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

**PUPILS' ITEM RESPONSE ANALYSIS REPOT
FOR THE STANDARD FOUR NATIONAL ASSESSMENT
(SFNA) 2020**

CIVIC AND MORAL EDUCATION

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PUPILS' ITEM RESPONSE ANALYSIS REPORT FOR THE STANDARD FOUR NATIONAL ASSESSMENT (SFNA) 2020

06E   CIVIC AND MORAL EDUCATION

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PREFACE

The National examinations Council has prepared a report on the analysis of the Pupils' Item Responses for the Standard Four National Assessment in Civic and Moral Education subject for the year 2020. This report has been prepared for the purpose of giving feedback to pupils, teachers, policy makers, curriculum developers and other stakeholders on how the pupils responded to this National Assessment. Pupils' responses are one of the indicators of what the pupils were able to learn/not able to learn in the two-years of Primary Education.

The analysis of pupils' responses can be used to measure the effectiveness of the implementation of the new curriculum for the aim of improving the provision of quality education, which develops pupils' abilities on different competencies.

In this report, factors which influenced the pupils' performance in each individual question have been presented. The report shows that the pupils who performed well understood the requirements of each question and had enough knowledge on the subject matter. Those who did not perform well failed to identify the requirements of the questions and did not have enough knowledge on the tested competencies. The appendix which shows the pupils performance in each Competence is shown at the end of this report.

It is the expectation of the Examinations Council of Tanzania that this feedback will enable various educational stakeholders and concerned authorities to improve the Standard Four National Assessment performance in future.

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

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Standard Four National Assessment in Civic and Moral Education subject was held on the 26th November, 2020. A total of 1,828,265 pupils were registered whereas 1,702,875 (93.1%) sat for the assessment. The performance in this subject shows that a total of 1,625,405 (95.46%) pupils passed and 77,370 (4.54%) failed. The 2020 performance increased when compared with the 2019 performance whereby a total of 1,584,685 (95.26%) pupils passed and 78,853 (4.74%) failed.

The Standard Four National Assessment for the year 2020, in Civic and Moral Education subject, consisted of six questions which comprised 25 items in section A and B. Section A consisted of 3 questions which had 13 items with a total of 26 marks while Section B consisted of 3 questions which comprised 12 items with a total of 24 marks. The pupils were required to answer all questions from both sections A and B. The assessment had a total of 50 marks.

In section A, pupils were instructed to choose the correct answer/letter and write it in the space provided; match the meaning of the words in list A with the correct word in list B by writing the letter of the correct answer in the bracket and choose the correct answer from the brackets and write it in the space provided. In Section B, pupils were instructed to indicate the actions which show loving oneself or loving others by putting a tick against the right column, study the picture and answer the questions that follow and lastly, read the passage carefully then answer the questions that follow.

This pupils' item analysis report concentrated on analysing all six questions from different competencies in the syllabus. Also this analysis identifies the number and percentage of the pupils who were able/not able to choose or write correct responses and the reasons for choosing those responses.

Performance levels in each question are based on the percentages of pupils who passed the respective question. If only 0 - 33 percent of pupils were able to answer the question correctly the performance in such a question is categorized as weak.

On the other hand, if 34 - 66 percent of the pupils were able to answer the question correctly, the performance is categorized as average. Finally, the performance is categorized as good if 67 -100 percent of the pupils passed a question. The categories of performance are represented by special colours, where green colour represents pupils with good performance, yellow colour represents pupils with average performance and red colour represents pupils with poor performance.

2.0 ANALYSIS OF PUPILS' RESPONSES IN EACH QUESTION

2.1 Section A

This section had three questions (3), where question one consisted of five multiple choice items which weighed 10 marks. Question 2 was a matching item question with 4 items which carried 2 marks each there by making a total of 8 marks, and question 3 required pupils to choose the correct answer from the words in the brackets and write it in the space provided. The question had 4 items and each item carried 2 marks making a total of 8 marks. The total marks in this section was 26. The following is the analysis of pupils' responses in this section.

2.1.1 Multiple choice items

Question 1: This question had five multiple choice items which were derived from the main competence *Promoting peace and harmony.* The question had a total of 10 marks where each item carried 2 marks. A total of 1,702,578 pupils attempted this question of which 1,252,142 (73.6%) pupils had good performance by scoring from 4 to 10 marks, while 309,721 (26.4%) pupils had a weak performance, scoring from 0 to 2 marks. Generally, the performance of pupils in this question was good since 73.6 percent of the pupils were able to score from 4 to 10 marks as indicated in **Figure 1**.
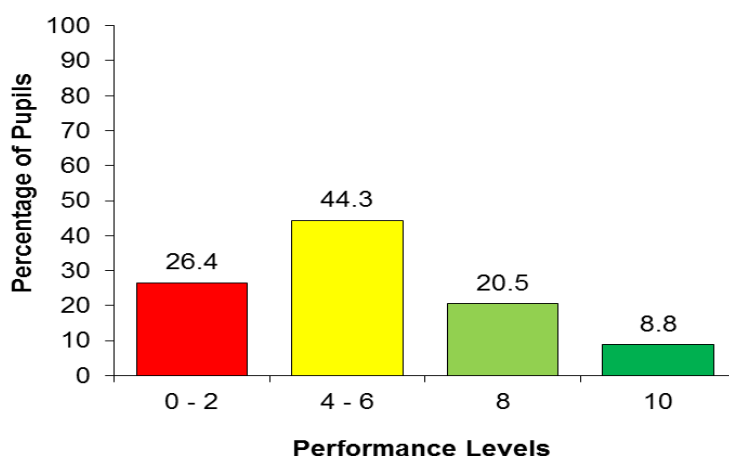
Figure 1: *The pupils' good performance in question 1 by scoring 4 to 10 marks.*

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

(i)   The traditional dance of the people from Ruvuma region is known as
 A   mganda
 B   mdundiko
 C   mdumange
 D   sindimba

This item was derived from specific competence *Respecting the cultures and ideologies of other people.* The item tested the pupils' ability to identify different traditional dances of Tanzania. The pupils who were able to choose the correct answer *A, mganda* had adequate knowledge of different types of traditional dances in Tanzania for every tribe and every zone. Moreover,the traditional dance from Ruvuma region is known as mganda, from Tanga is mdumange, from Pwani and Dar es salaam is mdundiko lastly sindimba from Mtwara.

