

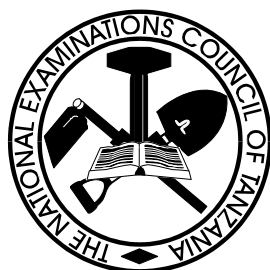
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**PUPILS' ITEM RESPONSE ANALYSIS REPORT
FOR STANDARD FOUR NATIONAL ASSESSMENT
(SFNA) 2019**

03E SOCIAL STUDIES

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



PUPILS' ITEM RESPONSE ANALYSIS REPORT FOR STANDARD FOUR NATIONAL ASSESSMENT (SFNA) 2019

03E SOCIAL STUDIES

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 IN EACH QUESTION	3
2.1 Section A: Multiple Choice and Matching Items	3
2.1.1 Question 1: Recognizing the Principles of Patriotism	3
2.1.2 Question 2: Applying Economic Principles in Production Activities	13
2.2 Section B: Short Answer Questions	17
2.2.1 Question 3: Recognizing Different Events Occurring in the Environment.....	18
2.2.2 Question 4. Applying Knowledge of Maps and Solar System in Daily Life.	25
3.0 EVALUATION OF PUPILS' PERFORMANCE IN EACH COMPETENCE.....	31
4.0 CONCLUSION	32
5.0 RECOMMENDATIONS	33
APPENDIX	34

PREFACE

The Pupils' Items Responses Analysis Report for Standard Four National Assessment (SFNA) 2019, for Social Studies subject has been prepared for the purpose of giving feedback to pupils, teachers, policy makers, curriculum developers and other educational stakeholders. The Standard Four National Assessment was prepared based on the changes which were made in the Basic Education Curriculum for Standard III – IV of 2016. This assessment is the second to be done based on the new curriculum. Therefore, pupils' responses on the assessment items can be one of the indicators about the effectiveness of the implementation of the new curriculum which would be beneficial to teachers, parents, curriculum developers and other stakeholders in education.

In this report, issues which influenced the pupils' performance in each individual item have been presented. The analysis shows that good performance of pupils resulted from clear understanding of the requirements of each question, and that pupils had adequate competencies in the subject. However, those who did not perform well failed to comply with the requirements of the questions due to low competencies in reading and writing skills. Other pupils were incompetent in the areas tested.

The analysis of pupils' performance in each competence was done and indicated that, the performance was good in one competence and average for the other three. However, more effort in teaching Social Studies subject should be directed to the major competence about *applying economic principles in production activities*. This aspect had lower performance compared to other major competencies in the subject.

The National Examinations Council of Tanzania expects that, the feedback from this report will enable various educational authorities to take strong measures to improve teaching and learning processes. Also, the Council is expecting that the identified shortcomings in this report are resolved so as to raise the expected pupils' competencies in standard five.

Finally, the National Examinations Council of Tanzania would like to express sincere appreciation to those who participated in the preparations of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Standard Four National Assessment (SFNA) in Social Studies subject was held on the 20th and 21st November 2019. The assessment considered the current changes in the syllabus which is now based more on developing pupils' competencies instead of the former that was based much on knowledge/content. In considering such changes, examination papers have also targeted on assessment criteria as indicated in the new syllabus. Thus, the performance of pupils has been divided into four groups which are; weak competencies, average competencies, good competencies and very good competencies. Pupils with weak competencies in the assessment of Social Studies subject are considered failures, and those with average up to very good competencies have passed that assessment.

A total of **1,664,353** pupils sat for Standard Four National Assessment in which **1,552,763 (93.31%)** pupils passed and **111,590 (6.69%)** failed.

The Standard Four National Assessment examination for Social Studies subject consisted of 4 questions with 25 items which were divided into two sections; A and B. Section A was comprised of 2 questions; question 1 and 2 with 14 items from two different main competencies called; *Recognizing principles of patriotism in the society* (from question 1(i) to (viii)), and applying *economic principles in production activities* from question number 2(i) to (vi). Also section B had 2 questions; question 3 and 4 with 11 items in total from two main competencies namely; *recognizing events occurring in the surrounding environment* (from question 3(i) to (ii)) and *Applying the knowledge of maps and the solar system in the daily life* (from

question 4(i) to (iv). Pupils were required to answer all questions in all the two sections. In section A, pupils were instructed to choose the letter of the correct answer, and match areas with various types of minerals in list A with the respective type of minerals in list B. In section B question 3, pupils were instructed to read a given passage then answer the questions, while in question 4, pupils were instructed to study the diagram of the cardinal points and then attempt question 4(i) to (iv).

In this report, introduction will be followed by the analysis of pupils' responses in each question. This analysis identifies the pupils' competencies and their respective responses which were average, good and very good (passed) in each question. However, the identified pupils with poor competencies (failures) will also be analysed. Moreover, the analysis of the reasons which caused some pupils fail to answer some questions effectively will be followed by pupils' evaluation of performances in each competence. That part will be followed by conclusion and later recommendations from the analysis.

The categories of pupils' performances considered the percentage of pupils who answered the specific questions. If the pupils ranging from 0 to 33 per cent managed to answer the question correctly, the category of performance was considered to be **weak**. On the other hand, if the pupils who managed to answer that question correctly range from 34 to 66 per cent, the performance was considered to be **average** and the **good** performance was if pupils who managed to answer the question correctly ranged from 67 to 100 per cent. In this analysis, green, yellow and red colours are used to show good, average and poor performances respectively.

2.0 ANALYSIS OF PUPILS' RESPONSES IN EACH QUESTION

Generally, the analysis of pupils' responses revealed good performance for question one and average in the other three questions. In this section, every question has been analysed and pupils' performance has been shown. Extracts and figures have been used to substantiate the explanations raised for each question.

2.1 Section A: Multiple Choice and Matching Items

This section consisted of two questions with a total of 14 items. Question 1 had eight multiple choice items in which a pupil was instructed to read and then choose the correct answer from the given alternatives. Question 2 had six matching items in which a pupil was instructed to match the items in list A with the correct response from list B.

