

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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

**06 CIVIC AND MORAL EDUCATION**

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### **06 CIVIC AND MORAL EDUCATION**

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## **FOREWORD**

This report analyses the Pupils' Item Responses for the Standard Four National Assessment in Civics and Moral Education subject 2019. It has been prepared for the purpose of giving feedback to pupils, teachers, policy makers, curriculum developers and other stakeholders on the skills, knowledge and attitudes which pupils were able to learn/not able to learn in their four-years of Primary Education. 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. The analysis of pupil's responses in this assessment can be used to measure the effectiveness of the implementation of that curriculum for the aim of improving the provision of quality education, which develops pupil's abilities on different competencies in Civic and Moral Education subject.

The report presents issues which influenced the pupil's performance in each individual question. It 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. The pupils also lacked skills on Reading, Writing and Arithmetic. However, the pupils' performance in each question (competence) is shown in the appendices.

The Examinations Council of Tanzania expects 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 pupils' skills and knowledge.

Finally, the Council would like to express its sincere appreciation to Examinations Officers and others who participated in the preparation of this report.

A handwritten signature in black ink, appearing to be 'Ch' or 'Msonde' in a stylized, cursive script.

Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

The Standard Four National Assessment in Civic and Moral Education subject was held on the 20<sup>th</sup> November, 2019. The assessment based on the 2016 Civic and Moral Education syllabus which aimed at building competences which could be assessed through pupil's performance. Thus, the performance of pupils in this assessment has been categorised 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 and above are considered to have passed the assessment.

A total of 1,786,729 pupils were registered out of which 1,663,803 sat for the assessment. However, the performance in this subject shows that a total of 1,584,685 (95.26%) pupils passed and 78,853 (4.74%) failed. This performance has increased compared to 2018 whereby 1,207,664 pupils (92.8%) passed and 93,660 pupils (7.2%) failed.

The Standard Four National Assessment in Civic and Moral Education consisted of 6 questions which comprised 25 items in sections A and B. Section A consisted of 3 questions which had 13 items that carried a total of 26 marks while Section B consisted of 3 questions what comprised 12 items which weighed 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 provided with multiple choice items whereby they were instructed to choose the correct answer/letter and write it in the space provided, match the items and choose correct answers from the parantheses and write in the spaces provided. In Section B, pupils were provided with a title with three columns. One column for different types of music instruments and other two one for traditional tools and another for not traditional tools. Pupils were instructed to put a tick to the column indicating the traditional or not traditional instruments, 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 response analysis report exhausted all six questions from different competences in the syllabus. Also the report identified 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 are able to give a correct response to a respective question. The performance in a question is categorized as weak if only 0 to 33 percent of the pupils passed. On the other hand, 34 - 66 percent of the pupils who are able to tackle the respective question is categorized as average performance. Finally, performance is categorized as good if 67 - 100 percent of the pupils are able to tackle the question. In addition, the categories of performance are indicated using special colours, whereas 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**

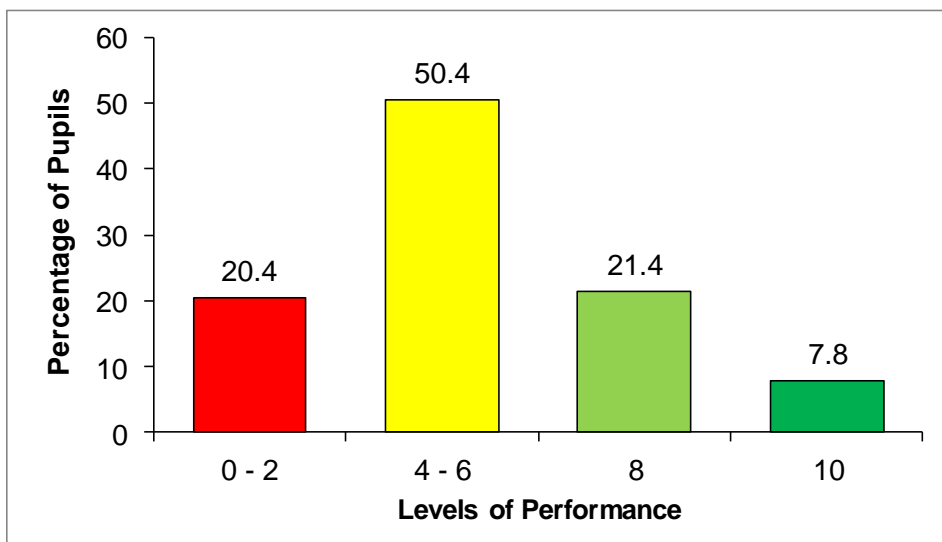
### **2.1 Section A (26 Marks)**

This section had three (3) questions. Question 1 was multiple choice with 5 items which weighed 10 marks, Question 2 was matching items with 4 items which carried 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 *Be resilient*. Each item in this question carried 2 marks. A total of 1,663,778 pupils attempted this question of which 130,378 (7.8%) pupils had very good performance scoring all 10 marks; 355,245 (21.4%) pupils scored 8 marks indicating good performance; 838,244 (50.4%) pupils had average performance and scored from 4 to 6 marks; and 339,911 (20.4%)



pupils had weak performance, with scores of 0 or 2 as indicated in Figure 1.



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

Figure 1 shows that, the performance of pupils in this question was good since 79.6 percent of the pupils were able to score from 4 to 10 marks.

The following is an analysis of the pupil's responses in each item:

- (i) What should you do when you live with people who have unacceptable behaviour in the society?
- A Run away without advising them
  - B Be patient and advise them
  - C Fight with them until they change
  - D Talk to them harshly

This item was derived from the specific competence, *Handle challenges in daily life*. The item tested the ability of the pupils to accept others for what they are. The pupils who were able to choose the correct answer B, *Be patient and advise them* had adequate knowledge of the people who have unacceptable behaviour in the

society and they were aware of the best approach of living with them. Examples of such behaviours include fighting with others, stealing, provoking others, laughing at others, etc. Such pupils understood the need to be patient and advise people with unacceptable behaviours in the society instead of running away from them.

The pupils who failed to identify the correct response by choosing distractors A, *run away without advising them*, C, *fight with them until they change* and D, *Talk to them harshly* lacked knowledge on the approach to be used to live with people who have unacceptable behaviour in the society. The pupils, who chose distractor A, *run away without advising them* conformed to their parents' advice of not befriend children/people with unacceptable behaviours.

