffers from demerits of globalisation such as: increase of moral erosions in the society, weakening local industries, endangering national sovereignty, cultural deterioration, increased cybercrimes and terrorist activities, and extension of exploitation in developing countries. Figure 38 shows the performance of the candidates in this question.





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

On the other hand, 189,390 (14.02%) candidates opted for distractors A; *Encouraging development of science and technology*; 145,912 (10.80%) candidates opted C; *Protecting international media’s contents*; 78,233(5.79%) candidates chose distractor D; *The use of international curricula in learning* and 74,491(5.51%) candidates. Opted for distractor E; *Imitating western culture and civilisation*. These options were incorrect because they contained the positive and negative impacts of globalisation. For example, option A; *Encouraging development of science and technology* is a result of technology transfer through the investment in scientific research, foreign investment and expansion of employment markets that has allowed technological transfers to developing countries. Option C, *Protecting international media’s contents* with the intellectual property rights monopoly media companies like British Broadcasting Cooperation (BBC), Cable News Network (CNN) and Aljazeera, protect their media contents globally.

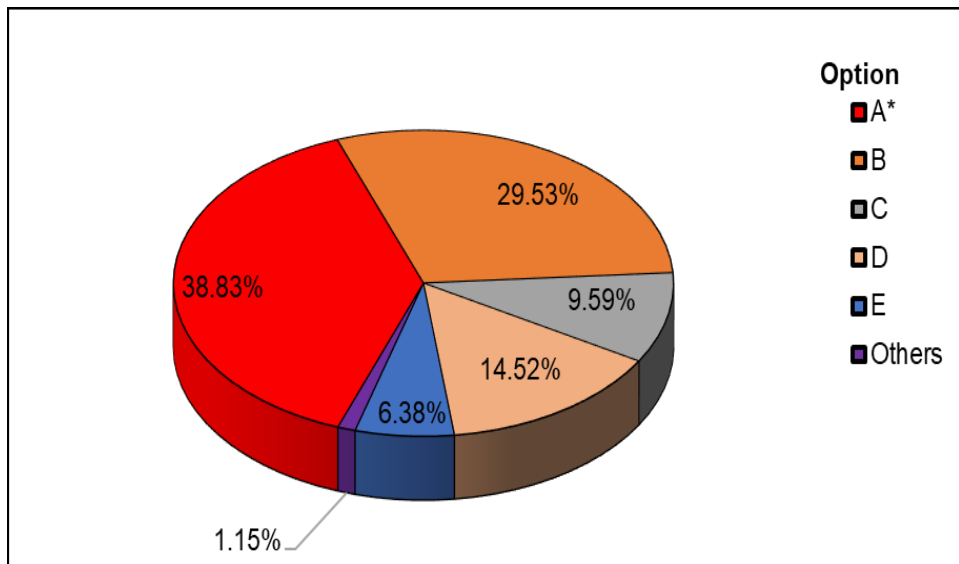
Likewise, option D, *The use of international curricula in learning*, is the impact of expansion of global education facilitated by the development of information and communication technology. These factors have removed barriers to learning whereby nowadays-international curricula is gaining influence across the world. Good examples are the presence of International schools and the implementation of Cambridge curriculum in some schools in Tanzania. And online study programmes offered in various

Colleges and Universities globally. Moreover, option E, *Imitating western culture and civilisation* was a result of breakdown of cultural boundaries whereby western culture and civilisation are transferred through various ways such as education, mass media, migration of people, imported goods and technology. As a result, some western cultural traits and civilisation are replicated into our culture. For instance, youths' imitation of western dressing styles and fashions. Therefore, the candidates who opted for those options lacked knowledge of the ways to avoid effects of globalisation in society. Some of the ways that can be used to tackle negative effects of globalization are such as: improving education to match existing needs, encouraging production and protecting local industries, enacting and administering laws to protect our environment and culture, empowering local investors and joining regional communities to have a united voice in defending our interests.

**Question 39:** How does Tanzania benefit from being a member of the East African community?

- A By doing business with member states
- B By expanding markets for imported goods
- C Through interaction with foreign cultures
- D By expanding higher education funding
- E By using ports with member states

This question was set from the competency of *Promoting Peace and Harmony* and required the candidates to identify the benefits Tanzania gets from being a member of the East African community. The question was attempted by 1,350,793 candidates, out of whom 524,473 (38.83%) candidates answered it correctly and 826,320 (61.17%) failed. The candidates who opted the correct answer A, *By doing business with member states* understood about the East African Community as the regional organization of seven member states, which include Tanzania, Kenya, Uganda, Burundi, Rwanda, South Sudan and The Democratic Republic of Congo. Furthermore, the candidates understood that the business activities taking place between Tanzania and other members of the organisation benefit her economically. Some of these activities involve the agricultural and livestock sectors. Figure 39 shows the candidates' performance in this question.



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

On the other hand, 398,854 (29.53%) candidates who opted for distractor B, *By expanding markets for imported goods* were wrong because expanding markets for imported goods means allowing the inflow of more products from abroad which can undermine our local industries producing similar products. The response is therefore irrelevant because it contravenes the objectives of establishing the East African Community. Likewise, 129,600 (9.59%) candidates who selected distractor C, *Through interaction with foreign cultures* were wrong because the current major thrust of Tanzania foreign policy guiding her interaction with other countries is economic diplomacy. Therefore, Tanzania membership in the EAC should be understood in the wider context of promoting economic cooperation.

