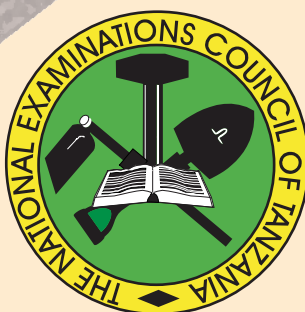


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**PUPILS' ITEM RESPONSE ANALYSIS REPORT
FOR STANDARD FOUR NATIONAL ASSESSMENT
(SFNA) 2018**

06E CIVIC AND MORAL EDUCATION

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



PUPILS' ITEM RESPONSE ANALYSIS REPORT FOR STANDARD FOUR NATIONAL ASSESSMENT (SFNA) 2018

06 CIVIC AND MORAL EDUCATION

Published by

The National Examinations Council of Tanzania,

P.O. Box 2624,

Dar es Salaam, Tanzania.

© The National Examinations Council of Tanzania, 2019

All rights reserved.

TABLE OF CONTENTS

PREFACE.....	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF PUPILS' RESPONSES	2
2.1 Section A (26 Marks)	2
2.2 Section B (24 marks)	16
3.0 PERFORMANCE PER COMPETENCE	27
4.0 CONCLUSION.....	28
5.0 RECOMMENDATIONS	28
APPENDIX A.....	30
APPENDIX B.....	31

PREFACE

The report on the analysis of the Pupils' Item Responses for the Standard Four National Assessment in Civics and Moral Education subject 2018 has been prepared for the purpose of giving feedback to pupils, teachers, policy makers, curriculum developers and other stakeholders on how the pupils responded to this National Assessment. Pupils' responses are one of the indicators of what the pupils were able to learn/not able to learn in the four-years of Primary Education. The Standard Four National Assessment was prepared for the first time based on the changes which were made in the Basic Education Curriculum for standard III - IV of 2016. Therefore, the analysis of pupil's responses in this assessment can be used to measure the effectiveness of the implementation of the new curriculum for the aim of improving the provision of quality education, which develops pupil's abilities on different competencies.

In this report, issues which influenced the pupil's performance in each individual question have been presented. The report shows that the pupils who performed well understood the requirements of each question and had enough knowledge on the subject matter. Those who did not perform well failed to identify the requirements of the questions and did not have enough knowledge on the tested competence. They also failed to transfer the knowledge. However, the appendix which shows the pupils performance in each question (competence) is shown at the end of this report.

It is the expectation of the Examinations Council of Tanzania that this feedback will enable various educational stakeholders and concerned authorities to take serious measures in addressing the

identified shortcomings in this report in order to improve the performance in the Standard Four National Assessment in future.

Finally, the Council would like to express sincere appreciation to examinations officers and all others who participated in the preparation of this report.

A handwritten signature in black ink, appearing to be 'C. Msonde', written in a cursive style.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Standard Four National Assessment in Civic and Moral Education subject was held on the 23rd November, 2018. The assessment resulted from the new Civic and Moral education syllabus which aimed at building competences which could be assessed through pupil's performances. Thus, the performance of pupils in this assessment has been divided into four groups which are: **Weak performance**, **Average performance**, **Good performance** and **Very good performance**. Pupils with weak performance are considered to have failed, and those with average performance up to very good performance are considered to have passed the assessment.

A total of **1,362,523** pupils were registered whereas **1,301,624** of them sat for the assessment. However the performance in this subject shows that a total of **1,207,664 (92.80%)** pupils passed and **93,660 (7.2%)** failed.

The Standard Four National Assessment in Civic and Moral Education consisted of six questions which comprised 25 items in section A and B. Section A consisted of 3 questions which had 13 items with a total of 26 marks while Section B consisted of 3 questions which comprised 12 items with a total of 24 marks. Generally the assessment had 50 marks and pupils were required to answer all questions from both sections A and B.

In section A pupils were instructed to choose the correct answer/letter and write it in the space provided, match the items, choose correct answers and write in the spaces provided. In Section B pupils were instructed to put a tick to the right column indicating the actions which show the right and responsibility, to study the picture, and then answer the questions provided and read the passage carefully and answer questions in the spaces provided. This pupils' item analysis report concentrated on analysing all six questions from different competences in the syllabus. Also this

analysis identifies the number and percentage of the pupils who were able/not able to choose or write correct response and the reasons for choosing those responses.

Performance levels in each question are based on the percentages of pupils who passed the respective question. If only 0 - 33 percent of pupils passed a question, the performance in such a question is categorized as **weak**. On the other hand, if 34 - 66 percent of the pupils passed a respective question, the performance is categorized as **average**. Finally, performance is categorized as **good** if 67 - 100 percent of the pupils passed a question. However, the categories of performance are indicated using special colours, where a green colour indicates pupils with good performance, yellow colour indicates pupils with average performance and red colour indicates pupils with poor performance.

2.0 ANALYSIS OF PUPILS' RESPONSES

2.1 Section A (26 Marks)

This section had three questions (3), whereas question one was multiple choice with 10 allocated marks, Question 2 was matching items with 8 marks and Question 3 required a pupil to choose the correct answer and write it in the space provided. The total marks in this section was 26. The following is the analysis of pupils' responses in this section.

Question 1: This question had five multiple choice items which were derived from the main competence *Appreciate the Community*. Each items in this question had 2 marks. A total of 1,301,580 pupils attempted this question of which 538,392 (41.4%) pupils had a very good performance scoring 10 marks, 359,598 (27.6%) pupils scored 8 marks which was good performance, 314,341 (24.1%) pupils had average performance, scoring from 4 to 6 marks and 89249 (6.9%) pupils had weak performance, scoring 0 or 2 marks. Generally, the

performance of pupils in this question was good as indicated in **Figure No. 1**.

