



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

CIVIC AND MORAL EDUCATION



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06E CIVIC AND MORAL EDUCATION

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PREFACE

The National Examinations Council of Tanzania is pleased to issue 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 2021. This report has been prepared to give 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 or were not able to learn in their four years of primary education.

The analysis of pupils' responses measures the effectiveness of the implementation of the curriculum in place for the aim of improving the provision of the quality education, which develops pupils' abilities in different competencies.

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

It is the expectation of the National Examinations Council of Tanzania that this feedback will enable various education 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 other stakeholders 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 29th October 2021. 1,681,769 pupils were registered for the assessment whereas 1,560,818 sat for the assessment. The performance in the subject shows that 1,423,379 (91.20%) pupils passed while 137,439 (8.80%) failed. The 2021's performance decreased compared with the 2020's performance, whereby 1,702,775 (95.46%) pupils passed in the subject and 77,370 (4.54%) failed.

The Standard Four National Assessment for the year 2021, in Civic and Moral Education subject, consisted of six questions, comprising 25 items in sections A and B. Section A consisted of 3 questions, comprising 13 items with a total of 26 marks. Section B consisted of 3 questions, comprising 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 and write its letter in the box provided; matching explanations about National symbols in list A with relevant symbols in list B writing a letter of the correct answer in the bracket and the pupils had to choose the correct answer in the bracket and write it in the space provided. In Section B, pupils were instructed to write the tribe or the region where such a tribe is found, study the picture and answer the questions that follow and read the passage carefully and answer the items (i)-(iv) in the space provided.

This pupils' item analysis report focused on analysing all the six questions drawn from different competencies in the syllabus. The

analysis identifies the number and percentage of the pupils who were able and those who were not able to choose or write correct responses and reasons for choosing those responses.

The performance levels in each question are measured by the percentages of pupils who passed in the respective question. If 0 - 33 percent of pupils were able to answer a question correctly, the performance in such a question is categorized as weak. On the other hand, if 34 - 66 percent of pupils were able to answer a question correctly, the performance in the question is categorized as average. Finally, the performance is categorized as good if 67 - 100 percent of the pupils passed in a question. Special colours represent the categories of the performance: green, yellow and red, representing good, average and weak performances, respectively.

2.0 ANALYSIS OF PUPILS' RESPONSES IN EACH QUESTION

2.1 Section A Multiple Choice and Matching Items

This section had three (3) questions, whereby question one consisted of 5 multiple choice items weighing 10 marks. Question 2 was a matching items question with 4 items, carrying 2 marks, making a total of 8 marks. Question 3 had 4 items; each carrying 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 the section.

2.1.1 Question 1: Being a Person of Integrity

This question was the best-answered question compared to the other questions. The question asked the pupils to choose a letter of the correct answer and write it in the box provided. The question was derived from the main competency *Being a Person of Integrity*. The performance statistics show that 1, 200,450 (76.9%) pupils

passed in the question. The pupils' performance in the question is shown in Figure 1.

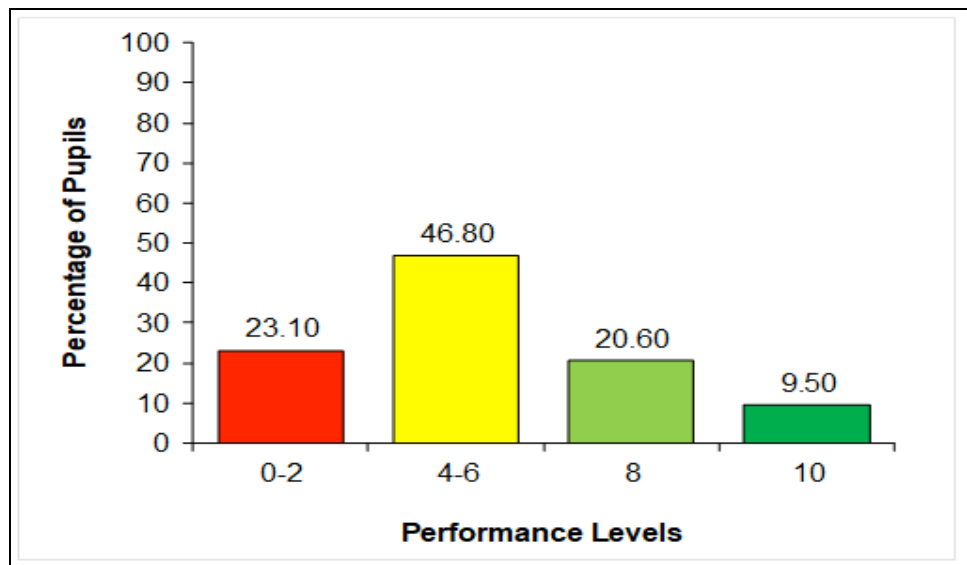


Figure 1: *The pupils' performance in question 1*

The analysis of the pupils' responses to each item is provided as follows:

- (i) Which one among the following is a special group?
- A Elders, children and disabled
 - B Children, rich people and disabled
 - C Workers, albinos and elders
 - D Children, men and disabled

This item was derived from a specific competency namely *Stand up for People's Rights*. It aimed to assess a pupil's ability to identify special groups in the community. Pupils who were able to identify the correct answer A, *Elders, children and disabled* had an adequate understanding of the special groups in the community. These pupils identified them by their age, physiques or their body deformities. They understood that special groups are people with

special needs in the society, not ordinary people. They can be young (children), old (elderly) or physically handicapped. They also understood that special groups face challenges in society, such as abusive language, humiliation, rape and hard labour. Other challenges are such as unfriendly environment (for the disabled), mockery, scorn and patriarchy in society.

Pupils who chose distractors B, *Children, rich and disabled* C, *Workers, albinos and elders* D, *Children, men and disabled* did not have enough understanding of the categories of special groups in the society. For example, those who chose distractor B, *children, rich and disabled* did not know that the rich are not a special group. They are wealthy people. Similarly, pupils who chose distractor C, *Workers, albinos and elders* did not know that workers are a group employed in the public or private sectors for wages or salaries. In addition, distractor D, *Children, men and disabled* attracted pupils who did not know that men are adult males not a special group in society. Some of the pupils failed to identify the correct answer due to their failure to note that each distractor had one or two items denoting people with disabilities.

(ii) Which action shows children's responsibility in the family?

- A Buying school uniforms
- B Helping in domestic activities
- C Playing football in school and at home
- D Studying all the time

This item was drawn from a specific competency of *Carrying out Responsibilities with Transparency and Honesty*. It aimed to test pupils' ability to identify actions that reflect the responsibility of children in the family. Pupils who chose the correct answer B,

Helping in domestic activities had an understanding of the meaning of responsibility of children in the family. They knew that responsibility refers to something that a person is obliged to perform. Responsibilities of children in the family include studying diligently, obeying parents or guardians, helping and loving others. Pupils who chose distractors A, *Buying school uniforms*, C, *Playing football in school and at home* and D, *Studying all the time* were not aware of the responsibilities of children in the family. Pupils who chose distractor A, *Buying school uniforms* failed to realize that buying school uniforms is not the responsibility of children but of parents or guardians. Children have the right to be purchased school uniforms. Pupils who chose distractor C, *Playing football at school and at home* failed to understand that playing football is an act that shows good treatment of children. Similarly, pupils who chose distractor D, *Studying all the time* failed to realize that studying all the time deprives a child of an opportunity to participate in helping with domestic activities. It also deprives them of an opportunity to socialize with other children in the community. Self-study should have a specific well-planned time.

- (iii) Three basic needs which should be provided by parents to their children include
- A shelter, health and employment.
 - B bed, food and protection.
 - C shelter, bread and food.
 - D food, clothes and shelter.