2.1.1 Question 1: Recognizing the Principles of Patriotism

This question consisted of eight items; (i) to (viii) which assessed pupils' competencies on *Recognizing the principles of patriotism*. Pupils were supposed to read the items, choose the letter of the correct answer and write it in the box provided. The question had a total of 16 marks. In this question, a pupil was considered to have weak competence if he/she failed to answer correctly even one item or answered correctly only two items. A pupil who managed to answer correctly three up to five items was considered to have average competence, and the one who answered correctly six up to seven items was considered to have a good competence. Moreover, a pupil who managed to answer correctly all eight items was considered to have very good competence.

A total of 1,664,353 (100%) pupils managed to answer this question in which 19,711 (1.2%) had very good competencies. Pupils who had good competence were 205,911 (12.3%) in which 143,538 (8.6%) managed to answer six items correctly, and other 62,370 (3.7%) pupils managed to answer seven items correctly.

Similarly, a total of 1,0992,058 (65.6%) pupils had average competence since 376,134 (22.6%) answered three items correctly, 421,047 (25.3%) of the pupils attempted correctly four items while 294,832 (17.7%) pupils answered five items correctly.

However, 347,654 (20.8%) pupils had weak competence and hence, failed this question. Also, 23,914 (1.4%) failed completely to answer all items correctly and others 97,596 (5.9%) managed to answer correctly only one item while 225,142 (13.5%) pupils managed to answer two items correctly. **Figure No. 1** illustrates pupils' performance in this question.

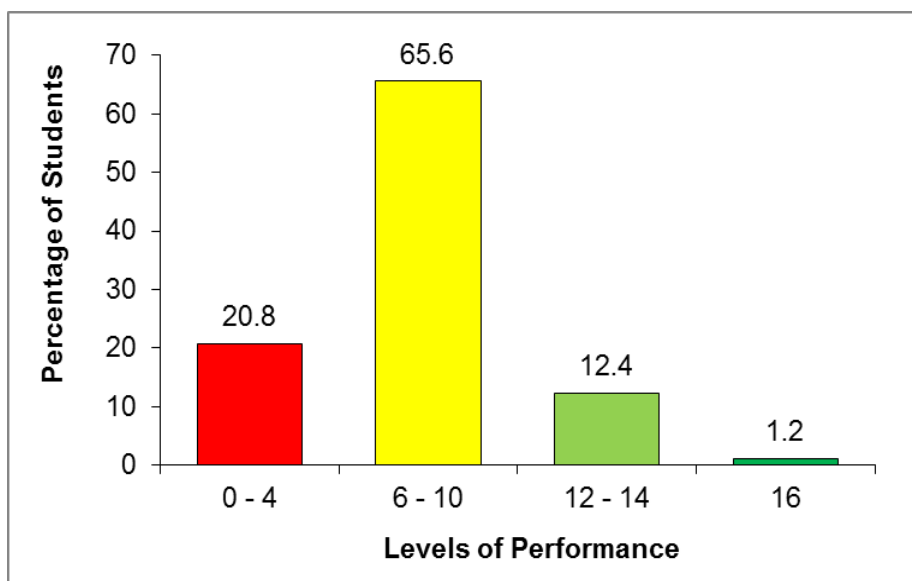


Figure No 1: Pupils' competencies in each group where the general performance is good.

Further analysis in the pupils' answers was done and various concerns were identified in each item of the question as follows:

- (i) Mr. Juma and Mrs Juma have a child called Neema who got married and gave birth to a child called Yusufu. Who is Mr. Juma to Yusufu?
- A Father
 - B Grandfather
 - C Uncle
 - D Cousin

This item was set from the specific competence of *building good relationship with the surrounding community*. The item was targeted to assess the pupils' ability in identifying the relationship between Mr. Juma and Yusufu who is Yusufu's grandfather. The performance of this item was good since,

pupils were able to select correct answer *B, Grandfather*. Those pupils had adequate skills which enabled them to identify the family relationship. They identified that the father of ones mother is his/her grandfather.

However, some pupils selected distractors; *A. Father, C. Uncle* and *D. Cousin*. The selection of those distractors was caused by pupils' inadequate skills in the specific competence of building good relationship with the surrounding community, particularly the relationship among the family members. Pupils who selected distractor *A, Father* failed to recognise that father is the male parent of a child. Pupils who selected distractor *C, Uncle* failed to comprehend that uncle is the brother of ones father/mother. Also, pupils who selected the distractor *D. Cousin* failed to pinpoint that, cousin is the daughter of one's uncle or aunt.

- (ii) Which is the health benefit pupils gain by dancing traditional dances
- A To develop culture
 - B To gain motivation of working
 - C To get various awards
 - D To keep the body health and fit

This item featured the specific competence of *promoting Tanzanian culture*. The question assessed the ability of the pupils to identify the health benefit pupils gain by dancing traditional dances. The performance in this item was good because, pupils were able to select the correct answer *D, To keep the body health and fit*. The analysis done in pupils'

answers disclosed that those pupils understood the item and had enough skills that dancing keeps the body healthy and fit.

However, other pupils selected the distractor *A, To develop culture*. This selection was caused by pupils inadequate knowledge on the benefits of dancing to ones health. Also, distractor *B, To gain motivation of working* was selected by pupils who failed to identify that the question demanded the health benefit of traditional dances and not otherwise. Furthermore, pupils who selected distractor *C, To get various awards* failed to identify that, the question targeted the health benefit of dancing traditional dances regardless of various awards dancers get.

- (iii) Mr and Mrs James got married in 2014. They do not have any child. How is this family called?
- A Nuclear
 - B Orphan
 - C Couple
 - D Adoptive

This item was set from the specific competence of *building good relationship with the surrounding community*. It was aimed at testing the pupils' skills on identifying family relationship particularly the family composed of a man and a woman only (couple). The pupils' performance in this item was good since most of the pupils were able to select the correct answer *C, Couple*. These pupils had adequate knowledge on different types of families.

However, other pupils failed to select the correct answer and thus, selected the distractors *A, Nuclear, B, Orphan* and *D, Adoptive*. The selection of those distractors was due to pupils' inadequate skills on competence of building good relationship with the surrounding community, particularly lack of skills on the types of families.

- (iv) Which among the following is the main priority of the fifth phase of the Tanzania Government?
- A Privatization of industries
 - B Building of industries
 - C Free education to all Tanzanians
 - D Formation of many multi parties

This item was taken from the specific competence of *honouring our heroes in the society*, particularly the contribution of senior Tanzanian leaders since independence. This item was meant to assess pupils' skills on recognising the main priority of the fifth phase of the Tanzania government in the economic sector. The pupils' performance in this item was good since most of the pupils were able to select the correct answer *B, Building of industries*. The selection of the correct answer was probably caused by pupils' adequate skills and deep understanding of the cross cutting political and economic issues and slogans of the leaders in the fifth phase of government which insists on industrial economy.

