



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



**PUPILS' ITEM RESPONSE ANALYSIS REPORT
ON STANDARD FOUR NATIONAL ASSESSMENT
(SFNA) 2020**

SOCIAL STUDIES



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03E SOCIAL STUDIES

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PREFACE

The Pupils' Items Responses Analysis Report on Standard Four National Assessment (SFNA) 2020, for the Social Studies subject has been prepared to give feedback to pupils, teachers, policy makers, curriculum developers and other educational stakeholders. Pupils' responses in assessment are indicators of what the pupils learnt and what they did not learn in their four years of Primary Education. Generally, the performance of the pupils was good since 94.81 percent passed.

In this report, factors that influenced the general performance of the pupils in Social Studies Subject have been presented. The analysis shows that the good performance of pupils resulted from their clear understanding of the requirements of each question and adequate competencies in the subject. However, those who did not perform well failed to understand the requirements of the questions due to low competencies in reading and writing. Other pupils were incompetent in the areas tested.

The analysis of pupils' performance in each competence was done, and it indicated that, in each of the assessed competencies, the pupils performed well. However, more efforts in teaching the Social Studies subject should be directed to the major competence about *Identifying principles of patriotism in the society* and *Applying the knowledge of maps and solar system to daily life*. The pupils demonstrated lower performance in these aspects compared to other major competencies in the subject.

The National Examinations Council of Tanzania expects that the feedback in this report will enable various educational authorities to take appropriate measures to improve teaching and learning. The Council also expects that the identified shortcomings in this report will be resolved to raise pupils' expected competencies in Standard Five.

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



Dr. Charles E. Msonde
THE EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Standard Four National Assessment (SFNA 2020) was conducted on 25th and 26th November, 2020. The total number of pupils who registered for the Social Studies assessment was **1,828,268 (100%)** of which **1,702,385 (93.11%)** sat for the assessment. Results indicate that **1,614,207 (94.81)** candidates passed the assessment.

The Standard Four National Assessment for the year 2020 in the Social Studies subject consisted of 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, namely *Applying economic principles in income generating activities*, question 1(i) to (viii), and *Identifying different events occurring in his or her environment*, question 2(i) to (vi). Likewise, section B had 2 questions with 11 items from two main competencies, namely *Recognising the principles of patriotism in society*, question 3(i) to (vii), and *Applying the knowledge of maps and the astronomy to daily life*, question 4(i) to (iv). The pupils were required to answer all questions in both sections. Likewise, in Section A, Question 1, the pupils were instructed to choose the letter of the correct answer and write it in the box provided. In question 2, the pupils were instructed to match the explanations of a weather instrument in List A with its respective name in List B. In Section B, question 3, pupils were instructed to read a given passage (dialogue) and answer the questions that followed it, while in question 4, they were instructed to study and write the names of what the given symbols represent on the map.

In this report, the introduction will be followed by the analysis of pupils' responses to each question. This analysis identifies the pupils' competencies and their respective responses which were good, average or weak based on a particular question. Moreover, the analysis of the reasons which caused some pupils fail to answer some questions effectively will be followed by the pupils' evaluation of performance in each competence. The part will be followed by the conclusion and later recommendations from the analysis.

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

2.0 ANALYSIS OF PUPILS' RESPONSES TO EACH QUESTION

Generally, the analysis of pupils' responses revealed good performance on Question 1 and 2 and average on Question 3 and 4. In this section, each question has been analysed and pupils' performance has been shown. Extracts and figures have been used to substantiate the explanations raised on 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 the pupil was instructed to read and choose the correct answer from the given alternatives. Question 2 had six matching items in which the pupil was instructed to match the items in List A with the correct response from List B.

2.1.1 Question 1: Applying *Economic Principles to Income Generating Activities*.

This question consisted of eight items: (i) to (viii) which assessed the pupils' competencies in Applying *economic principles in income generating activities*. The 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, the pupil was considered to have demonstrated weak competence if he/she failed to answer correctly even one item or answered correctly only two items. The 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 good competence. Moreover, the one who managed to answer correctly all eight items was considered to have very good competence.

A total of 1,702,385 (100%) pupils answered this question in which 59,501 (3.50%) had a very good

competence. Pupils who had good competence were 247,189 (14,52%) as they answered six items to seven items correctly.

Besides, 857,333 (50.36%) pupils had average competence. Among them, 340,424 (20.00%) answered three items correctly; 296,754 (17.43%) pupils attempted correctly four items; while 220,096 (12.93%) pupils answered five items correctly.

However, 538,362 (31.62%) pupils had weak competence and hence failed to attempt the question. Among them, 55,343 (3.25%) completely failed to answer any item correctly while 182,532 (10.72%) correctly answered only one item and 300,487 (17.65%) pupils answered two items correctly. **Figure 1** illustrates pupils' performance on this question.

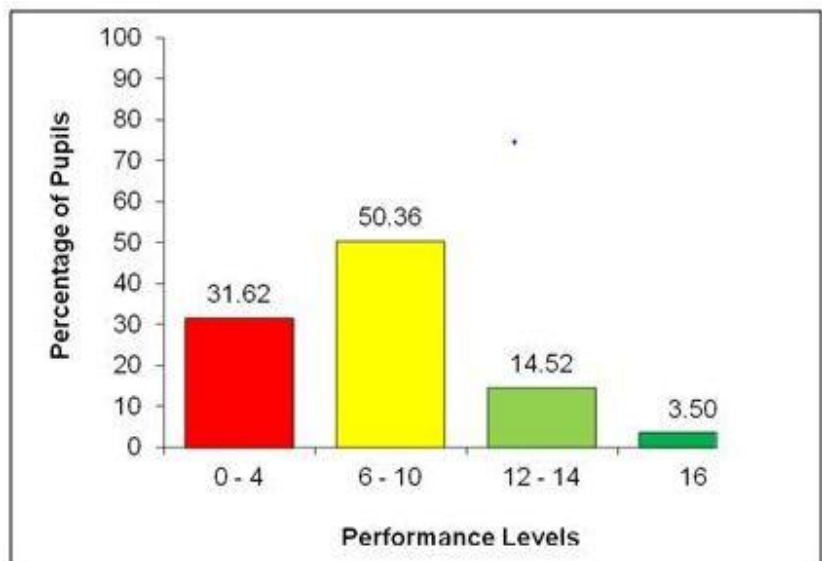


Figure 1: Pupils' performance on Question 1.