This item was derived from a specific competency of *Standing up for People's Rights*. It aimed to assess pupils' competency in understanding actions that show the rights of children. Pupils who chose the correct answer D, *food, clothes and shelter*, had good

understanding of children's rights and how to access them. They knew that a right refers to a moral or legal entitlement of somebody or something. They understood that there are many types of children's rights such as the right to life, the right to development (physical, mental and spiritual), the right to protection (to prevent evil acts), the right to participation like giving ideas and decisions and rights to non-discrimination in various groups.

The pupils who chose distractors A, *shelter, health and employment* B, *bed, food and protection* and C, *shelter, bread and food* did not have enough knowledge of actions that show justice to children. They did not understand that employment in distractor A is working for the wage or salary. Those chose B did not understand that a *bed* is a piece of furniture used for sleeping; therefore, not a basic need. Similarly, those who chose C were unaware that *bread* is a type of food made by kneading wheat flour, sorghum or maize, and baking or roasting. Thus, the elements in distractors A, B and C such as health, employment, bed and bread are not indicators of the rights of children to be granted by parents or guardians and are not the basic needs of children in the family.

- (iv) When Gabo met an elderly woman, he greeted and helped her carrying her luggage. What does this action show?
- A Helping
 - B Integrity
 - C Stealing
 - D Fear

This item was drawn from a specific competency of *Standing up for People's Rights*. It aimed to identify acts expressing integrity and respect to others. Pupils who chose the correct answer B, *Integrity*,

had a clear understanding of the integrity concept. They understood that integrity is a state of abiding by values of society. They also knew that integrity is built on acts of honesty, truthfulness, transparency and justice.

On the other hand, pupils who were attracted by distractors A, *Helping*, C, *Stealing* and D, *Fear* did not have enough knowledge of actions that show integrity. They failed to distinguish between helping and integrity. They should have known that to help is to do something to get someone out of trouble or to enable them to get their needs (support). On the other hand, integrity involves doing justice to others impartially and fulfilling responsibilities openly. Those who chose distractor C, *Stealing* failed to understand that theft is an act of showing dishonesty. Dishonest practices include lying, concealing facts and failing to keep promises. Pupils who chose distractor D, *Fear* did not know that fear refers to being afraid of something terrible or distressing. Thus, fear is not a part of acts that show integrity in the society. Integrity emphasizes transparency and truth.

- (v) Pamela informed her mother that she had broken a plate. What behaviour did Pamela show with informing her mother about the broken plate?
- A Self-love
 - B Loving
 - C Honesty
 - D Merciful

This item was derived from a specific competency of *Being Trustworthy in the Community*. It aimed at identifying actions that reflect trustworthy in the community. Pupils who identified the correct answer C, *Honesty* had enough knowledge and realized

that acts of trustworthy stem from honesty. They involve things like keeping promises, keeping secrets, exposing evils and taking care of entrusted possessions.

On the other hand, pupils who chose distractors, A, *Self-love*, B, *Loving* and D, *Merciful* lacked sufficient knowledge of acts of honesty in the society. They failed to realize that all the distractors have nothing to do with actions expressing honesty. The pupils failed to realize that distractor A, *Self-love* means deciding to do something to satisfy one's own ego, which is not an honest act. Those who chose distractor B, *Loving* had to know that love is a state of affection to someone or something due to its attraction force or beauty. Hence, it has nothing to do with honesty. Those who were attracted to distractor D, *Merciful* had to know that mercy is a state of being kind, compassionate, or gentle. It is also an act of caring for others, not an act showing honesty. Honesty is shown when a person is focused on his/her goals, such as following the personal timetable.

2.1.2 Question 2: Respecting the Community

This question had (i) - (iv) items, required pupils to match the explanations about national symbols in **List A** with relevant symbols in **List B** by writing a letter of the correct answer in the bracket.

| List A | Letters | List B |
|---|---------|---|
| (i) A symbol which represents independence and a light which illuminates our country. | () | A. National Flag B. National Currency |
| (ii) A symbol which has four colours: green, blue, black and yellow | () | C. Independence Torch D. National Animal |
| (iii) A symbol which shows a picture of a woman and a man in its left and right sides | () | E. National Emblem F. National Anthem |
| (iv) A symbol which represents patriotism of our Nation. | () | |

The question had four items derived from the main competency of *Respecting the Community* and from a specific competency of *Love Tanzania by Cherishing its Values, Symbols and Origin*. The question tested the pupils' ability to identify the national symbols and their meanings. The performance of the pupils in this question was average as 54.8 percent of the 1,560,830 pupils were able to score from 4 to 8 marks. Furthermore, 45.2 percent had weak performance, which means their scores ranged from 0 to 2 marks. **Figure 2** indicates the performance of pupils in question 2.

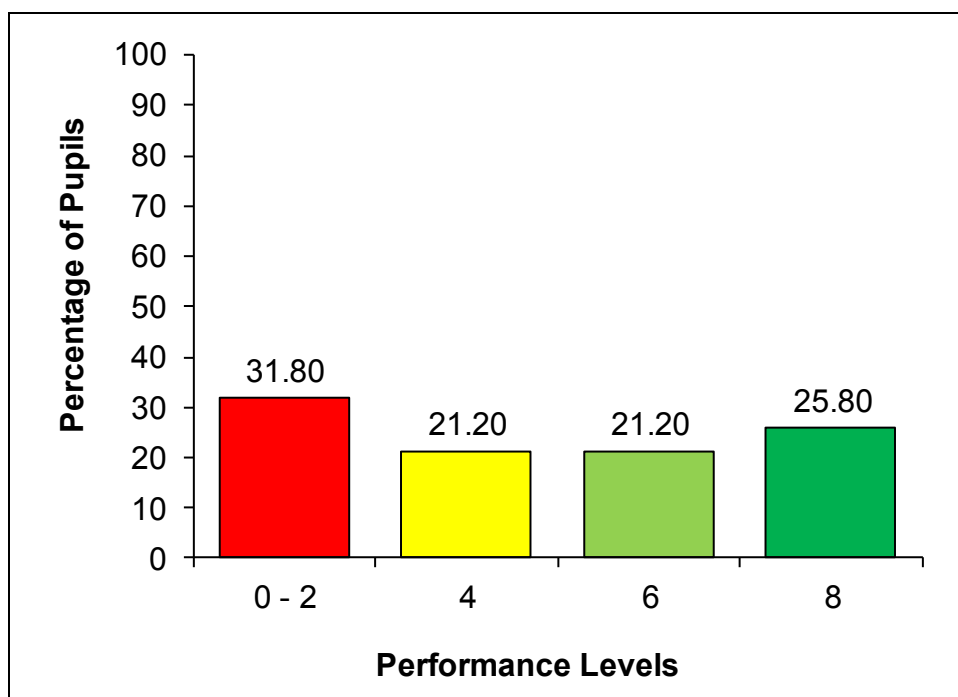


Figure 2: *The performance of pupils in question 2*

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

Item (i) assessed pupils' ability to identify the national symbol that represents independence and a light illuminating our country. Pupils who chose the correct answer C, *Independence Torch* had an understanding of national symbols and their descriptions. They understood that the Independence Torch meant freedom and a light, which illuminates our country and at its borders. It brings hope where there is despair, love where there is enmity and respect where there is hatred. Furthermore, it reminds Tanzanians of their responsibility of being active in maintaining freedom, unity and peace.