However, some pupils selected the distractor *A, Privatization of industries*. Many pupils who selected this distractor had inadequate knowledge on cross cutting economic and political issues in Tanzania. Those pupils failed to comprehend that

privatization of industries was done during the third phase of the government with the aim of improving productivity in industrial sector. The distractor C, *Free education to all Tanzanians* was selected by pupils who linked it to the provision of free education to Primary and Secondary Schools. Despite the fact that it is one of the priorities of the fifth phase of the Tanzania Government, education is not provided freely to all Tanzanians but only to government Primary and Secondary Schools. Also, the distractor D, *Formation of many multi parties* was selected by pupils who had inadequate knowledge on the history of multi partism in Tanzania.

- (v) Who among the following leaders in Tanzania is voted for by the citizens after every five years?
- A Chief justice
 - B President
 - C Speaker of the Parliament
 - D Prime Minister

This item was set from the specific competence of *honouring our heroes in the society* particularly, the senior Tanzanian leaders. The item aimed to assess the pupils' skills to identify how the president is obtained in Tanzania. The pupils' performance in this item was good since most of the pupils were able to select the correct answer B, *President*. The selection of correct answer was probably caused by pupils' adequate skills to identify and differentiate phases of presidency and how the President is obtained in Tanzania.

However, some pupils were attracted by distractor A, *Chief justice*, who is appointed by the President and not elected by

the citizens. Some pupils selected distractor *C, Speaker of the Parliament*. The selection of this distractor was due to the fact that, Speaker stays in his/her position for five years and he/she is elected by the members of Parliament not voted for by the citizens. Furthermore, distractor *D, Prime Minister* was selected by the pupils who had inadequate knowledge on how Prime Minister is obtained. Though the Prime Minister stays in power for five years, he/she is not voted for by the citizens but rather appointed by the President among the members of Parliament.

- (vi) Mr. John possesses bigger farms which he hires to people. What kind of feudal relation is this?
- A Ubugabire
 - B Ntemi
 - C Nyarubanja
 - D Ujima

This item was set from the specific competence of *building good relationships with the surrounding community*. It was intended to assess the pupils' skills in identifying the kind of feudal relation in ancient Africa societies particularly the one in which one possesses bigger farms and hires to people. The pupils performance in this item was good since most of them were able to select the correct answer *C, Nyarubanja*. This selection was caused by the pupils' adequate skills in identifying that Nyarubanja was a feudal relation which was based on ownership of land and was practised by ancient people in Karagwe.

However, some pupils selected distractors *A, Ubugabire*. Ubugabire was practiced in western part of Tanzania, Rwanda and Burundi and it was based on cattle ownership not farms. The other group of the pupils selected distractor *B, Ntemi* which was an administrative system among the Sukuma and Nyamwezi societies and *D, Ujima* which was the first mode of production which was practised by many African societies. Those pupils failed to identify the features of Nyarubanja but also failed to differentiate modes of production from administrative systems.

- (vii) How many Prime ministers served in the first phase of the government of the United Republic of Tanzania?
- A Four
 - B One
 - C Three
 - D Two

This item was picked from the specific competence of *honouring our heroes in the society*, it intended to assess the pupils' skills in pinpointing the senior Tanzanian leaders since independence particularly the Prime ministers who served in the first phase of the government of the United Republic of Tanzania. The performance of pupils in this item was good since many pupils managed to select the correct answer *A, Four*. Those pupils had enough skills concerning Prime ministers who served Tanzanian government in the first phase of administration.

However, other pupils failed to identify the number of Prime ministers who served in the first phase of the government of

the United Republic of Tanzania. As a result, they ended up selecting distractors *B, One; C, Three and D, Two*.

- (viii) Which production system developed in the Western part of Tanzania?
- A Primitive communalism
 - B Ubugabire
 - C Kihamba
 - D Umwinyi

This item was picked from the specific competence on *building good relationships with the surrounding community*. It intended to assess the pupils' skills in identifying the system of production which was developed in the Western part of Tanzania. The performance of pupils in this item was good since pupils managed to select the correct answer *B, Ubugabire*. The pupils who selected the correct answer had adequate knowledge to identify the fact that, Ubugabire was the system of production which was based on the ownership of cattle in the Western part of Tanzania, particularly Kigoma and the nearest bordering countries of Rwanda and Burundi.

However, other pupils selected distractor *A, Primitive communalism*, which was the first mode of production in African communities. Also pupils selected distractor *C, Kihamba*, this is a system of owning and distributing land in the Chagga society. The other group of pupils selected distractor *D, Umwinyi*, this was the feudal and administrative system among the people along the coast of East Africa.

2.1.2 Question 2: Applying Economic Principles in Production Activities

In this question, pupils were required to answer items (i) to (vi) by matching areas with various types of minerals in **List A** to their corresponding respective type of minerals in **List B**. They were to write the letter of the correct answer in the brackets provided. The question was set from the general competence 4: *Applying economic principles in production activities*, specifically competence which reads *appreciate and protect national resources*. This question measured pupils' knowledge in identifying mineral resources available in Geita, Kigoma, Njombe, Arusha, Kagera and Shinyanga regions. The total marks allocated for this question was 12.

This question was attempted by 1,664,353 (100%) pupils, of which 56,069 (3.4%) of them scored all 12 marks indicating a very good performance, and 282,577 (16.9%) pupils scored 8 to 10 marks indicating good performance. On the other hand, 452,483 (27.2%) pupils scored 4 to 6 marks indicating average performance, and 873,224 (52.4%) pupils scored 0 to 2 marks indicating a poor performance. Generally, the performance of the question was average because 791,129 (47.6%) of them scored 4 to 12 marks as **figure No. 2** illustrates.