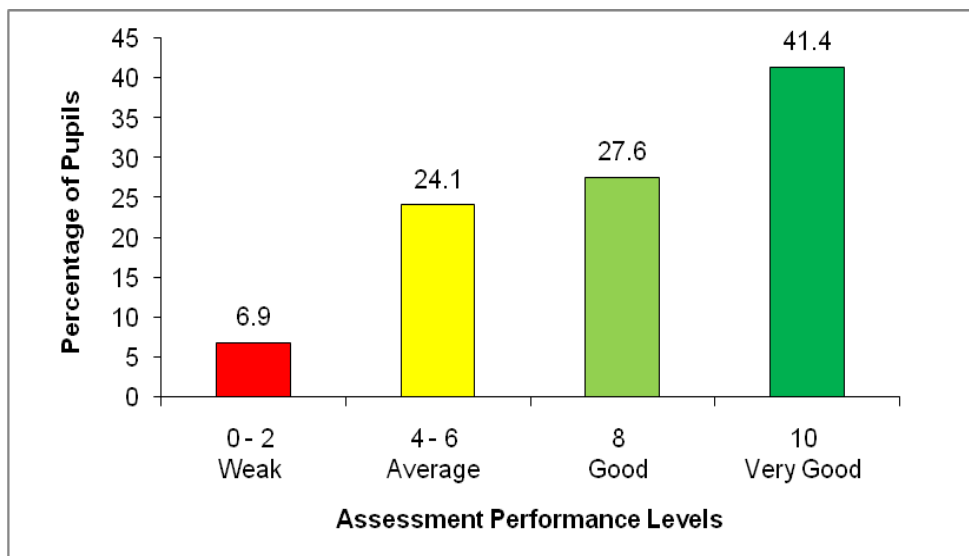


Figure No. 1: Shows that, the performance in this question was good since 93.2 percent of the pupils passed by scoring 4 to 8 marks.

However, the analysis made on pupils' scripts shows that some of the pupils chose correct or incorrect answers due to various reasons as shown in the analysis.

- (i) Which of the following action contributes to pollution of water sources?
- A Modern animal husbandry
 - B Fetching water from the river
 - C Taking a bath in a river
 - D Rain water harvesting.

This question was derived from the specific competence *Protect the Environment*. The question tested the ability of the pupils to identify

behaviours and attitudes that cause to environmental degradation. The pupils who were able to choose the correct answer C, *Taking a bath in a river* had adequate knowledge on actions that lead to water source pollution, therefore, it was easy to them to transfer the knowledge. They were aware that water is important for people, plants and animals, and it is a very important resource which has to be carefully used and protected. Also, they were aware that taking a bath in a river is one of the actions that pollute water.

Those pupils who failed to identify the correct response by choosing distractors A, *Modern animal husbandry*; B, *Fetching water from the river* and D, *Rain water harvesting* lacked environmental education. The pupils who were attracted by distractor A, *Modern animal husbandry* mixed up the modern animal husbandry and the traditional animal husbandry. They failed to understand that modern animal husbandry is the activity that considers environmental protection and water sources, in which animals are kept in a certain place without polluting the environment and water.

However, the pupils who opted for distractors B, *Fetching water from the river* and D, *Rain water harvesting* failed to understand that fetching water from the river and rain water harvesting are not actions that associated with water pollution. These are the safe actions for protecting water and its sources; a person usually fetch water by using a bucket or bowl and rain water harvesting is done by trapping water through various tools including buckets, containers and/or a dam.

(ii) Which of the following behaviour causes environmental destruction?

- A Application of manure
- B Uncontrolled tree cutting
- C Watering the garden
- D Slashing grass.

This question was set from the specific competence *Protecting the Environment*. It aimed at testing the pupils' ability to identify various behaviours on environmental degradation. The pupils who were able to choose the correct answer B, *Uncontrolled tree cutting* had adequate knowledge on the behaviours that cause environmental degradation. They were aware that environmental degradation is caused by the bad human behaviours, attitudes and actions such as random tree cutting, over grazing and random burning of forests for charcoal, hunting and agricultural activities.

Few pupils were attracted by distractors A, *Application of manure*; C, *Watering the garden* and D, *Slashing grass*. The pupils who were attracted by distractor A, *Application of manure* failed to understand that manure is very important for growing different plants in our environments; they thought that animal dung pollutes the environment. The pupils who opted for other distractors C, *Watering the garden* and D, *Slashing grass* lacked knowledge on the actions or skills for protecting the environment. They were not aware that watering the garden is the action of appreciating the environment and supporting plants' growth whereas slashing is the action of protecting and cleaning the environment in order to avoid impact resulting from dirty environment such as to be bitten by insects.

(iii) What is the benefit of using mosquito net while sleeping?

- A To prevent tuberculosis disease
- B To prevent malaria disease
- C To prevent cholera disease
- D To prevent cold during the night.

This question was derived from the specific competence *Taking Care of Oneself and Others*. The question aimed at testing the pupils' ability to identify the risk behaviours that can be avoided for the health of oneself, family and society such as the behaviour of not using mosquito net while sleeping.

The pupils who were able to choose the correct answer B, *To prevent malaria disease* had adequate knowledge on actions of loving oneself such as the use of mosquito net while sleeping. Those pupils were aware of the benefits resulting from effective use of mosquito nets and the results of not using mosquito net while sleeping which include being bitten by the mosquitoes that spread malaria.

Those pupils who failed to identify the correct answer were attracted by distractors A, *To prevent tuberculosis disease* and C, *To prevent cholera disease* evidenced that they lacked knowledge on different diseases and how they are transmitted. However, pupils who were attracted by distractor D, *To prevent cold during the night* they are not aware that, mosquito net hangs over and around the bed to keep mosquitoes away from someone who is sleeping. Also, those pupils lacked the knowledge of proper use of mosquito nets.

- (iv) The tendency of some children to loiter in the streets is an indication of
- A hypocritical behaviour.
 - B backbiting behaviour.
 - C greedy behaviour.
 - D dangerous behaviour.