Pupils who chose distractor A, *National Flag* did not understand that the National Flag is a symbol of independence. It has four colours namely green, yellow, black, and blue. Those who chose

distractor B, *National currency*, did not realize that National Currency does not represent the freedom and a light, but it is the currency used in the country, in the form of coins and banknotes. Some pupils who chose distractor D, *National Animal* did not have enough knowledge that the National Animal is the Giraffe. It reminds Tanzanians to improve their understanding by looking at life from all dimensions. Distractor E, National Emblem, attracted other pupils. Such pupils failed to understand that the National Emblem is a symbol of unity, independence and national strength in self-defense. The National Emblem does not represent a light that illuminates our country. Similarly, the pupils who chose distractor F, *National Anthem* failed to recognize that the National Anthem is one of the national symbols, which is sung at important national events. It is therefore, different from a symbol representing freedom and light that illuminates the country.

Item (ii) required pupils to match the information with the symbol with four colours namely blue, black and yellow. Pupils who chose the correct answer A, *National Flag* had enough knowledge of the National Flag. They knew that it was a mark of identity for a free country. Moreover, they were aware that the National Flag has four colours with different interpretations. Green signifies the vegetation of our plants, yellow represents the minerals in our country; black represents the colour of the Tanzania citizens and blue signifies water bodies in our country.

The pupils, who chose distractor B, *National Currency*, did not know that the National Currency is one of the national symbols realized in two main types of currency namely coins and banknotes. They did not know that the National Currency does not represent the nation through its colours compared to the National Flag. Some pupils chose distractor C, *Independence Torch* such pupils did not

understand that the Independence torch is a cone-shaped symbol, which represents freedom and light in our nation. It reminds Tanzanians to protect the freedom, unity and peace that exist in our country.

Moreover, those who chose distractor D, *National Animal* were supposed to know that the National Animal is a Giraffe, and it reminds Tanzanians to use their power and be able to adapt to the physical, mental and spiritual environment as what a giraffe does. Pupils who chose distractor E, *National Emblem* did not know that the National Emblem is the national shield, which symbolises unity, independence and national strength. It is sometimes used as the National Seal in government offices. Those who were attracted to distractor F, *The National Anthem* should have known that the song is sung during special events. In addition, the National Anthem portrays national values. Some of the values portrayed by the National Anthem are peace and unity.

Item (iii) required pupils to identify the symbol showing a picture of a woman and a man on the left and right. Pupils who were able to choose the correct answer F, *National Emblem* had a correct understanding of national symbols. They knew that the National Emblem consists of a picture of a man and a woman on its left and right sides. They knew that the National Emblem is a symbol of unity, independence and the national strength in self-defense. The National Emblem consists of the National Flag, axe, hoe, torch, ivory, spear, sea waves, Mount Kilimanjaro, the theme "freedom and unity", yellow and red colours.

Pupils, who chose distractor A, *National Flag*, did not have a clear understanding of national symbols. They did not understand that the National Flag is flown at specific locations such as government

offices, hoisted at 06 a.m. and lowered at 06 p.m. When hoisted or lowered, people stand upright as a sign of respect to the country. Other pupils who chose distractor B, *National Currency* had limited understanding of the national symbols. They should have known that the National Currency is *shilling* and takes forms of coins and banknotes. It started to be used in 1966. Distractor C, Independence Torch was chosen by pupils who failed to understand that the independence torch reminds Tanzanians of their responsibility to maintain freedom, unity and peace in the country. It illuminates boundaries, brings hope, love and respect to all Tanzanians. It is also used during the *Uhuru Torch* race aimed at launching different development projects within the country.

The pupils who chose distractor D, *National Animal* did not understand that the National Animal is a giraffe and is legally protected. The description of the giraffe is that Tanzanians have to view life from all sides for them to succeed. Even if they move forward, they should not hesitate to remember the past to know where they came from and what they are supposed to achieve at that particular period. Similarly, some pupils who chose distractor F, *National Anthem* did not understand that the National Anthem is called “God Bless Africa”. The name is derived from its original lyrics. The song was composed by Enoch Sentonga and was first used in 1961. The main use of the song is to show the unity and brotherhood among Africans.

Item (iv) required pupils to identify a symbol which symbolizes patriotism to our nation. Pupils who chose the correct answer F, *National Anthem* had a correct understanding of national symbols especially the one that exhibits patriotism to our nation. They understood that the National Anthem is a symbol that identifies a nation from other nations. It also represents unity and pride of the

country. They knew that the National Anthem is a national symbol which is sung during important national events. For example, when the President, the Vice President or the Prime Minister visits foreign countries. In addition, it is sung when the President of foreign country visits our country, before or after the president addresses the nation, when the president dies, during parade at school and when the national team is playing against another national team. The national anthem consists of two stanzas and it conveys a variety of messages such as praying for blessing the continent of Africa, Tanzania and her leaders; as well as freedom and unity maintenance in Tanzania.

On the other hand, pupils who chose distractor A, *National Flag* did not have a clear understanding of the meaning and significance of the National Flag. They were supposed to know that the National Flag is a fabric with four different symbolic colours. The National Flag is a symbol showing that the country is independent. Those who chose distractor B, *National Currency* did not have an understanding that the National Anthem portrays patriotism. They did not know that the National Currency is among the national symbols. It is called *shilling*. It is in the form of coins and banknotes. The National Currency has 1000, 2000, 5000 and 10000 banknotes. Also it has coins for 50, 100, 200 and 500.

The pupils who were attracted to distractor C, *Independence Torch* did not know that the independence torch represents freedom and light that illuminates our country as well as its borders, brings hope, love and respect for the whole nation. It reminds all Tanzanians to be ready to defend their freedom, unity and peace.

On the other hand, pupils who chose distractor D, *National Animal*, needed to know that the National Animal is the giraffe. The giraffe

gives a message to all Tanzanians to use their efforts to succeed in life. It reminds them to see life from all dimensions in order to be successful. In addition, pupils who were attracted to distractor E, *National Emblem* did not know that the emblem is the symbol of unity, independence and national strength in self-defense. *The National Emblem* consists of four main parts namely the golden section (with the torch of freedom), the National Flag part (four colours, green, yellow, black and blue), the red part (symbolising land), and the blue and white part waves (symbolising the waves of the ocean and lakes).

2.1.3 Question 3: Valuing the Community

The question came from the main competency of *Valuing the Community*. It required the pupils to choose the correct answer from the brackets and write it in the space provided. The question consisted of four items derived from various specific competencies. Each item carried 2 marks. The performance of pupils in this question was good, given that 104,582 (66.8%) of the pupils were able to score from 4 to 8 marks. However, 519,248 (33.2%) did not perform well because they scored from 0 to 2 marks. Figure 3 indicates the performance of pupils in question 3.