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

- (i) Why is agriculture the backbone of Tanzania's economy?
- A It is liked by many people
 - B It attracts many tourists
 - C It employs many people
 - D It attracts mining activities

This item was set from the specific competence of *Identifying Production Activities in the Society*. The item assessed the pupils' ability in identifying the reason that makes agriculture a backbone of Tanzania's economy. The pupils who chose the correct answer *C, It employs many people*, had an adequate knowledge which enabled them to identify the contribution of agriculture in developing the Tanzanian economy.

Although, many pupils' got the right answer, some pupils chose distractor *A. It is liked by many people*. The choice of this distractor shows that the pupils failed to realise that agriculture is not a simple task in Tanzania, and the people employed in that sector use a lot of energy and face many challenges. More than that, the majority, especially the youth do not like it. Hence, they tend to go to cities in search of jobs or other income generating activities rather than agriculture. Those who chose distractor *B, It attracts many tourists* failed to identify that tourist attractions include national parks, mountains, historical sites and

beaches. Agriculture is not part of tourist attractions. Moreover, those who chose *D, It attracts mining activities*, failed to understand that mining is influenced by government policies, mineral availability, capital and market for the respective mineral. Besides, mining affects agriculture as it reduces land for the cultivation, and it contributes to soil erosion.

(ii) In what way does Tanzania benefit from mining?

- A Getting foreign currency
- B Increase of crops
- C Increase of livestock
- D Increase of forests

This item was set from the specific competence of *Identifying Production Activities in the Society*. The question assessed the pupils' competence in recognising the benefit of mining in Tanzania. The pupils selected the correct answer *A, Getting foreign currency*, were knowledgeable about the importance of mining activity in Tanzania. Since minerals are valuable, their market attracts customers within and from outside the country, leading to availability foreign currencies.

The pupils who chose distractors *B, Increase of crops*; *C, Increase of livestock*; and *D, Increase of forest*, wrongly understood that increase in crops and livestock comes from mining. They failed to realise that mining decreases agricultural and pastoral land. It also decreases forests due to clearing land for mining purposes.

- (iii) Which effect of environmental destruction is **not** caused by mining activities?
- A Deforestation
 - B Increase of rainfall
 - C Water pollution
 - D Presence of big holes

This item was set from the specific competence of *Valuing and Protecting National Resources*. It tested the pupils' ability to identify the effects of mining activities. To answer this item correctly, the pupil was required to have the ability to identify all environmental destructions given as distractors *A, Deforestation; C, Water pollution; and D, Presence of big holes*. The pupils who chose the correct answer *B, Increase of rainfall*, had an adequate knowledge that rainfall increases due to evaporation from water sources and plants.

Other pupils failed to choose the correct answer. Alternatively, they chose distractors *A, Deforestation; C, Water pollution; and D, Presence of big holes*. These pupils had inadequate knowledge about the effects of mining activity such as cutting down trees to establish a mining area. It also produces dusts and affects water sources via chemicals in mineral processing. Moreover, mining activities lead to the creation of big holes on the surface of the land, making it unsuitable for other economic activities, more specifically agriculture.

(iv) What is the advantage of National Parks in Tanzania?

- A To increase National income
- B To get manure for agriculture
- C Increase of poachers
- D Getting good land for agriculture

This item was derived from the specific competence of *Valuing and Protecting National Resources*. This item assessed the pupils' knowledge of identifying the advantages of National parks in Tanzania. The pupils' performance on this item was good since the majority chose the correct answer *A, To increase National income*.

However, other pupils chose distractor *B, To get manure for agriculture*. These pupils did not know that wild animals do not produce manure, as domestic animals. Domestic animals produce manure, which is used to add fertility to the soil. These pupils who chose distractor *C, Increase of poachers*, failed to understand that poachers kill wild animals, leading to the decrease or disappearance of some wild animals. The disappearance brings loss to the nation. Those who chose distractor *D, Getting good land for agriculture*, failed to understand that National Parks are not used for economic activities other than tourism and conservation.

(v) Why is the use of explosives and poisons not acceptable in fishing activities?

- A It kills plenty of fish at a time.
- B It gives loss to fishermen.
- C It kills big fish only.
- D It causes unemployment to fishermen.

This item was set from the specific competence of *Valuing and Protecting National Resources*. The item assessed the pupils' competence in identifying the effects of using explosives and poison in fishing activities. The pupils who were able to choose the correct answer *A, It kills plenty of fish at a time*, had an adequate knowledge of different fishing tools and their impact.

However, some pupils chose distractor *B, it gives loss to fishermen*. These pupils associated the word “kill” with a “loss” which is not correct as illegal fishing enables fishermen to get more fish as fishing involves both live and dead ones. Pupils who opted for distractor *C, It kills big fish only*, had inadequate knowledge to identify that explosives and poison never select the type and size of fish to kill once used. The pupils who chose distractor *D, It causes unemployment to fishermen*, also lacked knowledge that explosives and poison can kill a lot of fish, which in turn need a good number of fishermen.

(vi) Which mineral is found only in Tanzania?