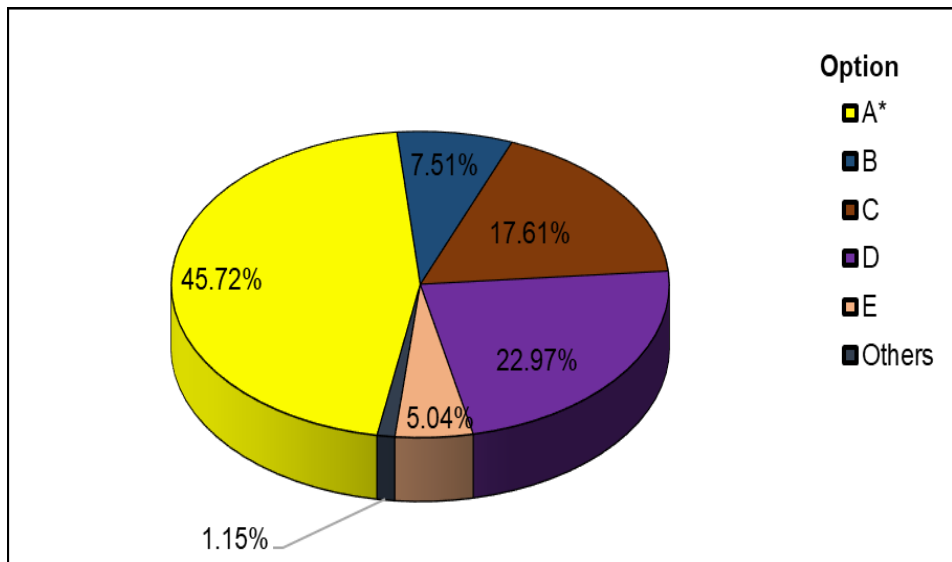
Additionally, 196,191 (14.52%) candidates who opted for distractor D, *By expanding higher education funding* were wrong as well because expanding higher education funding means increasing/injecting more amount of money to finance college and university level education. Those candidates were unaware that expanding higher education funding is mostly a plan of individual countries; though member states cooperate in some selected areas through students' exchange programs. Furthermore, 86,121 (6.38%) candidates who selected distractor E, *By using ports with member states* were equally wrong since using ports with member states is an integral aspect of doing business with member states.

Owing to the fact that some of the member states are landlocked, there is no way they can avoid using some of the Tanzania ports. Therefore, the aforesaid response does not have overriding strength to qualify as a correct response

**Question 40:** Maintaining peace involves the ability of the society to interact. How can people of different cultures and backgrounds interact in the society?

- A By respecting different cultures
- B By exchanging their cultures
- C By cooperating during hardships
- D By maintaining traditions and customs
- E By exchanging their citizenships

The question was set from the competency of *Promoting Peace and Harmony*. It required the candidates to identify the best way which can be used by people of different cultures and historical background to interact in the society. The question was attempted by 1,350,793 candidates, out of whom 617,635 (45.72%) candidates answered it correctly and 733,158(54.28%) failed. The candidates who opted for the correct response A, *By respecting different cultures* were aware that respecting different cultures is the ability to live humbly with people having different cultural beliefs and background by accepting them as they are. Good relationships build feelings of trust, safety and wellbeing, hence good interaction in society. Figure 40 shows the performance of the candidates in this question.



**Figure 40:** *The performance of candidates in question 40*

On the other hand, 101,487 (7.51%) candidates who opted for distractor B, *By exchanging their cultures* were wrong because cultural exchange is when people share some different ideas, knowledge, beliefs and traditions, with others who may be coming from a completely different background. Cultural exchange happens gradually when people with different cultures live together for a long time happily; so cultural exchange is an outcome of respecting different cultures. Similarly, 237,867 (17.61%) candidates who chose distractor C, *By cooperating during hardships*, were also wrong given that cooperating during hardships is the act of willingly and agreeably working together or jointly to tackle a common problem. In fact, the act does not necessarily cultivate a lasting interaction among the people once the problem is solved. Much effort is needed to build interactions among the people with different cultures.

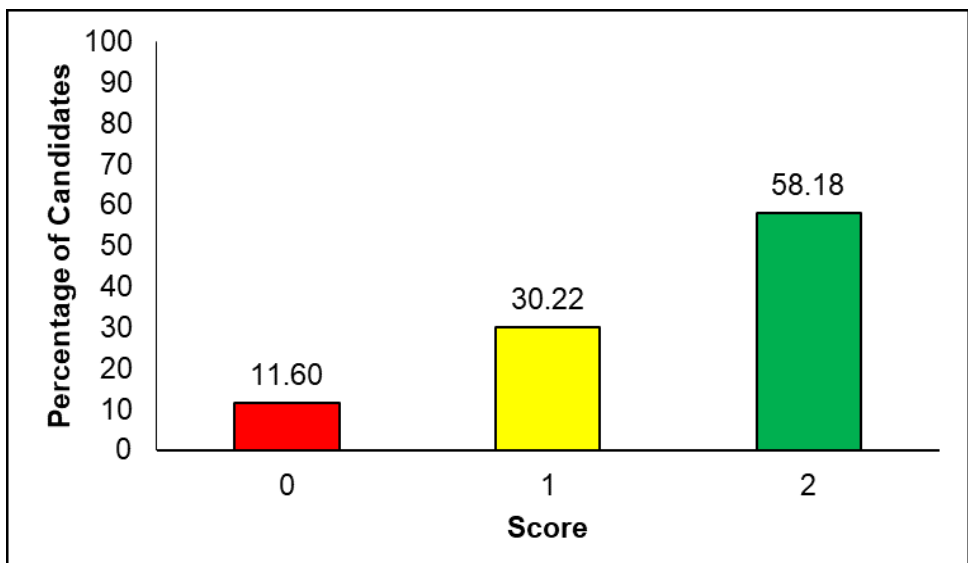
Likewise, 310,253 (22.97%) candidates who opted for D, *By maintaining traditions and customs* went astray since maintaining traditions and customs refers to upholding events, rituals, values that a society shares, and patterned behaviour that is considered inherent to a social system of a particular society. Sometimes, maintaining traditions and customs might fuel division in the society especially in a situation whereby one group of people or race

considers its tradition and customs to be more superior to those of other groups or race in the society. This was true during the Apartheid era in South Africa. Finally, 68,063 (5.04%) candidates who chose distractor E, *By exchanging their citizenships* were wrong because there are legal procedures in place which guide issues related to citizenship. Tanzanian citizenship is not granted to non-citizen for the sake of promoting interaction among people of different cultures.

## 2.2 SECTION B: Short Answer Questions

**Question 41:** Mention two important roles of the head prefect in the school.

This question was set from the competency of *Respecting the Community*. This question measured the candidates' understanding of various roles of school leaders at the Primary school level, particularly the school head prefect. The question was attempted by 1,350,793 candidates, out of whom 1,193,965 (88.40%) candidates scored from 1 to 2 marks and 156,630 (11.60%) failed, because they scored 0 mark. Figure 41 shows the candidates' performance in this question.