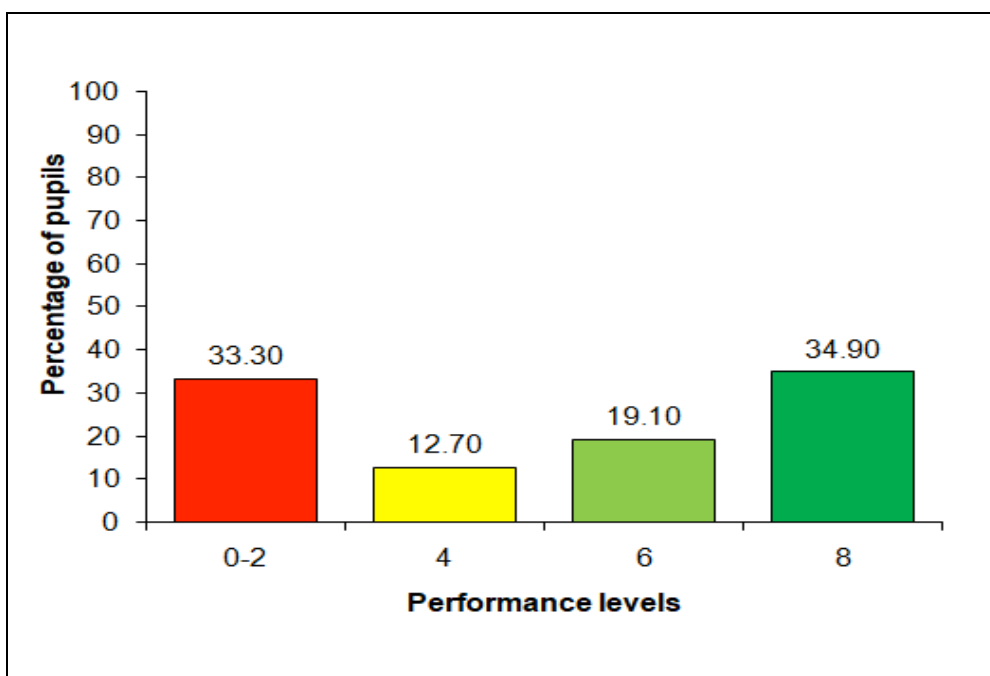


Figure 3: The performance of pupils in question 3

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

- (i) One way of conserving the environment is _____

(to cut down trees, to burn forests, to plant trees)

This item came from a specific competency of *Protecting the Environment and its Content*. It aimed to test the pupils' understanding of concepts and acts that preserve our environment. Pupils who were able to choose the right answer to the questions *to plant trees* showed that they had good understanding of the concept of conserving the environment. Such pupils understood that tree planting is one of the methods used to conserve the environment. They understood that conservation is the effort made by humans to ensure that the environment in which they live is not damaged. They also understood that other ways of conserving the environment include stopping

indiscriminate cutting of trees, stopping burning forests, destocking and growing crops that add nutrients to the soil. They also understood that cutting trees has many implications, such as drought and the rise in atmospheric temperature.

On the other hand, distractors *to cut down trees* and *to burn forests* attracted pupils who failed to identify the correct answer. These pupils did not understand that both actions were destructive to our environment. Other ways of damaging our environment include; improper agriculture, mining, deforestation, poverty, rapid population growth, poor housing planning and the misuse of industrial agricultural chemicals. On the other hand, environmental degradation can be prevented by providing environmental education to people, planting trees, destocking, using renewable energy. Practising friendly agriculture and alleviating poverty.

(ii) Amani is vomiting. Possibly he is suffering from

(leg pains, malaria disease, skin disease)

This item was drawn from a specific competency *Taking Care of Oneself and Others*. The purpose of the question was to assess pupils' ability to diagnose various types of illnesses and their symptoms. Pupils who chose the correct answer *malaria disease* were able to identify different symptoms of diseases. Such pupils showed that they had good knowledge of malaria. They knew that malaria causes fever and is transmitted by anopheles mosquitoes. They also understood that the disease symptoms include chills (feeling unusual cold), tremors, headaches and weakness, high body temperature, sweating, vomiting and muscle or joint pain. They were also aware of the effects of malaria on health issues

such as inflammation of blood vessels in the brain, fluid retention in lungs, kidney failure, liver or pancreas, anemia and low blood sugar.

On the other hand, pupils who did not have enough knowledge were attracted to *leg pains*. Such pupils did not understand that leg pain can be heel pain, leg muscle pain, stiffness of the soles of the feet and numbness of the feet. In addition, legs are extremely flexible areas that include the ligaments, muscles and joints. All these organs are responsible for making legs work properly during standing and walking. Leg pains can be caused by muscle spasms or fractures. Pupils who chose skin *disease* failed to realize that skin disease could be caused by eating unhealthy foods, beverages, sun's rays, bacteria, allergies or diabetes. Dermatitis can be seen on the face, scalp, neck, shoulders and on the skin. They should have understood that dermatitis can cause the skin to become red or white, dry, itchy, with open sores, dry and cracked, to loose colour develops, rashes, pimples and acne.

(iii) Washing hands with water and soap before eating is an act of _____

(being honest, taking care of oneself, respect)

This item was derived from a specific competency of *Taking Care of Oneself and Others*, it aimed to test pupils' ability to identify taking care of oneself. Pupils who chose the right answer taking *care of oneself* had a sense of what taking care of oneself means. Some of the activities for taking care of oneself include self-esteem, self-protection against harmful substances, daily physical exercises, sleeping under mosquito nets, brushing teeth, ironing clothes and every day bathing.

On the other hand, pupils who chose distractors *honesty* and *respect* could not distinguish between the concept of honesty and respect. Pupils who chose honesty did not understand that honesty refers to being trustworthy. It is built on acts such as announcing something you picked up, returning change left after a purchase, fulfilling promises, giving appropriate advice and reporting crimes. On the other hand, dishonesty includes acts such as theft, failure to provide accurate information, failure to make appropriate and consistent decisions and having a negative attitude towards a good thing. Those who chose respect did not know that it is the value of dignity. It is something given to a person as a mark of appreciation. Respect is expected from people with good upbringing and values. Respect is often associated with attentiveness and obedience. It is built on doing things that touch people's lives, accepting people and apologizing after making mistakes. A person can be disrespected due to personal appearance that includes cleanliness of body and clothes, unwise statements, unethical behaviours, failure to keep promises, bragging, and dishonesty.

(iv) What should the family do to get its basic needs?

(to cut down trees, work hard, save money in the bank)

This item came from a specific competency of *Taking Care of Oneself and Others*. It aimed to test pupils' understanding of the importance of hard work. Pupils who were able to choose the right answer *work hard* showed an understanding of working hard as a demonstration of effort in performing work. They also understood the benefits of hard work such as *achieving goals*, *being respected*, *getting one's basic needs*, *recognition*, *getting great*

results, improving health and eliminating blames and grumbling. They also realized that the opposite of working hard is being lazy, which is the procrastination from carrying out responsibilities and things that can bring about one's progress. Laziness is accompanied by a state of wanting to sleep or resting while others are working. 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) One way of conserving our environment is to plant trees
(to cut down trees, to burn forests, to plant trees)
- (ii) Amani is vomiting. Possibly he is suffering from malaria disease
(leg pains, malaria disease, skin disease)
- (iii) Washing hands with water and soap before eating is the action of taking care of oneself
(being honest, taking care of oneself, respect)
- (iv) What should the family do to get its basic needs? work hard
(to cut trees, work hard, save money in the bank)

Extract 3.1: *The sample of a pupil's good response to question 3*

On the other hand, pupils, who chose *to cut down trees*, were unaware that cutting down trees is one of the ways of destructing the environment. Environmental destruction brings about many effects on human activities on the environment. Environmental destruction leads to climate change, increased carbon dioxide emissions, desertification, soil erosion, extinction of biodiversity and lack of reliable rainfall. In addition, such pupils did not know that there is a need to conserve trees due to their benefits. Such benefits include preventing the effects of pollution, conserving soil

fertility, maintaining the required level of groundwater, making the climate better for humans and providing essential conditions for the life of animals, birds and insects. The pupils who chose distractor *save money in the bank* did not understand that it was an act of saving money for future uses. It is one of the safest and most reliable methods of saving money. Those who chose this distractor went strayed from the requirement of the question, which asked for the importance of *work hard*. Extract 3.2 shows a sample of pupil with incorrect responses to question 3

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

(i) One way of conserving our environment is to cut down trees
(to cut down trees, to burn forests, to plant trees)

(ii) Amani is vomiting. Possibly he is suffering from leg pains
(leg pains, malaria disease, skin disease)

(iii) Washing hands with water and soap before eating is the action of being honest
(being honest, taking care of oneself, respect)

(iv) What should the family do to get its basic needs? to cut trees
(to cut trees, work hard, save money in the bank)

Extract 3.2: *The sample of a pupil's who provided incorrect responses to question 3*

2.2 Section B: Short Answer Questions

This section consisted of three (3) questions; questions 4, 5 and 6. Question 4 required pupils to write the indigenous tribe or the region where the tribe settles. Item (i) was given as an example. The total score for this question was 8 marks. Question 5 required pupils to study a picture carefully and answer questions that followed. The question carried 8 marks. Question 6 required pupils

to read a passage carefully and answer items (i) - (iv) in spaces provided. It carried 8 marks.