This question was set from the specific competence *Take Care of Oneself and Others*. It tested pupils' ability to identify behaviours that will endanger their own security and of their families. The pupils who were able to choose the correct response D, *dangerous behaviour* had adequate knowledge about the actions that might harm them such as loitering in streets, receiving money or gifts from strangers, not washing hands properly after using the toilet; and having bad friends such as thieves.

Those pupils who chose the incorrect responses were attracted by distractors A, *hypocritical behaviour*, B, *backbiting behaviour*, and C, *greedy behaviour* failed to understand the real meaning of these actions. They did not know that hypocritical behaviour is an act of pretending to believe or feel something that you do not. Backbiting behaviour is the act of spreading unkind words that are said about someone who is not there; and greedy behaviour is the act of having a very strong desire to do something with expectation of getting something even illegally.

- (v) Why are children advised not to accept money or gifts from strangers?
- A To avoid wealth
 - B To avoid loitering
 - C To avoid temptation
 - D To avoid laziness.

This question was derived from the specific competence *Taking Care of Oneself and Others* and it tested pupils' ability to avoid bad behaviours that might endanger their security and that of the society at large. The pupils who were able to choose the correct answer C, *To avoid temptation* demonstrated adequate knowledge on dangerous actions that lead into temptations. Those pupils were aware that receiving money or gift from strangers is the act of being tempted that might have negative impacts in their daily lives especially to female pupils who usually fall into temptation by receiving gifts or money in order to be engaged into sexual activities.

The pupils who failed to identify correct response by choosing the distractor A, *To avoid wealth*, lacked knowledge that wealth is not gained through receiving money or gifts from strangers but is gained through hard working and having correct decisions. However, those who were attracted by distractors B, *To avoid loitering* and D, *To avoid laziness* failed to understand that avoiding loitering and

laziness has no correlation with the impact of receiving gifts and money from strangers.

Question 2: This question required pupils to answer items (i) - (iv) by matching the responsibilities in **List A** with the title of the responsible person in **List B** by writing the letter of the correct answer in the brackets.

List A	Letters	List B
(i) Supervises attendance and academic progress in the class and deals with dicipline matters.	()	A. The school committee B. Class teacher C. Academic teacher D. Head teacher E. Discipline teacher F. The head prefect
(ii) Plans and supervise all school development plans.	()	
(iii) Supervises the attendance of students and make sure they have put on school uniforms.	()	
(iv) Supervises the day to day running of school.	()	

This question was derived from the main competence *Respecting the Community* in the specific competence *To be proud of his or her school*. The question assessed the ability of a pupil to identify the school leadership structure and the responsibilities of each leader. Each item in this question had 2 marks. Generally, the performance of pupils in this question was average as 54.9 percent of all 1,301,577 pupils scored 0 or 2 marks out of 8 marks. This performance was weak as compared to the performance of other questions in this subject; where by only 45.1 percent of pupils were able to perform well by scoring between average to very good performance levels. **Figure No. 2** shows the statistics of the performance in question 2.

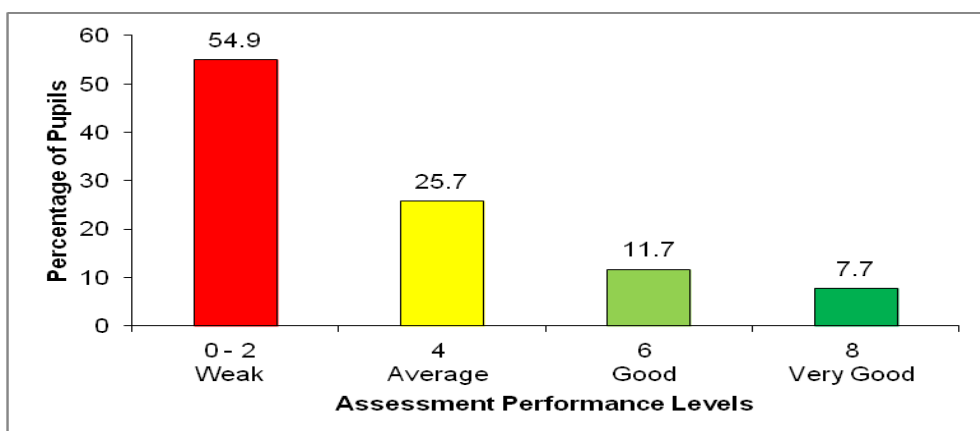


Figure No. 2: Shows that the performance in this question was average since 45.1 percent of the pupils passed by scoring 4 to 8 marks.

Further analysis done in the scripts of pupils reveals that good or poor performance in this question was caused by different reasons as shown in the analysis below:

Item (i) required the pupils to identify the title of a person who supervises attendance and academic progress in the class and deals with discipline matters. The pupils who chose the correct answer B, *Class teacher* had sufficient knowledge of the structure of leadership in school. Those pupils were able to identify that supervising attendance and academic progress in the class and dealing with discipline matters are the roles of the Class teacher.

The pupils who chose distractor A, *The School committee* were not aware that, The school committee plans and supervise all school development plans but not supervising attendance, discipline and academic progresses of the pupils in the class. Other pupils opted for distractor C, *Academic teacher* failed to understand an academic teacher is the one who supervises all the teaching and learning activities at school such as preparing the timetable for teaching, examinations and all other academic matters. Furthermore, many pupils were attracted by distractor D, *Head teacher* because they lacked knowledge about the responsibilities of the head teacher,

which is managing day to day school activities. The pupils who opted for distractor E, *Discipline teacher* failed to recognize that the Discipline teacher supervises the attendance of students and make sure they have put on school uniforms. Moreover, some pupils chose distractor F, *The head prefect*. Those pupils failed to understand that, The head prefect is the head of all pupils who supervises pupils' responsibilities and activities of other prefects.

Item (ii) required the pupils' to identify a title of a responsible leaders who plan and supervise all school development plans. The pupils who chose the correct answer A, *The school committee* had sufficient knowledge about the school leadership structure so that they were able to identify that school committee is the important structure of the school and society which has the responsibility of planning and supervising all school development plans. Other pupils were attracted by distractors B, *Class teacher*; C, *Academic teacher*; D, *Head teacher*; E, *Discipline teacher* and F, *The head prefect*. Those pupils lacked knowledge about the school leadership structure as a result failing to distinguish the responsibilities of The school committee against other leaders of the school.

