



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



**PUPILS' ITEM RESPONSE ANALYSIS
REPORT ON THE STANDARD FOUR NATIONAL
ASSESSMENT (SFNA) 2022**

CIVIC AND MORAL EDUCATION



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06E CIVIC AND MORAL EDUCATION

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue a report on Pupils' Item Response Analysis for the Standard Four National Assessment (SFNA) 2022 in Civic and Moral Education subject. This report has been prepared to give feedback to pupils, teachers, policy makers, curriculum developers and other stakeholders on how the pupils responded to the assessment items in this subject.

The pupils' performance in the SFNA 2022 for the Civic and Moral subject was good as 1,350,477 (84.85%) pupils passed while 241,155 (15.15%) failed. The report shows that the pupils who performed well in the assessment understood the requirements of each question and had enough knowledge of the assessed competences. On the contrary, the pupils' insufficient knowledge of the assessed competencies, failure to identify and/or understand the demands of the questions, lack of skills in answering specific question type like comprehension, inability to study pictures and respond to short answer items account for the pupils' weak performance. Furthermore, the pupils' comparative performance in each question (competence) for SFNA 2022 in relation to 2021 is shown at the end of the report.

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

The Council would like to express its sincere appreciation to examination officers and all other stakeholders who participated in the preparation of this report.



Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Standard Four National Assessment in Civic and Moral Education subject was held on 27th October 2022. A total of 1,718,896 pupils were registered for the assessment whereas, 1,591,989 (92.62%) sat for the assessment. The performance in the subject shows that 1,350,477 (84.85%) of the pupils passed while 241,155 (15.15%) failed. The 2022's performance has dropped by 6.35 per cent when compared with that of the year 2021 in which 1,423,379 (91.20%) pupils passed in the subject and 137,439 (8.8%) failed. However, further data analysis indicates that there is an increase in both enrolments by 37,127 (2.16%) and those who sat for the assessment by 31,171 (1.96%).

The Standard Four National Assessment for the year 2022 in Civic and Moral Education subject had six questions comprising 25 items divided into 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, question number 1 had five (i – v) multiple choice items which required the pupils to choose the correct answer and write its letter in the box provided. Question number two comprised four matching items and the pupils were instructed to match explanations about the responsibilities of student leaders in list A with the corresponding prefects' titles in list B by writing a letter of the correct answer in the brackets. Question number three was a filling in the blanks that required the pupils to choose a correct answer from the brackets and write it in the space provided. Each item in this section was worth 2 marks making a total of twenty-six (26) marks. Moreover, in section B, question number four had four items which required the pupils to indicate the correct answer by ticking against the statements which show environmental protection or environmental destruction. In question number five the pupils were given a picture to study and thereafter answer the four questions that followed. Lastly, in question six the pupils were instructed to read a passage carefully and then

answer the questions (i)-(iv). This section weighed 24 marks whereas each item carried 2 marks.

This pupils' item analysis report focused on analysing all six questions drawn from six 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 the reasons for choosing those responses.

For the sake of a quick and easy understanding of the pupils' general performance, the assessment standards are divided into three categories basing on the percentages of pupils who passed the respective question. The scores ranging from 0 – 33 generally illustrate weak performance, 34 – 66 is an average performance, while 67 – 100 is a good performance. Special colours have been used to represent these categories of performance: green, yellow and red, representing good, average and weak performances, respectively. Moreover, a summary of pupils' performance in each competence and question in the SFNA 2021 and 2022 is provided in the appendix.

However, in analyzing the pupils' performance question wise, the performance has been categorized as very good, good, average and weak. Therefore, in the graphs these performance categories will be distinguished by colours in which weak performance is represented by red colour, average performance by yellow colour, good performance by light green colour and very good performance by green colour.

2.0 ANALYSIS OF THE PUPIL'S RESPONSES IN EACH QUESTION

This part analyses the performance of pupils in each question/competence by both showing the total number of pupils who attempted the question and explaining the quality of their responses. Also, the pupils' performance in each question is classified as very good, good, average or weak. This is done in order to show the level of the pupils' performance basing on the total marks allocated for each question.

2.1 Question 1: Being Responsible

This question was set from the main competence of *Being Responsible*. It was a multiple choice question comprising five items (i) – (v), each weighing two marks. Each stem of the multiple choice question had four options (A – D) from which a pupil was required to choose the correct answer and write its letter in the box provided in the question paper. The items generally aimed at assessing the pupils' competence to comprehend various concepts and daily life experiences as well as applications.