2.2.1 Question 4: Promoting Peace and Harmony

This question had (i) – (iv) items. It required pupils to write the tribe or the region where it is found. Number (i) is provided as an **example**.

| No. | Tribe | Region |
|-------|--------|----------|
| (i) | Pogoro | Morogoro |
| (ii) | Gogo | |
| (iii) | | Mwanza |
| (iv) | | Tabora |
| (v) | Haya | |

The question had four items; (ii) (iii), (iv) and (v), derived from the main competency *Promoting Peace and Harmony*. The specific competency was *Respecting Cultures and Ideologies of Other People*. The question assessed the pupil's ability to identify tribes or regions where such tribes are located. The performance of pupils in this question was weak, as 264,482 (17%) pupils scored from 4 to 8, whereas pupils 1296 (83.11%) scored from 0 to 2. Chart No. 4 shows the performance of the pupils in question 4.

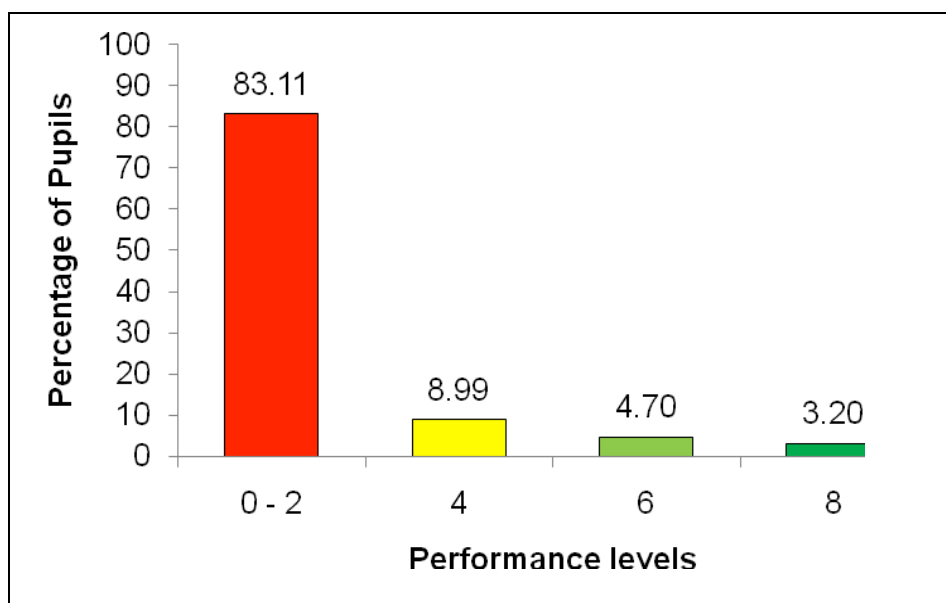


Figure 4: *The performance of the pupils in question 4.*

The following is the analysis of the pupils' responses in each item. Item (ii) required pupils to identify the region in which the *Gogo* people are found in Tanzania. Pupils, who identified *Dodoma* Region, had enough knowledge of the identity of the tribe and region in which they are found. Similarly, they knew other tribes found in Dodoma Region such as the *Guru* in Kongwa District and *Mpwapwa* and *Rangi* and *Sandawe* in Kondoa District. Other tribes found in the Dodoma region are the *Nguu*, *Burunge*, *Fyomi*, *Hadzabe* and *Barbaig*. They also realized that such tribes engage in economic activities such as the cultivation of drought tolerant crops such as sorghum, cassava, maize, groundnuts, sunflowers and grapes. They also engage in cattle, sheep, goat, pig and poultry farming activities and other activities such as hunting and harvesting honey.

However, some pupils failed to comprehend that the Gogo are found in Dodoma Region. Such pupils wrote other regions in where the Gogo are not found. Pupils who lacked such knowledge wrote regions such as Dar es Salaam, Mwanza, Rukwa and Tabora. Such pupils did not understand that the natives of Dar es Salaam Region are Zaramo, Mwanza Region are Sukuma, Rukwa Region, Fipa and Tabora region Nyamwezi. Such pupils should have known that the nature of economic activities could help them to identify a region and a tribe concerned. For example, the Pare from Kilimanjaro Region engage in pottery, the Konde from Mtwara engage in the sculpturing while the Kerewe from Mwanza Region are involved in fishing.

Item (iii) required pupils to identify a native tribe found in Mwanza Region. Pupils who identified the Sukuma were well informed about the native ethnic groups found in the region. They understood that the Sukuma people are scattered in Sengerema, Magu, Kwimba, Misungwi and Ilemela districts. Kerewe and Kara mainly reside in Ukerewe District. Apart from the Sukuma, other tribes found in the region are the Zinza, Sumbwa, and Longo. They also knew that main economic activities taking place in Mwanza Region are agriculture, animal husbandry and fishing in Lake Victoria.

On the other hand, some pupils failed to understand that the large of the ethnic groups found in Mwanza region is Sukuma. Such pupils named tribes, which are not originated in Mwanza such as the Gogo, Haya, Rangi and Zanaki. They failed to realize that the Gogo and Rangi are found in Dodoma Region. The Haya are found in Kagera Region and the Zanaki are in Mara Region.

In item (iv) pupils who were well-informed about the tribe originated in Tabora Region were able to identify the Nyamwezi. They were aware that not only the Nyamwezi live in the region but also the Sukuma, Ha, Nyakyusa and Chagga. They also knew that the main economic activities of many tribes, which live in Tabora Region, are agriculture and pastoralism. Crops grown in the region include tobacco, rice, sweet potatoes, maize, sorghum, cotton, sunflower and peanuts. Livestock reared are cattle, goats, sheep and poultry.

On the other hand, some pupils out of ignorance filled in tribes, which are not natives of Tabora Region. Some of them filled in the Hehe, Pare, Kerewe and Makonde tribes. They failed to realize that, the Hehe are natives of Iringa Region, the Pare are found in Kilimanjaro Region, the Kerewe are found in Mwanza Region while the Makonde are found in Mtwara Region.

In item (v), pupils who were well-informed about the region in which the Haya tribe settles were able to identify that the Haya are natives of Kagera Region; occupying Bukoba, Muleba and Misenyi districts. Such pupils understood that there are other tribes in Kagera Region such as Nyambo in Karagwe and Kyerwa districts, Subi in Biharamulo District and Hangaza in Ngara District. Other tribes are Ha, Zinza and Rongo. The main foods of the Kagera tribes are bananas and beans. Main economic activities are banana, coffee sugarcane, maize, cassava and vegetables growing. Residents also engage in fishing activities in Lake Victoria and keep livestock such as cattle, goats, sheep, pigs and poultry. Extract 4.1 shows a pupil sample of correct responses to question 4.