Item (iii) required the pupils to identify the title of a person who supervises the attendance of pupils and make sure they have put on school uniforms. The pupils who chose the correct answer E, *Discipline teacher* had enough knowledge on the responsibilities of the discipline teacher since they were able to identify that she/he deals with attendance of pupils and making sure they have put on school uniforms. The pupils who chose distractor A, *The school committee* they were not able to understand that the School committee plans and supervise all school development plans. The pupils who opted for the distractor B, *Class teacher* failed to understand that, the class teacher maintains the discipline of his or her classroom but not of the whole school. Other pupils chose distractor C, *Academic teacher*. These failed to understand that, an academic teacher is the one who supervises all the academic activities at school. Furthermore, many pupils were attracted by the

distractor D, *Head teacher* were not aware that the Head teacher is the overall leader of the school. The pupils who opted for the distractor F, *The head prefect* had insufficient knowledge about the responsibilities of the school prefects.

Item (iv) required the pupils to identify the title of a person who supervises the day to day running of school. The pupils who chose the correct answer D, *Head teacher* had clear understanding of the responsibilities of the head teacher which is managing all the day to day activities including making sure that the teachers perform their duties in the classes properly, proper discipline of the pupils, and good and safe environment for pupils to learn. The pupils who opted for the distractors A, *The school committee*; B, *Class teacher* C, *Academic teacher* and E, *Discipline teacher* lacked knowledge about the school leadership structure and responsibilities of each title of the responsible person. Furthermore, the pupils who chose distractor F, *The head prefect* lacked knowledge of the duties of head prefect.

Question 3: This question was set from the main competence *Being Responsible*. The question required the pupils to choose the correct answer from the bracket and write it in a space provided. The question consisted of four questions which were derived from various specific competences of the main competence *Being Responsible* and each question had 2 marks. The general performance of pupils in this question was good since 79.1 percent of the pupils who attempt this question scored between 4 to 8 and few pupils (20.9%) failed by scoring 0 or 2 marks which is weak performance. **Figure No. 3** indicates the statistics of pupils' performance in Question 3.

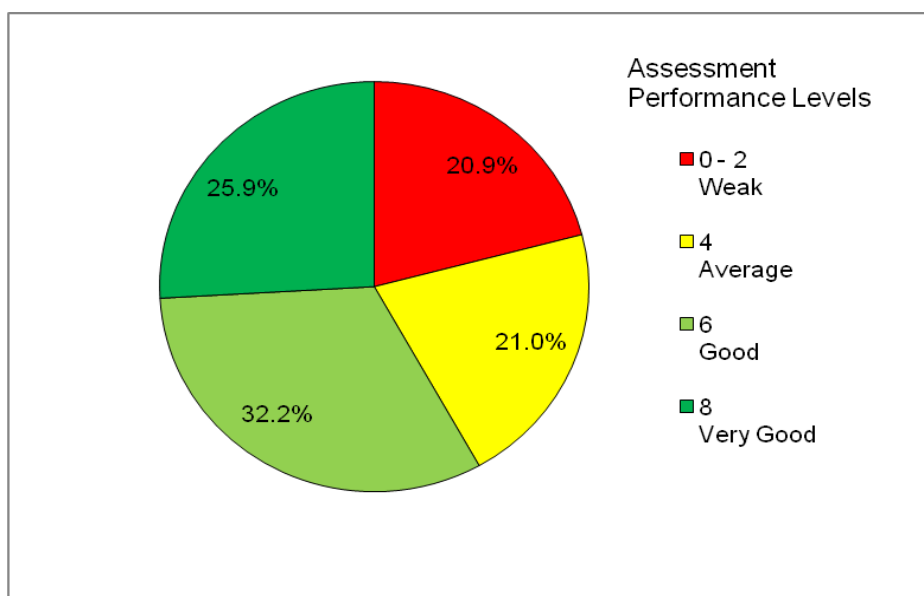


Figure No. 3: Shows that the performance in this question was good since 79.1 percent of the pupils passed by scoring from average to very good performance levels.

However, the analysis done in the pupils' scripts shows that many pupils did well in all items of this question and few failed due to various reasons as shown in the analysis of each question below:

- (i) The act of telling someone that what she or he did is not right is called _____
(punishing, correcting, lying)

This question was derived from the specific competence of *Obeying Laws and Regulations in Doing daily Activities*. The question tested the pupils' ability to know the correct meaning of condemn and correct actions which demonstrate violation of laws and regulations. The pupils who were able to choose and write the correct answer *correcting* had adequate knowledge about actions to be condemned and corrected such as violation of school, roads and cleanness regulations which may lead to negative effects like being attacked by diseases, injuries and sometimes death.

On other side, the pupils who failed this question chose the distractors *punishing* and *lying* by thinking that the act of telling someone the truth is to punish or lying to him/her. Those pupils failed to understand that not telling someone who has done something wrong is hypocrisy, which is an act of someone to pretend to be good while she or he is not. They failed to understand that all actions which demonstrate violation of regulations in the community should be effectively exposed and corrected.

(ii) Working together means _____

(cooperating with one another, isolating one another, hating one another)

This question was set from the specific competence *Cooperation in Performing Households and School Tasks*. The question aimed at testing pupils' ability to know the meaning of action and behaviour of cooperating in performing households and school tasks. Pupils who were able to choose and write the correct answer *cooperating with one another* demonstrated adequate knowledge on how to interact and cooperate in doing their responsibilities.

However, pupils who chose distractors *isolating one another* and *hating one another* lacked adequate knowledge on actions promoting cooperations. They were not aware that isolation and hatred are the impact of not cooperating. Those pupils failed to understand that isolating someone is the act of separating someone from others often for certain values, and hatred is an extremely strong feeling of dislike of a person, a certain thing or issue.