The analysis reveals that the performance in this question was good such that 1,086,524 (68.25%) of the pupils scored from 4 to 10 of the allotted marks. Nevertheless, about 505,465 (31.75%) of the pupils had weak performance as their scores ranged from 0 to 2 marks. Figure 1 shows the performance of the pupils in question 1.

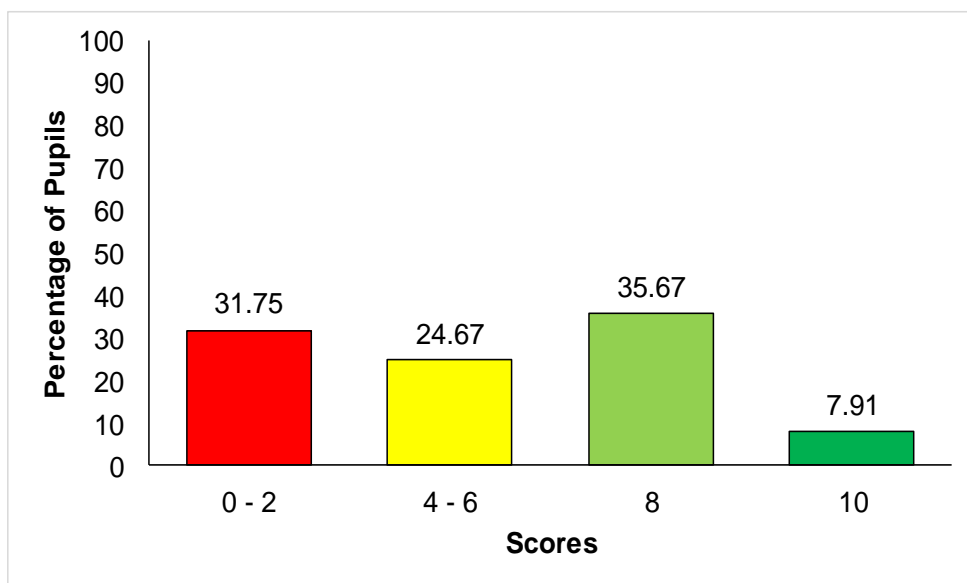


Chart No. 1: *The Pupil's Performance Categories in Question 1*

The analysis of the pupils' item response is as follows:

- (i) A person who fulfills his/her duties as required is known as
 - A an attentive person.
 - B an obedient person.
 - C a trustful person.
 - D a responsible person.

This question was set from the specific competence of *Managing his or her school and household tasks*. It tested the pupil's understanding of managing school and household tasks. The question required pupils to choose the name given to a person who fulfills his/her duties as required from the given alternatives. Pupils who opted for the correct response D, *a responsible person* were aware that a responsible person is the one who is committed or focused in fulfilling his or her obligations by doing what is needed to be done. Such pupils understood that a responsible person contemplates things and undertakes the right decision before taking action. Therefore, he/she takes charge of his/her life and behaves in a way that encourages others to build trust in him/her. They also understood that being pupils they are responsible to help their parents by doing some domestic activities including taking care of their young brothers and sisters. Moreover, they are responsible to perform their school assignments as well as respecting their teachers and parents.

Further analysis of the pupils' responses revealed that there are pupils who chose the distractor A, *an attentive person*. These pupils failed to understand that an attentive person is a personality trait of being observant and considerate of other people. The personality of an attentive person does not have direct relationship with a person who fulfills his/her duties.

On the other hand, other pupils opted for distractor B, *an obedient person*. These were not aware that an obedient person is the one who is willing to do what she/he has been instructed to do by authorities. An obedient person therefore, complies with the instructions given. These pupils did not understand that someone may become obedient simply because the laws and regulations require him/her to do so but a responsible person fulfills his/her duties without being coerced by the laws or regulations. For that, a person may be obedient but not responsible. Similarly, alternatives C, *a trustful person* and A, *an attentive person* are not correct. For example, those who chose distractor C could not recognize that a trustful person is the one who is believed to be good and honest and that he/she cannot harm or deceive anyone. Being good or honest does not qualify an individual

to be a responsible person instead the attributes of a responsible person depends on how the particular person is committed to fulfill his/her responsibilities as expected.

(ii) Which one shows a responsibility of a child in the family?

- A To be respected by the family
- B To be loved by the family
- C To be listened to by the family
- D To take care of the family properties

The question was set from the specific competence of *Managing School and Household Tasks*. It measured the pupils' ability to identify the responsibilities of children in the family. In this question, pupils were instructed to choose from the given options the response which demonstrates a responsibility of a child in the family. Pupils who had adequate knowledge of being responsible in the family opted for the correct response D, *To take care of the family properties*. Such pupils were aware that a child as a member of the family has some responsibilities to perform in their families which include taking care of family resources and properties such as buckets, dishes, buildings and furniture to mention only a few. Other responsibilities of a child in the family include, helping parents in taking care of their young brothers and sisters, participating in family development activities and taking care of family relatives during times of sickness or other difficulties. Also, they are obliged to assist parents in some domestics' chores such as cleaning home compounds, feeding animals, washing clothes and household utensils.

