



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



**PUPILS' ITEM RESPONSE ANALYSIS REPORT FOR  
STANDARD FOUR NATIONAL ASSESSMENT  
(SFNA) 2021**

**SOCIAL STUDIES**



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# **PUPILS' ITEM RESPONSE ANALYSIS REPORT FOR STANDARD FOUR NATIONAL ASSESSMENT (SFNA) 2021**

## **03E SOCIAL STUDIES**

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## PREFACE

The National Examinations Council of Tanzania presents Pupils' Items Responses Analysis Report for Standard Four National Assessment (SFNA) 2021 for Social Studies Subject. The aim of this report is to give feedback to pupils, teachers, policy makers, curriculum developers and other educational stakeholders on the skills and the extent to which pupils were able to learn or not able to learn in their four-years in Primary Education.

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

The analysis of pupils' performance in each competence was done and indicated that, pupils performed well in *Recognise different Events Occurring in his or her Environment*, *Apply Economic Principles in Production Activities* and *Apply the Knowledge of Maps and Solar System in daily Life*. On the other hand, the competence of *Recognise Principles of Patriotism in the Society* had weak performance.

The National Examinations Council of Tanzania expects that, the feedback from this report will enable various educational authorities to take firm measures to improve teaching and learning processes. Also, the Council is expecting that the identified challenges which led to unsatisfactory performance in some competences are resolved so as to raise the expected pupils' performances in Standard Five.

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



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

## 1.0 INTRODUCTION

The Standard Four National Assessment (SFNA 2021) was held on the 28<sup>th</sup> and 29<sup>th</sup> October 2021. The total number of pupils registered for the Social Studies Subject assessment was 1,681,769 (100%). A total of 1,560,856 (92.81%) pupils sat for the assessment whereby 1,425,478 (91.33%) passed the assessment.

The Standard Four National Assessment for the year 2021 in Social Studies subject consisted of 4 questions which were divided into two sections; A and B. Section A comprised of 2 questions; question 1 and 2 with 14 items from two main competencies. In question 1, competence assessed was *Recognise Different Events Occuring in his/her Environment*, and the competence *Apply Economic Principles in Production Activities* was assessed in question 2. Section B had 2 questions; 3 and 4 with 11 items from two main competencies namely; *Recognise the Principles of Patriotism in the Society* and *Apply the Knowledge of Maps and the Solar System in Daily Life*. Pupils were required to answer all the questions in all sections. In section A Question 1, the pupils were required 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 challenges of economic activities in list A with the respective type of economic activity in list B, then write the letter of the correct answer in the brackets. In section B question 3, pupils were required to read a given passage and then answer the questions that followed. In question 4, pupils were required to study the given map and then answer the questions that followed.

In this report, the introduction is followed by the analysis of pupils' responses for each question. This analysis identifies the pupils'

competencies and their respective responses, which were good, average or weak basing on a particular question. The reasons for each group to have the shown performance are analysed. The analysis of the pupils' responses for each question is followed by pupils' evaluation of performances in each competence. That part is followed by conclusion and later recommendations from the analysis.

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

## **2.0 ANALYSIS OF PUPILS' RESPONSES FOR EACH QUESTION**

Generally, the analysis of pupils' responses revealed good performance for question 1 and 2, average in question 4, and weak in question 3. In this section, every question has been analysed and pupils' performances have been shown. Extracts have been used to substantiate the explanations raised for each question.

### **2.1 Section A: Multiple Choice and Matching Items**

This section consisted of two questions with 14 items. Question 1 had eight multiple-choice items. A pupil was required to read, and then

choose the correct answer from the given alternatives. Question 2 had six matching items in which a pupil was required to match the items in list A with the correct response from list B.

### **2.1.1 Question 1: Recognise Different Events Occurring in his/her Environment**

This question consisted of eight items; (i) to (viii). The items assessed pupils' competencies on Recognising Different Events Occurring in his/her Environment. Pupils were required to read the items, choose the letter of the correct answer, and write it in the box provided. This question had a total of 16 marks.

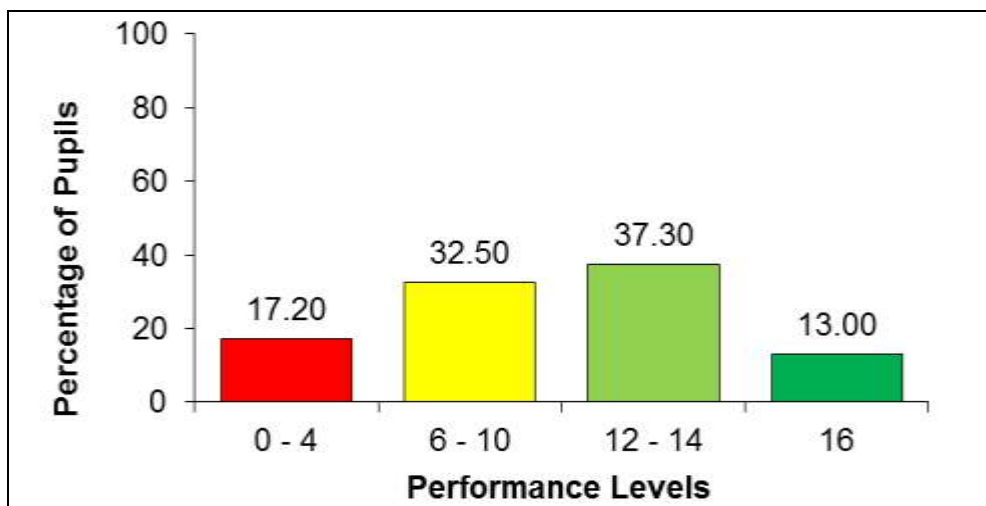
In this question, a pupil was considered to have weak competence if he/she failed to answer even one item or answered correctly only two items. A pupil who managed to answer three to five items was considered to have average competence, and the one who answered six to seven items was considered to have a good competence. Moreover, a pupil who managed to answer correctly all eight items was considered to have very good competence.

A total of 1,560,874 (100%) pupils managed to answer this question in which 202,160 (13.0%) had a very good performance. Pupils who had good competence were 583,325 (37.3%) as they managed to answer six to seven items correctly.

On the other hand, a total of 506,561 (32.5%) pupils had average competence. Among them, 130,724 (8.4%) answered three items correctly, 157,014 (10.1%) pupils attempted correctly four items, while 218,823 (14.0%) pupils answered five items correctly.



