



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



# **PUPILS' ITEM RESPONSES ANALYSIS REPORT FOR STANDARD FOUR NATIONAL ASSESMENT (SFNA) 2022**

## **SOCIAL STUDIES**



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**03E SOCIAL STUDIES**

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## FOREWORD

The National Examinations Council of Tanzania has prepared the Pupils' Item Responses Analysis Report for Standard Four National Assessment (SFNA) 2022 for Social Studies Subject. The aim of this report is to give feedback to pupils, teachers, policy makers, curriculum developers and other stakeholders in education on the the pupils' learning in their four years of Primary Education.

In this report, factors that contributed to the pupils' performance in each item have been presented. The analysis showed that pupils' good performance resulted from a clear understanding of the requirements of the questions and adequate knowledge of pupils in the subject matter. However, those who did not perform well failed to understand the requirements of the questions due to inadequate ability in reading and writing skills. Other pupils were competent in the areas tested.

The analysis of the pupils' performance for each competence was done. Pupils were competent in; *Recognising Different Events Occurring in his/her Environment, Recognising the Principles of Patriotism in the Society, Applying Knowledge of Maps and Solar System in Daily Life and Maintaining Economic Principles in Production Activities.*

The National Examinations Council of Tanzania expects that this feedback will enable various educational authorities to take firm measures to improve the teaching and learning processes. Also, the Council expects that the identified challenges which led to unsatisfactory performance in some competences are resolved so as to improve 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 preparation of this report.



Dr. Said A. Mohamed  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

The Standard Four National Assessment (SFNA 2022) was held on the 26<sup>th</sup> and 27<sup>th</sup> October 2022. A total of 1,718,896 pupils were registered to sit for Social Studies Assessment. Out of them 1,592,033 (92.62%) pupils sat for the assessment where by, 1,354,700,141 (85.08%) passed.

In this report, the introduction is followed by the analysis of pupils' responses in each question. The analysis identifies the competencies tested, and the pupils' responses which are categorized as good, average and weak. The reasons for performance in each group are also analyzed. The analysis of the pupils' responses in each question is followed by the analysing of pupils' performance in each competence. That part is followed by conclusion and recommendations based on the analysis.

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

The Standard Four National Assessment Paper for the year 2022 in Social Studies Subject consisted of four (4) questions. Those questions were divided into two main sections, A and B. Section A comprised of two questions, question 1 and 2 with 14 items. Those questions were set from the main competencies of Recognising different events occurring in his/her environment and Recognising Principles of Patriotism in the Society.

Section B also had two questions, question 3 and 4 with a total of 11 items. The questions were set from the main competencies of Applying knowledge of Maps and Solar System in Daily Life and Applying Economic Principles in Production Activities. Pupils were required to answer all the questions in all sections.

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

Generally, the analysis of pupils' responses revealed that the performance was good in question 1 and 2, average in question 3, and weak in question 4. In analyzing each question in this section, the performance of pupils identified have been identified. Extracts have been used to illustrate the given analysis.

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

This section comprised of two questions with 14 items. Question 1 had eight multiple choice items. A pupil was required to read and then select the correct response from the given alternatives. Question 2 had six matching items. The pupil was required to read the items in list A then match the correct response in list B.

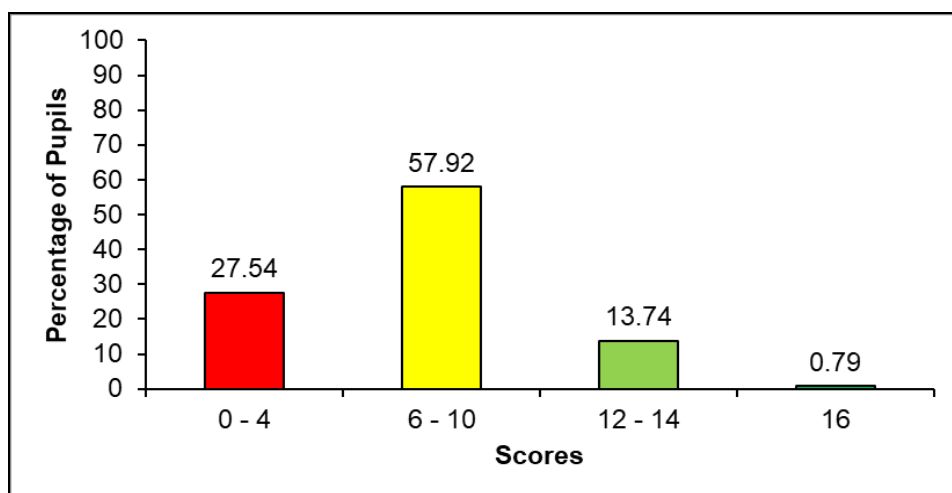
#### **2.1.1 Question 1: Recognise different events occurring in his/her environment**

This question had eight items (i) – (viii) which assessed the competencies of *Recognising Principles of Patriotism in the Society*. The pupils were required to read the items, select the correct response and write its letter in the box provided. This question had a total of 16 marks.

A total of 1,592,033 (100%) answered this question of which, 12,603 (0.79%) answered correctly all eight items hence scored 16 marks which is a very good performance. On the other hand, 218,780 (13.92%) scored marks ranging from 12 to 14 which is a good performance. This is because they were able to answer correctly six to seven items of the question.