**Figure 41:** *The candidates' performance in question 41*

The analysis of the candidates' responses in this question shows that 785,808 (58.18%) candidates scored full marks. The candidates mentioned roles of the head prefect such as *supervisor of all pupils' responsibilities in the school* and *chairperson of pupil's council*. These candidates were aware that the overall supervisor of pupils' duties like cleaning the school compound and following other school rules is the head prefect. In addition, the candidates understood that the obligation of *supervising the duties of all school prefects* in their specific areas are assumed by the head prefect. Likewise, such candidates understood that the head prefect is a *link between teachers and pupils*. The candidates were aware of the fact that the chain of command has to be adhered to for pupils concerns and opinions to be known to the teachers and the school administration through their representatives. They were also aware that some instructions and directives from teachers need to reach pupils through a representative, who is the head prefect. This question was well answered as the candidates were able to transfer classroom knowledge to reality. It is a fact that the head prefect most of the time is with the pupils in performing various tasks at the school. Extract 1.1 shows the candidate's correct response to question 41.

QUESTION NO. 41
(i) Head prefect act as a link between teachers and pupils.
(ii) Head prefect leads and supervises other prefects at school.

**Extract 1.1:** A sample of the candidate's correct response to question 41

In extract 1.1, the candidate was able to identify the roles of the head prefect such as the head prefect heads and supervises other prefects at school, and acts as a link between teachers and pupils.

Furthermore, 408,157 (30.22%) candidates who scored 1 mark managed to mention one correct role of the head prefect out of the two. Some of the candidates in this category scored 1 mark because of the repetition of points. For example, one candidate wrote such responses as *supervise subordinate prefects so that*

*they supervise pupils' duties and to supervise minor duties of other pupils* as two separate points. Furthermore, some candidates mixed up correct and incorrect points. For example, one candidate wrote *to supervise other prefects* with the incorrect one *to air their views*.

Other pitfalls noted in the candidates' responses include inability to differentiate the responsibilities of the head teacher/school administration from the roles of the head prefect. For instance, two candidates wrote *to make school rules* and *ensuring all learning equipment are available at school* as their first response, then wrote *to supervise school surrounding's cleanliness* and *to supervise all prefects' activities*, hence scored 1 mark.

On the other hand, 156,630 (11.60%) candidates who scored 0 mark lacked knowledge of the structure of school leadership and responsibilities of both school leaders and pupils. They misinterpreted the question to mean different things and ended up writing things, which were not part of the correct answers. For instance, some candidates mentioned the alternative names for head prefect as they are called in some schools, namely *head boy* and *head girl* to mean the roles of the head prefect. Other candidates expressed the qualities of a good prefect or leader such as *obeying school rules, good in communication, to know how to control students, to have discipline, being honest, transparent, he/she must be kind to others, to avoid bad behaviour at school and to teach others good behaviour*.

Similarly, other candidates due to lack of knowledge of duties of the head prefect mentioned the duties of subordinate leaders at school and some mixed them with irrelevant responses. For instance, one candidate wrote such responses as *to write the names of Swahili speakers, performing academic of pupils, doing cleanliness*.

Furthermore, other candidates failed to distinguish between the head prefect's duties and those of the school administration. For instance, one candidate wrote *pupils discipline* and *respect of all*



*teachers*. This candidate failed to understand that the aforementioned responsibilities are duties of the school administration and not of the head prefects. Another candidate in this category wrote *to elect fellow pupils*. This candidate was not aware that electing pupils' leaders is the right of all pupils in a particular school. Likewise, another candidate wrote *to give ideas*. This candidate ought to know that any pupil is allowed to give ideas to fellow pupils and school administration for the betterment of the school.

Similarly, other candidates mentioned some acts showing love to the school and being helpful to teachers. For instance, one candidate mentioned *to sing the school song* and *fetching water for a teacher*. Also, other candidates wrote the duties of everyone in the school community in ensuring safety of all school properties. For example, one candidate wrote *to watch over the surroundings* and *to watch over the school compound* meaning duties of the head prefect.

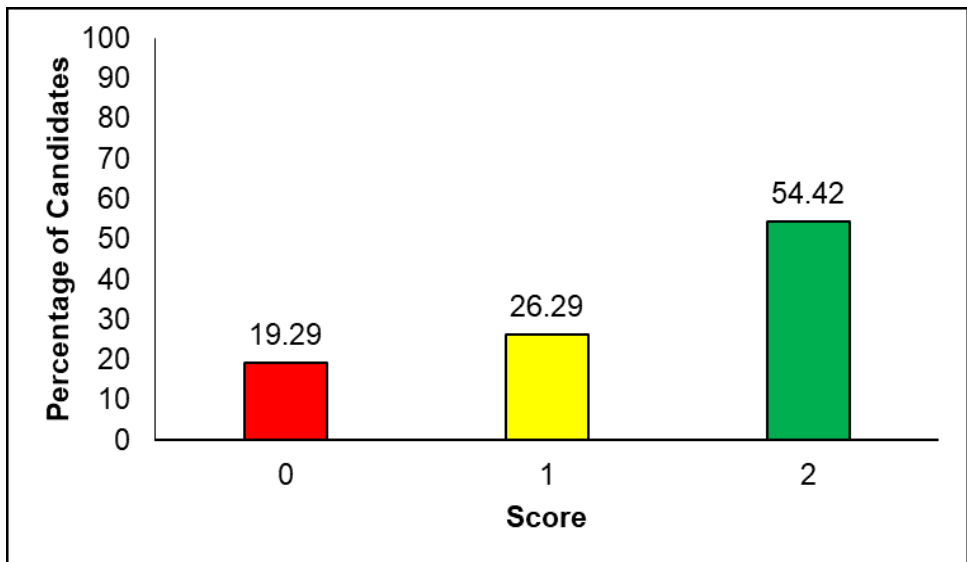
Another challenge observed was the lack knowledge of the tested competencies, which resulted into copying of some phrases or sentences from the question paper and treat them as answers. For instance, one candidate copied *to maintain attitude of success*, which was option, A in question 26. Likewise, the same candidate copied *to maintain the classroom discipline*, which was option D in question 28. Another candidate copied *business management* that were options A in question 20. Besides that, other candidates explained different ways the head prefect is obtained and the motives for electing pupils' leadership at school. For instance, some candidate wrote *appointed by the pupils at school, democracy practice and to elect in a good way*. Extract 1.2 shows a sample of incorrect responses to question 41.

<b>QUESTION NO. 41</b>
-The leader must have Good performance
-The leader must follow school Rules

**Extract 1.2:** *A sample of the candidate's incorrect responses to question 41*

**Question 42:** One of the community development activities is to protect and conserve the environment. Which two ways can the community members use to conserve and protect the environment?