4. Answer items (ii) – (v) by writing the tribe or the region where it is found. Number (i) is provided as an example.

| No. | Tribe | Region |
|-------|---------------|-----------------|
| (i) | <i>Pogoro</i> | <i>Morogoro</i> |
| (ii) | Gogo | Dodoma |
| (iii) | Sukuma | Mwanza |
| (iv) | Nyamwezi | Tabora |
| (v) | Haya | Kagera |

Extract 4.1: A sample of correct responses to question 4 given by a pupil

On the other hand, pupils who wrote other regions such as Mbeya, Iringa, Kigoma and Singida as regions where the Haya are found did not know that Mbeya Region is home to Nyakyusa; Iringa Region, Hehe and Bena; Kigoma Region, Ha; and Singida, Nyiramba. Such pupils were supposed to know the tribes in Tanzania and their places of origin, traditional dances, foods, languages and main economic activities. Extract 4.2 shows a sample from a pupil who failed to answer the question correctly

| No. | Tribe | Region |
|-------|---------------|-----------------|
| (i) | <i>Pogoro</i> | <i>Morogoro</i> |
| (ii) | Gogo | Iringa |
| (iii) | Nyakyusa | Mwanza |
| (iv) | Dodoma | Tabora |
| (v) | Haya | Nyamwezi |

Extract 4.2: A sample from a pupil who gave incorrect responses to question 4

2.2.2 Question 5: Being a Persevering Person

The question required the pupils to study the picture and then answer the questions that follow.



- (a) What are the pupils in the picture doing?

- (b) Which kind of environment do you think is shown in the picture?

- (c) What benefits can the pupils in the picture get?

- (d) Name the furniture in the picture used to keep books.

This question was set from the main competency of *Being a Perseverant Person*. A specific competency was *Learning by Analyzing issues Critically*. The question aimed at testing pupils'

understanding of the benefits of group learning. The question had four items, each carrying 2 marks. The performance of pupils in this question was good given that 1,050,718 (67.3%) pupils scored from 4 to 8, and 510,112 (32.7%) pupils scored from 0 to 2. Chart.No.5 shows the performance in question 5.

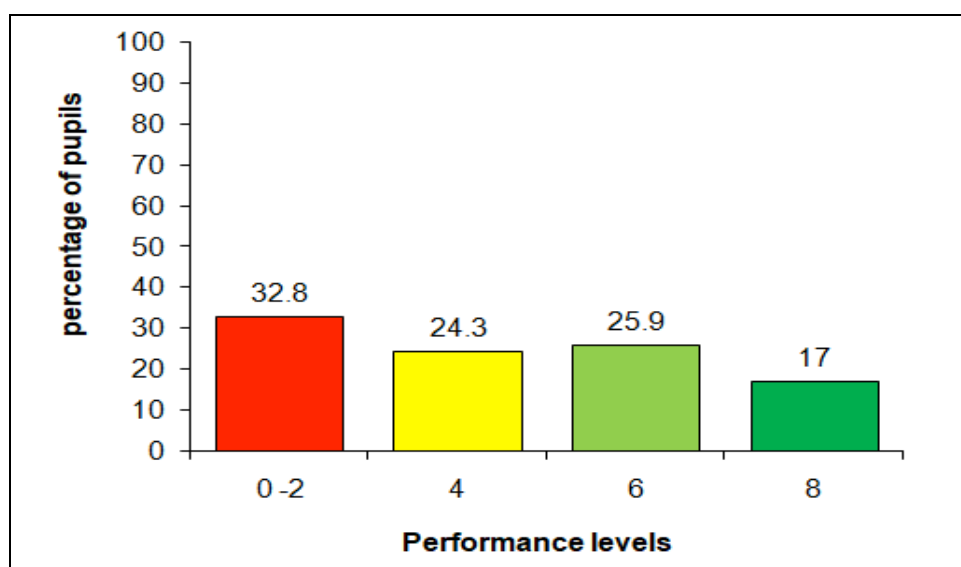


Chart 5: *The performance of pupils to question 5*

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

- (a) What are the pupils in the picture doing?
-

This item tested pupils' understanding of the type of activity taking place in the picture. Pupils who responded by writing *learning* /*reading* /*discussing in groups*, were aware of the activity in the picture. They knew that a group discussion is a type of conversation in which people exchange ideas. The participants are brought together by one basic thing; from that basic thing, everyone

in the group presents their ideas or views. They also knew that the purpose of group discussion is to resolve or find a solution to a particular issue. It is also about finding new ideas to solve a problem that lies ahead.

On the other hand, pupils who scored 0 mark in this category, failed to identify the requirements of the question. Thus, they provided a variety of incorrect answers such as, *writing, reading, communicating, comparing* and *narrating*. Pupils who wrote *writing* failed to identify the activity that was going on in the picture. In addition, some lacked the 3Rs thus wrote incomprehensible answers, such as *ukimupi, unjggopea, kimik and wanaka*.

- (b) Which kind of the environment do you think is shown in the picture?
-

This item aimed to test pupils' understanding of the environment or the right place where the group discussion can take place. Well-informed pupils were able to identify the place to be the *classroom environment*. This environment is a formal learning place. Pupils wearing uniforms with books/exercise books, pens, chairs and tables around clearly indicate that this is the school or classroom environment.

On the other hand, pupils who scored 0 failed to identify the requirements of the question given that they wrote down a variety of incorrect answers, such as *the environment for self-study, discussion, teaching environment, and play together, they are in a clean environment and there is a night environment*. Some pupils who wrote the self-study environment failed to realize that

individuals do the self-study in calm environment, which is different from what is depicted by the picture. Pupils, who mentioned *playing together*, did not understand that playing needs playing materials such as a rope, a ball or playing ground. Thus, the playing scenario is different from what is happening in the picture. Finally, some pupils reproduced questions asked. For example, one pupil wrote *which kind of the environment do you think is shown in the picture* instead of answering the question he/she was asked.

(c) What benefits can the pupils in the picture get?

This item aimed at testing pupils' understanding of the benefits that can be gained from participating in the activity illustrated in the picture that is learning in groups or group discussion *or reading in groups*. Pupils with sufficient knowledge were able to identify the benefits of discussion as exchanging views among participants on the respective competencies. Such pupils knew several benefits of group discussion. Some of the benefits include: *sharing experiences, developing talents, promoting cooperation, working together, building self-esteem, developing love, promoting solidarity, allowing trust, fostering more ideas about relevant competence, helps to identify own mistakes and weaknesses, provide feedback on the performance and help to build a strong communication*.

On the other hand, pupils who scored 0 mark in this category failed to identify the requirements of the question and wrote irrelevant answers. For example, they wrote *sitting together, studying at school, studying hard, staying in school, education hard*. One of the

pupils wrote *to be polite; you can learn to read and write, be brilliant and know how to read.*

- (d) Name the furniture in the picture, which is used to keep books
-

This item tested pupils' understanding of the type of furniture in the picture, which is used to keep books. Pupils with sufficient knowledge were able to identify the furniture as a *cupboard*. They knew that a cupboard is a type of a large vertical box made of wood or metal or glass or tin for storing clothes, utensils, foodstuffs, books or documents. The cupboard is usually placed in the office, study room, library, classroom, living room or in the kitchen. Such pupils had enough knowledge of the benefits of a cupboard. Extract 5.1: is a sample of a pupil's good responses to question 5.

Questions

- (a) What are the pupils in the picture doing?
Discussing in groups.
- (b) Which kind of environment do you think is shown in the picture?
School environment
- (c) What benefits can the pupils in the picture get?
They can build good relationship.
- (d) Name the furniture in the picture which is used to keep the books.
Cupboard.