On the other hand, 922,151 (57.92%) pupils scored 6 to 10 marks which is average performance. Among them, 26,749 (16.80%) pupils answered five items correctly, 333,608 (20.95%) pupils answered four items correctly, and 320,994 (20.16%) pupils answered three items correctly.

However, 438,499 (27.54%) pupils had weak performance since they scored 0 to 4 marks. Among them, 60,347 (3.79%) did not answer any of the items hence they scored 0. Other 141,018 (12.63%) pupils answered correctly only one item, and 237,134 (14.89%) pupils answered two items correctly. In general, the performance of the pupils in this question was good because 1,140,931 (72.46%) pupils scored from 6 to 16 marks as illustrated in figure No. 1.



**Figure No. 1:** Performance of Pupils in Question 1

The analysis of pupils' responses was done in each item and various issues were identified as follows.

- (i) Which historical event occurred in Tanganyika on 9/12/1961?
- A The Arusha declaration
  - B The union of Tanganyika and Zanzibar
  - C Independence of Tanganyika
  - D Tanganyika became Republic

The item demanded the pupil to identify the historical event that occurred in Tanganyika on 09/12/1961. The general performance in this item was good since many pupils selected the correct answer *C, The independence of*



*Tanganyika*. Those pupils had enough knowledge and skills about the historical events which occurred in Tanganyika specifically independence of Tanganyika which was gained on 09/12/1961.

Apart from many pupils responding to this item correctly, some pupils chose distractor *A, The Arusha Declaration*. Those pupils failed to make a distinction between Independence Day and the birth of the Arusha declaration. The Arusha declaration was officially announced by Mwalimu J. K. Nyerere on 5/2/1967.

Moreover, some pupils selected distractor *B, The Union of Tanganyika and Zanzibar*. Those pupils did not realize that, the Union of Tanganyika and Zanzibar occurred on 26/04/1964 under the leadership of the Presidents Julius K. Nyerere of Tanganyika and President Abeid Aman Karume of Zanzibar.

In addition, some pupils opted for distractor *D, Tanganyika became Republic*. The pupils in this category failed to differentiate between Tanganyika gaining her independence and becoming a Republic, an event which took place on 9/12/1962. Therefore, pupils who selected distractors; A, B and D revealed weak understanding about historical events which took place in Tanganyika.

(ii) The following are the importance of traditional dances **except**

- A Maintaining our culture
- B Motivation to work
- C Getting different presents
- D Making the body healthy

The question required the pupil to identify an event which does not happen because of the importance of traditional dances. The performance of the pupils in this question was good since many pupils chose the correct

response *C, Getting different presents*. Those pupils identified the importance of traditional dances to both the drummers and the dancers, something which implies that, they had good understanding about maintaining Tanzanians culture.

On the other hand, some pupils opted for distractors *A, maintaining our culture, B, motivation to work and D, making the body healthy*. Those pupils did not analyse and understand that options A, B and D describe the importance of traditional dances.

(iii) Language, boundaries, traditions and the Government constitute

- A a nation
- B a republic
- C a continent
- D a citizen

In that item a pupil was required to identify the term that constitute Language, boundaries, traditions and the Government. The performance of the pupils in this question was good, since majority of the pupils chose the correct response *A, a nation*. Those pupils had enough knowledge about the components of a nation.

On the other hand, some of the pupils chose distractor *B, a republic*. Those pupils were unable to differentiate the concept a republic, which is the government led by a president who is elected by the citizens and a nation which includes important components which make up a particular nation that is, language, boarders, culture and government.

However, some of the pupils selected distractor *C, a continent*. Those pupils lacked the knowledge of identifying the hierarchy (structure) that is, a nation,

a continent, and finally the world. A continent is a large piece of land consisting of various countries.

Moreover, there were some pupils who chose distractor *D, a citizen*. The pupils who selected this distractor did not understand that a citizen is the person who lives in a particular country and has birth rights or because of being given rights. For example, the citizen of Tanzania, Kenya and Uganda. Those pupils therefore, confused the concept of a nation and that of a citizen. An act of those pupils choosing distractors showed that they were unable to distinguish the concept of a nation from other concepts presented by distractors.

- (iv) Who leads government activities in the Parliament of the United Republic of Tanzania?
- A Speaker
  - B The president
  - C Prime minister
  - D Deputy president

This question required the pupil to identify the chief supervisor of all government activities in Parliament of the United Republic of Tanzania. The performance of the pupils in this question was good, since many pupils selected correct response *C, Prime Minister*. Those pupils had good understanding of the responsibilities of different government leaders, thus, they were able to identify that the Prime Minister is the chief supervisor of all government duties in Parliament.

Likewise, there were pupils who selected distractor *A, Speaker*. Those pupils were unable to differentiate between the responsibilities of the Speaker and those of the Prime Minister. Those pupils were supposed to understand that the responsibilities of the Speaker are to coordinate activities and debates in

Parliament. He/she decides on Parliamentary procedures, debating succession of Members of Parliament and announcing results in Parliamentary elections. He/she oversees all Parliamentary activities.

Other pupils selected distractor *B, The President*. Those pupils lacked knowledge about the responsibilities of the President and how they differ from those of the Prime Minister in Parliament. Those pupils were supposed to understand that, the President is the Head of State, the Head of Government and the Commander-in-Chief of the Armed Forces of the United Republic of Tanzania.

On the other hand, pupils who chose distractor *D, Deputy President*, did not understand that, Deputy President (Vice President) is the principal assistant and advisor of the President on matters relating to the United Republic of Tanzania. Moreover, he assists the President in making follow-ups on daily implementation of the Union Matters. He/she also performs all duties which the President assigns and performs all the duties and functions of the Office of the President when the President is out of the office or out of the country.