However, the pupils who chose distractors C, *Fight with them until they change* and D, *Talk to them harshly* used their daily life experience of dealing with people with unacceptable behaviour in the society, such as mob justice to thieves through beating or burning them alive. Also at family level most of the parents often punish their children with unacceptable behaviours by beating them and talking to them harshly.

(ii) Which of the following way can be used to overcome challenges which you face ?

- A Accept them and set goals
- B Be a beggar and seek for advice
- C Give up and loose hope
- D Set goals and leave them

This item was set from the specific competence *Be optimistic toward achieving set objectives*. It aimed at testing the pupils' ability to identify ways that can be used to solve some challenges facing them in their daily life. The pupils, who were able to choose the correct answer A, *Accept them and set the goal*, had adequate knowledge concerning the ways which a person can use to solve a certain challenge facing him/her in the society. Those pupils understood that

when you accept a challenge, you build up the ability to solve it, and you will be required to be careful in order to find a solution by setting goals.

The pupils who failed to identify the correct response by choosing distractors B, *Be a beggar and seek for advice*, C, *Give up and loose hope* and D, *Set goals and leave them*, lacked the knowledge of the approach to be used to solve the challenges one faces. The pupils who chose distractor B, *Be a beggar and seek for advice* they were influenced by the behaviour of some people who seek help and advice when they get challenges. However, they failed to understand that asking for help is not being beggar which indicates a bad behavior of laziness. The pupils who chose distractors C, *Give up and loose hope* and D, *Set goals and leave them* failed to understand that, those are behaviours which are showed by the people who give up early in solving the challenges they face in their daily lives. People with those behaviours most of the times are prone to bad behaviours like stealing, being beggar, involving in child sex or hurting themselves.

(iii) Which of the following behaviour shows resilience?

- A To think critically and find a solution
- B To work hard and have long rest
- C To work quickly
- D To work slowly

This item was derived from the specific competence *Handle challenges in daily life*. The item required the pupils to identify the actions which show resilience in daily life. The pupils who were able to choose the correct response A, *to think critically and find a solution* had good understanding of actions of the people who are resilient. Those pupils understand that, people in daily life need to be resilient in different situations in order to get the truth or answers to certain challenges. In daily life also people are supposed to be tolerant to other people who have different behaviour. They are supposed to be patient to difficulties and challenges facing them so as to be able to find the solution or truth.

The pupils who chose the incorrect response B, *to work hard and have long rest* used their daily life experience in their societies that after a hard work people are supposed to rest. However, they failed to understand that long rest compromises the idea of working hard and is not among the act of being resilient.

However, the pupils who chose distractors C, *To work quickly* and D, *To work slowly* lacked enough knowledge of the actions which shows resilience. The pupils who chose *to work quickly* understood that when a person works quickly he/she can finish work in a right time but they failed to understand that the question focused on action which shows resilience. The pupils who opted for the distractor *to work slowly* might have associated it with the famous Swahili proverb “haraka haraka haina baraka”. Therefore, they believed that doing work slowly is one among the actions of being resilient.

- (iv) Overcoming barriers in life enables us to achieve \_\_\_\_\_ .
- A our daily problems.
  - B our respect.
  - C hardship in life.
  - D our goals.

This item was set from the specific competence *Handle challenges in daily life*. It tested pupils' ability to identify the importance of overcoming barriers in life so as to enables people to achieve their goals. The pupils who were able to choose the correct response D, *our goals* proved to have adequate knowledge concerning the importance of overcoming barriers in daily life. Those pupils were able to identify that the act of overcoming barriers in daily life can lead someone to achieve his/her intended goals such as pass the examination or complete a certain work.

Few pupils opted for distractors A, *our daily problem*, B, *our respect* and C, *hardship in life*. The pupils who chose distractor B, *our respect* failed to understand that people can get respect after doing a certain task or action but fail to achieve their goals. They failed to understand that in society people overcome different barriers so as

to achieve their goals, for example walking long distance to borrow the books in order to pass the examinations.

However, the pupils who chose distractors A, *our daily problem*, and C, *hardship in life* failed to understand that daily problems and hardships in life are among the barriers which a person needs to overcome so as to achieve his/her goals and they are not advantages of withstanding barriers in life.

(v) Having self-confidence and expecting achievements in something is known as \_\_\_\_\_ .

- A curiosity
- B challenge
- C positive attitude
- D resilience

This item was derived from the specific competence *Be optimistic toward achieving set objectives* and it tested pupils' ability to identify the actions which shows positive attitudes. The pupils who were able to choose the correct answer C, *positive attitude* demonstrated adequate knowledge of the actions that shows positive attitudes and they understood the advantages of having positive attitudes towards achieving a successful job. Those pupils understood that being confident and expecting achievements for a certain work and having a belief that you can succeed is a positive attitude.

The pupils who failed to identify the correct response by choosing distractors A, *curiosity*, B, *challenge* and D, *resilience* they lacked knowledge concerning the actions which shows positive attitudes. The pupils who chose A, *curiosity* misconceived the actions of curiosity with those of positive attitudes since in achieving a certain goal, curiosity is needed in order to get the answers to a certain question. They were not aware that curiosity is not enough to develop a positive attitude.

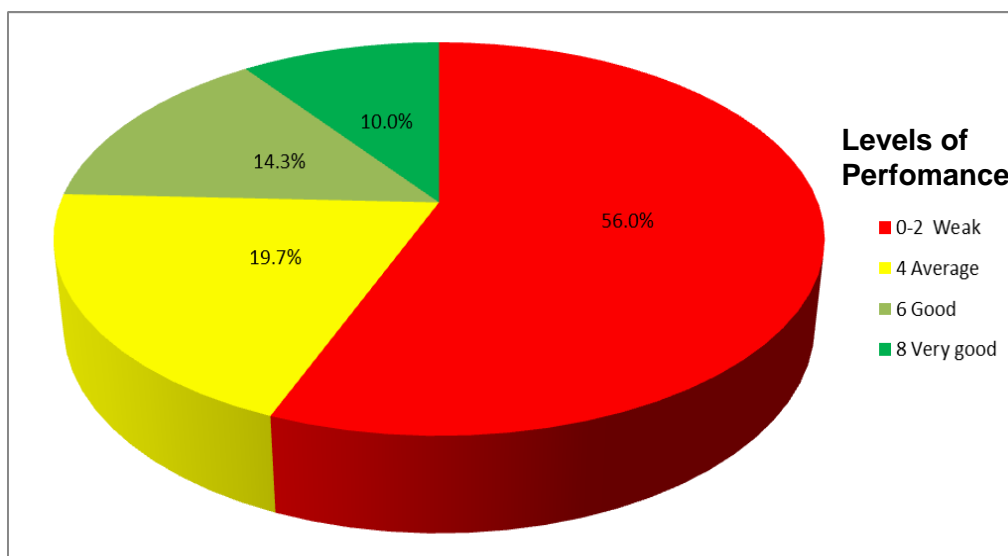
The pupils who chose distractors B, *challenge* and D, *resilience* understood that in order to achieve a certain goal one must go

through different challenges and he/she must be patient. But they failed to figure out meaning of the those words. Challenges are all things that can hinder a certain job or goals to be achieved and resilience is the ability to people feel better quickly after going through implesant situation.