On the other hand, the pupils who opted for the incorrect response *B, mdundiko*, had limited knowledge on the different types of traditional dances that belong to every region in Tanzania. Also, they might be hailing from areas where the famous traditional dance is mdundiko, or the only traditional dance they know is mdundiko. They probably wrongly associated the word mdundiko with the drumbeat or rumbling sound.

Similarly, Pupils who opted for distractors *C, Mdumange* and *D, Sindimba* were not aware that Mdumange is a traditional dance of the people of Tanga while Sindimba is a traditional dance of the people of Mtwara. The pupils who opted for these distractors were probably influenced by the popularity of these two dances because they are widely played in various national events, programs on the radio, and it is also possible that many of them are part of a community that plays the Sindimba dance and Mdumange dance. Overall, the pupils who opted for such distractors lacked knowledge about the types of traditional dances and the places where they are found and played in Tanzania.

(ii)   One of the things that attracts tourists in Tanzania are
   A   roads and poutry keeping
   B   flower gardens and rain
   C   mountains and national parks
   D   play grounds and fish ponds

This item came from the specific competence of *Building good relations with people from other countries* and it tested the pupils' ability to identify different tourist attractions in Tanzania. The pupils who were able to choose the correct answer *C, Mountains and national parks* had adequate knowledge on different tourist attractions in Tanzania. They might also have visited various tourist attractions while at school or with their families or seen, read and heard in the media. The tourist attractions in Tanzania includes; national parks, game reserves, high mountains such as Mount Kilimanjaro, lakes, beaches and waterfalls among others

On the other hand, The pupils who opted for the incorrect response *A*, *roads and poutry keeping* B, *Flower gardens and rain and D, Play grounds and fish ponds*, lacked knowledge on different tourist attractions in Tanzania. Pupils who opted for the distractor *A*, *roads and poultry* keeping were aware that roads help to transport tourists and that it facilitates tourist activities in Tanzania but it is not one of the tourist attractions. Similarly, Pupils who chose distractor *B, flower gardens and rain* assumed that flower gardens appeal to the people therefore they can attract tourists. Flower gardens and the presence of rain in Tanzania are not part of the tourist attractions. Furthermore, pupils who opted for the distractor *D, playgrounds*

and fish ponds lacked knowledge of tourist attractions because play grounds are used for local and international sports such as football games. Likewise, many people visit fish ponds to learn about fish farming activities hence pupils who opted for this distractor were not well informed on the Tanzania's tourist attractions.

(iii)   Which of the following countries are **not** members of the East African Community?
   A   Tanzania and Uganda
   B   Kenya and Uganda
   C   Rwanda and Burundi
   D   Zambia and Zimbabwe

The item was derived from the specific competence of *Building good relations with* people from *other countries* and it required Pupils to identify the non-members of the East African community. The pupils who were able to choose the correct response *D, Zambia and Zimbabwe* had adequate knowledge of the members of the East African Community or other African communities. Those pupils were able to transfer their daily life experience through the media, storytelling and newspapers reading that the East African Community is made up of six countries which are Tanzania, Kenya, Uganda, Rwanda, Burundi and South Sudan.

On the other hand, the pupils who chose the incorrect responses *A, Tanzania and Uganda, B, Kenya and Uganda and C, Rwanda and Burundi* lacked knowledge of the member states of the East African Community or regional groupings. The pupils understood differently by believing that Tanzania's friendship with Zambia and Zimbabwe was linked to the East African Community because Tanzania is a member country. Similarly, these countries are among the member states in other communities or organizations, such as the Southern African Development Community (SADC), the African Union (AU) and the United Nations.

(iv)   Which traditional activity is practiced by people living near the ocean or lake?
   A   Keeping fish
   B   Construction of dams
   C   Fishing
   D   Rice farming

This item was derived from the specific competence *Interacting with people from different cultures and backgrounds* and it tested pupils' ability to identify the traditional activity which is practiced by people living near the ocean or lakes. The pupils who were able to choose the correct response *C, fishing* were familiar with the traditional activity practiced by people living near the ocean or lake.These pupils realized that many people living near the great waters like the ocean and lakes engage in fishing activities. Furthermore, some of these pupils might be coming from the community of people whose main activity is fishing because they live near the sea or lakes and participated in such activities.

On the other hand, some pupils opted for distractors *A, keeping fish, B, construction of dams* and *D, rice farming.* These pupils failed to differentiate between traditional and modern activities practiced by people living near the ocean or lakes. Pupils who chose distractor *A, keeping fish and B, construction of dams* failed to realize that these were not natural activities although they involved fish farming. Such activities do not have to be done by people living near the sea or lakes only; they can be done by other people living away from the sea or lakes.

The pupils who opted for the distractor *D, rice farming* wrongly associated the presence of the ocean, and lakes with rice farming because the crop is grown in wetlands, valleys and require adequate supply of water to thrive, hence pupils thought that there is a cultivated area near the ocean or lakes.

(v)   Which method was used in the past to get tribal leaders?
    A   Inheritance
    B   Election
    C   Appointment
    D   Recommendation

The item was derived from the specific competence *Respecting the cultures and ideologies of other people.* It tested the pupils' knowledge on identifying how tribal leaders were obtained. Pupils who were able to choose the correct answer *A, inheritance* had sufficient knowledge of how various tribal leaders were obtained. They learned through teaching, reading history books or being told

by their elders. Many tribes in Tanzania obtained their leaders through heritage. For example, the Hehe, Chaga and Nyakyusa. These pupils were familiar with the methods used in many tribes to effect leadership changes in the event of death of a tribal leader an immediate close relative in the clan is supposed to inherit the leadership position of the tribe or clan.