(v) Who among the following Tanzania presidents was involved in the formation of the union of Tanganyika and Zanzibar?

- A Dr. Jakaya M. Kikwete
- B Benjamin W. Mkapa
- C Samia Suluhu Hassan
- D Julius K. Nyerere

The question demanded the pupil to identify the Tanzanian President who was involved in the formation of the Union of Tanganyika and Zanzibar. The performance of pupils in this question was good since many pupils selected the correct response *D, Julius K. Nyerere*. The choice of that option showed that those pupils had enough knowledge about the initiators of the union of

Tanganyika and Zanzibar. They understood that, President Julius K. Nyerere pioneered the Union of Tanganyika and Zanzibar on 26/04/1964 in cooperation with the President of Zanzibar Shekh Abeid Aman Karume. Thus, those pupils had sufficient knowledge about recognizing our heroes and heroness.

On the other hand, some pupils opted for distractor *A, Dr. Jakaya M. Kikwete*. Those pupils were unable to identify the sequence of events in relation to the former Presidents when they were in power. Those pupils did not recognize that, Dr. Jakaya M. Kikwete ruled the United Republic of Tanzania from 2005 to 2015 while the Union was formed in 1964. Other pupils selected distractor *B, Benjamin W. Mkapa*. Those pupils failed to understand that, President Benjamin W. Mkapa led the United Republic of Tanzania from 1995 to 2005 thirty-one years after the union of Tanganyika and Zanzibar.

Likewise, other pupils opted for distractor *C, Samia Suluhu Hassan*, those pupils lacked the knowledge about the former Presidents and the President in power. Generally, those pupils lacked the knowledge about different historical events and the President who is concerned with that particular event in Tanzania.

(vi) Which group comprises an orphan's family?

- A Mother and children
- B Children without parents
- C Children without relatives
- D Street children

This question required the pupil to identify the group which comprises of orphans. The performance of the pupils in this question was good since most of them chose the correct response *B, Children without parents*. Those

pupils identified that, orphans' family is the family which comprise children whose all parents are dead.

Pupils who chose distractor *A, Mother and children*, lacked the knowledge about the concept of a family. A single parent family does not correlate to the concept of the children whose all parents are dead that is, orphans' family since in a single parent family, children are raised with one of the parents.

On the other hand, pupils who chose distractor *C, Children without relatives*, did not have the knowledge about family because this is not one of the types of families. Those children were supposed to understand that children without relatives are those whose parents or relatives are unknown. For example, the infants who have been abandoned or thrown away.

Apart from that, some pupils selected distractor *D, Street children*. Those pupils did not distinguish the concepts of orphans and street children. Street children roam around the streets so as to get their basic needs. They can either be orphans, children who have been abandoned by their parents or relatives or the ones who have escaped or left their homes because of different reasons for example, poverty or brutality of some of their parents or relatives.

(vii) The following were the types of feudalism in Tanzania, except

- A Umwinyi
- B Ubugabire
- C Nyarubanja
- D Socialism

The question demanded the pupil to identify the system which was not the type of feudalism in Tanzania. The performance of pupils in that question was average since some of them chose the correct answer *D, Socialism*.

Those pupils had adequate knowledge of different economic systems in Tanzania. Moreover, they identified the characteristics of both feudalism and socialism. They therefore, recognized that, socialism is the system of economic production in which all major means of production are owned by the society or the state on behalf of the society. This proves that, those pupils had skills and good understanding about feudalism and its types, particularly modes of production in the society.

Contrary to that, some pupils chose distractor *A, Umwinyi*, *B, Ubugabire* and *C, Nyarubanja*. Those pupils did not recognize that those modes of production represented types of feudalism in Tanzania. Umwinyi was the feudal system which existed along the Coast of East Africa. This economic and political system was led by Mwinyi, and land was the major means of production. Ubugabire (B) was the mode of production which was based on cattle ownership on the Western part of Tanzania particularly Kigoma and neighbouring countries of Rwanda and Burundi. In addition to that, Nyarubanja (C) was a feudal system based on land ownership (land tenure) practiced by ancient people in Kagera.

- (viii) Which mode of production did all human societies passed through?
- A Capitalism
  - B Socialism
  - C Communalism
  - D Feudalism

This question required the pupil to identify the mode of production which all human societies passed through. The performance in this question was good since many pupils selected the correct answer *C, Communalism*. Those pupils had knowledge and enough skills about economic and political

systems here on earth. This enabled them to identify that all human societies passed through this system of communalism here on earth.

Moreover, some pupils were attracted to distractor *A, Capitalism*. Those pupils were unable to analyse the sequence of those modes of production. They did not realize that capitalism is an economic system in which business, industries and other assets are controlled by private people to a large extent with the aim of making profits. Government interference is minimal. Furthermore, provision of basic needs to the society is not the driving force.

However, few candidates were attracted to distracter *C, Socialism* because of the almost similarity exhibited in the nature of communism and socialism. In communal mode of production, the major means of production were owned by all members of the society and production was done collectively as it has been in socialism. Nevertheless, such candidates were supposed to know that socialism was not the first mode of production. This distractor might have attracted those pupils due to the fame of Socialism and Self-reliance political stance in the Arusha Declaration Policy of 1967-1985.