- A Tanzanite
- B Gold
- C Diamond
- D Limestone

This item was set from the specific competence of *Identifying Production Activities in the Society*. The item assessed the pupils' competence in identifying the mineral resource that is found only in Tanzania. The pupils who chose the correct answer *A, Tanzanite*, had an adequate knowledge to identify the different types of minerals found in Tanzania. Furthermore, the name of the mineral “Tanzanite” has a close resemblance

with the name of the country where it is found. Hence, it was easy for the pupils to identify the correct answer.

Moreover, some pupils chose distractor *B, Gold*. These pupils were attracted by the popularity of the mineral in the country. The presence of many and famous gold mining areas such as Bulyanhulu and Buzwagi as well as large companies such as Barrick and Geita gold mines in the country also made some pupils think that gold is only found in Tanzania. Some pupils also chose distractor *C, Diamond*. These pupils were unaware that diamond is found in many places in the world, but the rarest mineral found in Tanzania is Tanzanite. Distractor *D, Limestone*, was chosen by the pupils who had limited knowledge about minerals and the areas where they are found.

(vii) What can be done to improve the area affected by mining activities?

- A Keeping many livestock
- B Cleaning the land
- C Irrigating more water
- D Planting of trees

This item came from the specific competence of *Valuing and Protecting National Resources*. The item assessed the pupils' ability to identify an appropriate way of conserving the environment that has been degraded by mining activities. Most of the pupils who chose the correct answer *D, Planting of trees*, had the required knowledge about the best way to overcome the effects of mining activities.

In contrast, other pupils chose distractor *A, Keeping many livestock*; they did not know that this action leads to environmental destruction as hooks and pasturing lead to soil erosion. Other pupils chose distractors *B, Cleaning the land* and *C, Irrigating more water*; these pupils did not know that these actions make the soil prone to erosion.

(viii) Which one is an economic opportunity of forests?

- A Cereal production
- B Fishing activities
- C Honey harvesting
- D Mining

This item came from the specific competence of *Identifying Production Activities in the Society*. The item assessed pupils' ability to identify an economic opportunity that is obtained from forests. The pupils who chose the correct answer *C, Honey harvesting*, had the required knowledge to realise that honey harvesting is the product of bees which live in forest.

However, the pupils who chose distractor *A, Cereal production*, failed to understand that cereals are the product of agriculture, which is not conducted in forest. Besides, other pupils chose distractor *B, Fishing activities*. These pupils did not know that fishing is conducted in water bodies such as rivers, lakes and oceans. However, it is evident that the pupils were confused by the fact that water sources are mostly surrounded by forests. Other pupils chose distractor *D, Mining*. They lacked knowledge about mining that leads to disappearance of forests as excavation leads to disappearance of vegetation.

2.1.2 Question 2: Identifying Different Events Occurring in his or her Environment

In this question, the pupils were required to answer items (i) to (vi) by matching the explanations of weather instruments in List A to their respective names in List B. They were required to write the letter of the correct answer in the brackets provided. The question was set from the main competence *Identifying Different Events Occurring in his or her Environment*, specifically competence 1.3: *Using the Knowledge of Weather Conditions in Everyday Activities*. This question assessed the pupils' competence in recognizing different instruments that are used to measure weather conditions. The total marks allocated for this question was 12.

This question was attempted by 1,702,385 (100%) pupils. Among them, 121,082 (7.11%) scored all 12 marks, indicating very good performance and 288,520 (16.95%) pupils scored 8 to 10 marks, indicating good performance. In contrast, 736,749 (43.28%) pupils scored from 4 to 6 marks, indicating average performance; besides, 555,957 (32.66%) pupils scored 0 to 2 marks, indicating weak performance. Generally, their performance on the question was good as 1,146,428 (67.34%) pupils scored from 4 to 12 marks as illustrated in **Figure 2**.

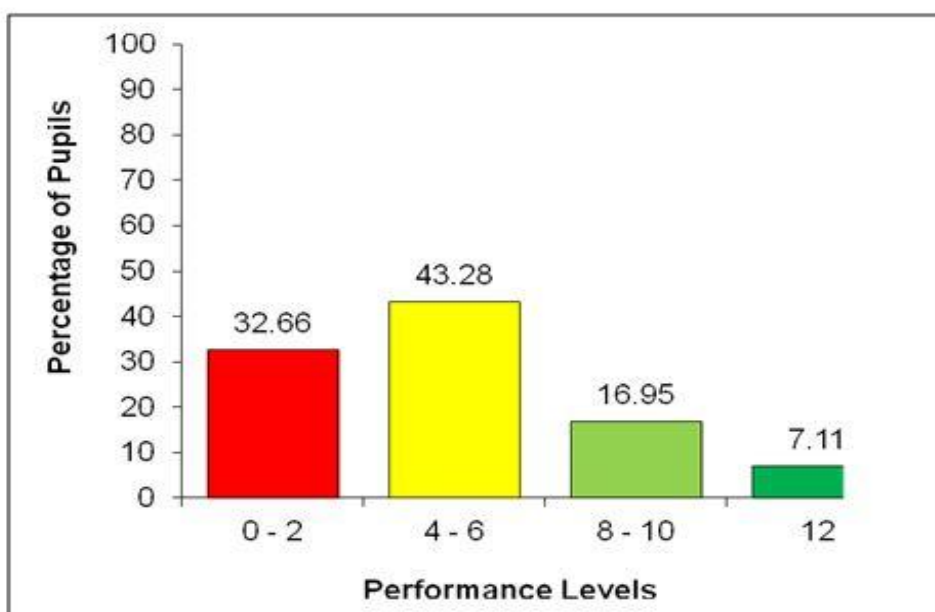


Figure 2: *Pupils performance on Question 2*

The analysis of pupils' answers to this question shows that 121,082 (7.11%) pupils scored higher marks, from 10 to 12. This implies that they had a clear understanding and sufficient knowledge of the main competence *Identifying Different Events Occurring in his or her Environment*, specifically the competence about *Using the Knowledge of Weather Conditions in Everyday Activities*. These pupils correctly matched the explanations of weather instruments with their respective names. **Extract 1.1** shows a sample of responses from one of the pupils who answered this question correctly.