However, 268,828 (17.2%) pupils had weak competence as they failed that question. Among them, 50,671 (3.2%) failed completely to answer all items correctly, and others 94,559 (6.1%) managed to answer correctly only one item while 123,598 (7.9%) pupils managed to answer two items correctly. The overall pupils' performance in this question was good since 1,292,046 (82.8%) scored from 6 to 16 marks. Figure No. 1 illustrates pupils' performance in this question.



**Figure No 1:** *Performance of pupils in question 1*

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

- (i) Which is more associated with the environmental destruction in rural areas?
- A Noise from garages and workshops
  - B Smoke from industries
  - C Air pollution from cars and machines
  - D Burning charcoal

This item was set from the specific competence of *Conserve the Environment Surrounding the Community*. The item assessed the pupils' ability in identifying the source of environmental destruction in rural areas. The performance in this item was good since, many pupils chose the correct answer *D, Burning charcoal*. Those pupils had adequate knowledge that enabled them to identify human activity that leads to environmental destruction in rural areas.

Despite the fact that many pupils got the right answer, some pupils chose distractors; *A, Noise from garages and workshops*, *B, Smoke from industries*, and *C, Air pollution from cars and machine*. The pupils who opted for these distractors failed to identify the sources of environmental destruction between rural and urban settings. The variations of environmental destructions between rural and urban areas are associated with the nature of economic activities practiced in those areas. Those pupils failed to understand that sources of environmental destructions shown in three distractors are dominant in urban areas, and not in rural areas. Activities taking place in garages, workshops, and industries are mostly found in urban areas.

- (ii) Which of the following represents parts of urban environment?
- A Bushes, farms and animals
  - B Super markets, airports and hospitals
  - C Big farms, bushes and animals
  - D Bushes, farms and supermarkets

This item was set from the specific competence of *Conserve the Environment Surrounding the Community*. The question assessed the ability of the pupils to recognise features that represent parts of the urban environment. The performance in this item was good because

the majority of pupils were able to select the correct answer *B, Super markets, airports and hospitals*. The pupils who opted for B were knowledgeable that highly populated urban areas demand many social services such as commercial, transportation and health to serve the ever-increasing population.

However, other pupils chose the distractors; *A, Bushes, farms and animals C, Big farms, bushes and animals, D, Bushes, farms and supermarkets*. Pupils who had inadequate knowledge about urban environment chose such distractors. These pupils failed to differentiate the common features found between rural and urban areas that are associated with economic activities in those areas. They had to understand that high population found in urban areas need services like supermarkets, transport and hospitals to meet their needs.

(iii) What is the use of timber?

- A To make charcoal
- B To make ropes
- C To make furniture
- D To make cars

This item was set from the specific competence of *Conserve The Environment Surrounding the Community*. It tested the pupils' ability to identify the tools made from timber. The pupils' performance in this item was good since most of the pupils were able to choose the correct answer *C, To make furniture*. Those pupils had adequate knowledge about the uses of timber. In addition, many pupils are familiar with furniture, which are made of timber, for example chairs, tables, desks and cupboards.

Other pupils failed to choose the correct answer and thus, chose the distractor *A, To make charcoal*. Those pupils failed to understand that charcoal is made of logs and not timber. Some pupils opted for the distractor *B, To make ropes*. Those pupils did not understand that ropes are made of sisal fibres. Other pupils opted for the distractor *D, To make cars*. Those pupils had inadequate knowledge about materials used to make cars. They were supposed to understand that cars are largely made of iron and not timber.

(iv) The moving air is known as;

- A wind
- B water
- C temperature
- D clouds

This item was derived from the specific competence of *Apply Knowledge of Weather Conditions in daily Activities*. This item assessed the pupils' knowledge of the concept of weather. The pupils' performance in this item was good since most of them were able to choose the correct answer *A, wind*. The choice of the correct answer was due to pupils' adequate knowledge on weather and its elements.

On other hand, some pupils opted for the distractor *B, water*. Those pupils lacked knowledge about the elements of weather. They failed to identify that water is not an element of weather. Moreover, some pupils opted for the distractor *C, temperature* and others *D, clouds* which are among the elements of weather, but are not moving air. These pupils too had inadequate knowledge about the behaviours of the elements of weather.

- (v) The environment is divided into two major groups which are;
- A living things and plants
  - B non-living things and animals.
  - C living and non-living things.
  - D plants and animals.

This item was set from the specific competence of *Conserve the Environment Surrounding the Community*. The item assessed pupils' knowledge to clarify the concept of environment. The pupils' performance in this item was good since most of them were able to choose the correct answer *C, living and non-living things*. The choice of this answer reveals that those pupils had adequate knowledge and skills about the composition of the environment. They knew that environment is made up of both the living and the non-living organisms.

However, some pupils chose the distractor *A, living things and plants*. Those pupils failed to understand that living things and plants are inseparable. Plants are also living things hence it is more or less the same concept. It should be understood that the environment is made up of both living and non-living things.

The other pupils chose the distractor *B, non-living things and animals*. Those pupils were supposed to understand that the environment is made of both living things and non-living things. Living things comprise of both plants and animals, not only animals as it has been shown in distractor B. On the other hand, the pupils who chose the distractor *D, plants and animals* failed to understand that both plants and animal are living things that make one part of the environment that is, living things. Those pupils were supposed to understand that

the environment in general is made of both living and non-living things.

- (vi) What is the main function of museums?
- A To accommodate guests from abroad
  - B To advertise historical records
  - C To keep historical records
  - D To keep decorations

This item was set from the specific competence *To Keep Records of Historical Events*. The item assessed the pupils' knowledge to identify the functions of museums. The pupils' performance in this item was good as most of them chose the correct answer *C, to keep historical records*. The choice of this option is an indication that those pupils had adequate knowledge about the methods used to collect and preserve historical information particularly museums. They knew that museums are places where the past historical events are kept. Many objects representing cultural events and developments about the past are stored in the museums. Museums range from national, regional, district up to village level. Some of the museums found in Tanzania are National Museum in Dar es Salaam, The Mwalimu Julius Nyerere Museum in Butiama and Arusha Declaration Museum in Arusha.

Some pupils chose the distractor *A, to accommodate guests from abroad*. Those pupils associated the visit of guests from abroad to the museums since they are among tourist attractions. They therefore thought that the main function of museums is to accommodate guests from abroad. Some of the pupils opted for the distractor *B, to advertise historical records*. Those pupils failed to understand that the main function of museums is to keep historical records, and not to

advertise historical records. Those pupils who opted for this distractor probably observed visitors taking photos in the museums, and thus associated it with advertisement of historical records. Advertising historical records is not the main function of museums, since they are not communication media. On the other hand, those who opted for the distractor *D, to keep decorations*, associated the presence of past historical objects such as decorations with the main function of museums, which is to keep historical records. Generally, those pupils lacked knowledge about the ways of keeping historical records.