On the other hand, the pupils who opted for the distractors *B, election* C*, appointment and D, recommendation* lacked knowledge of the modalities used to get tribal leaders in the society. They failed to recognize that all the distractors were common practice of obtaining leaders in a modern society. Those pupils ought to understand that, *election* is the method of obtaining leaders through the ballot box. Furthermore*, appointment* is a method used by leaders with great authority to elect a person to be a leader. Similarly, option *D, recommendation* is the method used to obtain leaders by a responsible authority to propose names of persons qualified to hold certain leadership positions. Normally a person is appointed after going through a rigorous recommendation procedures. These methods are commonly used to obtain leaders in a modern society but not the methods used to obtain tribal leaders in the past.

2.1.2 Matching items

Question 2: Answer items (i) - (iv) by matching the meaning of the words in **List A** with the correct word in **List B** by writing a letter of the correct answer in the brackets.

List A	Letters	List B
(i) Gives information by using sound only.	( )	A. News paper
(ii) Gives information by using pictures and words only.	( )	B. Laboratory
(iii) Gives information by using pictures, words and sound.	( )	C. Library
(iv) Gives information through talking.	( )	D. Narrations
		E. Radio
		F. Television

The question had four items and was derived from the main competence *Being a persevering person* and from specific competence *Learning by analyzing issues critically.* This question tested the pupils' ability on identifying different sources of information. The performance of the pupils was average as 69.7 percent of the 1,702,578 pupils were able to score from 4 to 8 marks and 30.3 percent had weak performance with a score from 0 to 2 marks. **Figure 2** indicates the performance of pupils in question 2.
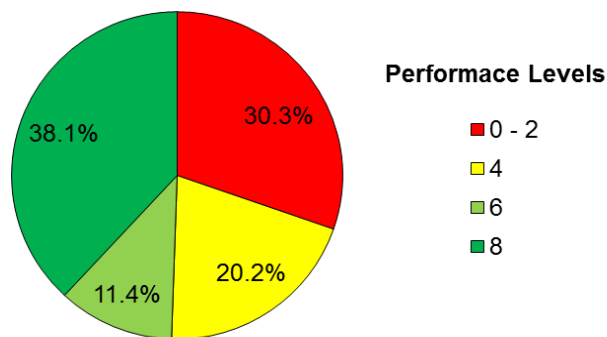

Figure 2: *The average performance of pupils in question 2*

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

Item (i) required the pupils to identify the names of the media which gives information by using sound only. The pupils who chose the correct answer *E, radio* had adequate knowledge on the communication media which gives information by using sound only. They understood that radio provides information through sound as opposed to other sources like television.

On the other hand**,** Pupils who opted for the distractor *A, newspaper*, did not understand that a newspaper is a publication made by a thin or wide paper and report only through pictures and words. The pupils who chose *B, laboratory*, did not realize that, a laboratory is a building or room where scientific and research experiments are conducted or taught. Similarly, the pupils who opted for the distractor *C, Library* were unaware that the library is a building that stores various publications,

books and documents where people come and study for themselves and not a reporting tool. Some pupils were fascinated by distractor *D*, narrations as it is one of the ways to report real-life or fictional events concerning the realities of life. Likewise, Pupils who chose distractor *F, television* failed to realize that television is a sound recording device, text and images and audience viewing.

Item (ii) required the pupils to identify the name of the media which gives information by using pictures and words only. The pupils who were able to choose the correct answer *A, Newspaper* had an adequate knowledge on communication media which gives information by using picture and words. They were aware that the newspaper provides information through words and pictures, as well as providing information on a variety of topics for example economic, social, political and scientific and technological information.

On the other hand, Pupils, who chose distractor *B Laboratory* and *C, Library*, did not understand that these are places where scientific research/experiments are conducted as well as preserving various publications so as to increase the sources of knowledge in life. Furthermore, the pupils who opted for the distractors *D, narrations E, radio* and *F, television* failed to differentiate the information provided through the magazine and those which can be obtained through narration, radio and television.

Item (iii) required the pupils to identify the name of media which gives information by using pictures, words and sound.The pupils who were able to chose the correct response *F, television* were aware that television gives information by using pictures, words and sound. This method is very familiar in the country and many families have a television at home and most of the pupils are good viewers and thus they used their daily life experience to choose the correct response.

On the other hand, Pupils who opted for the distractor *A, newspaper* lacked adequate knowledge of the type of appliance that provides information through sound, words and pictures. They did not realize that a Newspaper is a publication that conveys information only through pictures and words. Similarly, some pupils who opted for distractor *B, Laboratory*, were not aware that a laboratory is a building or room that deals with scientific research or experiments and is not a source of information. Likewise, distractor *C, library* was selected by

pupils who failed to understand that the library is a building or room for preserving books and other related documents and various publications that people go to read for themselves, and not an information tool like the newspapers, television or radio.

Furthermore, some pupils opted for distractor *D*, *narrations*, were unaware of the fact that narrations is a way of getting information face to face through the word of mouth by people especially the elderly. The narrations may be true or not true but they often reflect the realities of people's lives. Moreover, some pupils who chose distractor *E, radio*, were unaware that, radio does not provide information through images but is a source of information as it is a receiving device sound waves that convert them into words.

Item (iv) required the pupils to identify the media which provide information through narrations. Pupils who chose the correct answer *D. narrations* had adequate knowledge of the various ways of giving and receiving information. They realized that narrations is a method of reporting that is used until now where elders sit with their children, grandchildren and narrate events that may or may not be real, but reflect the realities of life in the community. It is like a kind of teaching that is given to children or young people and becomes a source of information

On the other hand, pupils who opted for the distractors *A, newspaper, E*, *radio* and F, *television*, they failed to figure out what actually constitutes narrations as a source of information. Likewise, other pupils opted for the distractors B*, laboratory* and *C*, *library* believing that they are source of information similar to those obtained through narration.