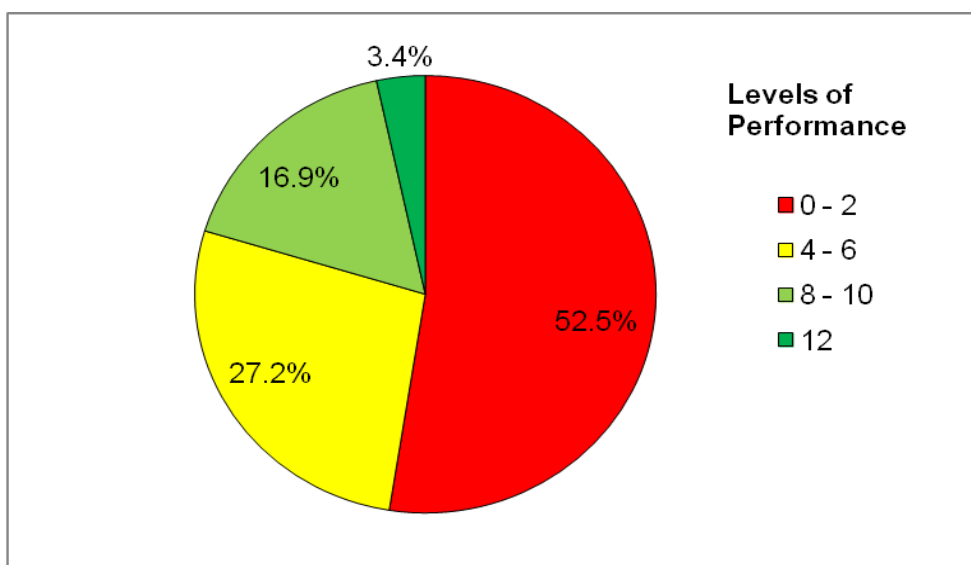


Figure No. 2: Average performance on question 2.

The analysis of pupil's performance in this question shows that few pupils scored higher marks between 10 to 12. This implies that they had clear understanding and sufficient knowledge of the general competence *applying economic principles in production activities*. Specifically, the competence which reads *appreciate and protect national resources*. These pupils managed to match the area and its specific mineral. **Extract No 1.1** shows a sample of responses from one of the pupils who performed well in this question.

2. Answer items (i) - (vi) by matching areas with various types of minerals in **List A** with the respective type of minerals in **List B**. Write the letter of the correct response in the brackets provided.

List A	Letter	List B
(i) Geita in Geita region.	(E)	A. Diamond
(ii) Uvinza in Kigoma region.	(C)	B. Tin
(iii) Liganga in Njombe region.	(D)	C. Salt
(iv) Mererani in Arusha region.	(H)	D. Iron
(v) Karagwe in Kagera region.	(B)	E. Gold
(vi) Mwadui in Shinyanga region.	(A)	F. Lime
		G. Coal
		H. Tanzanite

Extract No. 1.1: *A sample of responses from a script of the pupil who matched area in **List A** with the corresponding mineral in **List B** correctly.*

On the other hand, in responding to this question, some pupils were able to match few minerals found in the respective areas in Tanzania. These pupils managed to understand some of the areas with their corresponding minerals. For example, some pupils managed to correctly match item (ii), (iv) and (vi) of List A with the letters "C", "H" and "A" from List B. This was due to the famousness and benefits the area gets from the government. For example, item (iv) Mererani in Arusha region was correctly matched with Tanzanite because it is the mineral which is found in Tanzania only. In addition, the name of the mineral (Tanzanite) has a close relation with the name of the country Tanzania. Hence made it popular not within the country but all over the world. However, majority failed to match the remaining items (i), (iii) and (v) of List A with the letters "E", "D" and

“B” for List B. This proves that, these pupils did not have enough knowledge about Minerals found in those areas.

The analysis of pupils’ performance in this question shows that many pupils scored low marks between 0 to 2. This indicates that they had insufficient understanding of various mineral resources available in different parts of Tanzania such as; *Diamonds, Tin, Salt, Iron, Gold, Limestone, Coal, and Tanzanite*. Thus, they could not match the areas with mineral types found in the respective area.

Further analysis shows that, pupils who scored 0 lacked competences on *applying economic principles in production activities* particularly *appreciate and protect national resources*. These pupils failed to match the given areas with types of minerals found in those areas hence to a greater extent they ended up guessing the answers. For example, some pupils matched item (i) from List A with letter “C” *Salt* instead of “E” *Gold*. These pupils failed to realize that Geita region is endowed with abundant gold deposits hence has large gold mines in Tanzania. **Extract No. 1.2** shows a sample of incorrect responses of a pupil who failed to answer correctly this question.

2. Answer items (i) - (vi) by matching areas with various types of minerals in **List A** with the respective type of minerals in **List B**. Write the letter of the correct response in the brackets provided.

List A	Letter	List B
(i) Geita in Geita region.	(F)	A. Diamond
(ii) Uvinza in Kigoma region.	(G)	B. Tin
(iii) Liganga in Njombe region.	(B)	C. Salt
(iv) Mererani in Arusha region.	(A)	D. Iron
(v) Karagwe in Kagera region.	(D)	E. Gold
(vi) Mwadui in Shinyanga region.	(C)	F. Lime
		G. Coal
		H. Tanzanite

Extract No. 1.2: A sample of responses from a script of a pupil who failed to match the areas in list A and type of mineral in list B.

2.2 Section B: Short Answer Questions

This section consisted of two short answer questions. In question 3, the pupils were required to read a passage, then answer the questions that followed after the passage. The question comprised seven items each, consisting of 2 marks making a total of 14 marks. In question 4, the pupils were required to study the given diagram of cardinal points, then answer the questions that followed. The question consisted of 4 items with 2 marks each making a total of 8 marks. The analysis shows that the performance in both questions was average although the performance in question 3 was lower compared to the performance in question 4. Further analysis in each question is as follows:

2.2.1 Question 3: Recognizing Different Events Occurring in the Environment.

This question was set from the main competence *recognizing different events occurring in his/her environment*. In this question, pupils were required to read a given passage on environment (See extract No. 3.1), and supply the correct answers in the spaces provided. This question comprised seven items: (i) to (vii). Item (i) intended to test pupils' understanding of the meaning of "environment". Item (ii) tested pupils' ability to distinguish living things from non living things, item (iii) focused on measuring pupils' ability to identify examples of living things found in the school environment and item (iv) tested pupils' ability to identify examples of non living things found in the school environment used for writing and drawing. Moreover, item (v) tested pupils' ability to give reason for protecting living and non living things while item (vi) measured pupils' ability to identify the furniture objects, and item (vii) aimed at assessing pupils' ability to identify a group of other things found in the school environment apart from the group of living things. The total marks allocated for this question were 14. **Extract No. 2.1** is a comprehension passage that was used for question number 3.