**Question 2:** Answer items (i) - (iv) by matching the meaning of the national symbols in **List A** with the national symbols in **List B**. **Write the letter of the correct answer** in the brackets provided.

List A	Letters	List B
(i) It symbolizes the natural resources of our country.	(    )	A. The National Flag
(ii) It is used in official letters and other government publications.	(    )	B. An axe and hoe
(iii) It symbolised the Independence of our country.	(    )	C. The National anthem
(iv) It represent the tools used to develop the nation.	(    )	D. National emblem
		E. National currency
		F. Elephant tusks

This question has four items and was derived from main competence *Be responsible* and from specific competence *Protect resources and interests of the country*. The question aimed at testing the pupils' ability to identify the uses of National symbol. The pupils were required to match the meaning of National symbols in list A with the National symbols in list B by writing the correct letter in the brackets. Each item in this question carried 2 marks. Generally, the performance of pupils in this question was average since only 44 percent of all 1,663,778 pupils scored from 4 to 8 marks while 56 percent failed by scoring 0 or 2 marks. **Figure 2** shows the statistics of the performance in this question.



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

Figure 2 show that the pupils' performance in this question was average since 44 percent of the pupils who attempted this question scored from grade A to D.

The following is an analysis of the pupil's responses in each item.

Item (i) required the pupils to identify the national symbol which represents natural resources of our country. The pupils who chose the correct answer F, *Elephant tusks* had adequate knowledge of the National symbols and, therefore they were able to point out it symbolizes the natural resources of our country. The pupils who chose distractors A, *The the National Flag* failed to understand that National Flag symbolised the Independence of our country and not the natural resources of our country. Other pupils who chose distractor B, *An axe and hoe* did not realise that the axe and hoe represent the tools used to develop the Nation. However, many pupils opted for distractor C, *The National anthem* since the second and third verse of the National anthem are about the beauty and blessing of our country, thus they associated it with the natural resources of our country. The pupils who chose distractor E, *National currency* misconceived the idea of richness and money as used in the society whereas a person with money is considered to be rich. Therefore, they failed to differentiate the symbol of National currency from the whole idea of the natural resources of our country.

Item (ii) required the pupils' to identify a national symbol which is used in official letters and other government publications. The pupils

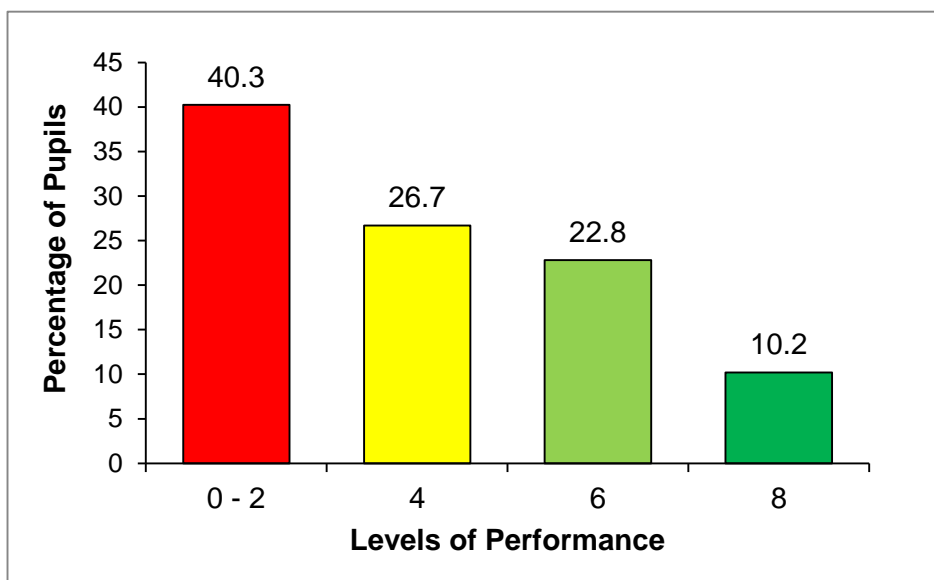
who chose the correct answer D, *National emblem* understood that the National emblem is a national shield which include arrow, axe and hoe, two elephant tusks, the figure of man and woman, Mount Kilimanjaro and the words "Independence and Unity" which is used in official letters and other government publications. The pupils who chose distractor A, *The National Flag* failed to understand that National flag symbolizes the independence of our country. The existence of National flag in the National emblem influenced those pupils to choose this distractor. Other pupils who opted for the distractors C, *National Anthem*, E, *National currency* and F, *Elephant tusk* lacked the knowledge of national symbols therefore failed to differentiate the meaning of each symbol.

Item (iii) required the pupils to identify the national symbol which symbolizes the Independence of our country. The pupils who were able to choose the correct answer A, *National flag* they understood that, apart from having beautiful colours, the National flag also symbolised the Independence of our country. The pupils who chose distractors B, *An axe and hoe* lacked the knowledge of the symbols which represent independence of our country. They failed to realise that An axe and hoe represent the tools used to develop the nation. Other pupils opted for the distractors C, *National Anthem* because most of the school have the tradition of singing the National Anthem every morning before the school activities, whereby within the Anthem there are the verses which encourage the protection of our independence and peace. The pupils who chose distractor D, *National emblem* failed to realise that the National emblem is used in official letters and other government publications. Other pupils who chose distractor E, *National currency* lacked the knowledge of the national symbols and its meanings, thus misconceived the National independence and the existence of National currency. They failed to understand that the National currency is a national symbol which is used as a medium of commodity exchange. However, the pupils who chose distractor F, *Elephant tusks* lacked the knowledge that Elephant tusks symbolizes the natural resources of our country and not the independence of our country.