2. Answer item (i) - (vi) by matching the explanations of weather instrument in **List A** with the respective name of instrument in **List B** and write the letter of the correct answer in the brackets provided.

List A	Letter	List B
(i) The instrument used to measure wind direction.	(D)	A. Hygrometer B. Campbell Stokes
(ii) The instrument used to measure humidity.	(A)	C. Thermometer D. Wind vane
(iii) The instrument used to measure atmospheric pressure.	(G)	E. Rain gauge F. Anemometer
(iv) The instrument used to measure temperature.	(C)	G. Barometer H. Stevenson screen
(v) The instrument used to measure wind speed.	(F)	
(vi) The instrument used to record sun shine.	(B)	

Extract 1.1: *A sample of responses from the pupil who correctly answered Question 2*

In contrast, 288,520 (16.95%) pupils answered correctly 5 out of 6 items. These pupils understood some of the instruments and their uses. Some of these pupils matched correctly item (i), (ii), (iii), (iv) and (v) of List A with letters “D”, “A”, “G”, “C” and “F” in List B. For example, in item (iv) the pupils matched correctly the instrument used to measure temperature as the instrument has become widely known due to corona (Covid 19), and it is more used in hospitals. These pupils also failed to match item (vi) as the name of this instrument is not common in their teaching and learning environment. The name which seems to be familiar is a sunshine recorder. **Extract 1.2** shows a sample of incorrect responses from a pupil who failed to answer item (vi) in this question.

2. Answer item (i) - (vi) by matching the explanations of weather instrument in **List A** with the respective name of instrument in **List B** and write the letter of the correct answer in the brackets provided.

List A	Letter	List B
(i) The instrument used to measure wind direction.	(D)	A. Hygrometer B. Campbell Stokes
(ii) The instrument used to measure humidity.	(A)	C. Thermometer D. Wind vane
(iii) The instrument used to measure atmospheric pressure.	(G)	E. Rain gauge F. Anemometer
(iv) The instrument used to measure temperature.	(C)	G. Barometer H. Stevenson screen
(v) The instrument used to measure wind speed.	(F)	
(vi) The instrument used to record sun shine.	(H)	

Extract 1.2: A sample of incorrect responses from the pupil who failed to answer item (vi) of Question 2

The analysis shows that 736,749 (43.28%) pupils had average performance as they scored from 4 to 6 marks. Moreover, 316,369 (18.58%) pupils scored 6, showing that they responded correctly to 3 items out of the 6 in this question. Most of these pupils correctly answered item (i), (iv), and (v). Accordingly, these pupils had an adequate knowledge about the instrument used to measure wind direction, temperature, and wind speed. **Extract 1.3** shows a sample of responses from a pupil who provided three correct responses to this question.

2. Answer item (i) - (vi) by matching the explanations of weather instrument in **List A** with the respective name of instrument in **List B** and write the letter of the correct answer in the brackets provided.

List A	Letter	List B
(i) The instrument used to measure wind direction.	(D)	A. Hygrometer B. Campbell Stokes
(ii) The instrument used to measure humidity.	(E)	C. Thermometer D. Wind vane
(iii) The instrument used to measure atmospheric pressure.	(A)	E. Rain gauge F. Anemometer
(iv) The instrument used to measure temperature.	(C)	G. Barometer H. Stevenson screen
(v) The instrument used to measure wind speed.	(F)	
(vi) The instrument used to record sun shine.	(G)	

Extract 1.3: *A sample of responses from the pupil who answered item i, iv and v correctly*

Further analysis shows that 555,957 (32.66%) pupils had weak performance. Among them 333,734 (19.60%) scored 2 marks since they answered correctly only one item in the question. They answered Item (iv) more than other items because the instrument is widely used, especially during the covid-19 pandemic. **Extract 1.4** shows a sample of responses from a pupil who correctly answered only one item in this question.

2. Answer item (i) - (vi) by matching the explanations of weather instrument in **List A** with the respective name of instrument in **List B** and write the letter of the correct answer in the brackets provided.

List A	Letter	List B
(i) The instrument used to measure wind direction.	(F)	A. Hygrometer B. Campbell Stokes
(ii) The instrument used to measure humidity.	(G)	C. Thermometer D. Wind vane
(iii) The instrument used to measure atmospheric pressure.	(P)	E. Rain gauge F. Anemometer
(iv) The instrument used to measure temperature.	(C)	G. Barometer H. Stevenson screen
(v) The instrument used to measure wind speed.	(Q)	
(vi) The instrument used to record sun shine.	(H)	

Extract 1.4: A sample of responses from the pupil who answered item (iv) only

However, 222,223 (13.05%) pupils scored 0; These pupils lacked knowledge of *Identifying Different Events Occurring in his or her Environment*, in particular *Using the Knowledge of Weather Conditions in Everyday Activities*. These pupils failed to match the explanations of the weather instruments with their respective names. This implies that they lacked knowledge about weather recording. **Extract 1.5** shows a sample of responses from a pupil who failed to provide the correct answer to this question.

2. Answer item (i) - (vi) by matching the explanations of weather instrument in **List A** with the respective name of instrument in **List B** and write the letter of the correct answer in the brackets provided.