(iii) Doing good things that you planned to do is called _____

(selfshness, self discipline, cowardice)

This question was derived from the specific competence *Be self disciplined* and it tested pupils' ability to probe different issues and setting targets for all things to be done. In this question, pupils who were able to choose and write the correct answer *self discipline* showed the competence on probing different issues, they were aware that doing good things that you planned to do is self discipline. Self discipline is the ability to make yourself do things without being supervised by someone else.

However, the pupils who failed this question were attracted by distractors *selfishness* and *cowardice* probably by thinking that a person can never do his/her things without being supervised by another person such as a teacher or a parent. Those pupils demonstrated that they had inadequate knowledge about self discipline. They were not aware about the concept selfishness which is a behaviour of self appreciation and care without caring for others benefits, while cowardice is the frightened feeling of a person who tries to avoid danger, difficulty or pain that are out of his/her capacity.

(iv) What is used to controll the behaviour of pupils in a school?

(school badge, school boundaries, school rules)

This question was set from the specific competence *Obeying laws and regulations in doing his/her daily activities*. The question aimed at testing pupils' ability to identify actions which describes the applicability of laws and regulations in school environment. Pupils who were able to choose and write the correct answer *school rules* knew that in order for the pupils to learn effectively and fulfill the planned objectives they should abide with the school laws and regulations that guide them in their daily school activities

Those pupils who failed in this question chose distractors *school badge* and *school boundaries* by thinking that, school badge can

control pupils as it represents a picture, name and the slogan of the school. Also, they thought that protecting the school boundaries is the same as controlling the behaviour of pupils in a school. They failed to understand that school boundaries are only imaginary lines or signs that mark the end of school compounds and have got no direct relation with controlling pupils behaviours. Those pupils lacked knowledge of the importance of following and considering school rules and regulations. They failed to understand that it is their duty to take action when they discover violation of school laws and regulations. **Extract No. 3** shows the sample of a pupil who managed to write the correct responses in this question.

Extract No. 3

3. Answer items (i) – (iv) by choosing the correct answer in the bracket and write it in the space provided.

- (i) The act of telling someone that what ~~she~~ or he did is not right is called
correcting.
(punishing, correcting, lying)
- (ii) Working together means cooperating with one another.
(cooperating with one another, isolating one another, hating one another)
- (iii) Doing good things that you planned to do is called
Self-discipline. (selfishness, self-discipline, cowardice)
- (iv) What is used to control the behaviour of pupils in a school?
School rules.
(school badge, school boundaries, school rules)

Extract No. 3: shows the response of a pupil who understood the requirements of the question and wrote correct answers to all items.

2.2 Section B (24 marks)

This section consisted of three (3) questions; which are question 4, 5 and 6. Question 4 required pupils to match an action which show the rights or responsibilities by putting a tick (✓) to the right column, and carried 8 marks. Question 5 required pupils to study the picture and then answer the questions that follows, and carried 8 marks. Question 6 required pupils to read the passage carefully then answer items (i) - (iv) in the space provided. It also carried 8 marks.

Question 4: This question required pupils to answer items (i) - (iv) by indicating the action which shows the **rights** or responsibilities by putting a **tick (✓)** in the right column. Number (i) is provided as **an example**.

No.	Act	Right	Responsibility
(i)	To be protected	✓	
(ii)	Playing different games		
(iii)	Helping elders, young brothers and sisters		
(iv)	Being loved and given basic needs		
(v)	Doing school work		

This question was derived from the main competence *Be a Person of Integrity* in the specific competence *Stand Up for Peoples' Rights*. This question comprises four (4) items in which pupils were required to indicate the correct action which shows the rights or responsibilities by putting a tick in the appropriate column. Each item in this question had 2 marks. Generally, the pupils' performance in this question was average as 66.1 percent of the 1,301,560 pupils scored from average to very good performance levels, among them 30.4 percent scored average with 4 marks, 21.6 percent scored very

good by 8 marks. A few others (14.2 percent) scored good performance level by 6 marks, while 33.9 percent had poor performance of 0 or 2 marks. **Figure No. 4** shows the percentage of the pupil's performance in Question 4.

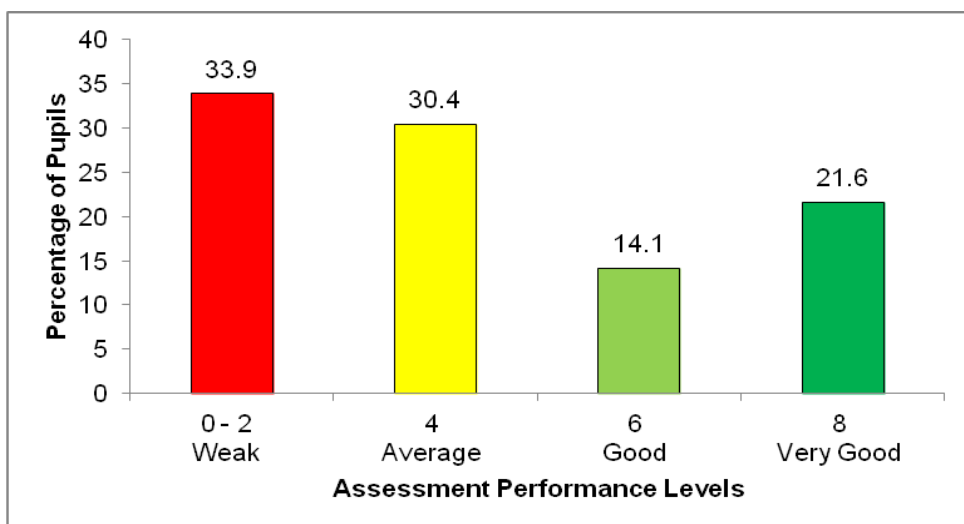


Figure No. 4: Shows that the performance in this question was average since 66.1 percent of the pupils scored from 4 to 8 marks.