Furthermore, the pupils who selected distractor *D, Feudalism*, failed to identify in system between feudalism and socialism all human societies passed through. Feudalism is economic and political system in which land was the major means of production. In this mode, land was owned by few people known as landlords. Tenants/serfs (landless people) had to work for the landlords. However, not all societies passed through this mode of production.



### 2.1.2 Question 2: Preserving/Conserving the Surrounding Environment of the Society.

In this question the pupils were required to match List A with List B, and then write the letter of the correct answer in the box provided. The question was as follows:

Answer items (i)-(vi) by matching the uses of tools in cleaning the school compound in **List A** with the respective type of tool in **List B**. Write the letter of the correct answer in the brackets provided.

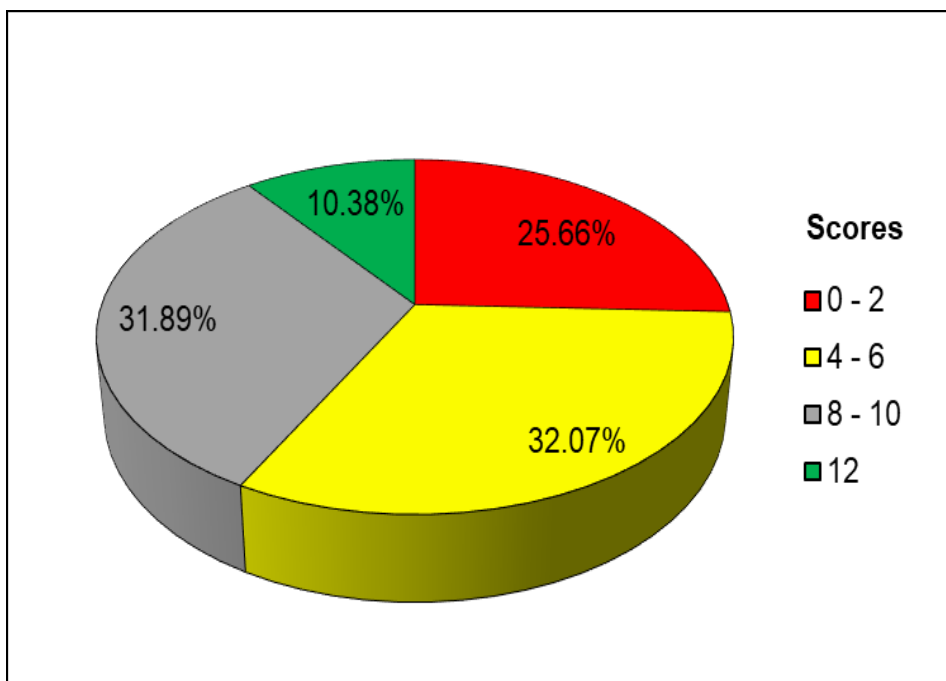
List A	Letter	List B
(i) Cutting down big tree and branches.	( )	A. Mop B. Axe C. Slasher D. Hoe E. Wheelbarrow F. Broom G. Panga H. Rake
(ii) Pruning tree branches	( )	
(iii) Weeding.	( )	
(iv) Collecting rubbish.	( )	
(v) Carrying garbage	( )	
(vi) Removing cobwebs.	( )	

The question was composed from the main competence of Identifying Different Events Occurring in His or Her Environment, and the specific competence of Preserving/Conserving the Surrounding Environment of the Society. This question assessed pupils' ability to identify tools and their uses in cleaning the school compound. The question had a total of 12 marks.

This question was attempted by 1,592,033 (100%) pupils, of which, 165,251 (10.38%) scored all the 12 marks which is very good performance and 507,726 (31.89%) pupils scored 8 to 10 marks which is good performance.

On other hand, 510,523 (32.07%) pupils scored 4 to 6 marks which is average performance, and 408,533 (25.66%) pupils scored 0 to 2 marks

which is weak performance. Generally, the performance of the pupils in this question was good as 1,183,500 (74.34%) 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 showed that, 165,251 (10.38%) pupils who answered correctly all the six items, and scored all 12 marks, had sufficiently knowledge in the specific competence of Preserving/Conserving the Surrounding Environment of the Society. Those pupils matched tools used in cleaning the school compound with the types those tools. Extract No. 2.1 illustrates a sample of responses from a pupil who answered this question correctly.

2. Answer items (i) – (vi) by matching the uses of tools in cleaning the school compound in **List A** with the respective type of tool in **List B**. Write the letter of the correct answer in the brackets provided.

List A	Letter	List B
(i) Cutting down big tree and branches.	( B )	A. Mop
(ii) Pruning tree branches.	( G )	B. Axe
(iii) Weeding.	( D )	C. Slasher
(iv) Collecting rubbish.	( H )	D. Hoe
(v) Carrying garbage.	( E )	E. Wheelbarrow
(vi) Removing cobwebs.	( F )	F. Broom
		G. Panga
		H. Rake

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

On the other hand, 507,726 (31.89%) pupils were able to match correctly four to five items hence they scored 8 to 10 marks. Those pupils possessed adequate knowledge of some of the cleaning tools and their uses hence matched correctly items (i), (ii), (iii) and (iv) from List A, with letters B, G, D and H from List B respectively but they could not match correctly one or two items. This was due to possessing sufficient knowledge of the uses of those tools used for cleaning their surrounding environment. On the other hand, most of the pupils in this category matched incorrectly item (v) and (vi) with letters *E Wheelbarrow* and *F Broom* respectively. Hence, they did not score all marks. This is due to the fact that, those tools have more than one use in cleaning the environment. For example, a Broom is also used for sweeping and a Wheelbarrow is also used for carrying other luggage like logs and tree trunks.