Contrarily, some pupils opted for response A, *To be respected by the family*, B, *To be loved by the family* and C, *To be listened by the family*. These were incorrect responses because they were related to rights and family obligations to a child. For example, option A, *To be respected by a family* means showing admiration to a child that he or she is good and important. Those who opted for it were unaware that, the family respect to children helps them to develop the feeling of being trusted and being safe. Also, B, *To be loved by the family* implies the right of children to be treated affectionately as it is

essential for the child's intellectual development. Indeed, the children's feelings about themselves, their confidence and ways of coping with difficult situations is largely affected by the ways parents and other family members respond to them. As for C, *To be listened by the family*, presupposes that children are capable of participating and having the right of being involved in decisions pertaining to matters that affect them in accordance with their age or maturity. Therefore, children are entitled to liberty of opinions and family members are supposed to respect and regard children's' opinions. Additionally, the children's rights in the family can be achieved when the family members, particularly parents fulfill their responsibilities such as: protecting the children from harm, supporting their education, medical care and basic needs such as: food, clothes and shelter.

- (iii) The following actions show how people value our resources **except**
- A planting trees.
 - B protecting wild animals.
 - C burning forests.
 - D protecting water sources.

This question was set from the specific competence of *Protecting Resources and Interest of the Country*. It aimed at testing the pupils' understanding of their responsibility to protect resources and interest of the country. It required pupils to identify the response which does not indicate the way people value our resources from the given statements of actions. The pupils who selected the correct response C, *burning forests*, had sufficient knowledge about our natural resources and how to protect them. These include: wild animals, water, land, oil, metals and valuable stones, gas and forests. They also understood that burning forests is the ignition of fire on forests. Some of the main causes of forest fires are natural or human causes such as: intentional acts of a person, negligently discarded cigarettes remains, unattended camp fires and the burning of debris. Also, they were aware that any unplanned and uncontrolled fires on forests are considered destructive on the environment because it deteriorates the quality of air and sometimes leads to the loss of lives of people,

properties, crops and death of animals. In general, this act disturbs the natural functioning of the ecosystem. Furthermore, burning forests leaves the land bared and prone to wind or water erosion which may result into desertification. Lastly, the pupils were familiar with the importance of protecting and valuing our resources like forests because they provide habitat for plants and wildlife, they support natural environmental processes such as soil regeneration, flood prevention and seeds disposal. It gives human beings beautiful places for leisure and relaxation.

In contrast, other pupils selected the distractors A, *planting trees*, B, *protecting wild animals* and D, *protecting water sources* all of which are not correct. These were not aware that those alternatives represented actions of valuing our resources. For instance, those who selected distractor A, *planting trees* were not aware that planting trees is one of the ways of conserving the environment and resources by cleaning the air through absorbing carbon dioxide and filtering of drinking water. Also trees help to prevent soil erosion, provide natural habitats and food for various animal species in general as well as improve capacity of the land to withstand the climatic change.

Some pupils who chose the distractor B, *protecting wild animals* failed to understand that protecting wild animals is the prevention, reduction or elimination of harms done to wild animals by human beings. This include establishing special reserves and parks for wild animals. Those animal parks are safeguarded by specific laws to ensure their sustainability. For instance, in Tanzania there are such parks as Mikumi, Ngorongoro, Ruaha and Serengeti national parks. Apart from ensuring security to wild animals, this action guarantees the continuity of tourism hence contributes to national income.

Likewise, the pupils who opted for distractor D, *protecting water resources*, failed to realize the fact that water is an essential resource for the existence of life on the earth. Therefore, the need to protect it. That being the case, various efforts have been initiated to protect water resources. These include for instance, planting trees around water sources, discouraging human activities near water sources,

discourage disposing and streaming harmful materials into water sources. Other measures include enacting laws to protect water sources; for instance, water Resource Management Act number 11 of 2009 and the establishment of Water Boards such as Wami Ruvu Basin Water Board.

- (iv) People who walk along the road on foot are known as
- A Drivers
 - B Traffic Police
 - C Pedestrians
 - D Street Vendor

This question was constructed from the specific competence of *Obeying Laws and Regulations in doing daily activities*. It tested the pupils' understanding of the road safety regulation. It instructed pupils to choose a response which refers to people who walk around the road on foot from the given options. The correct response was C, *Pedestrians*. This was opted by pupils who were well informed that pedestrians are the people walking on foot along the road. Like other road users, pedestrians are obliged to observe the road safety regulations for their safety when using the road.