However, further analysis of responses reveals that good or poor performance in this question was caused by different reasons as analyzed below:

Item (ii) required pupils to identify either an action of *playing different games* shows *Right* or *Responsibility*. The pupils who were able to indicate the correct option *Right* were able to distinguish between *Right* and *Responsibility*. Those pupils were aware that the rights are the necessary things that a person or group of people deserve to be given such as right to live, to get education and be cared, therefore, playing different games is a right of every child. Some of the pupils who put a tick to distractor *Responsibility* failed to understand that playing different games is not a responsibility but it is one among the right of children. *Responsibilities* are the things

that a person must do as a member of the community like being obedient and respectful to others. Also there were other pupils who failed to understand the demand of the question by putting the tick on both column of right and responsibility.

Item (iii) required pupils to identify either an action of *Helping Elders, Young Brothers and Sisters* shows *Right* or *Responsibility*. The pupils who chose the correct option *Responsibility* were able to understand that a child in the society has a responsibility of helping both elders, young sisters and brothers in performing different house and societal activities such as washing dishes and participating in street cleanliness. Those pupils who chose distractor *Right* failed to differentiate the rights from responsibilities, since helping elders, young brothers and sisters is not one among the rights to be given rather than the action to be done to others.

Item (iv) required pupils to identify either the action of *Being loved and given basic needs* shows *Right* or *Responsibility*. The pupils who were able to indicate the correct option *Right* had sufficient knowledge on the rights of the children. Those pupils had clear understanding that children need to be loved and cared by parents, guardians, teachers and other community members. Furthermore, some of the pupils who tick the distractor *Responsibility* failed to understand that responsibilities are the things that a person should do to other but not be given. While other pupils lacked Reading, Writing and Arithmetic skills (3Rs), therefore they end up writing unrecognizable words in all sides of Right and Responsibility.

Item (v) required pupils to identify either the action of *Doing School Work* shows *Right* or *Responsibility*. The pupils who chose the correct option *Responsibility* had clear understanding of the duties of pupils at school such as studying hard, preserving school properties, attending school everyday, being obedient to teachers and doing school work. On the other hand, those pupils who ticked the distractor *Right* lacked knowledge about the responsibilities of pupils at school as a result of mixing up with right.

Question 5: This question required pupils to study the picture and then answer the questions that follow.



Questions

- (i) What are the people seen in the picture doing?

- (ii) Which musical instrument is seen in the picture?

- (iii) What does the act of Europeans dancing with Africans as seen in the picture show?

- (iv) What is the importance of learning the act seen in the picture?

This question was set from the main competence *Promote Peace and Harmony* in the specific competence of *Respecting Cultural Differences and Ideologies among People of Different Races*. This question had four items and each had 2 marks. The question aimed at testing pupils' ability to identify actions that respect cultural differences and build good friendship. The question required pupil to study the picture and then to answer the questions that follows. The general performance of pupils in this question was average since 40.9 percent of all 1, 301, 619 pupils who attempt this question scored 4 marks, 19.2 percent scored 6 marks; and 6.0 percent scored all 8 marks; while 33.9 percent of pupils had weak performance scoring 0 or 2 marks as shown in **Figure No. 5**.

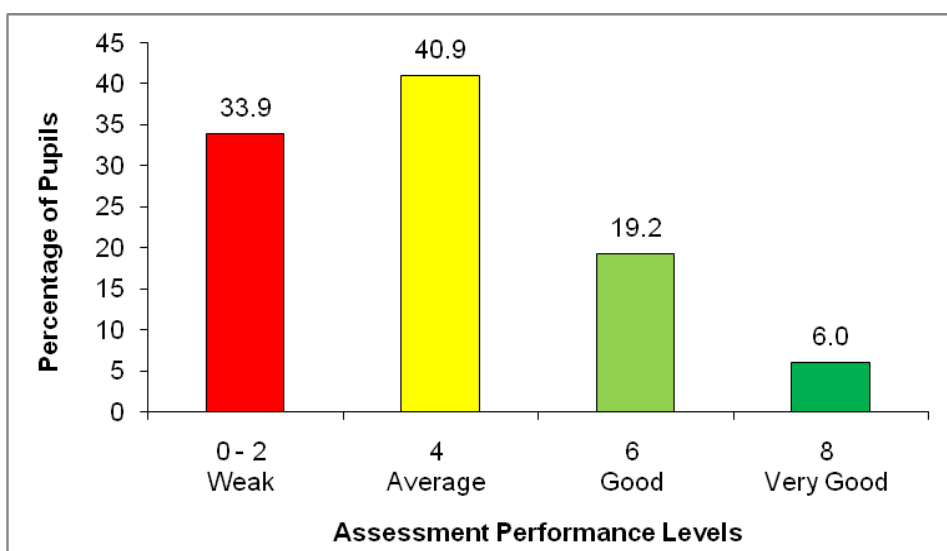


Figure No. 5: Shows that the performance of this question was average since 66.1 percent of the pupils scored from average to very good performance levels.

However, the analysis done in the pupils' responses indicates several reasons that made pupils to identify/fail to identify the correct responses as indicated below:

(i) What are the people seen in the picture doing?

.....

This question tested pupils' ability to identify various traditions and cultural actions including traditional dancing. Many pupils were able to identify the act in the picture and wrote the correct answer *traditional dancing*. Those pupils proved to have adequate knowledge about different cultures hence they were able to interpret the given picture correctly.

On the other hand, a few pupils who failed to answer this question correctly, lacked adequate knowledge on traditions and cultural actions as a result of not being able to interpret the action showed in the picture. Other pupils lacked the Reading, Rriting and Rrithmetic skills (3Rs), and hence left blanks.

(ii) Which musical instrument is seen in the picture?

.....

This question tested pupils' ability to identify various traditional tools used in traditional dances. Many pupils had the ability to study the picture and wrote the correct answer *a drum*. Those pupils showed adequate knowlegde about different traditonal musical instruments that are used in traditional dances such as drums, rattle and whistle.