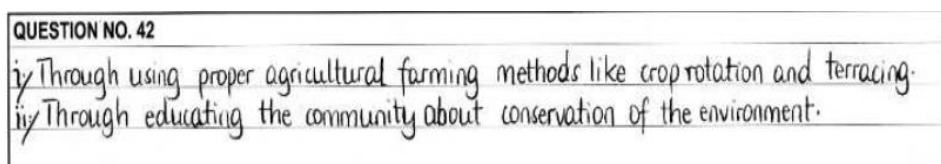
This question was set from the competency of *Valuing the Community*. The question assessed the candidates' understanding of the measures that can conserve and protect the environment. The question was attempted by 1,350,793 candidates, out of whom 1,090,020 (82.71%) candidates scored 1 to 2 marks and 260,575 (17.29%) failed because they scored 0 mark. Figure 42 shows the performance of the candidates in this question.



**Figure 42:** *The performance of the candidates in question 42*

The analysis shows that 734,966 (54.42%) candidates who scored 2 marks were able to identify two ways that can be used by the community members to conserve and protect the environment. They were able to mention such measures as *planting trees*. Trees are helpful to the environment since they prevent soil erosion, attract rainfall and increase the supply of oxygen, which is very essential to human beings. Also, such candidates understood that *using alternative energies* reduces the use of harmful sources of energy like firewood and charcoal which pollute the environment and contribute to the depletion of forests. *Considering proper methods of farming* is another point put forward by those candidates. They were aware that farming methods like contour farming, terracing, crop rotation; intercropping and sedentary livestock keeping are environmental friendly methods of farming since they check soil erosion and retain soil fertility. *Considering of environmental education* was pointed out by candidates who understood the importance of education on environmental conservation to every community member, since some activities which are harming environment are done out of ignorance. Likewise, such candidates understood the importance of *preventing arbitrary construction*, which leads to well-planned cities, towns and enable proper location and management of sewage systems and waste disposal. Also, *engaging stakeholders in environmental assessment* and *establishing groups for environmental*

*conservation* were responses from the candidates who were aware that environmental impact assessment through involving stakeholders is important to reduce the negative impact of human activities which are about to take place. Furthermore, those candidates were aware that recycling of waste reduces environmental pollution since some wastes like the one made of plastic are non-biodegradable. Hence, they are processed to produce new products. Extract 2.1 shows the candidate's correct responses to question 42.



**Extract 2.1:** A sample of the candidate's correct responses to question 42

In extract 2.1, the candidate was able to identify two ways that can be used by the community members to conserve and protect the environment

However, 355,054 (26.29%) candidates who scored 1 mark demonstrated various weaknesses such as mixing up correct and incorrect points and failure to provide the required number of points. For example, one candidate wrote *the demand for firewood, charcoal, and planting trees*, which was partly the correct response. The candidate was not aware that the demand for firewood and charcoal leads to cutting down trees and eventually destroying the environment. Another candidate wrote *afforestation* and *deforestation* which was an incorrect response. Deforestation destroys the environment because it involves cutting down trees, which leads to drought and desertification. Likewise, another candidate wrote *cutting down trees* and *planting trees*, which was partly a correct response.

On the other hand, 260,575 (19.29%) candidates who scored 0 mark in this question demonstrated lack of understanding of the ways that the community members can use to conserve and protect

the environment. Some candidates failed to understand the demand of the question as they ended up mentioning tools that are used to keep our environment clean such as *hand hoes, slasher* and *broom*. Other candidates mentioned the ways of destructing the environment to mean ways of conserving and protecting the environment. Some candidates, for example, wrote *burning bushes, grasses, and burning forests, littering trashes inappropriately, urinating and defecating in rivers, farming along the river and around water sources*. On the other hand, some candidates explained benefits of conserving environment. For instance, one candidate wrote *to improve the quality of environment* and *to improve the quality of environment for your health*.

Additionally, other candidates suggested the behaviours of community members need to be observed in conserving and promoting environment. For example, one candidate wrote *cooperation* and *commitment*, another candidate pointed out the effects of having bad relationship in the community like *quarrel* and *abuse*. Furthermore, some candidates explained factors for community development such as *cooperation in the community* and *peace in the community*. Other candidates explained the importance of keeping the environment clean. For instance, two candidates explained *flashing and removing grasses and bushes around our houses so as to prevent eruption of diseases and harmful organisms like snake*. Similarly, some candidates associated the ways for conserving and protecting environment with self-care. For example, one candidate wrote *loving yourself* and *valuing yourself*

Likewise, serious deviations were noted whereby candidates copied some phrases and sentences from the question paper. For instance, one candidate wrote *good financial management*, which is option C of question 20 to mean a way used by the community members in conserving and protecting the environment. Also, another candidate copied some words from the instruction given for questions in section B as *a blue ink pen*. Additionally, other examples of candidates who uplifted some parts of the questions and used them as responses to this question include those who

explained *working together, cooperating for development* and to *participate in community development activities*.

Furthermore, other candidates went far by explaining things, which are not related to environmental conservation at all. For example, some candidates wrote *participating in various sports* Extract 2.2 shows a sample of the pupils' incorrect responses to question 42.

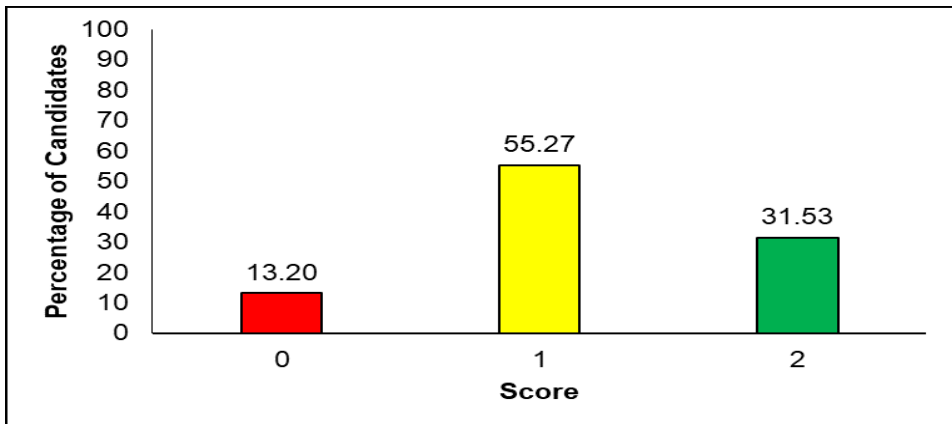
QUESTION NO. 42
By maintaining peace.
By protecting environment properties.