(vii) Why dirty environment is bad for our health?

- A Causes disability
- B Causes laziness
- C Causes poverty
- D Causes diseases

This item came from the specific competence of *Conserve the Environment Surrounding the Community*. The item assessed the pupils' knowledge in identifying the consequences of the dirty environment to human health. The performance of pupils in this item was good since many pupils managed to choose the correct answer *D, causes diseases*. Those pupils had enough knowledge that some of diseases are caused by dirty environment, for example cholera and diarrhoea.

On the other hand, other pupils opted for the distractor *A, causes disability*. Those pupils failed to understand that disability is not caused by dirty environment, it is caused by accidents, severe illness or inborn disability. In addition, some pupils opted for the distractor *B, causes laziness*. Those pupils failed to differentiate between the

causes and effects of dirty environment. They were supposed to understand that laziness leads to dirty environment.

Moreover, other pupils opted for the distractor C, *causes poverty*. Those pupils also lacked the knowledge on the concept of poverty in relation to dirty environment. In most cases, poor people live in shanty environment thus some pupils failed to differentiate between shanty environments and dirtiness.

(viii) Which human activity causes air pollution?

- A Industries
- B Tourism
- C Trading
- D Fishing

This item came from the specific competence of *Conserve the Environment Surrounding the Community*. The item assessed pupils' ability to identify human activity that causes air pollution. The performance of pupils in this item was good since many pupils managed to choose the correct answer A, *Industries*. The pupils who chose the correct answer had adequate knowledge about environmental pollution caused by industrial production activities.

However, some pupils opted for the distractors B, *Tourism*, C, *Trading* and D, *Fishing*. Those pupils had inadequate knowledge about various human activities, and their impact on the environment. Activities mentioned in the distractors have no direct relationship with air pollution. For instance, tourism is an activity that involves movement of people from their home places to other areas for the purpose of learning and leisure hence; it does not cause air pollution. Similarly, trading as an activity that involves buying and selling of

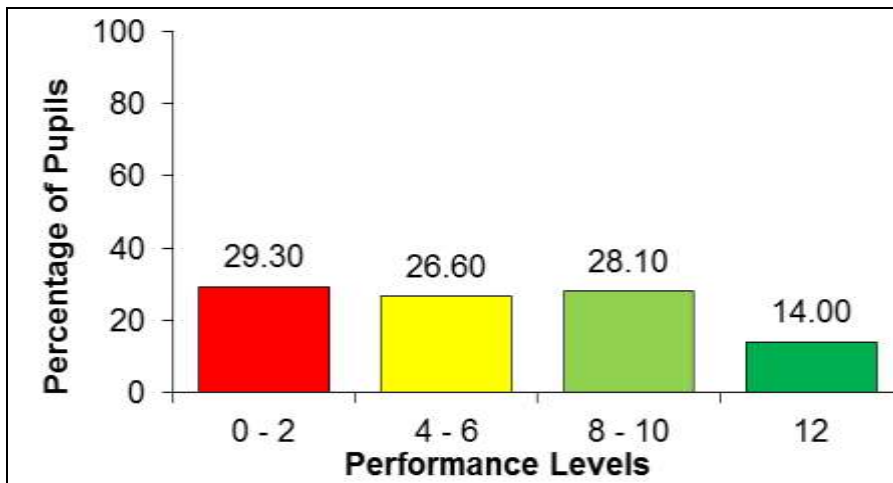


goods and services does not cause air pollution. In a similar vein, fishing as an economic activity that involves trapping or catching fish from water bodies like rivers, lakes and oceans does not cause air pollution.

### **2.1.2 Question 2: Apply Economic Principles in Production Activities**

In this question, pupils were required to answer the items (i) to (vi). They were to match the challenges of economic activities in **List A** with the types of economic activities in **List B**. Pupils were required to write the letter of the correct answer in the brackets provided. The question was set from the main competence *Apply Economic Principles in Production Activities* and the specific competence *Appreciate and Protect Natural Resources*. This question assessed pupils' ability to identify the challenges facing different economic activities in the production of wealth. The total marks allocated for this question was 12.

This question was attempted by 1,560,874 (100%) pupils, of which 219,177 (14.0%) scored all the 12 marks indicating a very good performance, and 437,745 (28.1%) pupils scored 8 to 10 marks indicating good performance. On the other hand, 446,151 (28.6%) pupils scored 4 to 6 marks indicating average performance, and 457,801 (29.3%) pupils scored 0 to 2 marks indicating a weak performance. Generally, the performance of the question was good as 1,103,073 (70.7%) pupils scored 4 to 12 marks as illustrated in figure No. 2.



**Figure No. 2:** *Performance of Pupils in Question 2*

The analysis of pupils' responses in this question shows that 219,177 (14.0%) pupils answered correctly all the six items, and thus scored 12 marks. This implies that they had a clear understanding and sufficient knowledge of the main competence *Apply Economic Principles in Production Activities*, and the specific competence *Recognise Production Activities in the Society*. Those pupils were able to match the challenges of economic activities with their respective economic activities. Extract No 2.1 shows a sample of responses from one of the pupils who answered this question correctly.

2. Match the challenges of economic activities in **List A** with the types of economic activities in **List B** by writing the letter of the correct answer in the brackets.

List A	Letter	List B
(i) Lack of enough good pastures.	( E )	A., Agriculture
(ii) Decrease in fish due to the use of poisons and nets with small holes.	( G )	B. Forest
(iii) Lack of modern technology in mines.	( C )	C. Mining
(iv) Poor advertisement for attracting foreigners to come and see our natural heritage and national parks.	( F )	D. Poultry
(v) Charcoal making and deforestation.	( B )	E. Livestock-keeping
(vi) Shortage of food due to low amount of rainfall and lack of fertile soil.	( A )	F. Tourism
		G. Fishing
		H. Hunting

**Extract No. 2.1:** *A sample of responses from the pupil who answered correctly all items of question 2*

On the other hand, 437,745 (28.1%) pupils were able to answer correctly 4 to 5 items. Those pupils understood some of the economic activities and their challenges. Some of them were able to match correctly items (i), (ii), (iii), (iv), and (vi) of List A with the letters E, G, C, F, and A from List B respectively. This was due to the knowledge they had about the economic activities that are familiar to them. Meanwhile, many pupils failed to match correctly item (v) with "B" *Forest* as they had inadequate knowledge about its challenges. This is because some of the pupils are living in the places with no forests such as some parts of the central regions of Tanzania and urban areas. Also, some pupils failed to answer this item because they used their life experience that, charcoal can be made of the trees found in their surrounding which is not the forest. Additionally, many pupils managed to match correctly item (vi) with letter A since agriculture is very famous to the majority of Tanzanians. Extract No. 2.2 shows a

sample of a response from a pupil who failed to answer correctly item (v) in this question.