2.1.3 Choosing a correct answer from the word in blackets

Question 3: The question came from main competence *Being a person of integrity.* It required the pupils to choose the correct answer from the brackets and writing in the space provided. The question consisted of four items derived from various specific competencies and each item carried 2 marks. The performance of the pupils was average as 991,792 (58.2%) of the pupils were able to score from 4 to 8 marks and 319,100 (41.8%) did not perform as they scored from 0 to 2 marks. **Figure** 3 indicates the performance of pupils in question 3.
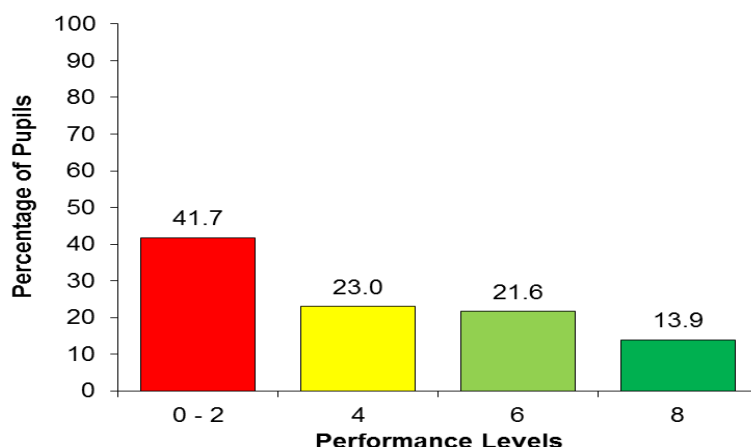
Figure 3. *The average performance of pupils in question 3*

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

(i)   Children gave true witness about the theft done by their fellows. The act done by these children showed_____

     (honest, love, betrayal)

This item was set from a specific competence *Being trusted in the community* it aimed at testing the pupils' knowledge on the concept and actions that shows trustworthy and good morals in the family and community. The pupils who were able to choose the correct response *honest* had adequate knowledge of the actions which demostrate evil acts committed in the society and the family and their repercussions. Those pupils who opted for the correct response probably had good guidance from their families, at school and read various publications that explain the concept of honesty and its application in society. These pupils understood that honesty is a condition of acceptance or trust and is built on actions such as fulfilling promises, speaking the truth, keeping secrets and exposing evil as well as living in harmony with the values of society.

On the other hand, pupils who went astray opted for the distractors *love* and *betrayal*. These pupils did not understand the true meaning of the concept of true love for the society. They failed to realize that love is a state of intimacy between one person and another, an expression of caring and appreciation. Love can be shown by using appropriate language, listening to others and helping them. They failed to

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differentiate between love and the concept of honesty in that an honest person sometimes shows love. The pupils who chose the betrayal failed to understand that betrayal means giving of secret information from one side to the other. Betrayal in society leads to problems of strife, distrust, breach of peace or lack of peace. The pupils did not understand that the opposite of honesty is betrayal.

(ii)   A person who is under the age of 18 years is known as_____

(Youth, child, adult)

This item was set from a specific competence *Standing up for other people's rights* and it tested the pupils' ability to understand different age groups of people. Pupils who were able to choose the correct answer *child* were aware of the various age groups of people. The pupils showed an understanding about the age of a child that a child is anyone under the age of eighteen, a human being who has not reached the age of an adult. Besides that, the legal system in many countries considers a person under the age of 18 to be a child.

On the other hand, pupils who went astray opted for the distractor *youth*. These pupils failed to understand that a youth is a male or female who is neither a child nor an adult. The pupils had mixed views because sometimes in the society people between the ages of 14 and 45 are considered to belong to the age group of the youth. Those who opted for distractor *adult* failed to realize that an adult in the legal context is a person who is above 18 years of age and he/she can perform various responsibilities such as voting and be given leadership responsibility in the society. Hence the option was not a correct response.

(iii)   Which of the following is a non-governmental institution responsible for protecting human rights in Tanzania?_____

(TAMWA, The parliament, police)

This item was set from the specific competence *of Standing up for other people's rights* and it tested the pupils' knowledge about a non govermental institution responsible for protecting and defending human rights in Tanzania. The pupils who were able to choose the correct

answer *TAMWA* were familiar with the concept of human rights and non-governmental institutions that deals with human rights issues in Tanzania. Another non-governmental organization responsible for human rights in the country is the Law and Human Rights Center in Tanzania (LHRC).

On the other hand, pupils who had limited knowledge of human rights issues opted for the distractors the *parliament* and *police.* These pupils could not distinguish between the functions of the parliament and the police. Those pupils who opted the parliament were not aware that is one of the pillars of the government responsible for making laws, negotiating and ratifying treaties and discussing the implementation of each ministry. So, it is not a non-governmental organization responsible for protecting human rights. Similarly, the Pupils who opted for distractor police were not aware that the police's main responsibility is to maintain law and order and protect peoples' life and their property.

(iv)   When a person is not trusted by others it can be a result of such a person _____

(not being transparent, being humble, being hard-working)

The item was set from the specific competence *Being trusted in the community* and it aimed at testing pupils' understanding of the concept of transparency and the effects of non-transparency. Pupils who were able to choose the correct answer *not being transparent* showed an understanding of the actions of not being transparent, be it untruthful or not providing accurate information.