On the contrary, some pupils went astray by opting for A, *Drivers*. Such pupils failed to differentiate drivers from pedestrians. They were not aware that a driver is a person who operates a motor vehicle like cars, trucks, heavy duty machines for construction and motorcycles. These pupils failed to understand that drivers travel on vehicles they drive as opposed to pedestrians who walk on their feet. Likewise, other pupils who opted for alternative B, *Traffic Police*, were equally wrong because Traffic Police is a unit in the Police Force which is mandated to control and enforce traffic regulations. In enforcing Road Safety Regulations, Traffic Police Officers use various ways such as motor vehicles or motorcycles for patrolling along the road. In addition, they establish temporary or permanent check points to ensure compliance of the traffic regulations among road users.

In the same vein, some pupils who were attracted to option D, *Street Vendors* did not realize that street vendors are not people who just travel along the road on foot rather, are those who offer goods and services for sale to the public without establishing permanent buildings for conducting the business or providing services. These include people who sale food, fruits, vegetable and other kind of manufactured goods. Despite the fact that, some street vendors walk on foot along the street while searching for customers, others use various transport facilities such as cars, motorcycles, bicycles and handcarts.

- (v) Which volunteering activities among the following a child can do in the society?
- A Digging and building the road
 - B Planting and conserving trees
 - C Mining and selling minerals
 - D Buying and selling water

This item was set from the specific competence of *Protecting Resources and Interest of the Country*. It assessed the pupils' understanding of issues of being responsible in the community. The pupils were required to identify among the provided options the response which denotes the volunteering activities that a child can do in the society. The pupils who selected the correct response B, *Planting and conserving trees*. were aware that volunteering activities are the activities performed by individual voluntarily. They also knew that a child as a member of the community has a responsibility to participate in some community activities too. Some of those activities are such as participating in environmental conservation and peace keeping activities, doing cleanness around community centres during the weekend, helping in educating community members on various important matters such as the importance of having a conflict free society and participating in planting and conserving trees at home or at school.

Conversely, the pupils who chose the distractor A, *Digging and building the road*, failed to realize that digging the road involves the use of more physical or mental efforts. Also, building roads needs to

incorporate expertise and professionalized processes such as planning, setting out, earthworks, paving and quality control. Therefore, both activities are not supposed to be done by a child because they endanger mental and physical health of a child. Furthermore, the activities of volunteering in digging and building roads are normally done by adult people in the community.

Similarly, those pupils who chose options C, *Mining and selling minerals* and D, *Buying and selling water* failed to recognise that both alternatives entailed activities denoting business, for that reason they can be termed as child labour. Such activities deprive children of their childhood, their potential and dignity, therefore are harmful to physical, mental and social development of the child. It is a fact that child labour exposes a child to dangerous and risk environment such as excessive long working hours, risks of being abused in domestic works, risk of being injured or dying in construction and working with explosives, toxins and hazardous chemicals in mining and manufacturing. Thus, it is not right to engage a child in such activities.

2.2 Question 2: Respecting the Community

This question was set from the main competence of *respecting the community*; particularly from the specific competence of *Being proud of his or her school*. It tested the pupils' ability to understand the organizational structure of his or her school. They were instructed to match the items in List A with the correct responses in List B by writing the letter of the correct response in the bracket. List A had descriptions on the responsibilities of pupils' leaders/prefects while List B contained their appropriate prefects' titles.

The pupils' performance in this question was as follows; 38.32 per cent scored from 0 to 2 marks, 22.79 per cent scored 4 marks, 16.19 per cent scored 6 marks and 22.70 per cent scored 8 marks. Generally, this was one of the well done question as 981,947 (61.68%) pupils passed while 610,042 (38.32%) failed. Figure 2 illustrates the categories of pupils' performance in question 2.