3. Read the following passage and then answer the questions that follow by writing the correct answer in the space provided.

Environment is the sum of all things that surround human beings. It includes people, plants, animals and other things. Generally environment consists of both living and non-living things.

The school environment is made up of both living and non living things. Examples of living things which are found in the school environment are human being and plants. The non living things that are found in the school environment are furniture, books, chalks, pens, pencils and dusters. Furniture include tables, desks, chairs and cupboards. All living and non living things which are found in our school environment are important, therefore we are supposed to protect them.

Extract No. 2.1: *A comprehension passage for question number 3.*

This question was answered by 1,664,353 (100%) pupils, of which 69,771 (4.2%) scored all 14 marks being a very good performance, and 397,449 (23.9%) scored 10 to 12 marks as good performance. Additionally, about 512,389 (30.8%) scored 6 to 8 marks indicating an average performance, and 684,744 (41.1%) pupils scored 0 to 4 marks hence weak performance. Generally, the performance of the question was average as 979,609 (58.9%) pupils scored 6 to 14 marks. **Figure No. 3** shows the level of performance for question number 3.

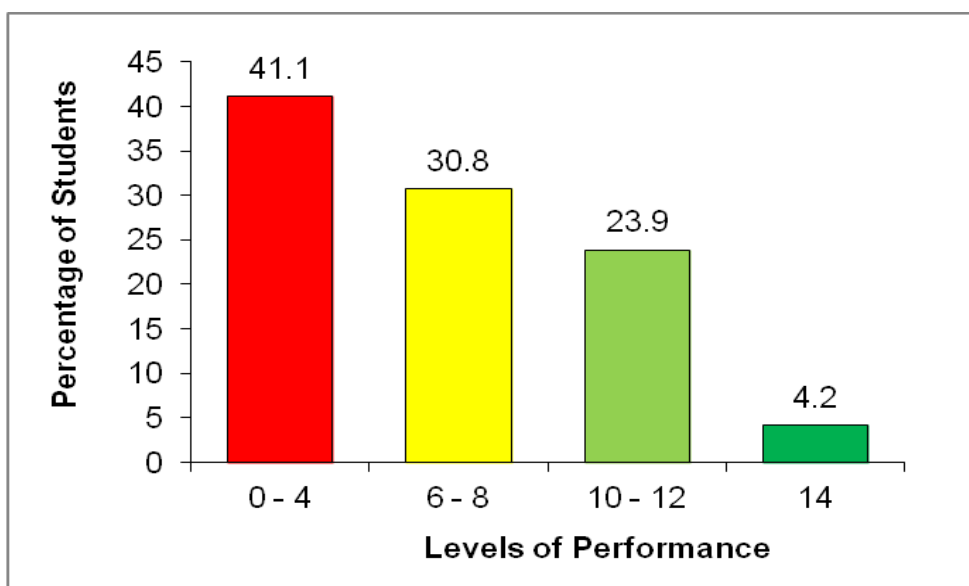


Figure No. 3: *Average performance for question 3.*

The analysis of the performance level in this question revealed a relatively wide variation of performance between good and very good performances (23.9%-4.2%). Pupils who scored 14 marks had the best performance as they answered correctly all the 7 items. The performance of pupils who scored 10 to 12 marks was categorized as good because they answered correctly 5 to 6 items out of 7. On the other hand, the performance of pupils who scored 6 to 8 marks was classified as average, meaning that they answered correctly 3 to 4 items. Meanwhile, pupils who scored 0 to 4 marks were classified to have a weak performance as less than two items out of seven were correctly answered or none of the items was correctly attempted.

Furthermore, the analysis of pupils' answers revealed that pupils who scored 10 to 14 marks had good knowledge and skills on environment, mostly in item of the things that makes up the school environment; human beings and plants; in totality living and non

living things. In item (i), pupils managed to state correctly that anything that surrounds human beings is called *environment*. This justifies that pupils were well equipped with comprehension skills that enabled them to comprehend that environment is the main idea of the passage. The second item measured the ability of pupils to differentiate living and non-living things. The performance of pupils in this item was good as most of them wrote *furniture*. This implies that, pupils had good understanding of the difference between living and non-living things. Additionally, the item had direct relation with things that surround pupils in their daily life at school; hence some pupils contextualized life experiences and provided a correct answer.

Further analysis revealed that the third item (iii), required pupils to identify examples of living things that are found in the school environment. The pupils' performance in this item was good as the majority who attempted it wrote *plants*. The response indicates that the pupils understood and had adequate skills of reading and understanding the passage. In the fourth item (iv), pupils were required to identify non living things found on the school environment which are used for writing and drawing. The performance in this item was good as most pupils wrote correct answer *pencil*. The response indicates that the pupils had clear understanding of the passage or their responses might have been influenced by the things used in teaching and learning process.

Item (v) required pupils to give reason of protecting living and non-living things. The purpose of this item was to assess pupils' understanding on the importance of protecting living and non living things. The performance in this item was good as many pupils were able to give reason for protecting living and non living things as

important, based on the passage they had read. This answer was influenced by pupils' experience on the uses of various things that surround them in their daily living at school.

The sixth item (vi) tested pupils' ability to identify furniture from other non living things. The level of performance in this item was good as many pupils were able to identify that *cupboard* is furniture. Pupils were able to answer correctly this item because it reflected things mostly used at school environment and had ability to differentiate furniture from other non living things.

Item (vii) tested pupils' ability to identify a group in the school environment apart from the group of living things. The pupils' performance in this question was good as majority of them were able to write *non-living things*. This indicates that pupils were able to read and comprehend the passage. **Extract No. 2.2** shows a sample of correct responses for question number 3.

Questions	
(i)	Anything that surrounds human being is called <u>environment</u> .
(ii)	Which of these two, plant and furniture is an example of non living things? <u>furniture</u> .
(iii)	Examples of living things that are found on the school environment are human beings and <u>plants</u> .
(iv)	Non living things that are found on the school environment which are used for writing and drawing are pens, chalk and <u>pencils</u> .
(v)	Why do we protect living and non living things? <u>Because they are important</u> .
(vi)	Which of the two, a cupboard and chalk is an example of furniture? <u>cupboard</u> .
(vii)	Apart from living things, what is the other group of things which is found in the school environment? <u>non-living things</u> .