Item (iv) required the pupils to identify the national symbol which represent the tools used to develop the nation. The pupils who chose the correct response B, *An axe and hoe* had enough knowledge that axe and hoe represents tools used to develop the nation. They understood that a hoe in our country represent farmers and axe represent workers. The pupils who chose distractors A, *National flag*, C, *National anthem* and D, *National emblem* they lacked knowledge of national symbols. The pupils who chose distractor E, *National currency* failed to figure out the differences between the functions of money in buying different things such as radio, utensils, schools stationery, etc., and the tools used to develop the Nation. However the pupils who chose distractor F, *Elephant tusks* failed to identify that this symbol shows the natural resources of our country and not the the tools used to develop the nation.

**Question 3:** This question was set from the main competence, *Be a person of Integrity*. The question required the pupils to choose the correct answer from the parantheses and write it in a space provided. The question consisted of four items which were derived from various specific competences and each question carried 2 marks. The general performance of pupils in this question was average since only 59.7 percent of the pupils who attempted this question scored from 4 to 8 marks, and 669,703 (40.3%) failed by scoring 0 or 2 marks. **Figure 3** indicates the statistics of pupils' performance in Question 3.



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

Figure 3 show that the pupil's performance in this question was average since 59.7 percent of the pupils passed by scoring from 4 to 8 marks.

The following is an analysis of the pupil's responses in each item.

- (i) The act of a child to participate in decision making shows

---

(the responsibility of the child, the right of the child, the maturity of the child)

This item was derived from the specific competence *Stand up for the people's rights*. The item aimed at testing the pupils' knowledge of the concept and actions which represents rights of the people in the society. The pupils who were able to choose the correct response *the right of the child* proved to have enough knowledge of the actions which shows rights of the children in the family and society. Such rights include participating in decision making, to be educated, to get basic needs, such as food, clothes and shelter, etc.

On the other hand, the pupils who failed to identify the correct response opted for the distractors *the responsibility of the child* and *the maturity of the child*. These pupils lacked the knowledge

concerning the meaning of right and responsibilities of the children in family and the whole community. They did not realise that *responsibility* of the child are the things that a child must do as a member of the community like being obedient and respectful of others, helping in simple household activities, etc. The pupils who chose *the maturity of the child* misconceived the behaviours of some parents of appreciating their children after participating in a certain activity by showing maturity. However, they failed to understand that those are not actions that shows child rights in the family or society. Other pupils wrote options which were not provided for this item, for example a candidate wrote *participate with other people*. However, some of the pupils did not respond in this category and left it blank.

- (ii) In order for children to get assistance whenever they need, they are supposed to be \_\_\_\_\_.

(hypocrite, honest, lazy)

This item was derived from the specific competence of *Be trustworthy in the community*. The item aimed at testing the pupils' ability to identify the actions that build trustworthy behaviour in daily life. The pupils who chose the correct answer *honest* had understanding that in order for the children to get assistance whenever they need, they are supposed to be honest. Those pupils proved to have enough knowledge concerning the actions that cultivate the trustworthy behaviour in the society, such as being honest, trustworthy and avoiding being hypocrites.

The pupils who failed by opting for distractors *hypocrite* and *lazy* lacked the knowledge concerning the correct meaning of that concepts since a hypocrite cannot get assistance whenever he/she need because hypocrisy is among the bad behaviour in the society. They failed to understand that hypocrisy is a behavior in which a person pretends to have moral standard or opinions that they do not actually have. The pupils who wrote *lazy* they thought by being lazy they can get assistance whenever they need but they failed to understand that laziness is bad behaviour. Other pupils in this

category wrote all alternatives provided in the bracket, therefore failed in this item.

- (iii) Which of the following is the responsibility of a child?

\_\_\_\_\_ .

(to be loved, to get food, to do simple work)

This item was derived from the specific competence *Stand up for the people's rights*. The item aimed at testing the pupils' ability to identify the actions that shows responsibility of children at family and community level. The analysis done in the scripts of the pupils shows that many pupils were able to choose the correct answer *to do simple work*. Those pupils proved to have enough knowledge concerning the responsibilities of the children at family and community level. They realised that children have a responsibility of participating in different family and societal activities, such as doing simple work like sweeping the ground, cleaning utensils, planting flowers, etc.

On the other hand, the pupils who failed chose distractors *to be loved* and *to get food*. These pupils failed to differentiate between actions that shows right and responsibility. They failed to understand that right is an important thing that a person deserves to be given, such as right to life, to be loved, to get education and proper upbringing. Therefore, to be loved and to get food are the rights of every child. They failed to understand that responsibility are the things that a person does as a member of the community, such as to do simple work, etc.

- (iv) The act of a person to perform the work he/she is assigned is known as \_\_\_\_\_ .

(responsibility, right, trust)

This item was derived from the specific competence *Stand up for the people's rights* and aimed at testing the pupils' ability to identify the actions that shows responsibility. Many pupils who chose distractor *right* and *trust* lacked the knowledge of the whole concept of right

and trust. They failed to realise that right is an important thing that a person deserve to be given, such as right to life, to be loved, to get education, etc. They also failed to understand that trust is a situation of being accepted or trusted to the people to the extent of being given a certain responsibility as opposed to performing the work your assigned to do.

The pupils who chose the correct response *responsibility* had enough knowledge of the meaning of the word responsibility. They understand that the act of a person to perform the work he/she is assigned is a responsibility whereas those work can be at school or home. The work includes participating in street cleanness, completing the school assignment etc. **Extract 3.1** shows a sample of a pupil who managed to write the correct responses in this question.

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

(i) The act of a child to participate in decision making shows

the right of the child.

(the responsibility of the child, the right of the child, the maturity of the child)

(ii) In order for children to get assistance whenever they need, they are supposed to be honest.

(hypocrite, honest, lazy)

(iii) Which of the following is the responsibility of a child?

to do simple work.

(to be loved, to get food, to do simple work)

(iv) The act of a person to perform the work he/she is assigned is known as

responsibility.

(responsibility, right, trust)

**Extract 3.1:** A sample of a pupil's good response.

In Extract 3.1, a pupil understood the demand of the question and he/she was able to choose and write the correct responses in all items. Therefore, he/she scored all 8 marks of this question.

However, there were pupils who failed to choose and write correct answers to some of the items as analysed in item (i) – (iv). **Extract 3.2** shows a sample of a pupil who scored poor marks in this question.

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

(i) The act of a child to participate in decision making shows

the responsibility of the child.

(the responsibility of the child, the right of the child, the maturity of the child)

(ii) In order for children to get assistance whenever they need, they are supposed

to be honest.