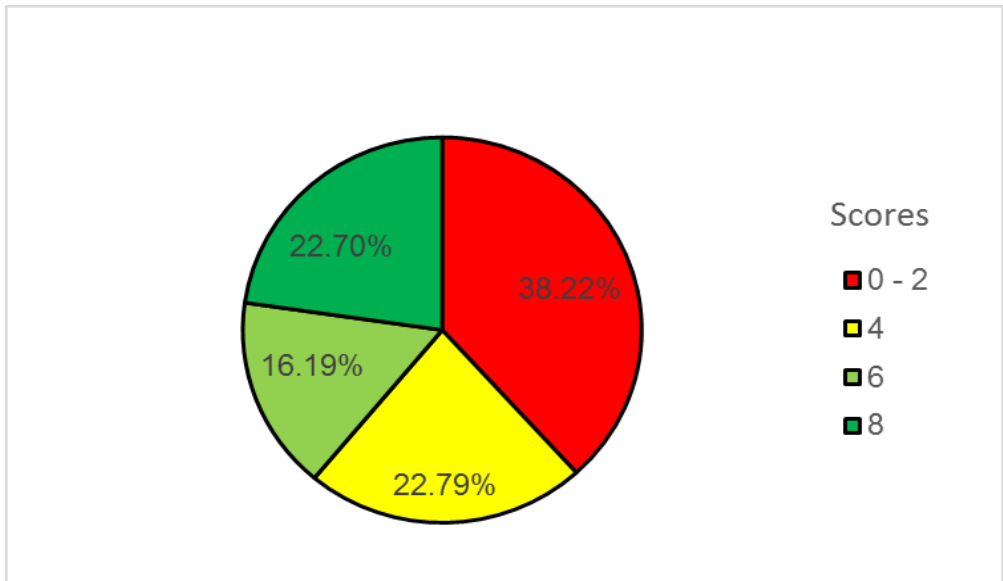


Figure 2: Pupils' Performance Categories in Question 2

Answer items (i) – (iv) by matching the responsibilities of student leaders in **List A** with their titles in **List B** by writing a letter of the correct answer in the bracket.

List A		Letters	List B
(i)	A pupil who makes follow up on the teaching and learning process in a school.	()	A. Sports prefect B. Project prefect C. Head prefect
(ii)	A pupil who supervises all the responsibilities of all prefects.	()	D. Discipline prefect
(iii)	A pupil who makes sure that pupils get in their classrooms on time and behaves well.	()	E. Academic prefect F. Cleanness prefect
(iv)	A pupil who makes sure that the school is attractive and looks good all the time.	()	

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

Item (i) demanded pupils to match the title of a pupils' leader from List B that correspond with a pupil who makes follow up on the teaching and learning process in a school in List A. The pupils with sufficient knowledge of the responsibility of the pupils' leaders were able to choose the correct response E, *Academic Prefect*. Such pupils were aware that the Academic Prefect is entitled to supervise the academic progress of all pupils at school. He/she has a duty of overseeing classroom teaching and learning progress, advising the school leadership on the best practice which may consequently lead to the improvement of teaching and learning process as well as the general academic performance of the school.

On the contrary, those who matched it with A, *Sport Prefect* were wrong because the Sport Prefect ensures that sporting activities are conducted smoothly at school, making arrangement or organizing the sport events within or out of the school premises, ensuring equal opportunity of participation in sport activities for all pupils, advising the school leadership on matters related to sports and taking care of schools' sport gears. Likewise, pupils who chose distractor B, *Project Prefect*, failed to realize that Project Prefect does not make follow up on teaching and learning process in a school instead, he or she is responsible for supervising all income generating or self-reliance activities at school. For instance, supervising pupils to plant vegetables in the school farm or garden. He or she advises the school leadership on initiating various income generating projects for the school.

Furthermore, pupils who opted for alternative C, *Head Prefect*, did not know that the Head Prefect is the top leader in the pupils' leadership who is an overall supervisor of subordinate prefects. He or she leads the pupils' council, links pupils with teachers or represents the school on various pupils' events outside the school, and he/she is a role model to other pupils. Also, some pupils matched it with D, *Discipline Prefect*. Such pupils failed to realize that the Discipline Prefect supervises the enforcement of the school rules and regulations

among pupils. For instance, he or she makes sure that pupils arrive at school on time, wear proper school uniform and ensures that every pupil behaves appropriately. Similarly, other pupils associated it with F, *Cleanness Prefect*. These pupils were wrong because the Cleanness Prefect has the responsibilities of supervising general cleanness of the whole school including the toilets, classes and the surrounding areas. He or she ensures that the school surroundings remain attractive all the time.

In item (ii) the pupils were required to identify from List B a response which matches a pupil who supervises the responsibilities of all prefects. Some pupils managed to choose the correct response C, *Head Prefect*. These pupils were aware that the Head Prefect can be Head Boy or Head Girl and that she/he is in charge of all pupils and other prefects' activities in the school. He or she is elected by fellow pupils to hold the title for a specific period of time.