Further analysis of pupils' responses showed that, 510,523 (32.07%) pupils had average performance and scored from 4 to 6 marks because they had

moderate understanding about the cleaning tools and their uses. Most of the pupils in this category scored 6 marks because they matched correctly 3 out of the 6 items provided in the question. Most of them matched correctly items (ii), (iii) and (iv). The pupils who matched correctly item (ii) were aware of the tool used for pruning tree branches which is Panga. The pupils who matched correctly item (iii) had enough knowledge about the tool which is used for weeding and digging holes is a Hoe. Likewise, those who matched correctly item (iv) possessed knowledge of how a Rake is used in collecting rubbish such as grasses and leaves which have been fallen from the trees.

However, most of the pupils matched incorrectly items (i), (v) and (vi). Those pupils did not identify the uses of those tools. For example, they were not aware that, apart from an axe being used for cutting logs, it is also used for cutting big trees and branches of trees. Apart from a wheelbarrow being used for carrying luggage, it is also used for carrying garbage. The broom is also used for removing cobwebs apart from sweeping the surrounding environment.

Further analysis showed that, 408,533 (25.66%) pupils had weak performance. Among them, 197,533 (12.41%) pupils scored a zero mark because they matched incorrectly tools used for cleaning with their uses. The remaining 211,038 (13.26%) pupils scored 2 marks because they matched correctly only 1 item. Item (iii) was matched correctly by most of the pupils in this category. Those pupils had good knowledge of the uses of a hoe, which are weeding and digging holes. This showed that those pupils had sufficient knowledge of the use of the hoe in their surroundings.

Moreover, the pupils who scored 0 mark lacked competence about tools used for cleaning and their uses. Those pupils matched incorrectly the tools and their respective uses in cleaning the school environment. This indicated

that, those pupils did not understand the requirement of the question or lacked knowledge to differentiate the uses of respective tools. Extract No. 2.2 shows a sample of incorrect responses from one of the pupils who got only item (i) correct and hence scored 2 marks.

2. Answer items (i) – (vi) by matching the uses of tools in cleaning the school compound in **List A** with the respective type of tool in **List B**. Write the letter of the correct answer in the brackets provided.

List A	Letter	List B
(i) Cutting down big tree and branches.	( B )	A. Mop
(ii) Pruning tree branches.	( A )	B. Axe
(iii) Weeding.	( F )	C. Slasher
(iv) Collecting rubbish.	( G )	D. Hoe
(v) Carrying garbage.	( C )	E. Wheelbarrow
(vi) Removing cobwebs.	( D )	F. Broom
		G. Panga
		H. Rake

**Extract No. 2.2:** A sample of incorrect responses

The pupil was able to match correctly only one item (i) with letter B and hence scored 2 marks while the rest of the items were matched incorrectly.

## 2.2 Section B: Short Answers Questions

This section consisted of two short answer questions. Question 3 and 4. In question 3, the pupils were required to read the passage, then answer the question 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 identify four important elements to consider when drawing the

map, each item had 2 marks. Thus, making a total of 8 marks. The performance in question 3 was average and weak in question 4.

### **2.2.1 Question 3: Applying Economic Principles in Production Activities**

This question was derived from the main competence; *Applying Economic Principles in Production Activities*. and the specific competence of *Valuing and Protecting the National Resources*. Basically, in this question pupils were supposed to read the passage about Natural Resources. They were then required to respond to items from that passage by supplying the correct answers in the spaces provided.

This question comprised of seven items: (i) to (vii). Item (i) tested pupils' understanding about the importance of the natural resources. Item (ii) tested the pupils' ability to identify one advantage of fishing. Item (iii) tested pupils' ability to identify the type of fish obtained in the rivers and item (iv) tested pupils' ability to identify the type of fishing conducted in the ocean. Moreover, item (v) assessed the pupils' ability to identify the negative impact brought about by fishing of the fingerlings while item (vi) tested pupils' ability to identify the type of fishing that provides us with abundant fish. Finally, item (vii) tested pupils' ability to identify the negative effect of fishing by using nets with small holes. The total marks allotted to this question was 14. Extract No. 3.1 is a comprehension passage that was used for question 3.

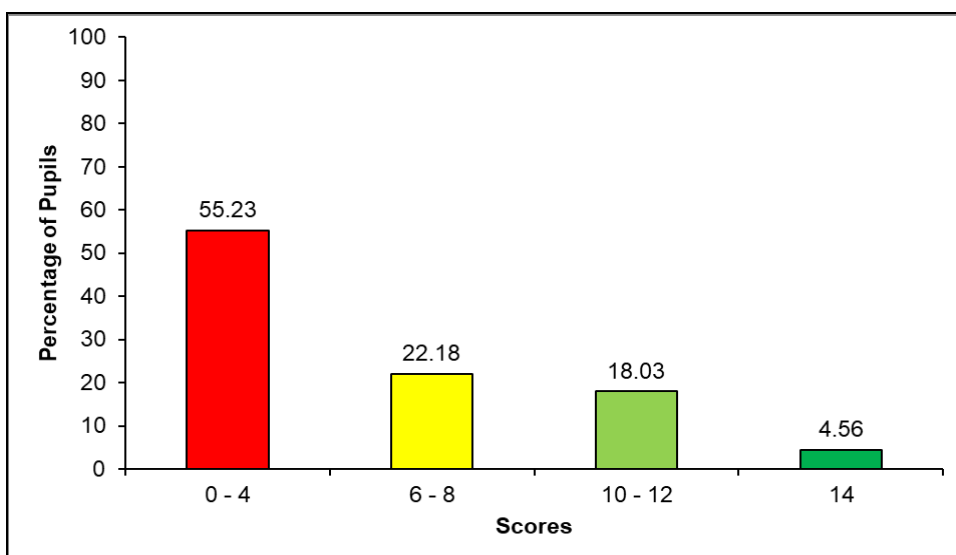
Our district has a lot of wealth due to the natural resources which we have. These natural resources enable people to conduct different economic activities that provide a lot of money to our district. We have a river and the ocean in which fishing is conducted for food and business.