They were also able to identify the effects of non-transparency which can lead to serious problems such as conflicts, quarrels and breaching of peace. Moreover, they understood that openness brings peace, love and stability to the society. **Extract 3.1** a sample of a pupil's good response in question 3

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

   (i) Children gave true witness about the theft done by their fellows. The act done by these children showed __honest__ .
   (honest, love, betrayal)

   (ii) A person who is under the age of 18 years is known as __child__ .
   (youth, child, adult)

   (iii) Which of the following is a non-governmental institution responsible for protecting human rights in Tanzania? __TAMWA__ .
   (TAMWA, The parliament, Police)

   (iv) When a person is not trusted by others it can be a result of such a person __not being transparent__ .
   (not being transparent, being humble, being hard-working)

Extract 3.1 *a sample of a pupil's good response in question 3.*

On the other hand, some pupils who opted for the distractors being humble were not aware that a humble person treats every person with respect or fellow human being including obedience and politeness. Those who opted for *being a hard -working* did not realize that a hard worker is a person who is dedicated, works voluntarily, does not like to be supervised and works very hard. Therefore, the option was not a correct response.

2.2 Section B

This section consisted of three (3) questions; which are question 4, 5 and 6. Question 4 required pupils to match actions which show loving oneself or loving others by putting a tick (√) against the right column, whereas, number one is done as an example.

The total score for this question was 8 marks. Question 5 required pupils to study the picture and carefully answer the questions that follows, and carried 8 marks. Question 6 required pupils to read the passage carefully then answer items (i) - (iv) in the space provided, it also carried 8 marks

2.2.1 Matching actions

Question 4: Answer items (i) – (iv) by indicating the actions which show loving oneself or loving others by putting a tick (√) to the right column. Number one (i) is done as an example.

No.	Action	Loving oneself	Loving others
(i)	Subira bathes her young ones everyday		√
(ii)	Jumanne washes and ironies his school uniform every day.		
(iii)	Juma thanked Roda for helping her mother who was sick.		
(iv)	Amina brushes and takes bath every day		
(v)	A pupil felt sorry for his/her friend who got problems		

This question comprised of four items (ii), (iii),(iv) and (v) which was set from the main competence *Respecting the community* and the specific competence *love oneself* and *others*. This question required the pupils to show the actions of loving oneself and loving others. The performance in this question was good as 1,244,064 (73.1%) pupils scored from 4 to 8 marks and 458,514 (26.9%) pupils had poor performance by scoring 0 or 2 marks. **Figure 4** shows the percentage of the pupils' performance in question 4.
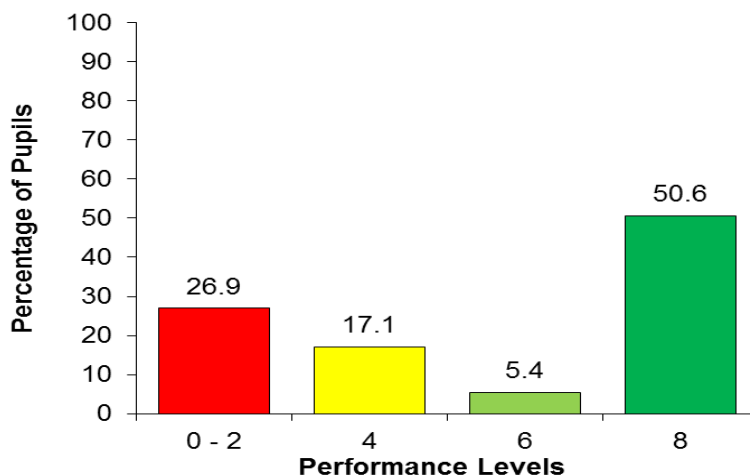
Figure 4: Good *performance of the pupils in question 4.*

Figure 2 shows that the pupils' performance in this question was average since 59.8 percent of the pupils who attempted this question scored from 4 to 8 marks.

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

Item (ii) required pupils to show whether *Jumanne washing and ironing his school uniform every day* as an action of loving oneself or loving others. The pupils who opted for the act of loving oneself, had good knowledge and understanding on the differences between loving oneself and loving others. They understood that loving yourself means being proud of yourself and accepting who you are and believed that a child who loves himself or herself takes good care of his or her health and he or she avoids doing bad things and behaves well all the times.

On the other hand, pupils who failed to realize that washing school uniforms and ironing them daily is an indication of loving oneself, were not aware that loving oneself is a voluntary act that a child performs in his/her daily life, for example brushing teeth, wearing clean clothes, ironing and washing his/her clothes. They also failed to distinguish between the concepts of loving oneself and loving others.

Item (iii) also required the pupils to show whether Juma's act of thanking Roda for helping her mother who was sick could be judged as loving oneself or loving others. Pupils who were knowledgable enough on the concept of loving oneself and loving others were able to choose *loving others* as the correct response for this item. They understood that loving others involves the second or third person, for example greeting others with appropriate language, listening to them and showing them love.

On the other hand, the pupils who opted for *Juma thanked Roda for helping* her mother who was sick as an act of loving oneself; they failed to differentiate between loving oneself and loving others. They did not understand that a pupil who loves others is willing to communicate with them and help them, so getting along well with others in the community, and that loving others does not involve the actions of the first person rather second or third person.

Item (iv) pupils who were well-informed on the concept of loving oneself and loving others were able to identify that when Amina brushes and takes bath every day is an action of loving oneself. They understood that loving oneself involves the spirit of one person, shown by oneself for doing personal actions for example, bathing, ironing clothes and wearing appropriate clothes.

On the other hand, pupils who opted for the incorrect response *loving others* when *Amina brushes and takes bath everyday*, had inadequate knowledge of the concept of self-love and loving others. They did not realize that loving oneself is an attraction to something, or someone due to its quality or beauty. It manifests itself by performing actions that do not involve the other side. Amina's act of brushing and taking bath everyday involves the first person and not the second or third person.

Item (v) required the pupils to choose whether it is an act of loving oneself or loving others when a pupil felt sorry for his/her friend who got problems. The pupils who were well-informed on the concept were able to realize that it is an act of loving others. These pupils were aware that loving others or their peers when they are in trouble involves the second or third person. People who have problems should be cared for as it is one way to encourage them.