On the other hand, some pupils mistakenly matched it with distractor A, *Sports Prefect*. These pupils did not realize that Sports Prefect is the one who is in charge of all activities related to sports and games at school. He or she is responsible for organizing the preparations of the school sports teams in different games such as soccer, basketball, netball, handball and volleyball. He or she collaborates with sports' teacher to invite other school teams to play against the school team. In addition, other pupils matched it with B, *Project Prefect*. Such pupils did not understand that the Project Prefect is responsible for supervising and maintaining self-reliance activities such as organizing pupils to work in school farms, feeding school cattle and serving in the school shop just to mention a few. Likewise, pupils who matched it with distractor D, *Discipline Prefect* were supposed to know that the Discipline Prefect is not an overall supervisor of projects at school, rather she/he is the one who is responsible for maintaining the school discipline among the pupils by ensuring that every pupils abides by the school rules and regulations.

Similarly, some pupils opted for E, *Academic Prefect* without knowing that the Academic Prefect has a central/major role of ensuring and

maintaining the school academic excellence as well as cooperating with teachers in solving challenges which hinder pupils progress academically. Also, some pupils who selected an incorrect response F, *Cleanness Prefect*, lacked clear understanding of the responsibilities of cleanliness prefect which include making sure that the school surrounding remains attractive and neat all the time. Moreover, he or she cooperates with other prefects to organize pupils in cleaning the school compounds, toilets and classrooms.

Item (iii) required pupils to identify the title of a school prefect from list B that correctly matches with a statement that “a pupil who makes sure that pupils get in their classroom on time and behave well”. The correct response was D, *Discipline Prefects*. The pupils who were attracted to this response had adequate knowledge of responsibilities of school prefects, particularly the discipline prefect. They knew that she/he oversees the implementation of the school rules and regulations among pupils and that he or she helps discipline teacher in reporting and investigating misconducts among pupils. He or she is a role model to other pupils owing to the fact that without discipline the school reputation and good academic performance becomes questionable.

In the same vein, the pupils who matched it with A, *Sports Prefects* lacked the knowledge about the responsibilities of Sports Prefect. Such pupils were supposed to know that the sports prefect is not responsible for ensuring that pupils get in their classrooms on time and behave well. Basically, the Sports Prefect oversees the school prosperity in sports by ensuring that every pupil equally participates in sport activities. Also, he or she cooperates with the school administration to ensure the sports and games equipment such as balls, nets and play grounds suffice the needs of the school. In addition, the pupils who opted for distractor B, *Project Prefect* should have realized that the division of power and responsibilities in the pupils’ leadership structure confines the Project Prefect to the matters related to school projects. He or she mobilizes fellow pupils to serve in school projects so as to equip them with experiences as well as necessary skills for self-help activities. Other pupils matched it with C,

Head Prefect. These pupils failed to distinguish the responsibility of the Head Prefect from those of the Discipline Prefect. They were supposed to realize that the Head Prefect is the topmost leader of the pupils' prefects who oversees all activities of pupils, prefects and the Discipline Prefect inclusively.

Also, some pupils who opted for E, *Academic Prefect* were equally not correct because it was concerned with the pupil who monitors the teaching and learning process at school. He or she advises fellow pupils on academic issues and reports to teachers in case of any challenge that may hinder good academic performance of pupils at school. Likewise, some pupils matched it with option F, *Cleanness Prefect*; such pupils were not aware that the cleanliness prefect's responsibilities do not involve the monitoring of the pupils' punctuality and behaviour. Those pupils would have realized that cleanliness prefect deals with the supervision of environmental hygiene; he or she also mobilizes pupils to sweep the school grounds, slash tall grasses and clean toilets.

Lastly, Item (iv) instructed pupils to identify from list B the title of a school prefect which correctly matched with a pupil who makes sure that the school is attractive and looks good all the time. The pupils with sufficient knowledge of the responsibilities of school prefects identified the correct response F, *Cleanness Prefect*. These pupils knew that the cleanliness prefect is responsible for the supervision of all cleanliness activities at school. Also, he or she maintains good scenery of the school environment by mobilizing his/her fellow pupils to plant trees around the school campus, planting flowers in gardens and cleaning the school compound. He or she advises the school leadership to supply cleanliness apparatus such as brooms, hoes, slashers, soap and disinfectants on time.

On the contrary, some pupils matched it with alternative A, *Sports Prefect*. These pupils demonstrated inability to differentiate the responsibilities of the cleanliness prefect from those of the sports prefect. They did not understand that the sports prefect deals with the supervision of sports and games activities at school including

monitoring the implementation of sports and games timetable. Furthermore, other pupils chose the distractor B, *Project Prefect*. They were wrong because the project prefect is responsible for monitoring all self-help activities which aim at training pupils to become independent and responsible in life. Similarly, those who opted for distractor C, *Head Prefect* did not realize that the head prefect is the most senior prefect in the school. He or she represents the entire pupils' body of leadership at different occasions inside or outside the school. He or she is also responsible for sharing the pupils' ideas or concerns with the school administration for the purpose of promoting harmonious situation among the school community.