(hypocrite, honest, lazy)

(iii) Which of the following is the responsibility of a child?

to be loved.

(to be loved, to get food, to do simple work)

(iv) The act of a person to perform the work he/she is assigned is known as

trust.

(responsibility, right, trust)

**Extract 3.2** : A sample of a response of a pupil who failed to score good marks.

In Extract 3.2 a pupil chose and wrote incorrect answers to most of the items provided. Therefore, he/she scored poor marks. However, the pupils managed to get one item correct.

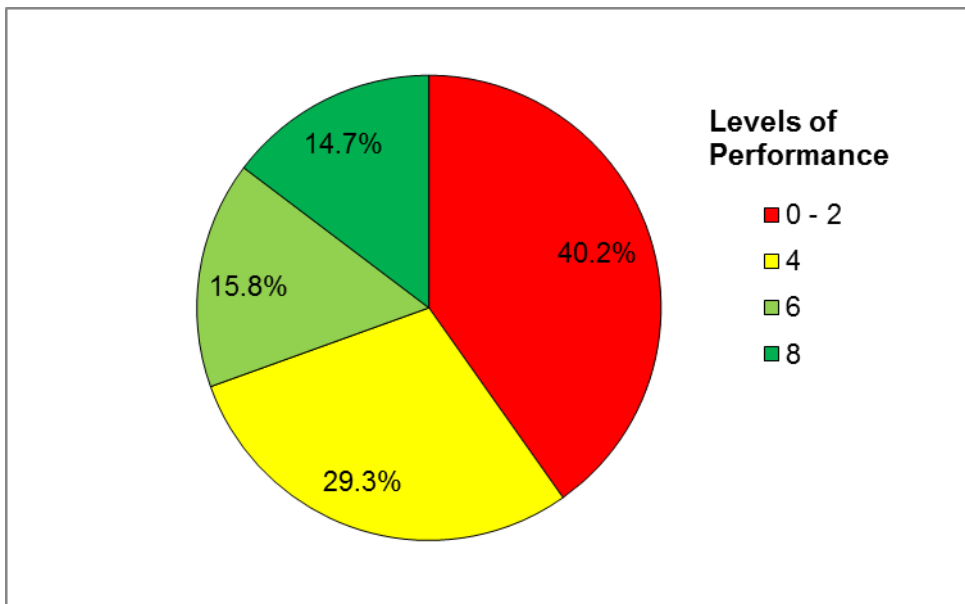
## 2.2 Section B (24 marks)

This section consisted of three (3) questions; which are question 4, 5 and 6. Question 4 required pupils to match if the instruments shown are traditional or not traditional by putting a tick (✓) to the right column. Question 5 required pupils to study the picture and carefully answer the questions that follow and question 6 required pupils to read the passage carefully then answer items (i) - (iv) in the space provided. Each question from this section carried 8 marks.

**Question 4:** Answer items (i) – (iv) by putting a tick (✓) to indicate if the instruments shown in the table are **traditional tools** or **not traditional tools** Number (i) is provided as an example.

No.	Instrument	Traditional Instruments	Not traditional Instrument
(i)	Guitar		✓
(ii)	Shakers		
(iii)	Piano		
(iv)	Flute		
(v)	Saxophone		

This question comprised of four items (ii) - (v), item (i) is provided as an example. The question was set from the main competence *To Promote Peace and Harmony* and the specific competence *Respect cultural differences and ideologies among people of different races*. The pupils were required to put a tick (✓) to indicate if the instruments shown in the table are traditional tools or not traditional tools. The performance of this question was average since 14.7 percent of all 1,663,778 pupils scored 8 marks, 15.8 percent scored 6 marks, 29.3 percent scored 4 marks and 40.2 percent scored 0 or 2 marks. **Figure 4** shows the percentage of the pupil's performance in Question 4.



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

Figure 4 show that the pupil's performance in this question was average since 59.8 percent of the pupils who attempted this question scored from grade A to D.

The following is an analysis of the pupil's responses in each item.

Item (ii) required pupils to show whether shakers are traditional tool or not. Pupils with good knowledge and understanding of the tradional tools found in our society were able to identify the correct response that shakers are traditional tools. Those pupils proved to have enough knowledge of the different traditional instruments which are used in music and traditional dances, such as 'mdundiko', 'sindimba', etc.

The pupils who opted for shakers as non – traditional tool were not aware that shakers is a percussion instrument that make noise when shaken. It is partially full of small, loose objects such as seeds or beads, which create perciussive sounds as they collide both with each other and with the inside surface of the container.

Item (iii) required the pupils to show whether the piano is a traditional tool or not. Pupils who were familiar with the piano were able to identify the correct response *not traditional tool*. The Piano is



a large keyboard instrument with keys that strike wire which are stretched in a metal frame inside a wooden case or a piece of music that is written to be performed with a soft volume.

On the other hand, pupils who identified the piano as a traditional tool failed to distinguish between traditional tools and non-traditional tools. As a matter of fact, the piano is a music instrument originating from the music culture of western countries.

Item (iv) required pupils to respond whether the flute is a traditional tool or not. A flute is one of the popular traditional tool used in traditional dances in many tribes in Tanzania. As such many pupils were able to identify the flute as a traditional tool. Besides that, some of the pupils used their daily life experience and their exposure through means of communications, such as the television broadcast of traditional dances of various tribes in which the flute is one of the instrument used, to associate the flute with traditional tools.

On the other hand, the pupils who opted for non traditional tools had insufficient knowledge on traditional tools. These pupils failed to see the difference between the flute used in traditional dances and the one used in other occasions such as the football match. Many pupils see the referee using the flute to provide directions during the football match, also the people's militia in their neighbourhood use the flute while they chase people suspected of criminal offence. For that matter, they were convinced that the flute is a non traditional tool.

Item (v) required pupils to respond whether the saxophone is a traditional tool or not. Pupils who had a good understanding on tools which are not traditional were able to identify the saxophone as non traditional tool. The saxophone is usually made of brass and played with single-reed mouth pieces which is originated from the music culture of western countries, especially the jazz.