Extract No. 2.2: A sample of correct responses for question number 3.

Further analysis of answers revealed that pupils who scored 6 to 8 marks were ranked average in the benchmarking, which signifies that they answered correctly 3 to 4 items out of 7. This average score was influenced by lack of seriousness and inadequate skills of reading and comprehending the information from the passage, which made them answer correctly few items and failed the rest of items. For example, some pupils answered correctly item (i), (ii), (iii) and (vii) while missing the rest.

Moreover, some pupils scored 0 to 4 marks, which means that they did not understand the requirements of the question, and answered correctly a maximum of 2 items out of 7. For example, in item (i), most pupils supplied incorrect response *flowers*. This was influenced by the appearance of the school environment which in most cases was decorated by flowers to appear attractive. In item (ii), majority of pupils supplied mixed correct and incorrect responses by writing different types of furniture used at school. In item (iii), majority of pupils wrote more than one answer by mentioning people, trees and plants. Such answers imply that pupils gave answers by using their own experiences, but not in the context of passage given.

In the fourth item (iv), most pupils supplied incorrect responses like *blackboard*, *duster* or *blackboard and duster*. Pupils' responses were influenced by presence of chalk in the passage which is used for writing and drawing on the board in the teaching and learning environment. Pupils used their own experiences and not the context of the passage. In addition, some pupils wrote answers like *colour*, *furniture* and *exercise book*. These responses are related to the correct answer, but they are not correct in the context of the given passage.

Other students in item (v) supplied answers such as *furniture*, *books* and *chalk*. Although these answers are among the items mentioned in the passage, they are not related to the demands of the question. The question demanded the reason for protecting living and non living things. This shows that these pupils lacked knowledge on the importance of protecting living and non-living things as they provided things found in the school environment.

Item (vi) tested the ability of pupils to identify furniture from two things *cupboard* and *chalk*. Most of the pupils who attempted this question supplied irrelevant responses out of the given alternatives. For example, some wrote answers like *chair*, *books*, and *table*. This indicates that pupils who wrote answers like chairs have knowledge about furniture but did not adhere to the demands of the question. They therefore answered based on the knowledge they had about furniture. Also, pupils who gave answers like *a book* and *chalk* are lacking knowledge about furniture and did not understand the passage and the question they were asked.

Pupils who attempted item (vii) wrote *table*, *desk*, *tree*, *sand*, *plants* and *animals*. This shows that they did not understand the demand of the question. These pupils mentioned a single item rather than a group of non living things. This indicated that pupils lacked adequate reading skills or lacked knowledge about a group of non living things. This is evidence that pupils, who scored poorly lacked adequate skills on understanding the demands of the question. Therefore, they used their own experience on the things that surround them. **Extract 2.3** shows an example of responses of a pupil who got weak score in question 3.

Questions

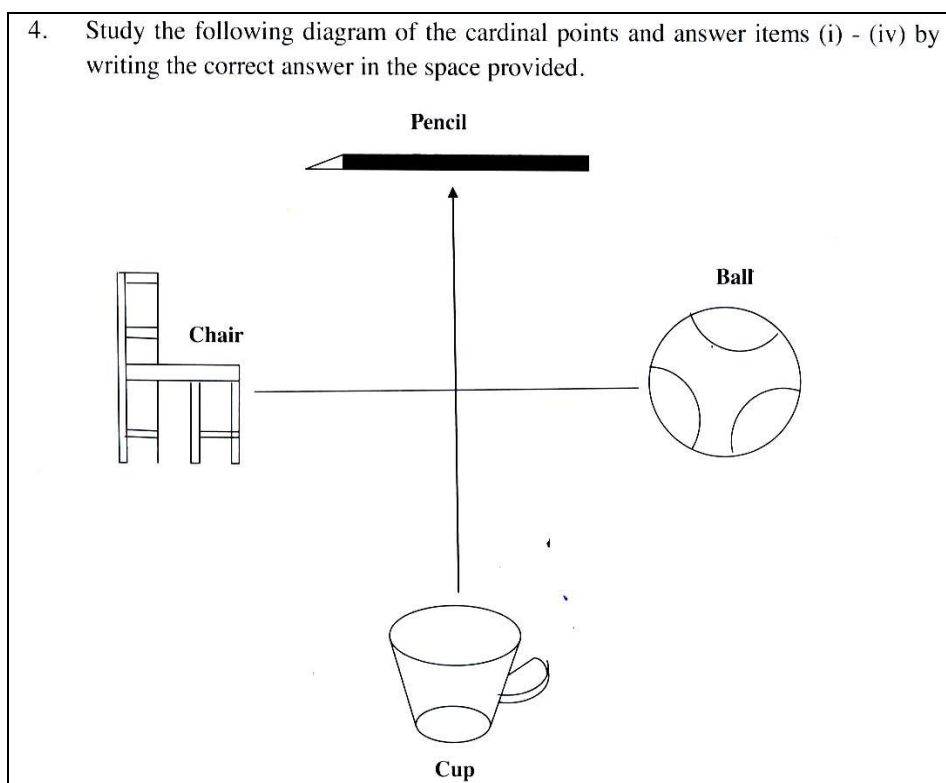
- (i) Anything that surrounds human being is called Generally.
- (ii) Which of these two, plant and furniture is an example of non living things?
and living things.
- (iii) Examples of living things that are found on the school environment are human beings and plants.
- (iv) Non living things that are found on the school environment which are used for writing and drawing are pens, chalk and books.
- (v) Why do we protect living and non living things?
because non living things are like books, chalks pens and dusters.
- (vi) Which of the two, a cupboard and chalk is an example of furniture?
books, chalks pens and dusters.
- (vii) Apart from living things, what is the other group of things which is found in the school environment? are important.