List A	Letter	List B
(i) The instrument used to measure wind direction.	(C)	A. Hygrometer B. Campbell Stokes
(ii) The instrument used to measure humidity.	(E)	C. Thermometer D. Wind vane
(iii) The instrument used to measure atmospheric pressure.	(A)	E. Rain gauge F. Anemometer
(iv) The instrument used to measure temperature.	(F)	G. Barometer H. Stevenson screen
(v) The instrument used to measure wind speed.	(D)	
(vi) The instrument used to record sun shine.	(G)	

Extract 1.5: *A sample of responses from a pupil who failed to provide the correct answers to Question 2*

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 and answer the questions that followed. The question comprised seven items, each consisting of 2 marks, making a total of 14 marks. In Question 4, the pupils were instructed to study the symbols given and write the names of what they represent on the map. The question consisted of 4 items, with 2 marks each, making a total of 8 marks. The analysis shows that the performance on Questions 3 and 4 was average; however, the performance on Question 4 was slightly lower compared to Question 3. Further analysis on each question is as follows:

2.2.1 Question 3: Identifying the Principles of Patriotism in the Society.

This question was set from the main competence *Identifying the principles of patriotism in the society* and the specific competence of *Maintaining Tanzanian Culture*. In this question, the pupils were required to read a given passage (dialogue) about greeting culture (See Extract 1.6) and write the correct answers in the spaces provided. This question comprised of seven items: (i) to (vii). Item (i) tested the pupils' ability to identify Masatu's tribe. Item (ii) tested their ability to identify greeting style that Dihenga likes; item (iii) tested their ability to identify the type of "ngoma" that Zaramo people dance; and item (iv) tested the pupils' ability to identify the tribe whose people greet each other by shaking hands. Moreover, item (v) assessed their ability to give the advantage of dancing 'mdundiko'. Moreover, item (vi) tested the pupils' ability to identify how the conversation between Masatu and Dihenga started, and item (vii) tested their' ability to state the lesson they got from the passage they read. The total marks allotted for this question was 14. **Extract 1.6** is a comprehension passage that was used for Question 3.

Read the following dialogue and answer the questions that follow by writing the correct answer in the space provided.

- Dihenga:** How are you?
Masatu: I am fine.
Dihenga: Which tribe are you?
Masatu: I am a Sukuma, what about you?
Dihenga: I am a Zaramo.
Masatu: I heard that, you were dancing in the ceremony yesterday.
Dihenga: Yes, we were dancing 'ngoma' called Mdundiko. Which type of 'ngoma' do you like?
Masatu: I also like Mdundiko because it makes the body to be strong.
Dihenga: Do you like to greet people in your society?
Masatu: Yes I always greet various people in my society.
Dihenga: How do you greet each other in your society?
Masatu: We greet each other by shaking hands. How about you?
Dihenga: I like greeting by hugging.
Masatu: Ooh! Congratulation.
Dihenga: Thanks.

Questions

- (i) Masatu belongs to which tribe? _____
- (ii) How does Dihenga like greeting others? _____
- (iii) Mention the type of 'ngoma' which the Zaramo dance. _____

- (iv) According to that dialogue, which tribe greets each other by shaking hands? _____
- (v) Mention one advantage of dancing 'mdundiko.' _____

- (vi) How did the conversation between Masatu and Dihenga start? _____

- (vii) What did you learn from the dialogue? _____

Extract 1.6 shows a comprehension passage that the pupils were required to read and answer Question 3.

This question was attempted by 1,702,385 (100%) pupils. Among them, 141,939 (8.4%) scored all 14 marks, which is very good performance, and 258,781 (33.6%) scored from 10 to 12 marks, which is good performance. In contrast, 242,162 (24.4%) pupils scored from 6 to 8 marks, indicating average performance, and 124,952 (33.6%) pupils scored from 0 to 4 marks, which is weak performance. Generally, the performance on the question was average as 1,577,433 (66.4%) pupils scored from 6 to 14 marks. **Figure 3** illustrates the performance of the pupils on Question 3.

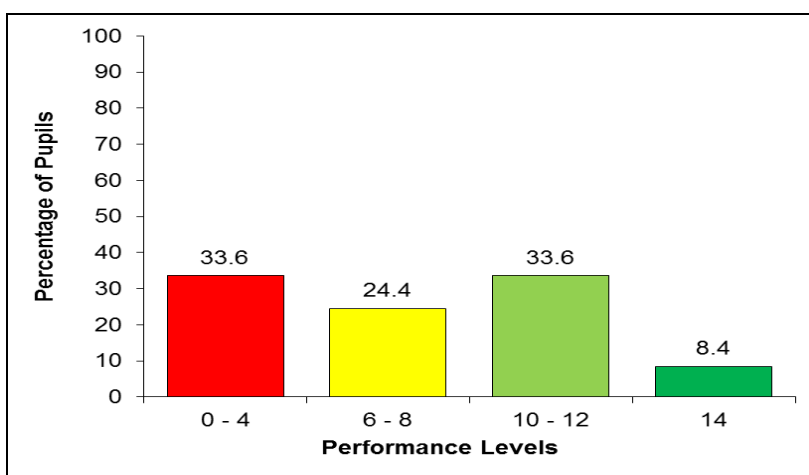


Figure 3 *The performance on this question was good since 66.4% scored from 6 – 14 marks.*

The analysis of the pupils' responses to this question reveals a wide variation between the pupils who scored from 10 to 12 marks (33.6%) and those who scored 14 marks (8.4%). The pupils who scored 14 marks had an adequate knowledge as they answered all the 7 items of the question correctly. The pupils who scored from 10 to 12 marks were categorized as having good performance because they answered correctly 5 to 6 out of 7 items.