Furthermore, they were aware of the fact that when support is being given, it is a sign of caring for other people and it is a good thing. They also knew that loving others is an important factor in living well with the community. Examples of acts of loving others are such as silencing your younger brother when is crying, helping a blind person and lending a pen to a classmate who does not have one.

On the other hand, pupils who believed that when a *pupil felt sorry for his/her friend who got problems* as an act of loving oneself showed a lack of understanding of the difference between loving oneself and loving others. They failed to realize that when a person feel sorry to another who has got problems, greeting teachers when entering in the classroom, greeting his/her elders and helping a fellow pupil who falls down, indicates that these are actions that show loving others and not loving oneself as some pupils have shown.

2.2.2 Studying the picture

Question 5 Study the following picture and then answer the questions that follow.
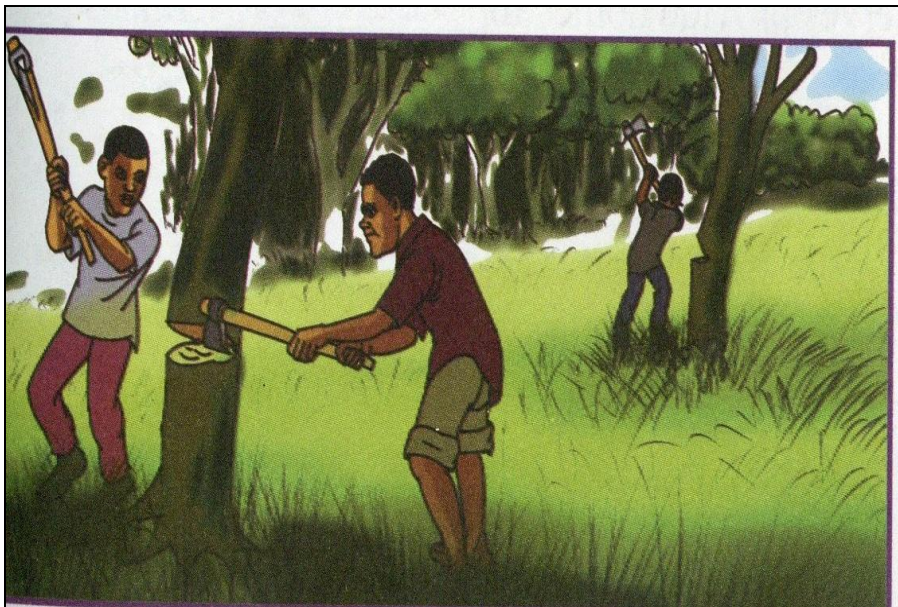
(a)   Which resource is being destroyed in this picture? _____.

(b)   Which way do they use to destroy the resources in the picture?

_____.

(c)   Which   tools   do   they   use   to   destroy   the   resource?

_____.

(d)   What   is   the   result   of   destroying   such   resource?

_____.

This question was set from the main competence *Valuing the community* and the specific competence *Protecting the environment.* The question aimed at testing pupils' understanding of the effects of indiscriminate cutting trees/deforestation. The question had four items and each item carried 2 marks. The performance in this question was good since 1,161,104 (68.2%) pupils scored 4-8 marks and 541,474 (31.8) (31.8%) scored 0-2 marks as shown in **Figure 5**
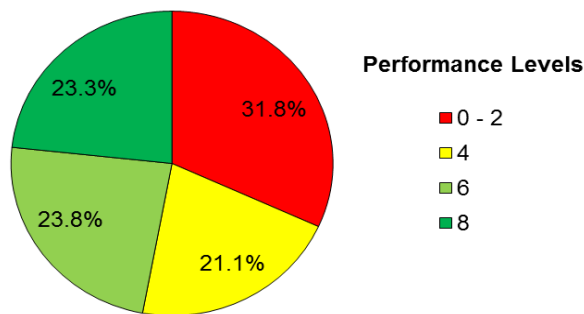

Figure 5: *Good performance of the candidates in question 5*

The following is an analysis of the pupils responses in each item:

(a)   Which   resource   is   being   destroyed   in   this   picture?

_____.

This item aimed at testing an understanding of the pupils on the types of resources being destroyed in this picture. Pupils who were able to provide a correct rsponse *trees/forest* had a good understanding on the resources being destroyed. Trees are a very important resource in the daily life of human being and other living organism. In addition, it helps to contain the problem of soil erosion and drought.

On the other hand, pupils who scored 0 mark in this item, some of them failed to identify the requirements of the question, thus providing a variety of incorrect answers such as *environmental degradation, deforestation, charcoal, soil erosion and anabumzkia.*

The pupils who mentioned *environmental degradation* failed to identify the resource that was being destroyed thus providing a general response. The environment is the sum of all the things that surround the human being including air, land, animals, insects, water and plants. A pupil who mentioned *cutting trees* failed to distinguish the type of resource that was being destroyed and the method used to destroy it. Similarly, the pupil who mentioned *charcoal* lacked understanding that charcoal is produced after cutting down trees and burning them for charcoal. The pupils who wrote *soil erosion* failed to distinguish the consequences of the destruction of the resource which is soil erosion from the type of resource that was being destroyed in the picture. Also, some of them lacked the skills of 3Rs thus writing incomprehensible answers for example *anabumzkia.*

(b)   Which way do they use to destroy the resources in the picture? _____.

This item tested pupils' understanding of the method used to destroy the resources contained in the picture. Well-informed pupils were able to identify the method used to destroy the resource as *cutting down trees.* This method is used to achieve various goals including obtaining charcoal energy needs, obtaining timber for construction and preparing new farms.