**Extract 2.2:** A sample of the candidate's incorrect responses to question 42

In extract 2.2, the candidate failed to identify ways, which can be used to conserve the environment by pointing out maintenance of peace and protection of environment properties, which were not part of the demand of the question.

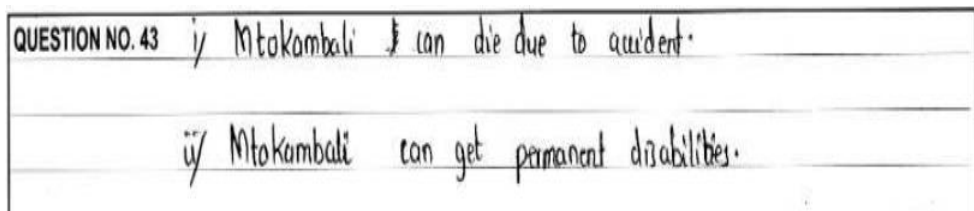
**Question 43:** Mtokambali has developed a tendency of disobeying the road safety rules. Which two effects is he likely to get?

This question was set from the competency of *Being Responsible*. The candidates were asked to identify potential negative consequences for a person who fails to comply with traffic laws and regulations. The question was attempted by 1,350,793 candidates, out of whom 172,349 (86.80%) candidates scored from 1 to 2 marks and 178,246 (13.20%) failed. Figure 43 shows the performance of the candidates in this question.



**Figure 43:** *The performance of the candidates in question 43*

The analysis of the candidates' responses in this question shows that 425,869 (31.53%) candidates who scored 2 marks were able to identify two effects of disobeying the road safety rules, including occurrence of accidents that can lead to injuries, deaths or disabilities; fines and other punishments such as imprisonment. Besides that, he/she may lose a license; incurring medical expenses, increasing congestion on the roads and causing anger and panic to other road users. These candidates were aware that an accident occurs if a road user ignores traffic laws, drives a motor vehicle at a high speed; the occurrence of climatic change, alcohol and drug abuse, poor road infrastructure and fatigue and non-compliance with health and safety laws. Extract 3.1 is a sample of correct responses from a candidate who was able to determine the requirement of the question.



**Extract 3.1:** *A sample of the candidate's correct response to question 43*

In extract 3.1, the candidate managed to identify two effects that a person is likely to encounter because of failure to observe road safety rules.

However, the 746,480 (55.27%) candidates who scored 1 mark lacked sufficient knowledge of the effects of disobeying road safety rules. Some candidates had a mixture of correct and incorrect responses. For instance, one candidate wrote *to be knocked by a car and not observing road traffic signs* whereby the latter was related to causes of road accidents and the former referred to the effects of road accidents. Other examples of mixed responses included: *getting accident* and *may get disease*, which also was not a correct answer and he *may get accident* and *robbing people*. Furthermore, other candidates repeated some of the points, as one candidate wrote such incorrect responses as *to get an accident* and *knocking others* and treated them as two separate points while they both referred to occurrence of accidents.

On the contrary, 178,246 (13.20%) candidates who scored 0 mark in this question failed to grasp the question's demand while others lacked understanding of the effects of disobeying the road safety rules. One candidate, for instance, explained issues related to maintenance of hygiene and principles of good governance by writing points like: *to avoid diseases* and *rule of law*. In addition, other candidates dealt with factors which contribute to disobedience of road safety rules or causing accidents. Likewise, other candidates explained different punishments administered to those who cause accidents. One candidate, for instance, wrote *being punished severely* and *paying compensation*. Other candidates wrote about legal or illegal measures against those who cause accidents. One candidate, for example, wrote *being arrested* and *being beaten up* while another candidate wrote *will have nowhere to go and will not be trusted*. Similarly, there were candidates who misinterpreted the word effects as used in the stem of the question to mean diseases. Two candidates for example wrote *suffering from mobility disorders*, *muscles disorder* *body dehydration* and *being physically unfit*. Extracts 3.2 (a) - (b): Shows candidates who provided irrelevant responses.



QUESTION NO. 43
By respecting different cultures

**Extract 3.2(a):** A sample of the candidate's incorrect response to question 43

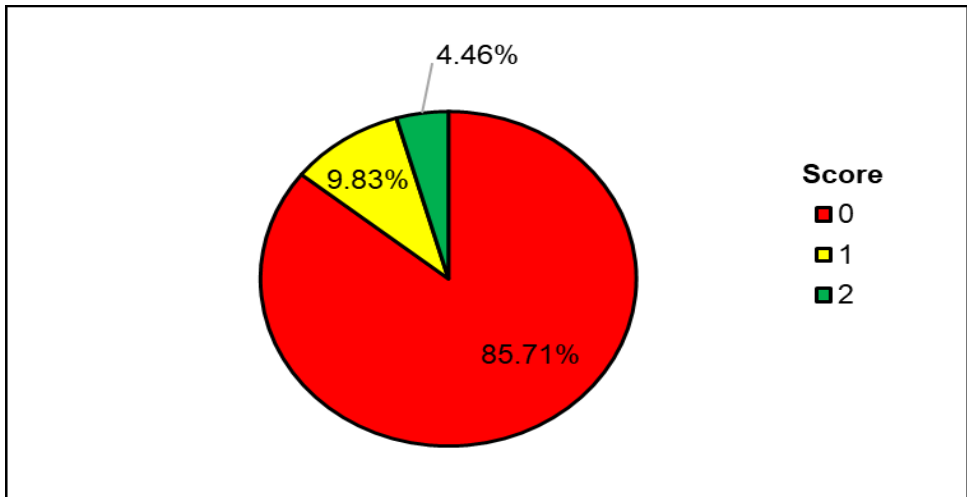
QUESTION NO. 43
→ Suddenly accidents eg. cars accidents.
→ Dangerous things may happen to him eg. being harmed by a dangerous animals

**Extract 3.2(b):** A sample of the candidate's incorrect responses to question 43.

In extract 3.2. (a-b), the candidates failed to identify effects of disobeying the road safety rules and ended up writing irrelevant points.

**Question 44:** Corruption is one of the challenges hindering development in our country. Which two national values can be used to fight against corruption in Tanzania?

The question was set from the competency of *Being a Person of Integrity*. It required the candidates to identify two national values, which can be used to fight against corruption in Tanzania. The question was attempted by 1,350,793 candidates, out of whom 192,969 (14.29%) candidates scored from 1 to 2 marks and 1,157,626(85.75%) scored 0. Figure 44 shows the candidates' performance in this question.