Fishing in rivers is called fresh water fishing and its fish are called fresh water fish. Fishing that is conducted in the ocean is called marine fishing and its fish are called marine fish. Fishing provides residents with employment and money. Various ways are employed in fishing depending on the area and the type of fish available. There is fishing by using fishing nets or hooks. Fishermen who use nets get more fish than those who use hooks. Nets with small holes have negative impact as they grab both big fish and fingerlings. Fishing of fingerlings leads to lack of fish in the area in future.

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

The analysis reveals that 1,592,033 (100%) pupils responded to this question. Among them, 72,607 (4.56%) pupils scored all 14 marks indicating a very good performance and 286,996 (18.03%) pupils scored from 10 to 12 marks which is a good performance. On the other hand, 353,137 (22.18%) pupils scored from 6 to 8 marks indicating an average performance and 879,293 (55.23%) pupils scored 0 to 4 marks which is a weak performance.

Generally, the performance in this question was average since 712,740 (44.77%) pupils scored from 6 to 14 marks. Figure No. 3 shows the performance of pupils in question 3.



**Figure No. 3** Pupils' performance in question 3

Further analysis showed that, 712,740 (4.56) 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 of the question.

On the other hand, 353,137 (22.18%) pupils who scored 6 to 8 marks had average performance because they answered correctly 3 to 4 out of 7 items. Likewise, 879,293 (55.23%) 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.

(i) What is the importance of the natural resources?

The question demanded the pupil to identify the importance of natural resources. Performance of pupils was good in this item. Many pupils correctly identified the importance of the natural resources that *provide a lot of money to our district*. This proves that, those pupils understood the passage.



However, some of the pupils wrote specific natural resources which were not correct answers instead of the importance of the natural resources. Those pupils wrote answers such as *natural resource, river, ocean, more fish and fingerlings, business, fresh water fish and we will lack fish in the areas in future*. Some of the answers provided were sentences copied from the passage. These sentences did not match with the correct answers. Those answers portrayed that those pupils had no reading and comprehension skills hence, failed to understand the content of the passage as they could not identify the importance of natural resources in the society.

(ii) Mention one advantage of fishing.

The question demanded the pupil to identify one advantage of fishing. Pupils' performance in this item was good since some of them correctly identified that it provides *food, money and employment*. Those pupils identified the advantages of productive activities in the society.

On the other hand, some pupils had weak performance in this item since they did not identify advantage of fishing. Some of them mentioned the types of fishing such as marine fishing and fresh water fishing. Furthermore, they wrote answers such as, *using nets, depends on the area, the type of fish and getting more fish* instead of writing the importance of fishing. Those answers indicate that those pupils did not understand the demand of the question, hence, they copied some words or sentences from the passage.

Moreover, pupils who scored zero mark in this item did not identify the advantage of fishing. Thus, some mentioned marine fishing and fresh water fishing which are conducted in the ocean and in the rivers respectively. Likewise, few pupils in this category, wrote fishing tools like; hooks and nets. This shows that, those pupils did not grasp well the production activities in the society.

(iii) Which type of fish is obtained in the river?

This item tested pupils' ability to identify the type of fish obtained in the river. Performance of the pupils in this item was good. Majority of the pupils identified that *fresh water fish* are obtained in the rivers. This response indicates that, those pupils recognized that rivers have fresh water, hence, the fish obtained there are fresh water fish. However, some of the pupils wrote incorrect answers such as marine fish which are obtained in oceans. Some of them mentioned big fish and fingerlings, and others mentioned tools used in fishing such as nets and hooks.

(iv) Which type of fishing is conducted in the ocean?

This item demanded the pupil to identify the type of fishing conducted in the ocean. Pupils performance in this item was average since, some of the pupils identified correctly that *marine fishing* is the one conducted in oceans. This response shows that those pupils were competent enough to read the passage and identify specific message in it.

However, in this item, some of the pupils did not write correct answers instead they wrote how fishing is conducted such as, *using hooks, nets, and grabbing big fish*. These responses show that, those pupils lacked the skills of reading for comprehension.

(v) What negative impact is brought by fishing of the fingerlings?

The question required the pupil to identify negative effect caused by fishing of fingerlings. Pupils performance in this question was average because some pupils correctly identified that, *it leads to lack of fish in the area in future*. Those pupils recognized the impact brought by fishing of the fingerlings. This proves that, those pupils understood the concept of fishing of the fingerlings in the passage.

On the other hand, some of pupils had weak performance in this item, since they did not identify impact caused by fishing of the fingerlings. Some of those pupils wrote *grab both big fish and fingerlings*, and *fishing by using hooks*. Those pupils did not recognize from the passage the negative impact caused by fishing of the fingerlings.