On the other hand, pupils who scored 0 failed to identify the requirements of the question by writing down diverse types of answers such as; *axes, burners, cooperating, charcoal makers* and *tools.* The pupils who wrote the *axe* failed to distinguish between the device used for cutting down trees and the demands of the question which entailed to specify the method used to destroy resources. The pupils who mentioned the *method of burning fire* failed to identify the actions taking place in the picture and thus used his/her personal experience. Similarly, the pupil who wrote *collaboration* failed to properly interpret the actions of the three people in the given picture.

Either the pupil who wrote to *make charcoal* failed to identify the requirements of the question. The question required him to identify the method used in the picture to destroy resources instead of explaining the use of trees. Lastly, the pupils who wrote the *tools* likewise failed to identify the requirements of the question.

(c)   Which tools do they use to destroy the resource? _____.

This item intended to test pupils' ability to identify different tools which are used to destoy resources in a given picture. Pupils with sufficient knowledge were able to identify the device as *an axe*. These pupils knew that an axe is a tool used to cut down trees. Pupils used their daily life experiences to identify the device used to cut down trees.

On the other side, pupils who scored 0 mark, some of them failed to identify the requirements of the question and others did not specify the name of the device used to destroy resources. For example, one pupil referred to the device as *waste disposal*. Another referred to the device as a *hand hoe*. Similarly, another pupil mentioned *chenso*. A pupil who mentioned *waste disposal* failed to use the given picture to identify the requirements of the question thus giving an incorrect answer. The pupils who mentioned the *hand hoe* failed to use the given picture to identify the device used to destroy resources. The hand hoe is used for cultivation and not for cutting down trees. Lastly, one pupil used his personal experience and mentioned *chenso*. *Chenso* is a literal translation of the English word *chain saw*, which is a special modern machine used to cut down trees. Unfortunately, the given picture had no such machine tool.

(d)   What is the result of destroying such resource _____

This item tested the pupils' understanding of the effects of resource destruction shown in the picture. Pupils with sufficient knowledge were able to identify the consequences of resource destruction such as *drought, desertification,* and *unavailability of rainfall.* These pupils had knowledge of the benefits of environmental conservation

and its resources. Thus, they were able to point out the possible consequences if the community did not take precautions to take care of the environment. **Extract 5:** a sample of a pupil's good response for question 5.

Questions

(a) Which resource is being destroyed in this picture? Trees _____.

(b) Which way do they use to destroy the resources in the picture?
By cutting down trees.

(c) Which tools do they use to destroy the resource? Axe _____.

(d) What is the result of destroying such resource? We may not get rainfall

> **Extract 5:** *A sample of a pupil's good response for question 5*

On the other hand, pupils who scored 0 failed to identify the effects of destruction of resources by providing answers such as *farming, deforestation, vegetation, forest fires* and *lack of air*. A pupil who mentioned farming he/she used his/her experience that when farmers prepare a new farm they start by cutting tress. Similarly, pupils who mentioned *cutting trees*, *forest fires* and *lack of air* failed to identify the requirements of the question. These incorrect responses provided by pupils are an indication that that the pupils did not have enough knowledge about environment conservation education.

2.2.3 Reading the passage

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

A school is a place where teaching and learning takes place. The teaching and learning activities are like counting, reading, writing, drawing, playing and showing a good behaviour.

We go to school early in the morning and clean the school environment. When the bell rings, we stand in lines and listen to some anouncements. We then go to our classrooms, ready to start the lessons at 8 o'clock in the morning.

Every Friday is a sport day. We end the lessons at 12 o'clock. We go to the playing grounds to participate in games. We play different games like football, netball, sliding, ukuti, running and swinging

This question was set from the main competence of *Being a persevering person* and the specific competence of *Learning by analyzing issues critically*. This question had four items and each item weighed 2 marks. The question aimed at identifying pupils' ability to search for information from different sources as well as identifying activities taking place at school and how to get accurate information. The performance of pupils in this question was average where 67.8 percent of 1,702,578 pupils had 4 to 8 marks and 32.2 percent had 0 to 2 marks. Generally, this performance is ranging from average to very good as shown in **Figure 6.**
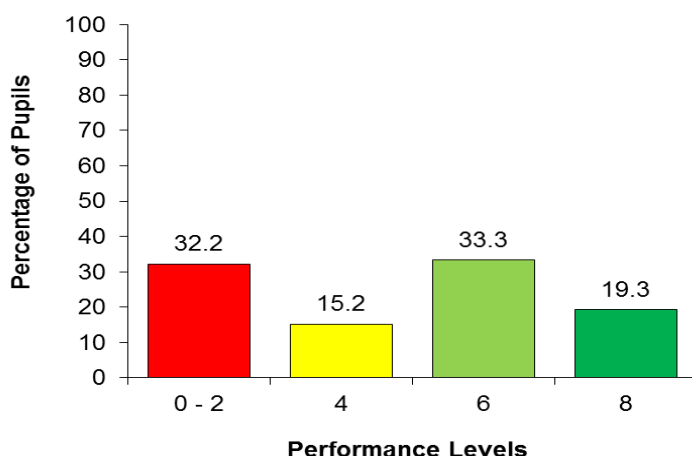

Figure 6 *Average performance of the pupils in question 6*

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

(a)   Mention two major activities which take place in a school

This item required pupils to name two main activities taking place in the school and tested the pupils' understanding of important activities taking place in the school. Pupils who were able to read

and understand the information from the text wrote the correct answers as *learning* and *teaching.* The pupils realized that the main activity that takes them to school is the learning that is achieved by the teachers who teach them. Pupils were also able to realize that in order for learning to be successful there must be teaching as in all schools that there are teachers who teach thus having two main activities in schools that include teachers on the one hand and pupils on the other.

On the other hand, pupils who failed to understand the information from a passage provided irrelevant answers such as, *slipping, handball working on the environment, hard reading*, *cutting down trees* etc. Generally, those pupils lacked adequate knowledge to comprehend information from a given passage.

(b)   Why the students stand in lines when the bell rings?