**Figure 44:** *The performance of the candidates in question 44*

The 60,252 (4.46%) candidates who scored 2 marks allotted to this question had sufficient understanding of the ways for preventing and combating corruption in Tanzania. These candidates were aware that the best way to fight corruption is through upholding national values. Therefore, they pointed out the following national values *unity, integrity, patriotism, accountability, humanity and transparency*. The candidates who pointed out unity were aware that in the fight against corruption unity would reduce and ultimately eradicate the problem. Some candidates identified Integrity by referring to being equal, doing justice to others, being impartial and doing what is right and fair without favouring anybody. Similarly, the candidates who pointed out patriotism were aware that each one of us ought to love and promote our country through actions. Another equally important national value is transparency, which improves good governance in discharging responsibilities, particularly in matters related to revenues and expenditures. Also, accountability which requires leaders to take disciplinary action against irresponsible employees, providing timely, accurate and complete information that is easily understood. Lastly, the candidates who pointed out humanity understood that to act humanely, be ideal, uphold justice and use polite language and wisdom help to fight corruption in the country. Extract 4.1 shows the candidate's correct responses to question 44.

QUESTION NO. 44
(i) Patriotism.
(ii) Integrity.

**Extract 4.1:** A sample of the candidate's correct response to question 44

In extract 4.1, the candidate was able to identify two national values that can be used to fight against corruption in Tanzania.

Furthermore, 132,717 (9.83%) candidates who scored 1 mark had moderate understanding of the uses of national values in preventing and combating corruption in Tanzania. They provided a mixture of correct and incorrect responses. For instance, besides the correct response one candidate described *free and fair election*, *sovereignty* and *rule of law*. The responses were related to components of the principles of democracy and good governance. Sovereignty refers to the supreme power or authority of the state to govern itself whereas free and fair election means a democratic process, which allows individuals to vote or be voted for to hold public offices. Equally, rule of law is a principle under which all persons are accountable to the laws, which are equally enforced. Other examples of irrelevant responses presented by some candidates were *wisdom*, *love*, *stability*, which are qualities of a civilized person. *PCCB* and *police*, which are state organs responsible for fighting corruption. However, some candidates presented less than the required points, consequently they score a half of 2 marks allocated to this question. For instance, one candidate presented *unity* as the solely response to this question.

On the other hand, the 1,157,525 (85.71%) candidates who scored 0 demonstrated several weaknesses including: lack of knowledge of the uses of national values in preventing and combating corruption in Tanzania. and misinterpretation of the question's demand. For instance, some candidates misinterpreted the question demand to mean different institutions responsible for fighting corruption: international organizations, defence and security

forces, national symbols and higher-ranking Police Officers. They outlined points like *PCCB, TPDF, UN, UNESCO, IGP, police force, national freedom torch and government.*

Likewise, other candidates could not differentiate national values from various roles of the three pillars of government, namely legislature, judiciary and executive, which ensure that the government is effective and that the citizens' rights are protected. Furthermore, some candidates went astray by suggesting various solutions to combat corruption. For example, they suggested such solutions as *reporting to police, provide education about negative effects of corruption, and take a right decision for those who do corruption, using the preventing and combating corruption bureau (PCCB), use governmental and non-governmental organizations, giving equal human rights, by protecting yourself and others and by providing social services.* Other responses put forward by candidates include *by dialling 113 when corruption takes place, to call the police and to report to PCCB.* Such incorrect responses is an indication that the candidates were not familiar with the national values and their roles in fighting corruption in Tanzania.

Further analysis indicates that other candidates outlined the types of corruption. One candidates, for example, wrote: *Grand corruption and petty corruption.* In the same vein, some candidates hinted on issues related to factors influencing corruption. One candidate for instance provided points such as *poverty, lack of education and lack of social services* in the sense that people take bribe to supplement their meagre income, offer bribe because of ignorance on their rights and to get quality social services. In addition, other candidates lacked knowledge of the subject matter to the extent that they ended up copying some sentences from the questions' alternatives and presented them as responses to this question. One candidate for example copied sentences from alternatives B and E in question 38: *Educating people and imitating western culture and civilization,* respectively, while others did not attempt this question at all. Extract 4.2 shows a sample of the candidate's irrelevant responses to question 44.

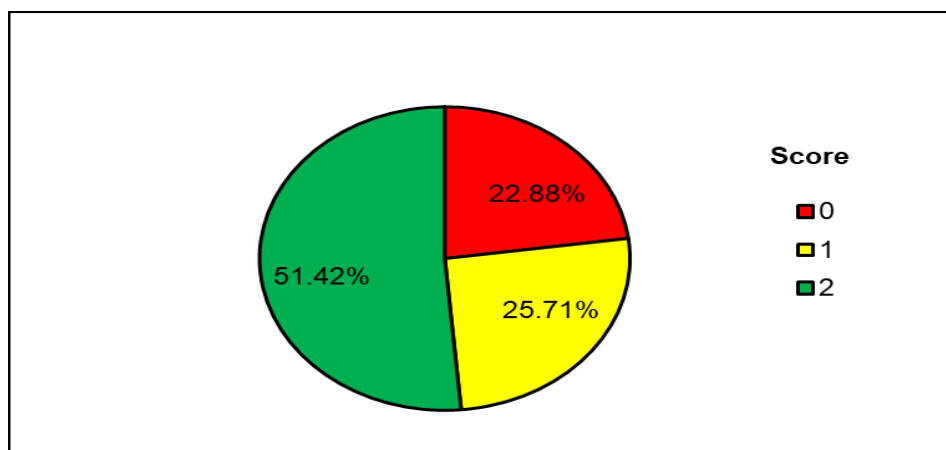
QUESTION NO. 44
i) PREVENTING AND COMBATING OF CORRUPTION BUREAU (PCCB).
ii) TAPELEI YA KUTWA NA KUPAMBANA NA RUKHOD (TAPELELI).

**Extract 4.2:** A sample of the candidate’s incorrect responses to question 44

In extract 4.2, the candidate failed to provide a correct response, instead he/she wrote an institution that is responsible for preventing and combating corruption in the country. Also, he/she wrote in Swahili language the same institution that prevent and combat corruption

**Question 45:** In which ways can the friendship between Tanzania and other countries be improved? Give two ways.

This question was set from the competency of *Promoting Peace and Harmony*. It assessed the candidates’ understanding of the relationships between Tanzania and other countries. The question was attempted by 1,350,793 candidates, out of whom 1,041,639 (77.13%) candidates scored from 1 to 2 marks and 308,956 (22.87%) scored 0. Figure 45 shows the candidates’ performance in this question.