Extract No. 2.3: A sample of response of a pupil who got weak scores after supplying wrong answers in all items except item (iii)

2.2.2 Question 4. Applying Knowledge of Maps and Solar System in Daily Life.

The question was set from the main competence 3: *Applying the knowledge of maps and the solar system in daily life*. In this question, pupils were asked to study a diagram depicting the four cardinal points and the objects on each side. Pupils were required to identify the direction of the objects on the diagram in item (i) to (iv) (See figure No. 4.1), and then answer the questions asked by writing the correct answer in the space provided. This question consisted of four items (i), (ii), (iii) and (iv). The first item (i) tested pupils' ability to identify the *South* direction of the compass. Item (ii) measured pupils' ability to identify the *North* direction on the compass, item (iii)

measured pupils' ability to identify *Western* direction on the compass. The last item (iv) measured pupils' ability to identify direction of the sunrise. The total marks allocated in this question were 8. **Extract No. 2.4** is the diagram of the cardinal points and objects used for question number 4.



Extract No. 2.4: *The four cardinal points of the compass and objects used for question number 4*

This question was attempted by 1,664,353 (100%) pupils, of which 397,655 (23.9%) scored all the 8 marks indicating a very good performance, and 331,881 (19.9%) scored 6 marks indicating good performance. On the other hand, 260,186 (15.7%) scored 4 marks indicating average performance and 674,631 (40.5%) pupils scored 0 to 2 marks indicating weak performance. Generally, the performance of the question was average as 989,722 (59.5%) pupils

scored 4 to 8 marks. **Figure No. 4** shows the level of performance for question number 4.

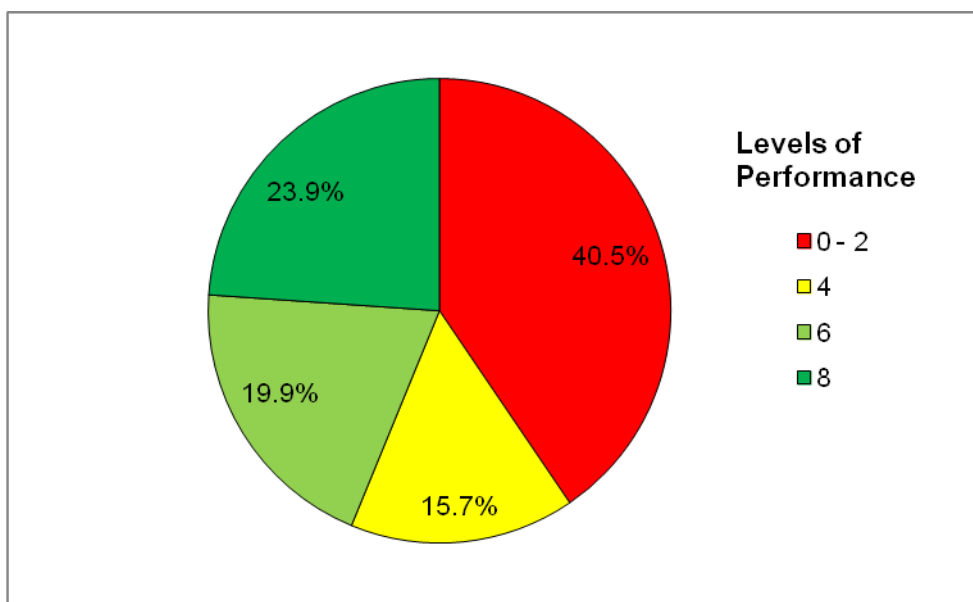


Figure No. 4: Average performance for question 4.

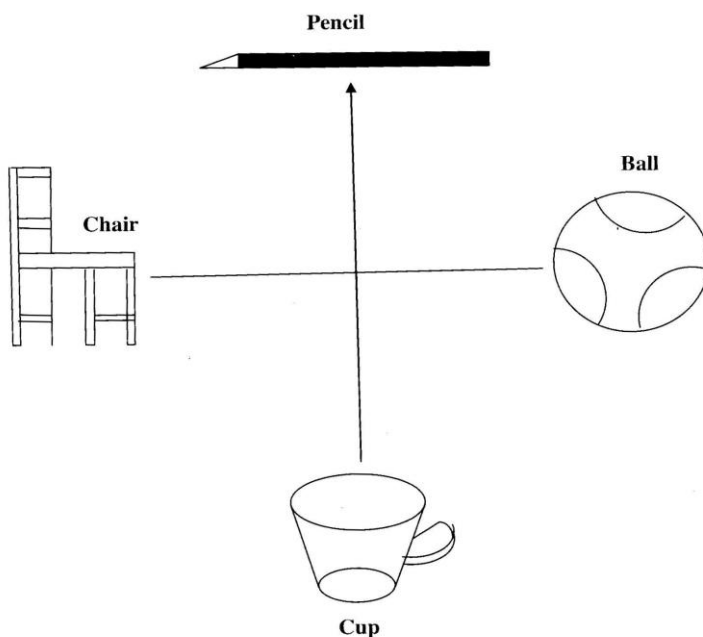
The analysis of performance level in this question showed that there is a wide range of performance between average and weak scores (15.7%-40.5%). Pupils who scored 8 marks had the best performance, meaning that they answered all the 4 items correctly. The pupils who scored 6 marks answered correctly 3 items out of 4. On the other hand, the pupils who scored 4 marks answered correctly 2 items out of 4 and pupils who scored 0 to 2 either answered correctly only 1 item out of 4 or wrongly attempted all the items.

Generally, the question measured two specific competencies; first, it tested the pupils' knowledge on four cardinal points of the compass; secondly, it tested the pupils' ability to use compass direction to identify direction of things. The pupils who scored 6 to 8 marks had enough competence to use the four cardinal points of the compass

in their daily life. This performance implies that, these pupils answered correctly 3 to 4 items. They managed to mention the direction of a *cup*, *pencil*, *chair* and *ball* using the four cardinal points of the compass.

In the first item (i), pupils who managed to give the correct answer were able to identify the location of the *Cup* to be *South* of the cardinal points. The ability to answer correctly was due to sufficient skills on reading cardinal points. In the second item (ii), pupils who managed to answer correctly this item were able to identify the direction of the *pencil* which is *North*. In item (iii), pupils who answered this correctly were able to identify that the chair is at the *North* of the cardinal points. Lastly, in the fourth item (iv), the pupils managed to identify the *ball* which represents the direction from which the sun rises. However, many pupils who scored 6 marks, failed to supply a correct answer for item (iv), as many wrote *East*. Pupils in this item had required skills about the direction of the sunrise but failed to meet the requirement of the question that demanded the object representing the given direction. Performance of pupils in this question revealed the ability and skills they had on the study of the cardinal points. **Extract No. 2.5** shows an example of correct response for question No. 4 given by one of the pupils.