On the other hand, pupils who opted for the incorrect response *traditional tool* had inadequate knowledge on traditional tool. In most urban areas, pupils see the saxophone being played in some of the groups which entertain during the wedding ceremonies or other

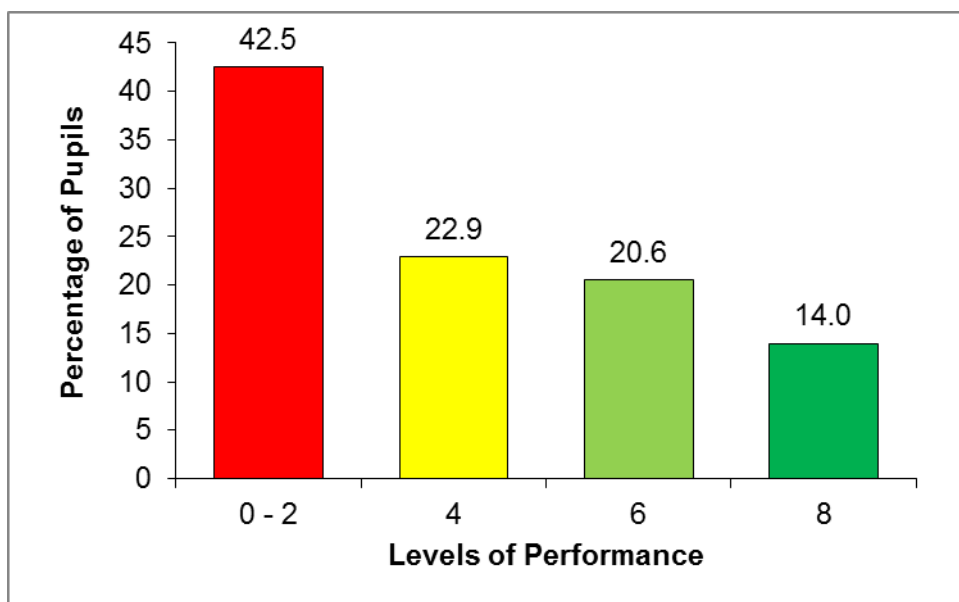
social gathering in their neighbourhood, hence they see the saxophone as one of the tradition tool.

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



- (i) Which activity is shown in the picture? \_\_\_\_\_ .
- (ii) Why that person is doing such activity? \_\_\_\_\_ .
- (iii) What is the disadvantages of the activity shown in the picture?  
\_\_\_\_\_ .
- (iv) Suggest one method which can be used to protect the envirnment of the place shown in the picture \_\_\_\_\_ .

This question was set from the main competence *Appreciate the Community* and the specific competence *Protect the environment*. The question aimed at testing the understanding of pupils on the impact of cutting trees. The question had four items and each item carried 2 marks. The performance of pupils in this question was average since 14 percent of 1, 663, 778 pupil scored 8 marks, 20.6 percent scored 6 marks, 22.9 percent scored 4 marks and 42.5 percent scored 0 or 2 marks as shown in **Figure 5**.



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

Figure 5 show that the pupil's performance in this question was average since 57.5 percent of the pupils passed by scoring from 4 to 8 marks

The following is an analysis of the pupil's responses in each item.

- (i) Which activity is shown in the picture?\_\_\_\_\_ .

The pupils were required to explain the activity shown on the picture. This item aimed at testing pupils' understanding on the actions of uncontrolled cutting of trees. Pupils who responded to correct response *cutting down trees* had a good understanding on activities related to the cutting of trees. They were aware that environment includes all things surrounding us, such as air, animal, land and plant. Therefore, it is our duty to protect them and the action of uncontrolled cutting of trees is one among the action of destroying our environment.

On the other hand, pupils who scored 0 mark failed to identify the demands of the question by providing irrelevant responses, such as the activity shown on the picture is the *matchet*. Besides that, some

of the pupils lacked literacy skills by writing incomprehensible sentences.

(ii) Why that person is doing such activity? \_\_\_\_\_ .

The pupils were required to identify reasons that influences uncontrolled cutting of trees. Pupils who provided the following responses: *need for firewood, charcoal, timber, establishment of new farm or settlements* had sufficient knowledge on the reasons for uncontrolled cutting of trees in our society. Those pupils understood that, the main source of energy for the most of citizens is firewood and charcoal. This situation contribute to high rate of deforestation. Besides that, there is high demand for timber in varous construction activities and furniture industry. On the other hand, most of the people in our society practices traditional farming which involves shifting cultivation and tree cutting for search of new area for agriculture.

On the other hand, pupils who failed to identify the demands of the question provided varied responses. The response include *protection of resources, in order to get money*. Similarly, another pupil argued that the person is *cleaning the environment, he has difficult life*. Another astonishing response by one pupil was that the *person is doing such an activtity because trees attracts mosquitoes*.

(iii) What is the disadvantage of the activity shown in the picture?  
\_\_\_\_\_ .

This item aimed at testing the understanding of pupils on the disadvantage of cutting trees. Most of the pupuils who responded contrary to the demand of the question provided varied responses. For example, one pupil argued *indiscriminate tree cutting*. Another pupils pointed out *it is a bad action* and *to get malaria attack*. Likewise, some pupils lacked literacy skills by writing incomprehensible sentences or ommited the item.

On the other hand, the pupils who chose the correct responses had enough knowledge of disadvantage of the uncontrolled cutting of trees. These pupils were able to provide correct responses, such as

*rainfall/drought/soil erosion/desert and loss of living things.* These pupils had understanding that trees should be protected because in the daily lives people get air from the tree.

- (iv) Suggest one method which can be used to protect the environment of the place shown in the picture.
- \_\_\_\_\_ .

This item required pupils to suggest method that can be used to conserve the area shown in the picture. Pupils with sufficient knowledge on the methods to be used to conserve the environment pointed out *to stop cutting the trees/planting trees and application of alternative source of energy*. Besides that, some pupils used their daily life experience to give suggestion on better environmental conservation measures since environmental issues are crosscutting. Similarly, through various mass media environmental conservation education is provided to the wider society including the pupils. **Extract 5** is a sample of a pupil's response who provided the correct answer to all items in this question.

**Questions**

- (i) Which activity is shown in the picture? Deforestation.
- (ii) Why that person is doing such activity? In order to get charcoal
- (iii) What is the disadvantage of the activity shown in the picture? May cause soil erosion.
- (iv) Suggest one method which can be used to protect the environment of the place shown in the picture. Planting trees/ Afforestation.