In contrast, the performance of the pupils who scored from 6 to 8 marks was classified as average because they answered correctly 3 to 4, out of 7 items. The pupils who scored from 0 to 4 marks were classified as having weak performance as they could not answer any item or they answered correctly one or two items out of the seven items.

Most pupils, in item (i), clearly identified that Masatu was a Sukuma by tribe. This response shows that the pupils were competent enough to read the comprehension (dialogue) between Dihenga and Masatu and get its main idea (theme).

Item (ii) measured the ability of the pupils to identify the greeting style that Dihenga likes in greeting others. The pupils who correctly identified that Dihenga greet others by hugging them understood well the demands of the question and thus answered it correctly. In addition, since the item was directly reflecting their daily life experiences, some pupils transferred that knowledge by reflecting the greeting styles in their societies. Hence, they responded correctly to the question.

In item (iii), the pupils were required to identify the name of the 'ngoma' which the Zaramo dance. The pupils' performance on this item was very good since the majority wrote '*Mdundiko*'. This response indicates that they were competent enough to read and understand the passage accordingly.

In item (iv), the pupils were instructed to identify (according to the passage) the name of the tribe whose people greet each other by shaking hands. Those who managed to identify that it is the Sukuma tribe whose people greet each other by

shaking hands had adequate skills to respond to the questions.

Item (v) required the pupils to mention one of the advantages of dancing 'mdundiko'. The pupils' performance on this item was good since the majority of them wrote it *makes body to be strong* as an advantage that one gets from dancing 'mdundiko'. Such an answer was influenced by their experience since the pupils were aware that, apart from entertaining people, 'ngoma' is one of the methods of doing physical exercise, which makes the body to be strong.

The sixth item (vi) tested the pupils' ability to identify how the conversation between Masatu and Dihenga started. The analysis of pupils' answers revealed that most of them were aware of how the conversation started. These pupils wrote that the conversation between Masatu and Dihenga started *by greetings* or *by greeting each other*. Such responses connote that the pupils drew from their real-life experiences that children with good manners greet each other (other people) or greet elderly people they meet (even if they are unfamiliar to them) before any other talk.

Item (vii) tested pupils' ability to pinpoint what they learnt from the conversation between Dihenga and Masatu. The pupils' performance on this item was good since most of them explained that they learnt *the advantage of playing 'ngoma'* and *how to greet each other* or *how to maintain culture in the society*. **Extract 1.7** shows a sample of correct responses to Question 3, as given by one of the pupils.

Questions

- (i) Masatu belongs to which tribe? Sukuma
- (ii) How does Dihenga like greeting others? by hugging
- (iii) Mention the type of 'ngoma' which the Zaramo dance. Mdundiko
- (iv) According to that dialogue, which tribe greets each other by shaking hands? Sukuma tribe greets by shaking hands
- (v) Mention one advantage of dancing 'mdundiko'. Make the body strong
- (vi) How did the conversation between Masatu and Dihenga start? By greeting each other
- (vii) What did you learn from the dialogue? About greeting and tribes

Extract 1.7: A sample of correct responses to Question 3 as given by one of the pupils

Additionally, the analysis revealed that the pupils who scored from 6 to 8 marks were ranked as having average performance, which implies that they correctly answered 3 to 4, out of 7 items. This average score was influenced by their lack of seriousness and inadequate skills in reading and comprehending information from the passage. This made them answer correctly a few items. For example, some pupils answered correctly item (i) to (iii) while missing the rest and vice versa. **Extract 1.8** shows a sample from a pupil who got average score.

Questions

- (i) Masatu belongs to which tribe? Sukuma
- (ii) How does Dihenga like greeting others? hugging
- (iii) Mention the type of 'ngoma' which the Zaramo dance. mdundiko
- (iv) According to that dialogue, which tribe greets each other by shaking hands?
How about you
- (v) Mention one advantage of dancing 'mdundiko.' Zaramo
- (vi) How did the conversation between Masatu and Dihenga start?
Sukuma and Zaramo
- (vii) What did you learn from the dialogue?
Which tribe are you
I am a Zaramo

Extract 1.8 shows an example of responses of a pupil who got average score after supplying wrong answers for item (iv) - (vii).

Furthermore, the analysis reveals that some pupils scored from 0 to 4 marks. This means that they did not understand the requirements of the question items. Therefore, they ended up answering correctly one to two or none of the items of Question 3. For example, in item (i), most pupils supplied incorrect responses like *Zaramo*, *Safwa* or *Nyaturu*. These responses are influenced by their lack of comprehension skills and content/knowledge about the dialogue between Dihenga and Masatu.

In item (ii), the majority of the pupils supplied mixed responses such as *how are you*; *I am fine*, *shaking hands* and *good morning*. This indicates that these pupils did not understand the content of the passage. Thus, they copied

some sentences from it and supplied them as answers to this question.

In item (iii), most of the pupils provided incorrect answers such as *celebration*, *mdumange* or *sindimba*. Such responses signify that these pupils responded to the item based on their own experiences about the traditional 'ngoma' across Tanzanian ethnic groups and not from the given passage.

Item (iv) tested their ability to identify from the passage the name of the tribe whose people greet each other by shaking hands. Most pupils who attempted this item answered *Sukuma*. Accordingly most of them had an adequate knowledge obtained either from the passage they read or their general knowledge of how people greet each other in daily life.

Most pupils who attempted item (v) failed by writing *cooperation* or *entertainment*, which are incorrect responses according to the context of the question. However, it is true that 'ngoma' entertains and helps to create unity among the people in a given community. This signifies that these pupils did not understand the requirements of the item; instead, they used their own experiences about the importance of dancing traditional 'ngoma'.