Likewise, the pupils who matched it with option D, *Discipline Prefect* were not familiar with the responsibilities of the discipline prefect who is not responsible for maintaining cleanness at school, rather he or she assumes the responsibilities of handling all matters pertaining to the pupils' discipline. In so doing, he or she helps in maintaining peaceful atmosphere at school. As a matter of fact, the discipline prefect is closer to his/her fellow pupils and this enables him/her to deal with disciplinary cases at the grassroots level. Moreover, the pupils who were attracted to option E, *Academic Prefect* failed to understand that the academic prefect collaborates with the academic masters' office in monitoring issues related to teaching and learning process at school. Also, he or she advises the school leadership on the strategies to improve the pupils' performance such as conducting debate competitions and mobilizing pupils to join various subject clubs.

2.3 Question 3: Being Resilient

This question was set from the main competence of *Being Resilient*. It required the pupils to choose the correct answer from the brackets and write it in the space provided. The performance of the pupils in this question was average as 879,901 (55.27 %) of the pupils passed by scoring from 4 to 8 marks, out of those 313,245 (19.60%) scored 4 marks, 328,949 ((20.66%) scored 6 marks and 237,707 (14.93%) scored 8 marks. Yet 712,088 (44.73%) of pupils failed by scoring from

0 to 2 marks. Chart No. 3 summarizes the performance of pupils in question 3.

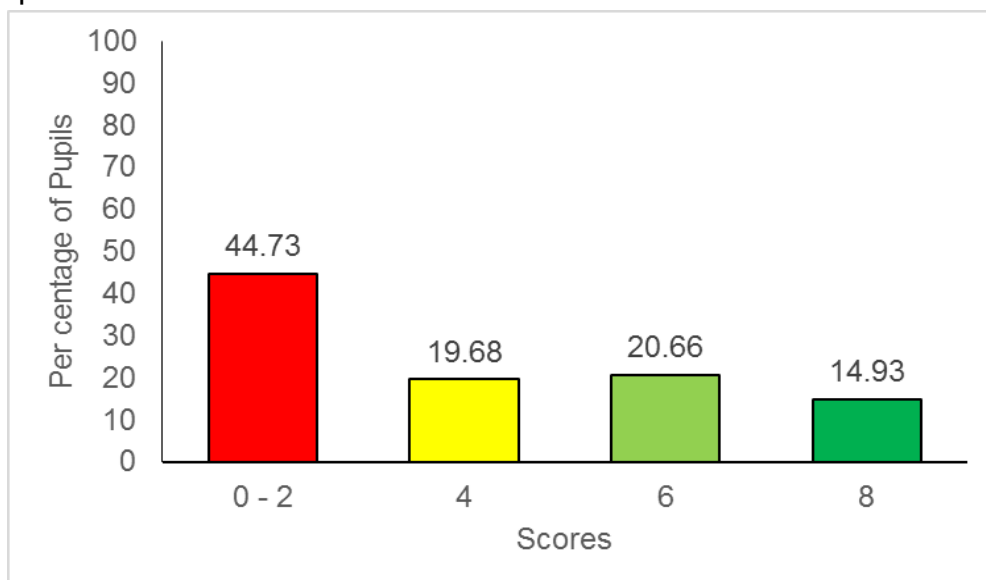


Chart No. 3: *The Performance of Pupils in Question 3*

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

- (i) Solving challenges helps us to _____
(achieve our goals, work hard, be popular)

This item was set from a specific competence of *Handling Challenges in Daily Life*. It assessed the pupils' ability to deal with challenges encountered in daily life.

The pupils who selected the correct answer *achieve our goals* were aware that challenges are unavoidable in our daily life and if not well handled someone can get discouraged and loose hope of achieving the set goals. It is important to know that when someone faces challenges should always be patient, persistent and always find ways of dealing with such challenges without harming oneself. Some of the challenges include, emptiness, difficult relationship with friends or relative, poor performance in studies, financial crisis, career pressure, being unfairly treated and health problems. Pupils in this category were aware that achieving goals is attaining an aim after a lot of work

or efforts of overcoming challenges using positive steps and rational approach in facing them. Finally, these pupils were confident that unsolved challenges may prevent us from achieving our goals but addressing them helps us achieve those goals.