**Extract 5:** A sample of a good pupil's response.

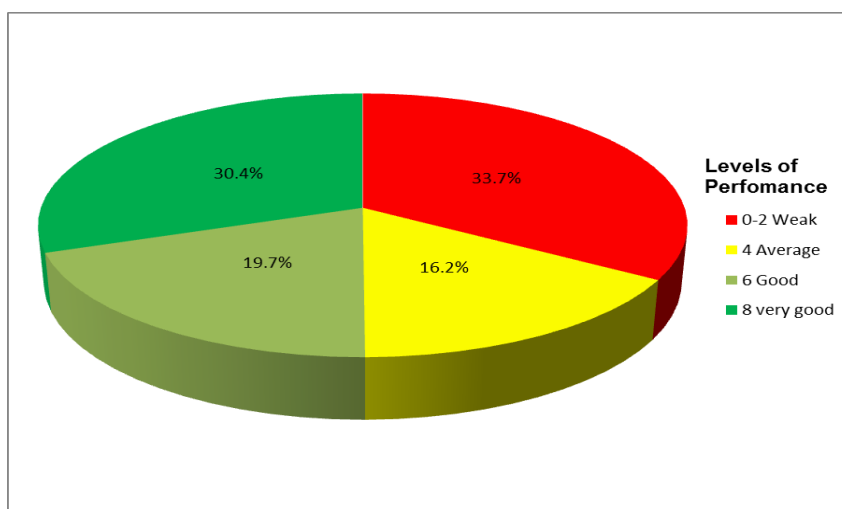
In Extract 5 the pupil studied the picture and then answered all four items correctly. Therefore he/she scored high marks.

**Question 6:** The question required the pupils to read the following passage and then answer the questions that follow.

*Water source are very important to our lives. Example of water sources are rivers, lakes, oceans, dams, springs, rainfall and wells. We have to make sure we take care of them. We can take care of the water source by not cutting trees around the water source, planting trees, avoiding defecting or littering of waste in the water sources.*

*Water is used for drinking, cooking, washing, bathing, cleaning, and irrigatting crops. It is the responsibility of the community to take care of water sources.*

This question was set from the main comptence *Appreciate the Community* and the specific competence *Protect the environment*. The question had four items and each item weighed 2 marks. The question aimed at testing the pupils understanding on various sources of water, uses of water and how to conserve water sources. The performance of pupils in this question was average since 30.40 percent of the 1,663,778 pupils scored 8 marks, 19.70 percent scored 6 marks, 16.20 percent scored 4 marks and 33.70 percent scored 0 or 2 marks. Generally, the pupils performance was average since 66.3 percent of the pupils who attempted the question had average to good performance as shown in **Figure 6**.



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

Figure 6 shows that the pupils had an average performance in this question since 66.3 percent scored from 4 to 10 marks.

The following is an analysis of the pupil's responses in each item.

- (i) According to the passage, rivers, lakes, oceans, dams and rainfall are called \_\_\_\_\_ .

The pupils were required to give the collective name for rivers, lakes, oceans, dams and rainfall. The item aimed at testing the pupils understanding on various sources of water. The pupils who read and understand the passage were able to identify the correct response *water sources*. These pupils were able to transfer their daily life experience to address the demand of the question since many sources of water are found within their immediate environment.

On the other hand, pupils who went astray provided a varied range of incorrect responses. For example, one pupil mentioned *water spring* as a collective name for rivers, lakes, oceans, dams, and rainfall, another one pointed out *clouds*. Other responses include *water*, *long rainy season* and *dams*. Generally, these pupils lacked a collective vocabulary for the rivers, lakes, oceans, dams and rainfall.

- (ii) Who is supposed to take care of water sources? \_\_\_\_\_ .

The pupils were required to identify the one who is vested with the responsibility of protecting water sources in their community. The pupils who read and understood the passage pointed the *whole community*. The pupils were aware that water sources are important resources so it is the responsibility of every community member to protect and use it carefully.

On the other hand, some pupils did not understand the passage, thus provided irrelevant responses. For example, one pupil pointed *the peoples militia*, while another pupil mentioned the *village chairman and parents*. Similarly, another pupil suggested *to plant many trees*, while another argued the *one who is appointed should be responsible*. These pupils failed to understand that the whole

community is responsible for taking care of the water sources. Many pupils were most likely influenced by the environment in which they live, especially in areas with acute shortage of water whereby the village chairperson or the peoples militia ration the supply of piped water or water from wells.

(iii) How can we take care of water sources? \_\_\_\_\_ .

The pupils were required to identify the means through which the water resorces can be taken care. Pupils who read and understood the passage mentioned *avoiding uncontrolled tree cutting around the water sources, planting trees and avoiding defecating in water sources*.

On the other hand, some pupils failed to provide the correct means through which the water sources can be taken care by suggesting varied points. For example, one pupil suggested *deployment of security guards*, while another one called for *regular cleanliness of the water sources*. Besides that, some pupils lacked Reading, Writing and Arithmetic skills (3Rs), thus wrote incomprehensible things or ommitted the item.

(iv) In which activities is water used? \_\_\_\_\_ .

The pupils were required to mention the uses of water and the question aimed at testing the understanding of pupils on the uses of water. This item was well tackled by many pupils because water is an important resource they use in their daliy activities. Beside that, the pupils were able to show their skills in reading and comprehending the passage. Hence, it was easy for the pupils to point out the uses of water. Some of the argument put forward include; water is used for *drinking, washing, bathing, cleaning and watering crops*. **Extract 6** shows a pupil's good response in Question 6.



### Questions

- (i) According to the passage, rivers, lakes, oceans, dams and rainfall are called Water sources.
- (ii) Who is supposed to take care of water sources? All people in the community.
- (iii) How can we take care of water sources? By not cutting trees.
- (iv) In which activities is water used? used for drinking, cooking and bathing.

**Extract 6:** A sample of a pupil's good response for question 6.

In Extract 6 a pupil managed to write correct responses to all four questions and therefore scored high marks. This shows that a pupil was able to read and well comprehend the passage, thus he/she wrote correct responses to all items.

On the other hand, few pupils failed to identify the activities in which water is used. Some of the incorrect responses include, *we can protect the sources of water*. Most of them lacked Reading, Writing and Arithmetic skills (3Rs) because they wrote incomprehensible sentences or omitted the item.