(vi) Which type of fishing provides us with abundant fish?

This item demanded the pupil to identify type of fishing which provides us with abundant fish. Pupils performance in this item was average since, some of the them identified that *fishing by using nets* gives us abundant fish. This response is an indication that, those pupils had good skills to read and comprehend the passage respectively.

Pupils who did not score this item wrote answers such as, *fishing conducted in oceans*. Those pupils correlated the size of the ocean and the abundance of fish something which is not true. Those pupils were supposed to understand that, even on the ocean there are fishermen who use hooks hence get little fish than those who use nets. Therefore, it was important for those pupils to identify the tools used for fishing instead of fishing areas.

(vii) What is the negative effect of fishing by using nets with small holes?

Performance in this item was good. Many pupils identified the negative effect of fishing by using nets with small holes is *grabbing of fingerlings*. Those pupils further explained that it leads to lack of fish in the area in future. This implies that, those pupils read and understood the passage they were given.

On the other hand, some of the pupils performed weakly in this item since, they did not identify the negative effect of fishing by using nets with small holes. Likewise, some of them responded by writing answers like, *fishing by using hooks*, something which does not affect fish breeding. Other pupils, in

this category, wrote types of fish which are *fresh water fish* and *marine fish* which are not responses to this item. Furthermore, a few pupils in this category responded by writing the importance of fishing, such as, *it provides us with food, money and employment*. Those responses indicated that, those pupils lacked enough knowledge about economic principles in production activities in the society. Extracts No. 3.2 and 3.3 reveal the responses of the pupils who provided correct and irrelevant answers for question 3.

### Questions

- (i) What is the importance of the natural resources?  
Natural resources enable people to conduct different economic activities.
- (ii) Mention one advantage of fishing.  
For food and business.
- (iii) Which type of fish is obtained in the river?  
Fresh water fish.
- (iv) Which type of fishing is conducted in the ocean?  
marine fish
- (v) What negative impact is brought by fishing of the fingerlings?  
It leads lack of fish in the area in future.
- (vi) Which type of fishing provides us with abundant fish?  
fishing by nets
- (vii) What is the negative effect of fishing by using nets with small holes?  
They grab both big fish and fingerlings.

**Extract No. 3.2:** A sample of correct responses for question 3

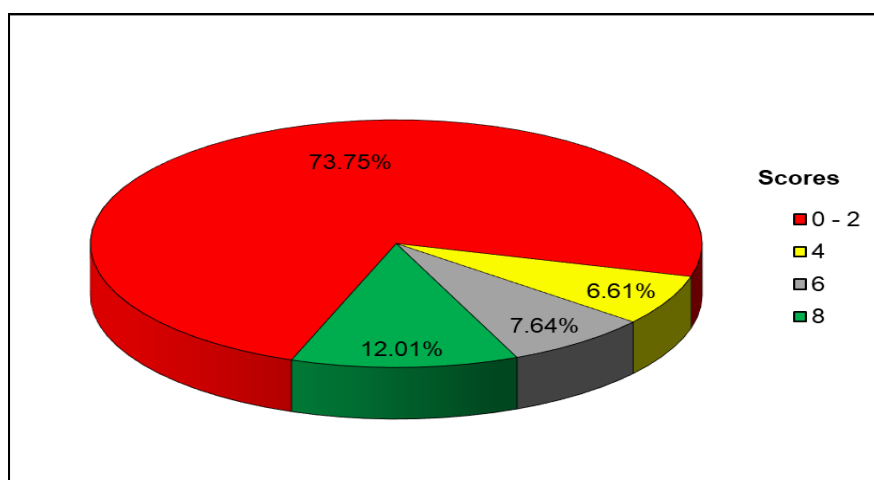
(i)	What is the importance of the natural resources?	ENABLE PEOPLE
(ii)	Mention one advantage of fishing.	FISHING NETS
(iii)	Which type of fish is obtained in the river?	FISHING BY USING FISHING NETS
(iv)	Which type of fishing is conducted in the ocean?	FINGERLINGS
(v)	What negative impact is brought by fishing of the fingerlings?	LEAD TO LACK
(vi)	Which type of fishing provides us with abundant fish?	FISHING HOOKS
(vii)	What is the negative effect of fishing by using nets with small holes?	NEGATIVE IMPACT

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

### 2.2.3 Question 4: Applying Knowledge of Maps and the Solar System in Daily Life

The question was delivered from the main competence of *Applying Knowledge of Maps and the Solar System in Daily Life*. The question aimed to assess the specific competence of *Using Maps in the Surrounding Compound*. In that question, pupils were required to mention four essential elements to consider when drawing the school map.

This question was attempted by 1,592,033 (100%) pupils. Among them, 191,169 (12.01%) pupils scored 8 marks revealing excellent performance, and 121,592 (7.64%) pupils scored 6 marks indicating good performance. On the other hand, 105,212 (6.61%) pupils scored 4 marks revealing average performance and 1,174,060 (73.75%) pupils scored from 0 to 2 marks revealing weak performance. Generally, the performance in this question was weak as only 417,973 (26.26%) pupils scored 4 to 8 marks. Figure 4 illustrates the performance of pupils in question 4.