Extract 5.1: A sample of a pupil's good responses in question 5

On the other hand, pupils who scored 0 failed to identify the name of the furniture on the picture used to keep books which is the *cupboard*. Such pupils provided answers such as *jobs, desks, door,*

table; library, being together, the headmaster's office, communicating, is clean. Other pupils wrote incomprehensible things such as *Wanaka, kihoiviarkbe, umochivi kamtoto*, and *diskasen*. The pupils who wrote for example, *employment* did not know that employment is the situation of working for a specific salary or wage. Some who wrote *desks* did not know that desks are pieces of furniture used when writing or storing books or exercise books. Some pupils lacked knowledge hence wrote *libraries* without realizing that the library is a special building used to store various books and publications. Those who wrote incomprehensible things proved that they did not have the 3R skills. Extract No. 5.2 shows a sample from a pupil who failed to answer the question. In addition, Extract No. 5.3 shows a sample from a pupil who wrote incomprehensible things

Questions

- (a) What are the pupils in the picture doing?
Communicating.
- (b) Which kind of environment do you think is shown in the picture?
Is clean.
- (c) What benefits can the pupils in the picture get?
Can get comone sense.
- (d) Name the furniture in the picture which is used to keep the books.
Rebray.

Extract 5.2: A sample of incorrect responses in question 5

Questions

- (a) What are the pupils in the picture doing?
diskasen
- (b) Which kind of environment do you think is shown in the picture?
diskasen school
- (c) What benefits can the pupils in the picture get?
six (6) diskasen
- (d) Name the furniture in the picture which is used to keep the books.
three (3) diskasen

Extract 5.3 *A sample of a pupil's response who wrote unknown words to answer question 5*

2.2.3 Question 6: Being Responsible

This question-required pupil to read the passage carefully then answer (i) – (iv) items in the spaces provided.

Tanzania is a peaceful and harmonious country. The peace and harmony exist because the country is led under the rule of law. Laws are made by the parliament, supervised by the government and defined by the court. People are required to respect laws and regulations that govern the country.

In this country, no one is above the law. Those suspected to break the law is sent to the court of law to respond to their charges. When the court of law finds them guilty, they are given different punishments like to pay fine, compensation, to be sent to the prison or both. People who break the law are sent to the court for punishment because going against the law may lead into accidents, deaths and outbreak of diseases and conflicts.

This question came from a main competency of *Being Responsible* and the specific competency *Obey Laws and Regulations in Doing Their Daily Activities*. The question had four items each carrying 2 marks. The question aimed at identifying pupils' understanding of laws and regulations applicable in the country and recognizing the importance of following the law in everyday life. The performance of the pupils in this question was average given that 1,560,830 (51.4%) pupils had marks from 4 to 8. (48.6%) of pupils had marks ranging from 0 to 2. The performance in this question is shown in Figure 6

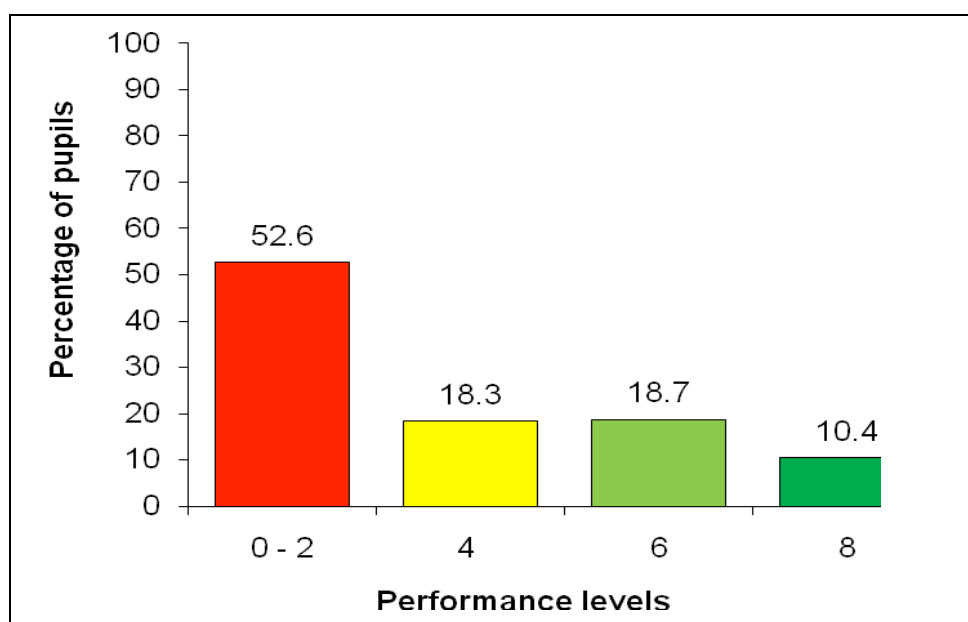


Figure 6: *The performance of pupils in question 6*

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

- (a) What makes Tanzania to be a peaceful and harmonious country?

This item needed pupils to identify the source of Tanzania's peace and harmony. Pupils who understood the information in the text wrote the correct answer, *being led by rule of law*. The pupils

realized that the law is a set of principles implemented through a set of specialized institutions that shape politics, economics and coordinate interpersonal relationships. Further, such pupils knew that the rule of law encompasses the legal system of the country, which is just and free from oppressive laws. In addition, it emphasizes equality before the law and the conduct of public affairs. It strives to ensure that decisions are made according to the laws of the land and have equal protection to all. Moreover, it emphasizes the benefits of the rule of law that include all people being equal before the law, civil rights and duties. It ensures that peoples' interests are protected by courts, including the right to be heard and the right to property.

On the other hand, pupils who failed to understand the theme of the passage provided incorrect answers such as *the government was interpreted by the courts, because we gained our legal independence, it led to different regimes, because Tanzania has different laws, military personnel, love and court*. Some pupils wrote incomprehensible things such as *NinikahbikmhlwhkiniMkaiki and mtnikinofnya*. These did not have the 3R skills, which made them write incomprehensible things. Generally, such pupils lacked adequate understanding of the information from the given passage.

- (b) From the passage which you have read, what is the function of the court?

This item required pupils to specify the function of the court. Pupils who read and understood the information in the passage were able to write the correct answer *to interpret law/to punish those who go against the law*. They understood that the court is a special organ that interprets the law, resolves disputes and is responsible for

bringing equality before the law for all people. Moreover, at the high court level, it has the power to repeal laws that are unconstitutional. Finally, such pupils knew that the court does not enact or constitute a law but the Parliament. They also knew that the government has a responsibility to enforce the law. They knew that the court interprets and enforces the law according to the principles of justice in each case.

On the other hand, some pupils did not understand the content of the passage, given that they wrote various answers that were not correct. Examples of such answers were: *arresting people, stopping bad people murderers, they have to obey the rules and regulations, break the law, given various punishments, the job of the court is to translate, court work is to answer charges, where the lawless people are sent to prosecute, the job of the court is to administer the country, to various punishments, arrest the offenders, pay jail time*. Some pupils wrote incomprehensible things such as; *Ammlooks, MahnaksAWAbibibe*. Such incorrect responses indicate that they would not concentrate on some classroom activities such as reading news articles and visualizing content. Other pupils demonstrated the lack of the 3R skills, as they wrote incomprehensible things. Finally, such pupils were not able to read and understand the text; instead, they wrote whatever crossed their minds.

(c) Mention two kinds of punishment given to people who go against the law.

- (i) _____
- (ii) _____

This item required pupil to identify penalties for persons found to be in breach of state laws. Pupils who carefully read the passage wrote the correct answer, which was *to pay a fine/compensation or imprisonment*. Similarly, the pupils pointed out that penalties imposed by the court aim at ending inhuman acts in the society (where people are mistreated). Pupils understood that other sentences imposed by the court are the death penalty and the corporal punishment

On the other hand, a few pupils did not understand or grasp the content of the passage. Accordingly, they wrote down various inaccurate answers. Such answers include *government oversight and conviction, all are suspected of breaking the law, sweeping the house, imprisonment, accidental deaths diseases and conflicts*. Moreover, others gave answers such as *stability and peace, marriage breakdown, divorce, breaking the law, when the courts find them punished and they are sent to court to answer the law*. In addition, some pupils left space without writing anything, while some wrote unknown things.