### 3.0 ANALYSIS OF PERFORMANCE OF PUPILS PER COMPETENCE

The analysis of competence for each question in the Standard Four National Assessment in 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 average. However, the competence *Be resilient* in Question 1 had a good performance of 79.6 percent and the rest of the competences had average performance as follows: *Appreciate the Community* in question 5 & 6 (61.9%), *Promote Peace and Harmony* in Question 4 (59.8%), *Be a person of Integrity* in Question 3 (59.7%) and *Be Responsible* in question 2 (44%). For more information on the pupils performance in each competence see the 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 the performance was good since 95.26 percent of the pupils passed by scoring from very good to average performance levels which is grade A to D, and 4.74 percent had weak performance by scoring grade E. Five competences were assessed which are *Appreciate the community*, *Be responsible*, *Be a person of integrity*, *Be Resilient* and *Promote Peace and Harmony*. However, the competence *Be resilient* was good performed. The remaining four competences had average performances. The pupils who performed well in this assessment proved to have enough knowledge of the assessed competencies, good understanding of the questions asked and having comprehension skills. They also had adequate mastery of the basic Reading, Writing and Arithmetic skills (3Rs).

Further analysis revealed that there were some challenges to some pupils who registered poor performance. The challenges include inadequate knowledge on competences covered, inadequate mastery of Reading, Writing and Arithmetic basic skills (3Rs). Therefore, the pupils failed to write meaningful sentences and to identify the demand of the questions. 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 analysed in the syllabus. They should make sure that pupils become competent by assessing them with high assessment criteria, particularly on those which showed average performances. These were *Appreciate the Community*, *Promote Peace and Harmony*, *Be a person of Integrity* and *Be Responsible*.

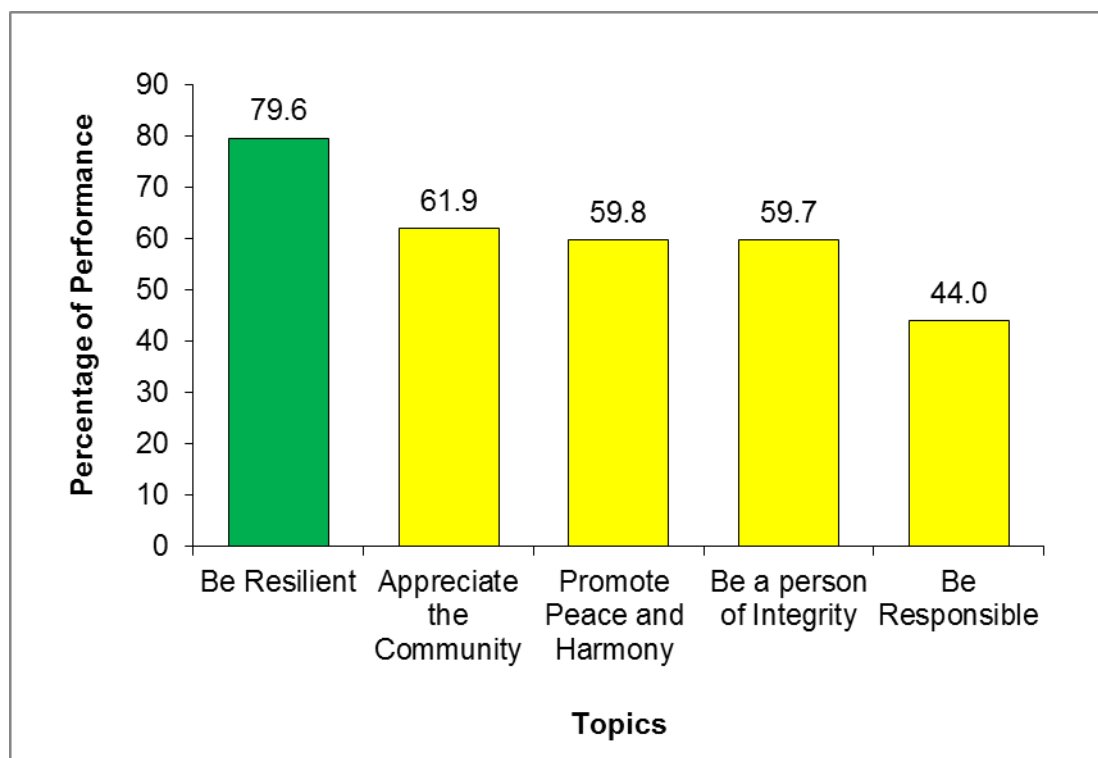
- (b) Standard I to IV teacher should put special strategies by using books and different teaching techniques to make sure that the Standard Four pupils have Reading, Writing and Arithmetic basic skills (3Rs) before the Assessment.
- (c) Pupils should be encouraged and guided to read text and reference books in order to widen their understanding in all competencies of this subject.
- (d) Teachers should set tests and examination questions which will develop pupils' ability to answer questions which assess different skills (Reading, Writing and Arithmetic skills).

## ANALYSIS OF PUPILS' PERFORMANCE IN EACH COMPETENCE

### 06 Civic and Moral Education

S/N	COMPETENCIES	2019 ASSESSMENT			
		Performance per Question		Average Performance (%)	Remarks
		Question Number	% of performance		
1	Be Resilient	1	79.6	79.6	Good
2	Appreciate the Community	5	57.5	61.9	Average
		6	66.3		
3	Promote Peace and Harmony	4	59.8	59.8	Average
4	Be a person of Integrity	3	59.7	59.7	Average
5	Be Responsible	2	44	44	Average

**SUMMARY OF PUPIL'S PERFORMANCE FOR EACH  
COMPETENCE IN SFNA 2019 CIVIC AND MORAL  
EDUCATION SUBJECT**



The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The author argues that a one-size-fits-all approach to education is not only ineffective but also potentially harmful. Instead, educators should strive to create a culturally responsive environment that respects and builds upon the knowledge and experiences of all students.

The second part of the paper explores the challenges of conducting research in diverse cultural settings. It discusses the difficulties of finding a common ground between the researcher's perspective and the participants' worldview. The author notes that language barriers, differing communication styles, and varying levels of literacy can all pose significant obstacles. Moreover, the power dynamics between the researcher and the community can influence the data collected and the conclusions drawn. To overcome these challenges, the author suggests a collaborative approach where the researcher works closely with community members to design and implement the study.

The third part of the paper presents a case study of a research project conducted in a rural, low-income community. The study aimed to understand the factors that influence children's school attendance and academic performance. The researcher found that cultural beliefs about education, as well as economic constraints, were major factors. The study also revealed that children's health and nutrition status were closely linked to their school performance. These findings have important implications for policy and practice, suggesting that interventions to improve educational outcomes must take into account the cultural and economic context of the community.

In conclusion, the paper emphasizes the importance of a holistic and culturally sensitive approach to research in education. It calls for a shift from a purely quantitative, positivist paradigm to one that values qualitative insights and community-based knowledge. By doing so, researchers can better understand the complexities of education in diverse cultural contexts and develop more effective strategies to support all learners.