**Figure 4:** Pupils' Performance in Question 4

Further analysis showed that, the 191,169 (12.01%) pupils who scored 8 marks had adequate knowledge in understanding uses of maps in the surroundings than all the pupils who answered this question. Those pupils correctly identified four important elements that should be considered when drawing the map. Generally, there are five elements in total, but for the sake of that question, the pupils were asked to identify four of them. Those elements were; *Frame, Key, Map title, North Direction or Compass direction and Map scale*. This implied that, those pupils had adequate competencies about the uses of map. Extract 4.1 is a sample of correct responses to this question.

4. Standard four pupils were required to draw the map of their school. What important elements should they consider when drawing the map? Identify four elements.

- (i) Compass direction or north direction.
- (ii) Heading or title.
- (iii) Scale.
- (iv) Key.

**Extract 4.1:** A Sample of Correct Responses for Question 4

Likewise, the 121,592 (7.64%) pupils who scored 6 marks identified correctly three elements out of the four as per the question demand. Additionally, those pupils mentioned one incorrect element or left the fourth element blank hence scored less marks. This implied that, those pupils had knowledge of the important elements which are supposed to be considered when drawing the map but they could not remember them all.

On the other hand, 214,359 (13.46%) pupils who scored from 2 to 4 marks had moderate knowledge of the important elements to be considered while drawing the map. Those pupils varied in identifying those elements. Some of them mixed two correct elements and two incorrect elements. Likewise, there were few pupils who identified one important correct and three incorrect elements. In addition to that, other pupils in this category, were able to identify one element but with some spelling errors.

However, most of the pupils 1,064,913 (66.89%) who scored zero mark could not identify the important elements to be considered when drawing the map. Some of them could not understand the demand of the question. Instead of mentioning those elements, they mentioned the importance of



map like; helps travelers to know the direction, help us to know boundaries of the area, helps in the construction of infrastructures and helps to understand physical features”. Other pupils in this category, gave “the types of map, for instance: Statistical maps, Topographical maps and Photographical maps.” Few pupils in this group diverged from the demand of the question by mentioning things which are available in their school compounds like; arranged stones or bricks, flowers, classes, staffroom, playing grounds (stadiums) and desks”. This is the evidence that, the pupils did not understand well the uses of maps in the environment. Extract 4.2 is a sample of incorrect responses to question 4.

4.	Standard four pupils were required to draw the map of their school. What important elements should they consider when drawing the map? Identify four elements.
(i)	North
(ii)	East
(iii)	West
(iv)	South

**Extract 4.2:** A sample of incorrect responses for question 4

In extract 4.2, a pupil listed the four compass directions which are North, East, West and South instead of four (among the five) elements that should be considered when drawing a map which are Key, Scale, Margin, Title and Compass Direction.

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

The analysis of the Standard Four National Assessment (SFNA) 2022 showed 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 remaining two

competences had average and weak performances respectively. The competence that had the highest performance was *Recognising Different Events Occurring in his or her Environment* (74.34%). The performance level in the competence of *Recognising Principles of Patriotism in the Society* was good by 72.46 per cent. On the other hand, the performance in the competence of *Applying Economic Principles in Production Activities* was average by 44.77 per cent. The competence of *Applying the Knowledge of Maps and the Solar System to Daily Life* had weak performance (26.25%). Despite the fact that the majority of pupils acquired acceptable competences in the three competencies, they still lack some expected competencies. The summary of performance in each competence has been shown in the **Appendix**.

#### **4.0 CONCLUSION**

The analysis of the pupils' responses for the Standard Four National Assessment 2022 in Social Studies subject showed good performance in the competencies of *Recognising different events occurring in his/her environment* and *Applying economic principles in production activities*. The analysis also showed an average performance in the competence of *Recognising principles of patriotism in the Society* and weak performance in the competence of *Applying knowledge of maps and the solar system in daily life*. Moreover, there are challenges that hindered some pupils to perform well in the tested competencies. These include 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 poor performance among the pupils. This has been observed from the lowest performance in question 3 that needed such skills. However, some pupils managed to show enough competencies that enabled them to identify correct answers in the competences tested and thus, had a good performance.

## 5.0 RECOMMENDATIONS

For further improvement of the 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 for the purpose of helping those who are diagnosed to have less developed reading and writing skills.
- (b) Some of the pupils also showed weaknesses in comprehension skills. A variety of teaching strategies in all subjects that are aimed at developing sound comprehension skills should be employed during the teaching and learning process. For example, they should be given texts to read and explain the content in it correctly.
- (c) Teachers should be advised to guide pupils in doing practicals in the process of teaching and learning and organize study tours in various areas that will enable them to acquire specific competences.
- (d) Pupils should be provided with enough exercises in order to reinforce their abilities in answering competence-based questions. For example, teachers should give pupils a lot of exercises to draw maps by considering all the essential of a map. Furthermore, pupils should be given chance to describe steps which should be followed when drawing a map.

**03 Social Studies – Comparison of the Pupils Performance in each Competence in 2021 and 2022**

No.	Competence	SFNA 2021				SFNA 2022			
		Performance in each Question		Average Performance (%)	Remarks	Performance in each Question		Average Performance (%)	Remarks
		Question Number	% Performance			Number	% Performance		
1	Recognise different events occurring in his/her environment	1	82.80	82.80	Good	2	74.34	74.34	Good
2	Applying economic principles in production activities	3	28.50	28.50	Weak	1	72.46	72.46	Good
3	Recognise principles of patriotism in the Society	2	70.70	70.70	Good	3	44.77	44.77	Average
4	Apply knowledge of maps and the solar system in daily life	4	39.70	39.70	Average	4	26.25	26.25	Weak