4. Study the following diagram of the cardinal points and answer items (i) - (iv) by writing the correct answer in the space provided.



- (i) In which direction is the cup located?
South
- (ii) Mention the direction where the pencil is located.
North
- (iii) In which direction is the chair located?
West
- (iv) The side on which the sun rises is represented by which object?
Ball

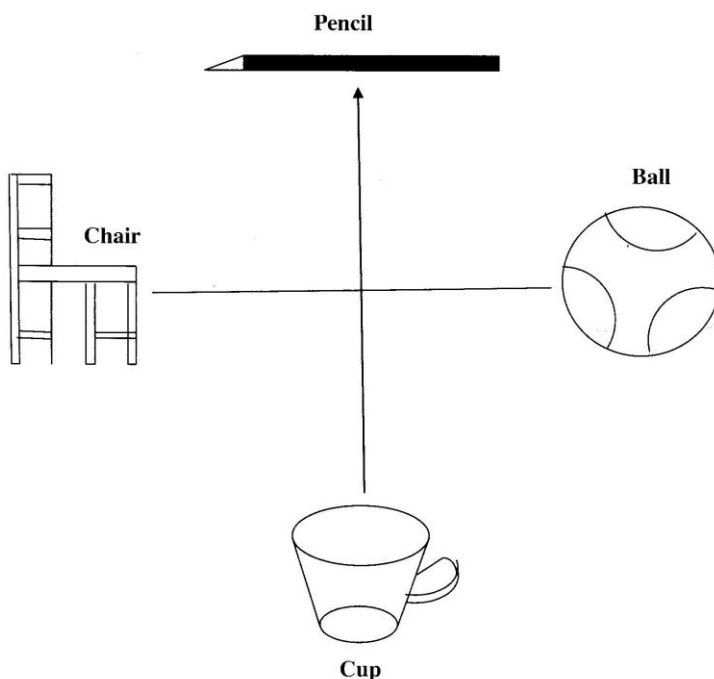
Extract No. 2.5: An example of correct responses for question No. 4 given by one of the pupils.

On the other hand, some pupils had average scores of 4 marks which imply that they got only 2 items out of 4. This performance was due to pupils' average knowledge about the cardinal points of the compass. Pupils in this question failed to attempt item (iii) and (iv). In item (iii), pupils wrote chair is located at the *East*. This shows that those pupils failed to identify the side in which the sun sets. In item (iv), pupils failed to identify the direction in which the sun rises

which is *East* and it was represented by a *Ball*. Moreover, pupils do not know the direction of the sun rise by using cardinal points.

Furthermore, the analysis of performance reveals that some pupils scored 0 to 2 marks, showing a poor attempt to almost all the items. Most pupils in this category succeeded in responding to one of the four items, and some did not completely respond to either of the item. Item (i) was answered correctly by majority, including pupils under this category, as they were able to write the correct answer *south*. Other pupils, especially in the poor performance group mixed the four cardinal points of the compass and gave answers that were not in line with the direction required. This implies that despite of not having the required skills on cardinal points, they also lack reading and writing skills. **Extract No. 2.6** shows an example of irrelevant responses from one of the pupils.

4. Study the following diagram of the cardinal points and answer items (i) - (iv) by writing the correct answer in the space provided.



- (i) In which direction is the cup located?
North direction
- (ii) Mention the direction where the pencil is located.
South direction
- (iii) In which direction is the chair located?
East direction
- (iv) The side on which the sun rises is represented by which object?
East direction

Extract 2.6: An example of irrelevant responses from one of the pupils who supplied wrong answers for all items.

3.0 EVALUATION OF PUPILS' PERFORMANCE IN EACH COMPETENCE

The analysis of the Standard Four National Assessment (SFNA) 2019 shows that, among the four major competencies which were assessed as prescribed in the Social Studies Syllabus for Basic Education Standard III –VI of 2016, the performance of pupils was

average in all the four competencies. However, the performance in one of the major competencies (Applying economic principles in production activities) was lower (47.6%) compared to the other three competencies. For example, the performance of pupils in the competence of '*recognising the principles of patriotism in society*' was 79.2 percent while, the performance in competence of '*applying knowledge of maps and solar system in daily life*' was 59.5 percent. Similarly, the performance in the competence of '*recognising different events occurring in his/her environment*' was 58.9 percent. It can therefore be concluded that while pupils generally acquired acceptable competencies in all the four competencies as prescribed in the syllabus, they still lack some competencies, particularly on applying economic principles in production activities. It can also be noted that, more effort in helping pupils to acquire all expected competences should be made during the teaching and learning process. Table Na. 1 shows the summary of performance in all competences.

4.0 CONCLUSION

The analysis of the pupils' responses in the Standard Four National Assessment of Social Studies subject shows good performance in one competence and average for the other three. However, there are challenges of the failure to understand the demands of the questions, and failure to reflect the skills from the surroundings. Some of the pupils showed signs of poorly developed writing and reading skills which made them fail to read and understand the questions. However, most of the pupils managed to show enough competencies that enabled them to identify correct answers in the questions asked.

5.0 RECOMMENDATIONS

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

- (a) Teachers should be advised to assess pupils' competencies in reading and writing skills for the purpose of helping those diagnosed to have less developed reading and writing skills.
- (b) Some of the pupils also showed weaknesses in comprehension skills. A variety of teaching strategies in all subjects that are aimed at developing sound comprehension skills should be employed during the teaching and learning process.
- (c) Teachers should be advised to conduct study tour in various areas that will enable them to acquire specific competences.
- (d) Pupils should be provided with enough exercises in order to reinforce their abilities in answering competence based questions.

APPENDIX

PUPILS' PERFORMANCE IN EACH COMPETENCE IN SFNA 2019

Na	Competence	Performance in each question		Remarks
		Question Number	Percentage of performance	
1.	Recognise principles of patriotism in the society	3	92.7	Good
2.	Apply knowledge of maps and solar system in daily life	4	59.5	Average
3.	Recognise different events occurring in hs/her environment	3	58.9	Average
4.	Apply economic principles in production activities	2	47.6	Average