On the other hand, some of the pupils who failed to study the picture and write the correct answer in this question showed inadequate knowledge about traditional dances. For example, some pupils provided incorrect responses such as *video* and *picture*. A pupil who wrote "video" she/he was attracted by colours of the picture and hence she/he associated it with a video. Other pupils who failed in this question lacked the reading skills hence some of them provide incorrect answers and others left blanks.

- (iii) What does the act of Europeans dancing with Africans as seen in the picture show?

.....

This question tested pupils' ability to identify actions that promote peace in the community which includes cooperating with people of different races in various issues like traveling, studying, dancing and celebrating. The pupils who were able to write the correct answer *good relationship* revealed that they had adequate knowledge about things that exist in a secured and harmonious situation such as good relationship between people with different races as Europeans, Indians and Arabs.

However, some of the pupils who failed to write the correct answer in this question had inadequate knowledge about actions leading to security and harmony as a result they wrote answers contrary to the demand of the question, for example, one of the pupils wrote "if it is a video why they are watching" "Makonde tribe" and another pupil wrote "drums and people". Moreover, other pupils lacked reading and writing skills as a result they did not write anything.

- (iv) What is the importance of learning the act seen in the picture?

.....

This question tested pupils' ability to identify the advantages of living well with people of different races. Many pupils failed to write the correct response in this question, some of them lacked knowledge of the importance of having a good relationship with people of different races such as Europeans and Indians, hence they wrote incorrect responses like "dancing", "reading books" and "dancers". However, other pupils lacked basic Reading, Writing and Arithmetic skills (3Rs) and hence writing meaningless responses while others left blanks.

On the other hand, those pupils who were able to study the picture and write the correct answers *to protect/promote/educate about our*

culture were knowledgeable about the importance of good relationship with people of different races, which includes studying, travelling, playing and celebrating together.

Extract No. 5.1 is a sample of a pupil's response who provided the correct answer in this question.

Extract No. 5.1

Questions

(i) What are the people seen in the picture doing?

Dancing.

(ii) Which musical instrument is seen in the picture?

Drums.

(iii) What does the act of Europeans dancing with Africans as seen in the picture show?

Good relationship.

(iv) What is the importance of learning the act seen in the picture?

Promote culture.

Extract No. 5.1: A response from a pupil who studied the picture correctly and managed to provide the correct answer to all items.

However, there were pupils who failed to provide correct responses in this question as the reasons analysed above in item i – iv. **Extract No. 5.2** is a sample of a pupil's response who failed to provide the correct answer in this question.

Extract No. 5.2

Questions

- (i) What are the people seen in the picture doing?

play

- (ii) Which musical instrument is seen in the picture?

dancing

- (iii) What does the act of Europeans dancing with Africans as seen in the picture show?

people

- (iv) What is the importance of learning the act seen in the picture?

tradition

Extract No. 5.2: A sample script from a pupil who failed to study the picture correctly hence he/she wrote incorrect answers.

Questions 6: This question required pupils to read the passage carefully then answer the questions that followed.

The passage read as follows:

Amina is a Standard Four pupil at Kibo primary school. She lives with her aunt who is very rich. Amina goes to school without taking breakfast and is not given anything to eat at break time because her aunt was a greedy person. One day, her friend Joan convinced her to steal money from her aunt. Amina refused saying that, stealing is not a solution to her problems. Amina continued saying "I believe there is a day when I will succeed by working hard in my studies and other activities and then, I will be self-reliant and help others".

This question was set from the main competence *Being Resilient* in the specific competence of *Being optimistic towards achieving set objectives*. This question consisted of four items and each item had 2 marks. The question aimed at testing pupil's ability to demonstrate

positive attitudes and behaviours of learning in groups and sharing experiences. The general performance of pupils in this question was average since 11.5 percent of all 1, 301, 559 pupils who attempted this question scored 8 out of 8 marks, 22.2 percent scored 6 marks; and 26.1 percent scored 4 marks; while 40.2 percent of pupils had a weak performance scoring 0 or 2 marks. Generally, the performance is average because 59.8 percent of the pupils who attempted this question scored from average to very good performance levels as shown in **Figure No. 6**.

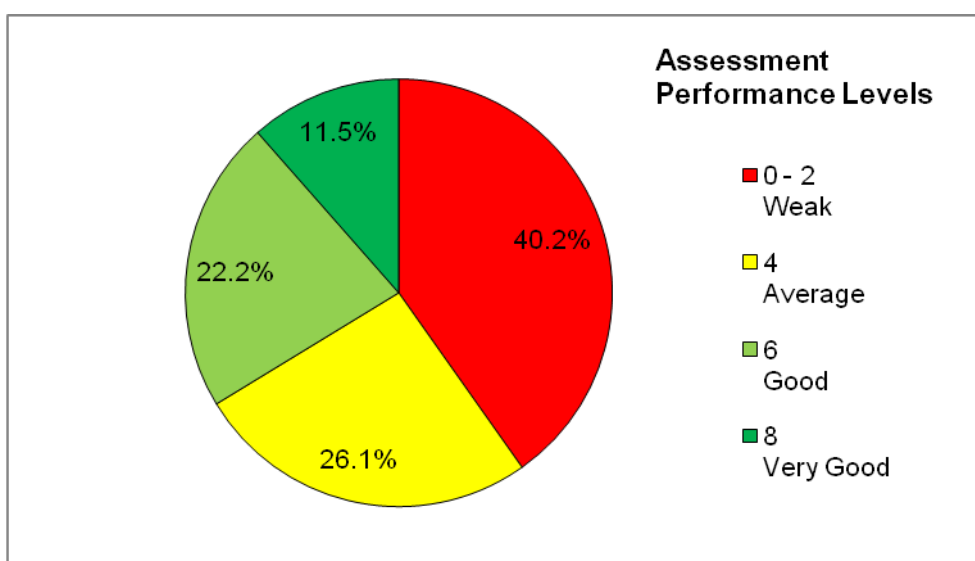


Figure No. 6: Shows the performance in this question was average since 59.8 of the pupils passed by scoring 4 to 8 marks.