2. Match the challenges of economic activities in **List A** with the types of economic activities in **List B** by writing the letter of the correct answer in the brackets.

List A	Letter	List B
(i) Lack of enough good pastures.	( E )	A. Agriculture
(ii) Decrease in fish due to the use of poisons and nets with small holes.	( G )	B. Forest
(iii) Lack of modern technology in mines.	( C )	C. Mining
(iv) Poor advertisement for attracting foreigners to come and see our natural heritage and national parks.	( F )	D. Poultry
(v) Charcoal making and deforestation.	( D )	E. Livestock-keeping
(vi) Shortage of food due to low amount of rainfall and lack of fertile soil.	( A )	F. Tourism
		G. Fishing
		H. Hunting

**Extract No. 2.2:** *A sample of a response from a pupil who failed to answer item (v) correctly*

Further analysis of pupils' responses shows that 446,151 (28.6%) pupils had average performance as they scored from 4 to 6 marks. The majority of the pupils scored 6 marks indicating that they answered correctly 3 out of 6 items. Most of them answered correctly items (i), (ii) and (vi). Those who matched correctly item (i) had sufficient knowledge on the challenges facing livestock keeping. This is because they were able to link the learned concepts on livestock keeping with their life experience. This activity is common in Tanzania since many societies keep animals though in varying scales. Similarly, those who matched correctly item (ii) had sufficient knowledge on the challenges facing fishing activity. This is also because fishing is a common activity in some societies in Tanzania due to the presence of water bodies like rivers, swamps, lakes and oceans. Some of those

pupils also linked the challenge facing fishing after observing the burning of illegal fish traps on the media by authorities particularly unfit fishing nets.

Moreover, the items (iii) and (iv) were not correctly matched due the pupils' insufficient knowledge on mining and tourism. This is because such activities are not common in some places in Tanzania. For instance, mining is concentrated in few specific areas with mineral deposits, and tourism is popular in the areas with tourist attractions. Thus, some pupils failed to link the learned concepts on mining and tourism with the actual activities. Extract No. 2.3 shows a sample of a response from a pupil who provided three correct responses in this question.

2. Match the challenges of economic activities in **List A** with the types of economic activities in **List B** by writing the letter of the correct answer in the brackets.

List A	Letter	List B
(i) Lack of enough good pastures.	( E )	A. Agriculture
(ii) Decrease in fish due to the use of poisons and nets with small holes.	( G )	B. Forest
(iii) Lack of modern technology in mines.	( D )	C. Mining
(iv) Poor advertisement for attracting foreigners to come and see our natural heritage and national parks.	( C )	D. Poultry
(v) Charcoal making and deforestation.	( F )	E. Livestock-keeping
(vi) Shortage of food due to low amount of rainfall and lack of fertile soil.	( A )	F. Tourism
		G. Fishing
		H. Hunting

**Extract No. 2.3:** A sample of responses from the pupil who answered items (i), (ii) and (vi) correctly

Moreover, 457,801 (29.3%) pupils had weak performance among them 212,974 (13.6%) scored zero mark, while 244,827 (15.7%) pupils scored 2 marks. Pupils who scored 2 marks were able to

answer correctly only one item of the question. Item (vi) was attempted by the majority of the pupils because the challenge stated is related to the dominant economic activity practiced in Tanzania. Extract No. 2.4 shows a sample of a response from a pupil who answered correctly only one item in this question.

2. Match the challenges of economic activities in **List A** with the types of economic activities in **List B** by writing the letter of the correct answer in the brackets.

List A	Letter	List B
(i) Lack of enough good pastures.	( H )	A. Agriculture
(ii) Decrease in fish due to the use of poisons and nets with small holes.	( J )	B. Forest
(iii) Lack of modern technology in mines.	( B )	C. Mining
(iv) Poor advertisement for attracting foreigners to come and see our natural heritage and national parks.	( G )	D. Poultry
(v) Charcoal making and deforestation.	( F )	E. Livestock-keeping
(vi) Shortage of food due to low amount of rainfall and lack of fertile soil.	( A )	F. Tourism
		G. Fishing
		H. Hunting

**Extract No. 2.4:** A sample of responses of the pupil who managed to answer correctly only item (vi) in question 2

Additionally, the pupils who scored 0 proved to lack knowledge on the main competence of *Apply Economic Principles in Production Activities* specifically on the specific competence of *Recognise Production Activities in Society*. These pupils failed to relate specific activities with their respective challenges. Extract No. 2.5 shows a sample of responses from a pupil who failed to answer all items in this question.

2. Match the challenges of economic activities in **List A** with the types of economic activities in **List B** by writing the letter of the correct answer in the brackets.

List A	Letter	List B
(i) Lack of enough good pastures.	( D )	A. Agriculture
(ii) Decrease in fish due to the use of poisons and nets with small holes.	( C )	B. Forest
(iii) Lack of modern technology in mines.	( F )	C. Mining
(iv) Poor advertisement for attracting foreigners to come and see our natural heritage and national parks.	( H )	D. Poultry
(v) Charcoal making and deforestation.	( E )	E. Livestock-keeping
(vi) Shortage of food due to low amount of rainfall and lack of fertile soil.	( B )	F. Tourism
		G. Fishing
		H. Hunting

**Extract No. 2.5:** *A sample of responses of the pupil who failed to answer correctly all items in 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 the passage, then answer the questions that followed. The question comprised of seven items, each consisting of 2 marks making a total of 14 marks. In question 4, pupils were required to study the given map, and answer the questions that followed. The question consisted of 4 items with 2 marks each making a total of 8 marks. The performance in question 3 was weak, and average in question 4.

### 2.2.1 Question 3: Recognise the Principles of Patriotism in the Society

This question was set from the main competence *Recognise the Principles of Patriotism in the Society*, and specific competence *Promote Tanzanian Culture*. In this question, pupils were required to read the given passage about the first mode of production known as primitive communalism. They were then required to supply the correct answers in the spaces provided.