(d) Mention the two effects of breaking the law.

The item required the pupils to identify the consequences of breaking the law. Well-informed pupils were able to identify the correct answers such as, *causes accidents, deaths, outbreaks of diseases and conflicts*. That being the case, the pupils understood the meaning of violating the law as the failure or refusal to follow a law in a country. The law or regulation does not permit an act of doing something. They also understood that violation of the law could lead to other consequences such as; *atrocities against civilians, excessive use of force by security forces, damage to*

property and looting, corruption and non-compliant fines, lack of effective performance management, arrests of citizens and illegal detention. Pupils who wrote correct answers demonstrated the mastery of comprehension skills, given that they read the text and understood the intended message. Figure No.6.1 is a sample of a pupil's correct responses to question 6

Questions

(a) What makes Tanzania to be a peaceful and harmonious country?
The rule of laws makes Tanzania to be a peaceful and harmonious country.

(b) From the passage which you have read, what is the function of the court?
The responsibility of the court is to define laws of our country.

(c) Mention two kind of punishment which are given to those who go against the laws.

(i) Paying fine.

(ii) Compensation.

(d) Mention the two effects of breaking the laws.

(i) Accidents.

(ii) Deaths.

Figure 6:1: A sample of correct response by a pupil's to question 6

On the other hand, a few pupils did not understand the passage given that their responses were such as, *imprisonment, peace and stability caused by the country, the rule of law, breaking the law they go to court, law it lays down the legislature, the national assembly, the people's prosecutions, the people who break the law are taken to court etc.* Further, some of them wrote unintelligible answers to the question such as *nbtwywkinithbt, wamasonjwana, masya, ayma, ama, musammasamganya, nasamsas, and Abtwiywkinatha.* Such pupils failed to write well, which implies their low literacy ability.

Some of them did not have the b3R skills, which prevented them from reading and writing comprehensible answers. Figure No. 6.2. Shows a sample answer from a pupil who failed to write correct answers for this question.

| | | |
|------|--|--|
| (a) | What makes Tanzania to be a peaceful and harmonious country? | <u>because is the peace and harmony .</u> |
| (b) | From the passage which you have read, what is the function of the court? | <u>supervised by the government</u> |
| (c) | Mention two kind of punishment which are given to those who go against the laws. | |
| (i) | | <u>lead into accidents</u> |
| (ii) | | <u>deaths and outbreak</u> |
| (d) | Mention the two effects of breaking the laws. | |
| (i) | | <u>is led under the rule</u> |
| (ii) | | <u>The laws are made by the parliament</u> |

Figure 6: A sample of incorrect responses to question 6

3.0 ANALYSIS OF THE PERFORMANCE OF THE PUPILS IN EACH COMPETENCY

The analysis of the performance in each question in the Standard Four National Assessments in Civic and Moral Education subject shows that out of 6 competencies assessed, 3 types of competencies had a good performance. The competencies are *Being a Person of integrity* (76.9%) in question 1, *Being a Persevering Person* (67.3%) in question 5 and *Valuing the Community* (66.8%) in question 3. On the other hand, the competencies of *Respecting the Community* (54.8%) in question 2 and *Being Responsible* (51.4%) in question 6 had an average performance. Lastly, *Maintaining Peace and Harmony* (17%) in question 4 had a weak performance.

Furthermore, the comparative analysis of the performance in various competencies in the Standard Four National Assessment for 2020 and 2021 indicates that the performance in *Being a Person of Integrity* increased from average (58.3%) in 2020 to good performance (76.9%) in 2021. The performance in other competencies declined as follows: *Respecting the Community*, from good performance (73.1%) in 2020 to average (54.8%) in 2021. The performance in the competency of *Maintaining Peace and Harmony* declined from good performance (73.6%) in 2020 to weak performance (17%) in 2021. Similarly, the performance in the competency of *Being a Persevering Person* remained good for the two consecutive years of which in 2020 the performance was 68.8 percent and in 2021 was 67.3 percent. The competency in *Valuing the Community* remained good (68.2%) and (66.8%) in the years 2020 and 2021, respectively. Finally, the competency *Being Responsible*, although not assessed in 2020, had an average performance (51.4%) in 2021. Appendix A shows the comparison of pupils' performance in each competency between 2020 and 2021.

4.0 CONCLUSION

The analysis of pupils' responses for the Standard Four National Assessment questions in the Civic and Moral Education subject showed that pupils generally performed well, with 91.20 percent of them scoring from average to very good (from grade A to grade D). A few pupils (8.80%) had a weak performance by scoring grade E. Pupils who performed well in this assessment showed that they had sufficient knowledge of the assessed competencies. The pupils had an ability to identify the requirements of various questions asked. Similarly, those pupils had good mastery of reading, writing and arithmetic skills.

On the other hand, the analysis reveals that a few pupils who performed poorly faced various challenges. They include the lack of sufficient knowledge of the assessed competencies, failure to know the requirements of the questions, lack/low Reading, Writing and Arithmetic skills (3Rs), and ultimately, the failure to write comprehensible sentences. Similarly, some pupils showed weaknesses in answering the comprehension questions correctly.

5.0 RECOMMENDATIONS

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

- (a) Teachers should intensify their efforts to use a variety of teaching and learning strategies in teaching the competency of *Maintaining Peace and Harmony*, which had Weak performance. Such techniques include:
 - (i) The use of role-play to build pupils' long lasting memory to recognize acts of dishonesty.
 - (ii) Preference to using teaching and learning methods that appeal to learners by teachers: for example, using short stories on the benefits of being honest and transparent during the teaching and learning processes.
 - (iii) Teachers using a variety of charts to show different in acts that build a habit of honesty and dishonesty during the teaching and learning processes.

- (b) Teachers should prepare tests and examinations that enhance pupils' ability to answer questions that test various skills such as Writing, Reading and Arithmetic skills.
- (c) Pupils should be encouraged and guided in reading textbooks and reference books to increase their understanding of the various competencies in this subject.
- (d) Teachers should engage pupils in assessments at the school level. Assessments can be done after the teaching and learning process outside the classroom to strengthen pupils' practical understanding.

Appendix

Comparison of Pupils Performance in each Competency between 2020 and 2021

| Sn | Competency | 2020 assessment | | | | 2021 assessment | | | |
|----|-----------------------------|------------------------------|---------------|-------------------------|---------|------------------------------|---------------|-------------------------|---------|
| | | Performance in each question | | Average performance (%) | Remarks | Performance in each question | | Average performance (%) | Remarks |
| | | Question number | % performance | | | Question number | % performance | | |
| 1. | Being a Person of Integrity | 3 | 58.3 | 58.3 | Average | 1 | 76.9 | 76.9 | Good |
| 2. | Being A Persevering Person | 2 | 68.8 | 68.8 | Good | 5 | 67.3 | 67.3 | Good |
| 3. | Valuing the Community | 5 | 68.2 | 68.2 | Good | 3 | 66.8 | 66.8 | Good |
| 4. | Respecting the Community | 4 | 73.1 | 73.1 | Good | 2 | 54.8 | 54.8 | Average |
| 5. | Being Responsible | | | | | 6 | 51.4 | 51.4 | Average |
| 6. | Promoting Peace and Harmony | 1 | 73.6 | 73.6 | Good | 4 | 17 | 17 | Weak |