Further analysis on the responses of the pupils reveal several reasons that made some pupils to write the correct/incorrect answers as shown below:

(i) Which behaviour does Amina's aunt have?

.....

The question required pupils to identify which behaviour Amina's aunt has. The pupils who were able to identify the correct answer

Selfishness behaviour were able to read the passage and answer the questions correctly. Those pupils had sufficient knowledge about bad behaviours like selfishness, theft and greed. Some of the pupils who provided incorrect responses in this question lacked the reading skills as a result of providing irrelevant responses such as "very rich" and "dancing", while others lacked Reading, Writing and Arithmetic skills (3Rs) as a result they wrote unrecognizable words such as "kakwi" and "ynkina" and others left blanks.

(ii) Why was Joan not a good friend?

.....

This question required pupils to tell why Joan was not a good friend. Pupils who were able to write the correct answer *Because Joan convinced Amina to steal money from her aunt* had reading skills so it was easy for them to read the passage and provide the correct answer. Also, those pupils proved to have knowledge on qualities of good and bad friends. On the other hand, the pupils who failed to write the correct response lacked reading and interpreting skills, thus it was difficult for them to understand the passage. They provided responses which were not related with the question, such as "good behaviour", "why he/she is dancing and problems", "Because she is stealing and Amina's aunt was so greedy".

(iii) Who had a positive attitude between Amina and Joan?

.....

This question aimed at assessing pupils' ability to identify the person with a positive attitude between Joan and Amina. The pupils who wrote the correct answer *Amina* were able to read the passage and understood it. They had clear understanding on the steps taken by Amina to handle challenges such as coping with people of different personalities like Joan. They are aware that Amina was such an

optimistic towards achieving her set objectives through working hard in her studies. Those who failed to write the correct answer lacked basic reading and writing skills thus it was difficult for them to understand the contents of the passage, as a result some of the pupils did not write anything.

- (iv) Who among the three, Aunt, Amina and Joan has a behaviour worthy to be imitated? Give one reason.

.....

This question aimed at testing pupils' ability to identify good and bad behaviours. The pupils who were able to read the passage carefully and write the correct answer *Amina*, showed good understanding and ability to differentiate good from bad actions in the community. Those pupils gave various reasons why Amina had good behaviour worthy to be imitated. Those reasons include *she refused to steal money from her aunt, she had a positive attitude (optimistic) and she is working hard in her studies*. Some of the pupils who failed to write the correct answer lacked focus while reading the passage. A few of them wrote incomplete sentences such as “and reading” and “Joan has bad behaviour”.

3.0 PERFORMANCE PER COMPETENCE

The analysis of competence for each question in the Standard Four National Assessment in 06 Civic and Moral Education subject shows that some of the competences had good performance and others average performance. Generally, pupils' performance in all competences was good. However, the competence *Appreciate the Community* in Question 1 had a performance of 93.2 percent and *Be Responsible* in Question 3 had a performance of 79% which was a good performance. Also, the competence of *Be a person of Integrity* in Question 4 had a performance of 66.2%, *Promote Peace and Harmony* in Question 5 (66.1%), *Be Resilient* in Question 6

(59.8%) and Respect the Community in Question 2 (45.1%) had average performance. Further report on the pupils' performance in each competence have been shown in Appendix A and B.

4.0 CONCLUSION

The analysis of the pupils' responses in the Standard Four National Assessment in Civic and Moral Education subject shows that generally, the performance was good since 92.80 percent of the pupils passed by scoring from very good to average performance levels which is grade A to D, and 7.2 percent had weak performance by scoring grade E. Six competences were assessed which are *Appreciate the community*, *Respect the community*, *Be responsible*, *Be a person of integrity*, *Be Resilient* and *Promote Peace and Harmony*. However the competence *Appreciate the community* and *Be Responsible* were good performed. The remaining four competences had average performances.

The analysis revealed that good performance in this assessment is attributed to clear understanding of the question, sufficient knowledge on assessed competences and good comprehension skills. They also had adequate mastery of the basic Reading, Writing and Arithmetic skills (3Rs). Despite these achievements, a few pupils who scored low marks had inadequate knowledge on competences covered, inability to write meaningful expressions, lack of understanding of the demands of questions and inadequate mastery of Reading, Writing and Arithmetic basic skills (3Rs). They also encountered problems in answering comprehension due to lack of comprehension skills.

5.0 RECOMMENDATIONS

In order to improve the pupils' performance, the National Examinations Council of Tanzania recommends the following:

- (a) Teachers should put more efforts in teaching all the competences, particularly which showed average performance.
- (b) Pupils should be taught how to read the questions carefully so as to identify the demands of the questions before answering them.
- (c) Pupils should be encouraged to read text and reference books in order to widen their understanding.
- (d) Teachers should set tests and examination questions which will develop pupils' ability to answer questions.
- (e) Civic and Moral Education subject teachers should be given special training to improve their ability in this subject which will help them to correctly assess the pupil's performance levels at school.
- (f) Teachers need to work hard to help pupils improve their Reading, Writing and Arithmetic skills (3R3) as well as comprehension skills.

APPENDIX A

ANALYSIS OF PUPILS' PERFORMANCE IN EACH COMPETENCE

S/N	TOPIC	2018 ASSESSMENT			
		Performance per Question		Average Performance (%)	Remarks
		Question Number	% of performance		
1	Appreciate the Community	1	93.2	93.2	Good
2	Be Responsible	3	79	79	Good
3	Be a person of Integrity	4	66.2	66.2	Average
4	Promote Peace and Harmony	5	66.1	66.1	Average
5	Be Resilient	6	59.8	59.8	Average
6	Respect the Community	2	45.1	45.1	Average

APPENDIX B

SUMMARY OF PUPIL'S PERFORMANCE FOR EACH COMPETENCE