**Figure 45:** The performance of the candidates in question 45

The 694,409 (51.42%) candidates who managed to score 2 marks were familiar with the ways which are used by Tanzania to maintain its relationship with other countries. They pointed out the following ways: *participating in resolving conflicts in other countries, learning the culture, politics and economy of other countries, showing hospitality to people of other nations, provide cooperation in the use of infrastructure and being a member of various international communities*. The candidates who pointed out Tanzania's participation in resolving other countries' conflicts knew that Tanzania's foreign policy guidelines has among other things embraced peace, equality and human dignity. Tanzania being a peaceful country has been a host to peace talks to conflicting parts from different countries. For example, Tanzania held peace agreements on Rwanda and Burundi conflicts from 1993 to 2006 in Arusha, which eventually helped refugees to go back to their home countries, hence alleviating the effects of refugees to Tanzania. Tanzania has been playing part in harmonising political chaos in different countries through its leaders. For example, the former President, His Excellence Dr. Jakaya Kikwete participated in mediation of the Kenyan post-election conflict in 2008, which involved Mwai Kibaki and Raila Odinga. The late Benjamin W. Mkapa was a mediator to Burundi constitutional conflict in 2018, just to mention a few. Also, Tanzania has been participating in different peace keeping missions in different countries, such as: Democratic Republic of Congo, Central Africa Republic, Southern Sudan, Mozambique and Lebanon by deploying its troops.

Likewise, the candidates who wrote *learning the culture, politics and economy of other countries* understood that Tanzania do learn culture of different countries to strengthen relations with other countries. For example, languages like Chinese, Arabic and French are found in the Tanzanian education curriculum. Also, at the University of Dodoma there is Confucius Institute which aims to promote multicultural advancement of the People's Republic of China and the United Republic of Tanzania. Additionally, Tanzania participates in different sports and games tournaments such as the Olympics and CECAFA. On the political aspect, our country does welcome observers during elections, but also our leaders are trusted and invited to lead teams of observers to other countries'

elections. For example, Hon. Jakaya Kikwete was leading the team of East Africa Community observers of Kenya election in 2022. On the economic front, Tanzania is taking all serious measures to welcome tourists and investors from different countries to come and invest in Tanzania.

Moreover, the candidates who mentioned *showing hospitality to people of other nations* were aware that Tanzania is hosting people facing troubles in their home countries to enjoy refugee status. Tanzania was the headquarters of liberation movements from Southern African countries during their struggle for independence; later it received survivors of Hutu and Tutsi conflicts from Rwanda and Burundi to mention some. In the same vein, the candidates who wrote providing cooperation in the use of infrastructures understood that Tanzania shares strategic infrastructure like roads, railways, ports and energy with other countries. For example, currently Tanzania is implementing the Regional Rusumo Falls Hydroelectric Project with Burundi and Rwanda as well as the East African Crude Oil Pipeline Project with Uganda. Other infrastructures which are in place include, Tanzania - Zambia Railway, Umoja bridge connecting Tanzania and Mozambique, Tanzania–Zambia Crude Oil Pipeline, just to mention a few.

Lastly, the candidates who mentioned *being a member of various international communities* understood that Tanzania was a pioneer of African Unity which led to the formation OAU in 1963, then AU in 2002; formation of SADC in 1992 and EAC in 1967, then 2000. Until now, Tanzania is a committed member of both organizations. Besides that, Tanzania is an active member of the Common Wealth and United Nations. Extract 5.1 shows the correct responses to question 45.

QUESTION NO. 45
(i) Joining in economic and regional intergrations like the East African Community (EAC)
(ii) Through opening embassies in other countries.

**Extract 5.1:** A sample of the candidate's correct responses to question 45

In extract 5.1. the candidate was aware of various ways which Tanzania can use to improve her relationship with other countries by mentioning correct points.

However, 347,230 (25.71%) candidates who scored 1 mark lacked sufficient knowledge of the ways to be used to improve Tanzania's friendship with other countries. The analysis reveals that many candidates managed to identify one correct response followed by incorrect responses. The following are examples of wrong responses noted from those candidates; one candidate for instance, mentioned *to organize and conduct crimes*. The response was not correct because crime does not promote friendship among states. Another candidate suggested expanding *the market of imported goods*; this point contravened the policy of protecting our domestic industries especially those producing the products similar to the imported ones. A candidate who wrote the nation motto of Tanzania "Freedom and Unity" was not aware that the motto is used to describe the intent of the state in Tanzania.

On the other hand, the 308,956 (22.88%) candidates who scored 0 mark demonstrated various misinterpretations of the question. For instance, there were candidates who pointed out the effects of good diplomatic relationship between Tanzania and other countries instead of the ways to be used to promote friendship. One of the candidate wrote points such as: *to get loans, to get financial aid from other countries, to strengthen security, to get business opportunities and to get soft loans*.

In the same vein, some candidates associated the ways to be applied to strengthen friendship between Tanzania and other countries with things pertaining to national values such as: *peace, solidarity, unity, valuing other people's dignity, being proud of their nation, being patriotic and telling reality, avoiding corruption in the society, openness and integrity were noted in candidate's response*. These candidates were not aware that national values are beliefs of a nation guiding the actions and behaviours of Tanzanians. Other candidates added the best ways to maintain unity and solidarity in the nation such as *avoiding segregation basing on race, physical*



*appearance and tribe, valuing each other and avoiding oppressing each other.*

Some of the candidates suggested conventional methods as opposed to diplomatic method to establish and build normal relations. For example, one candidate suggested *getting in touch and communicating, using social media, behaving well, being clean, making good friends and attending the same school, introducing each other in clothes, introducing each other in languages and convening sessions*. Other candidates went further and explained factors that could strengthen people's relationships such as *talk to a colleague, don't quarrel with your friend, maintain love, cooperate in trouble and pleasure, be a reasonable person, be understanding and self-respectful, be honest and honest, give various aids, give aid to orphans, and Tell someone truthfully and not tell someone hypocrisy*.

Moreover, a few candidates associated ways to improve the friendship between Tanzania and other countries with transport and transportation vessels. They wrote responses like *aircrafts, ships, airlines* and *marine vessels*. Likewise, some candidates misinterpreted the question to mean formation of international organizations. For instance, one candidate wrote *FAO and UNO*, and another one wrote *formation of United Nations*. These candidates failed to distinguish between the Tanzania's membership to different international organizations and the formation of the United Nations and its agencies to which Tanzania is an active member.