This question comprised of seven items: (i) to (vii). Item (i) tested pupils' understanding about the means of production during primitive communalism. Item (ii) tested the pupils' ability to identify tools used for hunting during that era. Item (iii) tested pupils' ability to identify the reason why there was no exploitation in this mode of production and item (iv) tested pupils' ability to identify the reason why people did not engage in trading activities during that period. Moreover, item (v) assessed the pupils' ability to identify the beneficiaries of products produced during primitive communalism while item (vi) tested pupils' ability to clarify the absence of surplus production in this mode of production. Finally, item (vii) tested pupils' ability to state the way the means of production were owned during primitive communal mode of production. The total marks allocated for this question was 14. Extract No. 3.1 is a comprehension passage that was used for question 3.

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

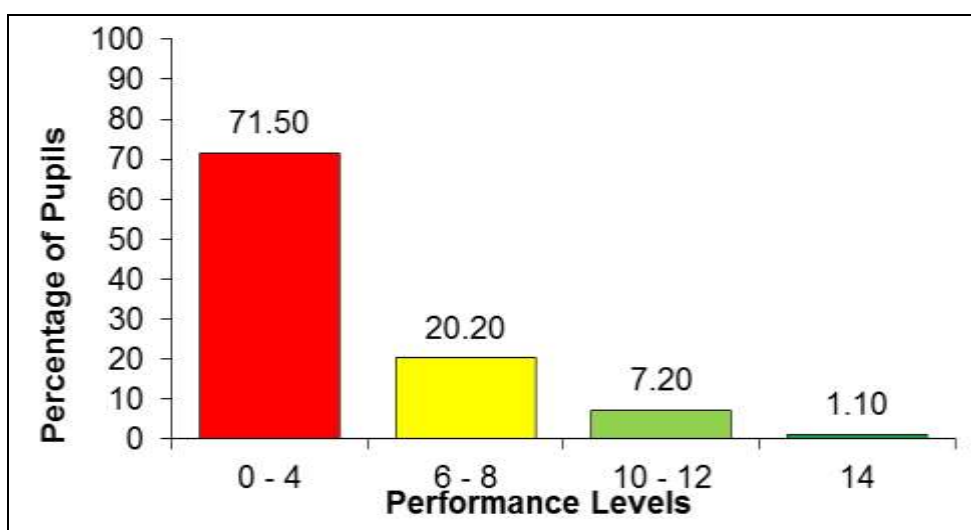
Primitive communalism was the first mode of production which all human beings passed through. There was no exploitation among people because everyone participated in production. In this mode, the major means of production were land, forest, lakes and rivers. During primitive communalism, the production was very low. This was due to the use of poor tools. Moreover, there was no trade or exchange of commodities among the people in the society. This was due to lack of surplus during production. Example of tools which were used were hand hoes and arrows. During primitive communalism, the major means of production and tools of labour were owned by the whole community.

**Extract No. 3.1:** *A comprehension passage which pupils were supposed to read and answer question 3*

This question was answered by 1,560,874 (100%) pupils. Among them, 17,925 (1.1%) scored all 14 marks indicating a very good performance, and 112,012 (7.2%) scored 10 to 12 marks which is a good performance. On the other hand, 315,365 (20.2%) pupils scored



from 6 to 8 marks indicating an average performance, and 1,115,572 (71.5%) pupils scored 0 to 4 marks which is a weak performance. Generally, the performance on the question was weak as only 445,302 (28.5%) pupils scored from 6 to 14 marks. Figure No. 3 shows the performance of the pupils in question 3.



**Figure No. 3:** *Performance of Pupils in question 3*

The analysis of the pupils' performance in this question revealed that there was a wide variation of scores such that only 445,302 (28.5%) pupils scored 6 to 14 marks, while 1,115,572 (71.5%) scored 0 to 4 marks. Pupils who scored 14 marks had adequate knowledge as they answered all the 7 items of question correctly. Pupils who scored 10 to 12 marks were categorized as having good performance because they answered correctly 5 to 6 out of 7 items.

On the other hand, pupils who scored 6 to 8 marks had average performance because they answered correctly 3 to 4 out of 7 items. Likewise, pupils who scored 0 to 4 marks were classified as having a weak performance. They answered correctly 1 or 2 out of 7 items or failed to answer any of the items.

In item (i) some pupils managed to identify clearly that the major means of production in primitive communal mode of production were *Land, Forest, Lakes and Rivers*. These responses justify that those pupils were competent enough to read the comprehension, and identify the main ideas in it.

Item (ii) tested the ability of pupils to identify the type of a tool used for hunting during primitive communalism. The performance of pupils in this item was good as most of them identified that *arrows* were the tools that were used for hunting during primitive communalism. This implies that, these pupils had adequate knowledge of the tools that were used in production during primitive communalism. Furthermore, some of these pupils related the question to their real life experience since some of those tools are still being used to date for the same purpose in most societies in Tanzania.

In item (iii), pupils were required to state the reason why there was no exploitation during primitive communalism. The pupils' performance in this item was average. The pupils who had adequate knowledge about the relationship, which existed among the members of society during primitive communalism, stated clearly that there was no exploitation in in this mode of production because *everyone participated in production*. This response indicates that those pupils had adequate skills in reading and understanding the main ideas of the passage. They had also the knowledge on how people worked and shared the products of their labour during primitive communalism.

Item (iv) assessed the pupils ability to identify reason for lack of trade in primitive communalism. The performance in this item was also weak though some of the pupils managed to state clearly that there

was no trade during this mode of production due to *lack of surplus during production*. Such an answer shows that those pupils were able to read, comprehend and respond to the questions from the passage accordingly. Additionally, those pupils had adequate knowledge that for trade to take place there must be surplus in production.

Item (v) required pupils to identify the beneficiaries of the products produced during this mode of production. The pupils' performance in this item was average as some of them stated clearly that *all members of the society* benefited from the products produced as everyone participated in production. Such a response implies that those pupils had adequate knowledge about relationships that existed in the societies during primitive communalism. They were able to identify that the relationships that existed during primitive communalism were mutual of which every member of the society was responsible in production. For that reason, the major means of production and the produce were distributed equally among the community members according to their needs.

Item (vi) tested the pupils' ability to identify the reason why there was no surplus crops produced in this mode of production. The performance in this item was weak since only few pupils wrote correct answer, that it was due to *poor tools used in production*. Those pupils had the knowledge that during this mode of production, the society had crude technology. This made them to produce mainly for subsistence, and not for exchange. Such a response signifies that those pupils were able to relate the question to real-life experience that modern technologies lead to better tools such as tractors, planters and harvesters. These modern tools are used in different economic activities to enhance surplus in production.