The item required the pupils to give reasons why the pupils stand in lines when the bell rings. Pupils who read and understood the passage were able to write the correct answer *to listen to different announcements.* They understood that bells are used to convey important message which is required to be observed to pupils. These pupils demostrated good comprehension skills that enabled them to read , understand and extract meaning from a passage

On the other hand, some pupils did not understand the passage therefore provided irrelevant responses. For example,one pupil gave such response as *because they respect their teachers*, *west* and, *in the morning, running*,*ukuti* etc.   These pupils were not familiar with some of the classroom activities such as reading passages and visualizing content. Besides that, some pupils lacked 3Rs skills thus writing incomprehensible answers or not writing anything at all.

(c)   At what time did the lessons start?

This item required pupils to specify the schedule for class lessons and determine the time or schedule of the school for the whole week and for each day including the beginning of the class sessions. Pupils who read and understood the passage mentioned *8 o'clock* as the time when lessons begin. These pupils demostrated good comprehension skills that they can read , understand and extract meaning from a passage.

On the other hand, a few pupils failed to grasp the content from the passage and thus wrote down various answers that were not

correct, for example *we play various sports such as football, swinging, we finish, one hour, lessons* etc. Similarly, some pupils omitted this item which is an indication that they lacked the basic literacy skills (3Rs) skills and thus failed to read and write legible answers.

(d)   Which day did the lessons end at 12 o'clock?

The item aimed at testing the pupil's ability to recall the entire schedule of the day, since the schedule is not the same for all days of the week. The pupils were required to identify the day in which the lessons end at 12 o'clock. This item was well tackled by many pupils because they were able to identify *Friday* as the day on which the lessons end at 12 o'clock. They understood that on that day after 12 o'clock the pupils participate in various sports. Besides that, some of the pupils probably used their daily school life experience and knowledge to identify the correct response for this item. **Extract 6.** Shows a sample of a good response from the pupil.

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

On the other hand, few pupils did not understand the passage as they wrote incorrect answers such as *ball*, *January, Friday at 6:30, to 8 o'clock* etc. Also, they failed to transfer the knowledge of their daily routines at school that they leave early on Fridays. This is an indication that some of them lacked the basic 3Rs skills and thus failed to read and write legible answers.

3.0 ANALYSIS OF PERFORMANCE OF PUPILS PER COMPETENCE

The analysis of competences for each question in the Standard Four National Assessments in Civic and Moral Education subject shows that out of the five (5) competencies assessed, four (4) competencies had good performance. The competencies are *Promoting peace and harmony* in question 1 (73.6%), *Respecting the community* in question 4 (73.1%), *Being* a persevering person in questions 2 and 6 (68.8%), *Valuing the community* in question 5 (68.2%). On the other hand, the competence of *Being a person of integrity* in question 3 had average performance (58.3%).

Furthermore, the comparative analysis of performance of various competencies in the Standard Four National Assessment for 2019 and 2020 indicates that the performance of *Promoting peace and harmony* increased from average (59.8%) in 2019 and achieved a good performance (73.6%) in 2020. The performance in other competencies increased as follows; *Valuing the community* increased from average (61.9%) to good (68.2%) in 2020. The performance in the competence of *Being a persevering person* declined from excellent (79.6%) performance in 2019 to a borderline good margin performance (68.8%) in 2020. Similarly, the performance in the competence of *Being a person of integrity* remained average (59.7%), (58.3%) for two consecutive years 2019 and 2020 respectively. Finally, the competence of *Respecting the community* although not assessed in 2019 had a good performance (73.1%) in 2020. For more details on pupils' performance see the attached Appendix A.

4.0 CONCLUSION

The analysis of pupils' responses for the Standard Four National Assessment questions in the subject of Civic and Moral Education showed that, in general, pupils performed well with 95.5 percent. Pupils who performed well in this assessment had sufficient knowledge about the assessed competencies. The pupils had an ability to identify the requirements of various questions asked. Similarly, they had good mastery of reading and writing skills.

5.0 RECOMMENDATIONS

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

(a) Teachers should strengthen their efforts to use a variety of teaching and learning strategies in *Being a person of integrity* competence which has an average performance.

   (i) The use of role-play to build pupils' long lasting memory in recognising acts of dishonesty.

   (ii) To use teaching and learning methods that appeal to the using of short stories on the importance of being honest and transparent during teaching and learning processes.

   (iii) Use a variety of charts when teaching and learning so as to show the differences in actions that build a habit of being honest and dishonest.

   (iv) Use of pictorial illustrations to illustrate various acts during learning.

   (v) Use invited guests/specialists to provide description on a variety of competencies.

(b) Teachers should prepare exercises, tests and examinations that enhance pupils' ability to answer questions that test various skills such as Writing, Reading, Thinking and creativity.

(c) Pupils should be encouraged and guided in reading textbooks and reference books to increase their understanding in the various competencies of this subject.

(d) In teaching and learning the competence of *Being a person of integrity*, teachers should lay the foundation for ability to inquire, think, listen, ask questions, analyze and communicate

confidently, conducting investigations, discussions and the ability to interpret arguments.

Appendix A

Comparison of Pupils Performance in each competence between 2019 and 2020

Sn	Competence	2019 assessment				2020 assessment			
		Question number	% performance	Average performance (%)	Remarks	Question number	% performance	Average performance (%)	Remarks
1.	Being a persevering person resilient	1	79.6	79.6	Good	2	69.7	68.8	Good
						6	67.8		
2.	Valuing the community	5	57.5	61.9	Average	5	68.2	68.2	Good
		6	66.3						
3.	Promoting peace and harmony	4	59.8	59.8	Average	1	73.6	73.6	Good
4.	Being a person of integrity	3	59.7	59.7	Average	3	58.3	58.3	Average
5.	Being responsible	2	44	44	Average				
6.	Respecting the community					4	73.1	73.1	Good

COMPARISON IN PUPILS PERFORMANCE IN EACH COMPETENCE IN SFNA 2019 AND 2020