In item (vi), many pupils failed because they provided incorrect responses like *how are you* or *I am fine* as the opening statements of the conversation between Masatu and Dihenga. These responses indicate that the pupils did not understand the demand of the question. Therefore, they copied some words/sentences from the passage and supplied

them as answers. These responses are related to the correct answer, but they are not suitable in the context of the given passage since the correct answer was *by greetings*.

Similarly, many pupils had good performance on item (vii) as they scored full (2) marks. They wrote correctly the lesson that they learnt from the passage. Some of their responses included *the importance of playing 'ngoma' or maintaining one's culture and increasing awareness on different greeting styles from different societies*. **Extract 1.9** shows the sample of a pupils' correct answers to Question 3.

Questions	
(i)	Masatu belongs to which tribe? <u>Mdundiko</u>
(ii)	How does Dihenga like greeting others? <u>I am a zaramo</u>
(iii)	Mention the type of 'ngoma' which the Zaramo dance. <u>ngoma</u>
(iv)	According to that dialogue, which tribe greets each other by shaking hands? <u>Mdundiko</u>
(v)	Mention one advantage of dancing 'mdundiko.' <u>type of ngoma</u>
(vi)	How did the conversation between Masatu and Dihenga start? <u>Dihenga start</u>
(vii)	What did you learn from the dialogue? <u>learn about dihenga and masatu is fo skuma and Dihenga is fo zaramo dancing the ngoma</u>

Extract 1.9 shows an example of poor responses to question 3




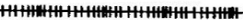
2.2.2 Question 4: Applying the Knowledge of Maps and the Astronomy to Daily Life

The question was set from the main competence 3 *Applying the Knowledge of Maps and the Astronomy to daily life* and specific competence 3.1: *Using Maps in Different Kinds of*

Environment. In this question, the pupils were required to read and identify different symbols on maps. The pupils were required to identify the symbols as given in item (i) to (iv) (See Extract 1.10), and write what they represent on a map by writing the correct answer in the spaces provided. This question consisted of four items (i), (ii), (iii) and (iv). The first item (i) tested the pupils' competence in identifying the symbol that represents a bridge. Item (ii) measured the pupils' knowledge of the symbol for *North* direction, item (iii) measured their knowledge of the symbol for a river. The last item (iv) measured their knowledge of the symbol for a railway. The total marks allocated in this question was 8.

Extract 1.10 shows map symbols used in Question 4.

What do the following symbols represent on the map?

- | | | |
|-------|---|-------|
| (i) |  | _____ |
| (ii) |  | _____ |
| (iii) |  | _____ |
| (iv) |  | _____ |

Extract 1.10: Map symbols used in Question 4

This question was attempted by 1,702,385 (100%) pupils among them, 358,297 (21.04%) scored all 8 marks, indicating very good performance, and 420,818 (24.72%) scored 6 marks indicating good performance. In contrast, 350,687 (20.60%) scored 4 marks indicating average performance while 572,583 (33.63%) pupils scored from 0 to 2 marks,

indicating weak performance. In general, the performance on this question was average as 1,129,802 (66.37%) pupils scored from 4 to 8 marks. **Figure 4** shows the percentage of performance on Question 4.

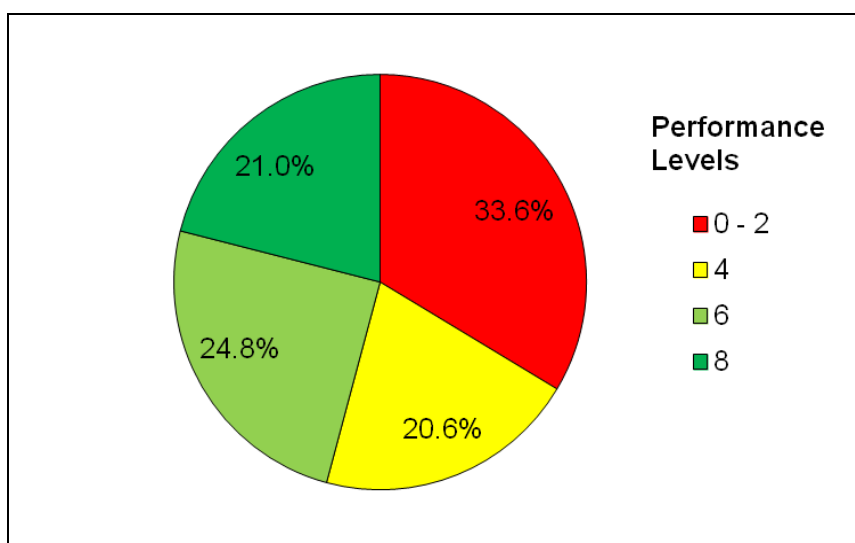


Figure 4: *The good performance of 66.37 percent of pupils who scored 4 to 8 marks*


The analysis of performance on this question showed that the pupils who scored 8 marks answered all the 4 items correctly. The pupils who scored 6 marks correctly answered 3 items out of 4. In contrast, the pupils who scored 4 marks correctly answered 2 items out of 4, and the pupils who scored from 0 to 2 either scored zero in all items or answered correctly one out of the given four items.


The question measured the pupils' ability to read and interpret map symbols. The pupils who scored 8 marks had adequate knowledge of interpreting map symbols.


In item (i), the pupils who had adequate knowledge gave the correct answer *bridge*. This was due to sufficient skills in map


reading. In item (ii), the pupils who correctly answered this item identified the *north direction* or *compass*. In item (iii), those who answered correctly identified the represented symbol to be a *river*. Lastly, in item (iv), the pupils identified the *railway*. Pupils' performance on this question revealed their good competence in interpreting map symbols. **Extract 1.11** presents an example of the correct responses to Question 4.

4. What do the following symbols represent on the map?

(i)  A Bridge.

(ii)  North direction





(iii)  A River.