Item (vii) tested pupils' ability to pinpoint the ownership of the means of production under primitive communalism. The pupils' performance in this item was weak as only few of them explained correctly that under primitive communalism the *whole community* owned the means of production. Those pupils had adequate knowledge that under the primitive communalism, the societies collectively owned the major means of production. Extract No. 3.2 shows a sample of correct responses for question 3 as given by one of the pupils.

(i)	Identify one of the major means of production during primitive communalism.	<u>The land.</u>
(ii)	Which tool was used for hunting?	<u>the arrows.</u>
(iii)	Why there was no exploitation in this mode of production?	<u>because everyone participated in production.</u>
(iv)	Why there was no trade in this mode of production?	<u>because there was lack of surplus during production.</u>
(v)	Who benefited from the products produced in this mode of production?	<u>the whole community.</u>
(vi)	Why there was no any surplus crops produced in this mode of production?	<u>because they used poor tools like hand hoes.</u>
(vii)	How was the means of production owned?	<u>they were owned by the whole community.</u>

**Extract No. 3.2:** A sample of correct responses for question 3 as given by one of the pupils

Further analysis revealed that pupils who scored 6 to 8 marks were ranked as having average performance, which implies that they answered correctly 3 to 4 out of 7 items. The average performance was caused by lack of adequate skills of reading and comprehending the information from the passage. This made the pupils to answer correctly few items. For example, some pupils answered correctly item (i), (ii), (iii) and (v) while missing the rest. **Extract No. 3.3** shows a

sample of response from a pupil who got average score in this question.

(i)	Identify one of the major means of production during primitive communalism.	<u>Land.</u>
(ii)	Which tool was used for hunting?	<u>arrows.</u>
(iii)	Why there was no exploitation in this mode of production?	<u>Because everyone participated in production.</u>
(iv)	Why there was no trade in this mode of production?	<u>Because, they used poor tools.</u>
(v)	Who benefited from the products produced in this mode of production?	<u>The whole community.</u>
(vi)	Why there was no any surplus crops produced in this mode of production?	<u>Because, of exchange of commodities among the people.</u>
(vii)	How was the means of production owned?	<u>It was owned by participating on production.</u>

**Extract No. 3.3:** A sample of responses of a pupil who got average performance in question 3

Moreover, some pupils scored 0 to 4 marks. This implies that they did not fully understand the requirements of the question, thus they managed to respond correctly to a maximum of 2 out of 7 items of the question. Similarly, some pupils in this category lacked the skills of reading for comprehension and so they ended up answering none of the items of the question therefore they got zero. Extracts No. 3.4 and 3.5 show examples of answers of pupils who got weak score in this question.

- (i) Identify one of the major means of production during primitive communalism.  
The major means of production were land, forest, lakes and rivers.
- (ii) Which tool was used for hunting? Moreover there was no trade or exchange.
- (iii) Why there was no exploitation in this mode of production?  
Example of tools which were used were hand hoes and arrows.
- (iv) Why there was no trade in this mode of production?  
of changes of commodities among the people in the society.
- (v) Who benefited from the products produced in this mode of production?  
During primitive communalism the production was very low.
- (vi) Why there was no any surplus crops produced in this mode of production?  
During primitive communalism the major means of production.
- (vii) How was the means of production owned? which all human being  
passed through.

**Extract No. 3.4:** A sample of responses of a pupil who got weak score after supplying correct answer for item (i) only in question 3

- (i) Identify one of the major means of production during primitive communalism.  
The production was very low.
- (ii) Which tool was used for hunting? hoes and arrows
- (iii) Why there was no exploitation in this mode of production?  
In this mode, the major means of production were land, forest, lakes
- (iv) Why there was no trade in this mode of production?  
were land, low. This was due to the use of poor tools.
- (v) Who benefited from the products produced in this mode of production?  
Were land, forest, lakes and rivers.
- (vi) Why there was no any surplus crops produced in this mode of production?  
Used were hand hoes and arrows.
- (vii) How was the means of production owned? by the whole community

**Extract No. 3.5:** A sample of responses of a pupil who got weak score after supplying correct answer for item (vii) only in question 3

Further analysis of pupils' performance per each item for question 3 revealed diversities of responses that in turn affected the performance. The variations were insignificant in items (i) and (ii), relatively significant in items (iii) and (v) and significant in items (iv), (vi) and (vii).

In item (i), the performance was good as most of the pupils supplied correct response. Nevertheless, some of pupils wrote incorrect responses such as, *was the first mode of production which all human beings passed through, major means of production were few, labour were owned by whole community, and poor tools of labour*. Some of these sentences were copied directly from the passage. These sentences are not related to the correct answer. Additionally, some of those pupils wrote the concept of primitive communalism, instead of identifying the major means of production as shown in the passage. These responses imply that the pupils lacked sufficient reading and comprehension skills.

Similarly, in item (ii), the pupils' performance was good though some of them supplied incorrect responses such as *hand hoes, catapult and spears*. These responses indicate that those pupils did not understand the content of the passage, and so they supplied the responses based on their daily life experience. For example, some of the pupils who live in rural areas use catapult in hunting birds.

In item (iii), some of the pupils responded by writing answers such as *because there was no trade and exchange of commodities, it was the first stage of human development and because produce was owned by the whole society* as the answers. Such responses signify that those pupils had inadequate knowledge about the relationships that

existed among the members of the society during primitive communalism.

In item (iv) most of the pupils failed to supply correct response. They came up with different responses such as *exchange of commodities among the people in the society, the increase of production and it was the first mode of production*. Such responses indicate that those pupils lacked adequate knowledge on the origin and development of trade. They were supposed to understand that trade emerged after human societies started to accrue surplus. It was during that time when barter trade began, that is the exchange of commodities.

The pupils who failed item (v) wrote responses such as *this was due to the use of poor tools, during primitive communalism and which all human beings passed through*. These are incorrect responses though they are sentences or words within the passage. These responses imply that those pupils lacked knowledge to relate historical concepts and events. They were supposed to understand that there were no classes among societies during primitive communalism. Thus, all members of the society benefited from the produce and not some individuals.

In item (vi), some pupils failed because they provided irrelevant responses like *due lack of surplus, because there was no trade or exchange of commodities among the people, example of tools were used were hand hoes and arrows*. These responses portray that those pupils did not understand the demand of the question therefore; they copied some words/sentences from the passage and supplied them as correct answers. Some of them supplied responses, which are related to the correct answer, but they are not correct responses to



item (vi). For instance, some pupils mentioned hand hoes, which are examples of poor tools. Those pupils mentioned examples instead of giving the reason for lack of any surplus produce during primitive communalism

Similarly, in item (vii), some pupils failed to supply the correct answer as they wrote responses such as *it was owned by participating in production, the means of production were very few, communalism, tools of labour were owned by the whole community, and the major means of production were land, forest, lakes and rivers*. Such responses indicate that those pupils failed to meet the demand of the question thus, ended up copying some words or sentences from the passage.