Furthermore, some candidates confused ways to maintain good relationship between Tanzania and other countries with some political development in Tanzania by mentioning *ASP and TANU, the political parties that fought for Tanzania independence*. These had nothing to do with the promotion of the relationship between Tanzania and other countries.

Lastly but not least, other candidates in this group copied some parts of questions of this examination paper. For example, one candidate wrote *Listening to the radio and reading books* and *Watching television and cinema* that are alternatives A and B of

question 29, respectively. Another candidate wrote *by exchanging their citizenship* which is alternative E of question 40. Extracts 5.2 (a) – (b) are samples of the candidates' incorrect responses to this question.

QUESTION NO. 45
by cooperating in socially
by cooperating in economically

**Extract 5.2(a):** A sample of the candidate's incorrect responses to question 45

QUESTION NO. 45
i. Economically process
ii. Socially process

**Extract 5.2 (b):** A sample of the candidate's incorrect response to question 45

In extract 4.2 (a) and (b), the candidates failed to provide correct responses by writing irrelevant points.

### 3.0 CONCLUSION

The statistical analysis indicates that the performance in all competencies was 56.31 percent implying average performance. The 2022 Civic and Moral Education examination assessed six (6) competencies, namely *Respecting the community, Valuing the community, Being responsible, Being a persevering person, Being a person of integrity and Promoting peace and harmony*. The analysis indicates that the candidates had good performance in two competencies, namely *Valuing the community* (68.40%) and *Being Responsible* (64.33%). The competencies, which had an average performance, were *Respecting the Community* (53.77%),

*Maintaining Peace and Harmony* (51.96%), *Being a Person of Integrity* (50.45%) and *Being a persevering person* (49.00%).

Generally, the comparison of the candidates' competencies performance was average (51.20%) for 2021 compared to an average of (56.31%) for 2022. Furthermore, a comparison of the competencies' performance examined in the Primary School Leaving Examination (PSLE) for 2021 and 2022 shows that the performance level of competencies in *Valuing the Community* and *Being Responsible* was good. The performance in *Valuing the Community* competency was at an average of (62.90%) for 2021 and (68.40%) for the year 2022. Similarly, the performance of *Being responsible* which had the average performance (60.8%) in 2021 and (64.33%) in 2022. The *Respecting the Community* competency's performance continued to be average (50.10%) in 2021 and (53.77%) in 2022. Also, the performance in other types of competencies had an average level as follows: *Being a person of Integrity* average of (46.3%) in 2021 and (50.45%) in 2022. The *Promoting Peace and Harmony's* performance was (45.90%) in 2021 and (51.96%) in 2022. Lastly, the competency of *Being a Persevering Person* had an average performance of (41.20%) for 2021 equivalent to 2022 with an average of (49.00%).

#### **4.0 RECOMMENDATIONS**

In order to improve the level of Performance in competencies with an average pass rate, the following are recommended:

- (a) Teachers ought to collaborate with pupils in teaching and learning competencies of *respecting the community* and *maintaining peace and harmony* by reading various texts, newspapers, listening to the radio, listening and watching television. These sources of information will enable pupils to obtain information on crosscutting issues and issues of international relations. Crosscutting issues are such as: environment, gender, children's rights, drugs abuse, democracy, good governance and human rights. Also issues of international relations are such as: maintaining trade, sports, international cooperation policies and Tanzania's relations with other countries.

- (b) In teaching how to determine the demand of questions; in the tested competencies, teachers are advised to use the method of discussion in small groups, use illustrations that display keywords, and a chart with a list of words that can be used in asking questions. This approach will allow pupils to be able to identify question requirements in internal or national examinations.
  
- (c) Teachers should use participatory approaches such as short stories, storytelling, poetry, role-play and pictures in teaching the competency of being a persevering person and being a person of integrity. They should focus more on issues related to perseverance, achieving goals, having a positive attitude, learning by analyzing things critically, acts of honesty, betrayal, transparency, responsibility and justice and human rights. Such teaching will provide pupils with a lasting memory to understand the relevant competencies as required.

## Appendix

### Comparison of the candidates' performance in each competency in the PSLE Examination for the year 2021 and 2022

No.	Competency	2021 Examination				2022 Examination			
		Performance in each question		Average of performance (%)	Remarks	Performance in each question		Average performance (%)	Remarks
		Number of question	of Performance candidates (%)			Number of question	of Performance candidates (%)		
1.	Valuing the community	2	82.4	62.9	Good	9	55.43	68.40	Good
		9	78.6			10	77.20		
		10	44.3			12	73.38		
		11	27.6			13	72.34		
		13	38.7			14	51.37		
		14	60.1			42	82.71		
		20	84.8			-	-		
		44	86.9			-	-		
2.	Being responsible	5	21.6	60.8	Good	15	68.68	64.33	Good
		15	88.4			16	72.88		
		16	58.8			17	74.85		
		17	47.9			18	57.55		
		18	72.0			20	24.91		
		19	85.1			21	64.67		

		21	42.8			43	86.80		
		22	58.5			-	-		
		28	46.5			-	-		
		33	78.1			-	-		
		42	69.3			-	-		
3.	Respecting the community	1	35.2	50.1	Average	1	87.70	53.77	Average
		3	5.6			2	21.76		
		4	60.9			3	43.83		
		6	75.9			4	69.35		
		7	44.8			5	74.86		
		8	76.9			6	42.79		
		12	49.1			7	18.34		
		32	33.1			8	84.76		
		41	37.9			11	56.14		
		43	81.1			19	36.95		
		-	-			22	20.31		
				41	88.40				
4.	Being a person of integrity	29	38.7	46.3	Average	30	55.26	50.45	Average
		30	48.6			31	66.35		
		31	51.0			32	56.13		
		34	46.7			33	46.10		
		-	-			44	64.59		
							14.29		
					-				
5.	Maintaining Peace and Harmony	35	33.1	45.9	Average	34	22.37	51.96	Average
		36	50.1			36	46.04		
		37	43.9			37	70.90		
		38	62.9			38	62.75		

		39	46.9			39	38.83		
		40	30.9			40	45.72		
		45	53.7			-	-		
6	Being a Persevering Person	23	7.1	41.2	Average	23	29.96	49.00	Average
		24	48.5			24	69.86		
		25	49.5			25	33.17		
		26	56.8			26	38.63		
		27	44.1			27	44.95		
		28	75.10			28	75.10		
		-	-			29	51.38		