(iv)  A Railway / Railway line.

Extract No. 1.11: A sample of the correct responses to Question 4

Many pupils who scored 6 marks failed to supply correct answer to item (ii); many wrote *spear*, *church*, *arrow* and *upward direction*. Such incorrect responses to this item do resemble the things that are available in their environment. Generally, these responses, leads one conclude that these pupils failed to differentiate between pictures and symbol of objects. **Extract 1.12** is an example of pupils' incorrect responses to item (ii) in Question 4.

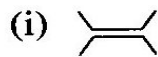
4. What do the following symbols represent on the map?

- (i)  Bridge
- (ii)  church
- (iii)  River
- (iv)  Railways

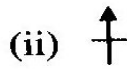
Extract 1.12: A sample of incorrect responses to item (ii) of Question 4

Besides, 350,687 (20.60%) pupils correctly answered 2 out of 4 items; hence, they had average performance. Their performance stemmed from their average knowledge of map reading and interpretation. Most of them failed to answer correctly item (iii) and (iv). In item (iii), they wrote *thunderstorm, rope, trees, forest, wire, electricity* and *plants*. Apparently, that the pupils confused the things they see in their environment with the given symbol. In item (iv), they failed to identify the symbol representing the railway. Most of them wrote *road, zebra crossing, rope, firewood, wire, antenna, radio* and *stick*. These entities have a closer relationship with the given symbol. **Extract 1.13** shows an example of the responses by the pupils who failed to answer item (iii) and (iv) in Question 4.

4. What do the following symbols represent on the map?



Bridge



Compass direction



Rope




Sound wave

Extract 1.13: A sample of incorrect responses to items (iii) and iv of Question 4

Further analysis shows that some pupils failed to answer any item or answered correctly only one item. Thus, these pupils (572,583, equal to 33.63%) scored from 0 to 2 marks, showing their poor ability in interpreting map symbols. Among them, 269,678 (15.84%) pupils provided the correct response to only one item out of four, and 302,905 (17.79%) pupils provided incorrect responses to all items. Item (i) was answered by the majority of pupils in this category for they correctly responded that a *bridge* is represented by the given symbol. **Extract 1.14** is an example of the incorrect responses from one of the pupils.

4. What do the following symbols represent on the map?

(i)  to show the river

(ii)  to show the steep part

(iii)  show boundary

(iv)  show the Bridge

Extract 1.14: *An example of incorrect responses to all items from one of the pupils*

3.0 EVALUATION OF PUPILS' PERFORMANCE IN EACH COMPETENCE

The analysis of the Standard Four National Assessment (SFNA) 2020 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 good in two competencies and average in the remaining two. The competence that was performed more than the other was *Applying Economic Principles in Income Generating Activities* as performance level was 68.40 percent. Besides, the performance level in the *Identifying Different Events Occurring in His or Her Environment* was good by 67.34 percent. In contrast, the performance in the competence of *Identifying the Principles of Patriotism in the Society* was average by 66.41 percent. Moreover, in *Applying the Knowledge of Maps and the Astronomy to Daily Life*, the performance was 66.37 percent. Although, the majority of the pupils

acquired acceptable competence in all the four competencies as prescribed in the syllabus, they still lacked some expected competencies. They seemed to have little competence in Applying *the Knowledge of Maps and the Astronomy to Daily Life*. In a nutshell, more effort and skills are needed in helping pupils to acquire expected competences in all the four competencies.

4.0 CONCLUSION

The analysis of the pupils' responses in the Standard Four National Assessment of Social Studies subject shows good performance in two competencies and average in the other two which are Identifying Different events occurring in his/her environment and Applying Economic Principles in Income generating Activities. Moreover, other two competences namely Identifying the Principles of Patriotism in the Society and Applying the Knowledge of Maps and the Astronomy to Daily Life had average performance.

However, there are some challenges that hindered a few pupils to perform well in the tested competencies. Some of those challenges are failure to understand the demands of the questions and lack of or inadequate knowledge. A few pupils showed signs of poorly developed reading and writing skills, which made them fail to read and understand the demands of the questions and respond to them appropriately. However, most of the pupils showed enough competencies that enabled them to identify the correct answers in the questions asked, and hence they demonstrated good performance.

5.0 RECOMMENDATIONS

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

- (a) Teachers should guide pupils through studying acts of greeting by different tribes of Tanzania and pronouncing such greetings correctly.
- (b) Teachers should train pupils in dancing and singing traditional songs using traditional instruments.
- (c) Teachers should guide pupils through drawing maps and showing different map symbols and the cardinal points.
- (d) Teachers should assess pupils' competencies in reading and writing skills to help those with less developed reading and writing skills.
- (e) Various teaching and learning strategies that are aimed at developing sound comprehension skills should be employed during the teaching and learning process in all subjects.
- (f) Teachers should conduct study tours to various areas to enable their pupils acquire specific competencies.
- (g) Pupils should be provided with enough exercises to reinforce their abilities in answering competence-based questions.

APPENDIX

03 Social Studies – Comparison of the pupils Performance in each Competence in 2019 and 2020

	Competence	SFNA 2019				SFNA 2020			
		Performance in each Question		Average Performance (%)	Maoni	Performance in each Question		Average Performance (%)	Remarks
		Question Number	% Performance			Question Number	% Performance		
1.	Identifying different events occurring in his/her environment	3	58.90	58.90	Average	2	67.34	67.34	Good
2.	Identifying the principles of patriotism in the society	1	92.70	92.70	Good	3	66.41	66.41	Average
3.	Applying the knowledge of maps and the astronomy to daily life	4	59.50	59.50	Average	4	66.37	66.37	Average
4.	Applying economic principles in income generating activities	2	47.60	47.60	Average	1	68.40	68.40	Good