On the other hand, some of the pupils performed weakly in this item as they failed to state how the major means of production were owned during primitive communalism. Those pupils lacked knowledge about the characteristics of primitive communalism, as one of its features was *collective ownership of the major means of production by the members of the society*. They were supposed to understand that the whole community was the owner of the major means of production. Moreover, some pupils wrote land, forest, lakes and rivers as responses. Such pupils identified major means of production during primitive communalism, instead of showing how those major means of production were owned.

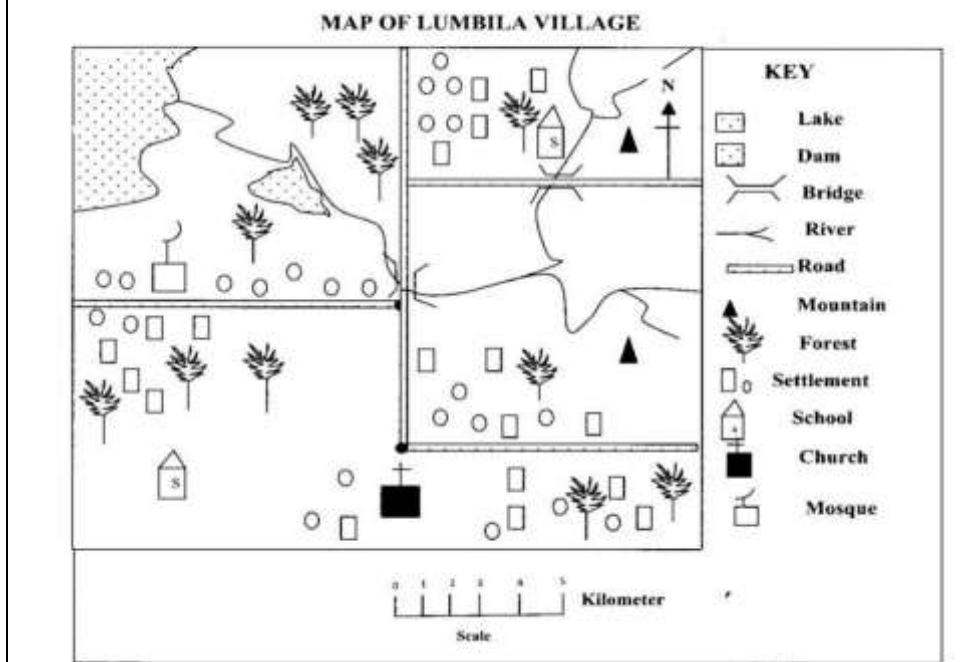
### **2.2.2 Question 4: Apply Knowledge of Maps and the Solar System in Daily Life**

The question was set from the main competence *Apply the Knowledge of Maps and Solar System in Daily Life*, and specific

competence of *Use Maps in Different Environments*. In this question, pupils were required to read a given map of Lumbila village, and then answer the questions by writing the correct answers in the spaces provided. The question consisted of four items (i), (ii), (iii) and (iv).

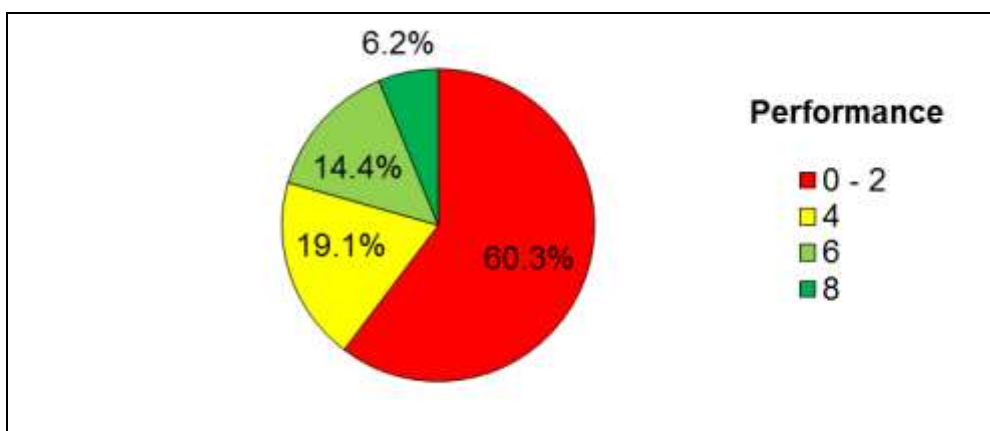
The first item (i) tested pupils' ability to identify the symbol that represents school, and then mention the number of schools found in the village. Item (ii) assessed pupils' ability to identify two things; one is the symbol that represents a church and map directions by stating the direction in which the church is found. Item (iii) assessed pupils' ability to identify the symbol that represents mountains and their number. The last item (iv) tested pupils' ability to identify the symbol for roads and mention the number of roads which run to the Northern part of the village. The total marks allocated in this question were 8. Extract No. 4.1 shows a map of Lumbila village that was used for question 4.

4. Study the map of Lumbila Village and answer items (i) - (iv) by writing the correct answer in the space provided.



**Extract No. 4.1:** Map of Lumbila village used for question number 4

This question was attempted by 1,560,874 (100%) pupils. Among them, 96,108 (6.2%) pupils scored all the 8 marks indicating a very good performance, and 225,154 (14.4%) scored 6 marks indicating good performance. On the other hand, 299,040 (19.1%) pupils scored 4 marks indicating average performance and 940,572 (60.3%) pupils scored 0 to 2 marks indicating a weak performance. Generally, the performance in this question was average as 620,302 (39.7%) pupils scored 4 to 8 marks. Figure No. 4 shows the level of performance for question number 4.



**Figure No. 4:** *Performance of Pupils in question 4*

The analysis of performance level in this question showed that pupils who scored 8 marks were able to answer all the 4 items correctly. The pupils who scored 6 marks answered correctly 3 out of 4 items. On the other hand, the pupils who scored 4 marks answered correctly 2 out of 4 items and the pupils who scored 0 to 2 marks either failed to answer any of the items of the question or answered correctly only 1 out of 4 items.

The question assessed the pupils' ability in reading and interpreting maps. The pupils who scored 8 marks had enough competence to read and interpret maps. In the first item (i), pupils who had enough knowledge managed to give the correct answer *two*. This was due to their sufficient skills on map reading. In the second item (ii), pupils who managed to answer correctly this item were able to identify symbols of a church and a bridge and gave the direction of the church that is *South*. Those pupils had sufficient skills on compass direction or cardinal points. In item (iii), pupils who answered this item correctly were able to identify the symbol that represented the mountain on the map and the total number of mountains that were *two*. In the last item (iv), some pupils managed to identify the symbol which represented

roads and the number of roads which run to the North in the village. These pupils also had enough knowledge about the function of compass direction since they managed to identify number of roads that run to the North that is, *one*. Extract No. 4.2 shows a sample of correct responses for question 4 as given by one of the pupils.

(i)	How many schools are there in Lumbila village? <u>There are two schools in Lumbila village</u>
(ii)	What is the direction of the church from the nearest bridge? <u>South</u>
(iii)	How many mountains are there in Lumbila village? <u>Two mountains</u>
(iv)	How many roads run to the North in Lumbila village? <u>One road</u>

**Extract No. 4.2:** *A sample of correct responses for question 4 as given by one of the pupils*

Most of the pupils who scored 6 marks, failed to supply a correct answer for item (iv), as many wrote *two* and others *three roads*. Generally, from such incorrect responses, it can therefore, be concluded that those pupils failed to interpret the compass direction, thus failed to identify the number of the roads that run to the North of the village. Extract No. 4.3 shows a sample of pupils' response who failed to answer correctly item (ii) in question 4.

(i)	How many schools are there in Lumbila village? <u>2 school</u>
(ii)	What is the direction of the church from the nearest bridge? <u>East to west</u>
(iii)	How many mountains are there in Lumbila village? <u>2 mountain</u>
(iv)	How many roads run to the North in Lumbila village? <u>1 road run</u>

**Extract No. 4.3:** *A sample of responses from a pupil who failed item (ii) of question 4*

On the other hand, 299,040 (19.1%) pupils were able to answer correctly 2 out of 4 items hence they had average performance. This performance was due to the pupils' average knowledge of map reading and interpretation. Most of them were unable to answer correctly items (ii) and (iv). In item (ii), most of the pupils wrote *North*. This shows that they had inadequate knowledge about the symbol used to represent a bridge on the map or skills of using compass direction. Extract No. 4.4 shows a sample of pupils' responses who failed to answer correctly items (ii) and (iv) in question 4.

(i)	How many schools are there in Lumbila village? <u>two schools</u>
(ii)	What is the direction of the church from the nearest bridge? <u>north</u>
(iii)	How many mountains are there in Lumbila village? <u>two mountains</u>
(iv)	How many roads run to the North in Lumbila village? <u>four roads run</u>

**Extract No. 4.4:** *A sample of responses from a pupil who failed to answer items (ii) and (iv) in question 4*

Further analysis shows that, some pupils failed to answer all the items or answered correctly only one item. Those pupils 940,572 (60.3%) scored 0 to 2 marks, showing a very low ability in map reading and interpretation. Among them, 338,184 (21.7%) pupils were able to provide the correct response in only 1 out of 4 items and 602,388 (38.6%) provided incorrect responses in all items. Those pupils had inadequate knowledge on map reading and interpretation. Extract No. 4.5 show a sample of incorrect responses from one of the pupils.

- |       |  |  |
|-------|--|--|
| (i)   | How many schools are there in Lumbila village?               | <u>There are three schools in lumbila village.</u>                     |
| (ii)  | What is the direction of the church from the nearest bridge? | <u>The direction of the church from the nearest to bridge is North</u> |
| (iii) | How many mountains are there in Lumbila village?             | <u>There are three mountains in lumbila village.</u>                   |
| (iv)  | How many roads run to the North in Lumbila village?          | <u>There are two roads run to the North in lumbila village.</u>        |

**Extract 4.5:** *A sample of irrelevant responses from one of the pupils who supplied incorrect answers for all the items in question 4*

### 3.0 EVALUATION OF PUPILS' PERFORMANCE IN EACH COMPETENCE

The analysis of the Standard Four National Assessment (SFNA) 2021 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 pupils performance was good in two competencies. The rest two competences had average and weak performances. The competence that had the highest performance was *Recognise Different Events Occurring in his or her Environment* as performance level was 82.8 per cent. The performance level in the competence of *Apply Economic Principles in Production Activities* was good by 70.7 per cent. On the other hand, the performance in the competence, *Apply the Knowledge of Maps and the Solar System to Daily Life* was average by 39.7 per cent. The competence of *Principles of Patriotism in the Society* had weak performance by 28.5 per cent. Despite the fact that, the majority of pupils acquired

acceptable competences in three competencies, they still lack some expected competencies. Table No. 1 shows the summary of performance in all the competences.

#### **4.0 CONCLUSION**

The analysis of the pupils' responses in the Standard Four National Assessment 2021 of Social Studies subject shows good performance in two competencies. The analysis also shows an average performance in one competence and weak in the other. Moreover, there are challenges that hindered some pupils to perform well in the tested competencies that include the failure to understand the demands of the questions and failure to transfer the skills from the surroundings. Additionally, inadequate reading and writing skills were among the challenges towards good performance among the pupils. This has been observed from the lowest performance in question 3 that needed such skills. However, some of the pupils managed to show enough competencies that enabled them to identify correct answers in the asked questions and thus, had good performance.



## **5.0 RECOMMENDATIONS**

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

- (a) Teachers should be advised to assess pupils' competencies in reading and writing skills to help pupils with low skills of reading passages and identify themes.
- (b) Teachers are advised to use a variety of participatory teaching and learning strategies that aimed at developing sound comprehension skills to learners.
- (c) Teachers are advised to conduct study tour in various areas that will enable pupils to acquire specific competencies.
- (d) Pupils should be given enough exercises in order to reinforce their abilities in answering competence-based questions.

## APPENDIX

### 03 Social Studies – Comparison of the pupils Performance in each Competence in 2020 and 2021

	Competence	SFNA 2020				SFNA 2021			
		Performance in each Question		Average Performance (%)	Remarks	Performance in each Question		Average Performance (%)	Remarks
		Question Number	% Performance			Question Number	% Performance		
1	Recognise different events occurring in his/her environment	2	67.34	67.34	Good	1	82.80	82.80	Good
2	Applying economic principles in production activities	1	68.40	68.40	Average	2	70.70	70.70	Good
3	Recognise principles of patriotism in the Society	3	66.41	66.41	Average	3	28.50	28.50	Weak
4	Apply knowledge of maps and the solar system in daily life	4	66.37	66.37	Average	4	39.70	39.70	Average