Conversely, the distractors *working hard* and *be popular* were selected by pupils who lacked adequate knowledge about being resilient and patient in life. For example, those who selected *work hard* failed to understand that working hard is the act of being committed and constantly putting more efforts to complete the task and that, it is not the result of solving the challenge but rather a solution to challenges associated with laziness. By working hard, a person gets income, self-satisfaction, passes examinations and resolves conflicts to mention just a few. Therefore, one can overcome the challenges of poverty, psychological unrest, failures and family misunderstanding. Likewise, those who selected *be popular* did not understand that gaining popularity is not an underlying motive for solving challenges. Therefore, challenges are basically solved in order to get rid of barriers towards achieving our life goals. Moreover, being popular emanates from a number of factors such as having a striking personality that includes wanting to be liked, having skills to create mutual and enjoyable relationships, being helpful to people and having techniques to make other people feel good about themselves. Other factors depend on personal qualities such as being intelligent, funny, creative and being courageous.

(ii) A good behaving pupil is the one who _____
(works alone, cooperates with others, helps teachers only)

This item was derived from the specific competence of *Loving One Self and Others*. It assessed the pupils' understanding of loving oneself and others. They were required to identify from the given options the response which demonstrates a good behaviour of a pupil. The correct answer *cooperates with others*, was chosen by pupils who were well informed that cooperating with others is a good behaviour which involves working together with other people in order to achieve a particular purpose. Such pupils knew that cooperation entails an ability of a pupil to work effectively and respectfully with other pupils of

different personalities, making compromise in discussions and valuing opinions or contributions from others as well as developing the spirit of working in teams. Other attributes of good behaviour among pupils involve: loving others by respecting their differences, using polite language which in need of something, being obedient to instructions from the authority and knocking the door before entering a room or an office. They also realized that the opposite of cooperation is isolation which is the state of being alone. Isolation is accompanied with the state of loneliness which makes someone unhappy and fails to work effectively as compared to those who cooperate with others.

On the other hand, the pupils who selected the distractor *works alone* were not aware that working alone is the habit which shows an antisocial character by which a person is isolated from interacting with others at work or school. For pupils and children, such an action limits the development of social skills and if it persists may lead to antisocial disorders. The disadvantages of working alone may include for example; lack of opportunity for socializing with others, being overworked and development of stress, being uninformed, ineffectiveness and inefficiency in performing tasks and missing advantage to learn from others. What is worse, working alone develops individualism tendencies to an individual.

Similarly, those who opted for *helps teachers only* did not understand that helping teachers only does not characterize a good behaving pupil rather it signifies the tendency of a person who does things in fear instead of showing good behaviour to everyone. A good behaving pupil is not expected to help only teachers rather he or she is supposed to provide help to anyone who deserves it. For example, a well behaving pupil helps parents to perform some minor domestic chores, helps fellow pupils in studies, elderly people and people with disabilities in moments of need.

(iii) Good or bad feelings someone has about certain things is called

(attitude, cooperation, resilience)

This item was set from a specific competence of *Being Optimistic Toward Achieving Set Objectives*. It tested the pupils understanding of the positive thinking. The question required the pupils to complete the sentence by picking the response from the given alternatives in the brackets which refers to good or bad feelings someone has about certain things. The pupils who selected the correct answer *attitude*, were knowledgeable about the meaning of the concept attitude that refers to a feeling, belief or opinion of consenting or no consenting towards something, a situation or someone. They also understood that attitude is an evaluative response towards something or an object which can be positive or negative. In life, people are normally advised to maintain positive attitude; that is being optimistic about situations, other people, interactions and even themselves. This is because people with positive attitude remain optimistic, focused and see the way out of the difficult situation. In contrast, negative attitude makes a person pessimistic and expects the worst out of difficult situations. Furthermore, the pupils in this category were aware of the importance of having positive attitude because it helps to overcome disappointments and failure more easily, helps to approach things in appreciative mindsets, helps one to see the thoughts behind other people' actions and helps to stay focused towards achieving intended goals.

However, pupils who opted for the distractor *cooperation* were supposed to understand that cooperation is not related to good or bad feelings, rather is the act of working with others to accomplish a certain task. In daily undertakings, members of the community tend to cooperate in different affairs for the purpose of achieving the common goal. Thus, cooperation is an essential skill that helps in achieving success both professionally and personally. It is important because it helps to attain goals, resolve conflicts, build relationships, improve communication and enables acquisition of acquire knew skills.

Likewise, the pupils who selected *resilience* lacked the knowledge of distinguishing the meaning of the term resilience from that of the term attitude. The term resilience refers to the ability to endure the difficulties, recover or adopt them positively and keep focused in the

face of such adversity. Also, such pupils did not know that resilience is more related to issues of patience, perseverance and persistence to setbacks or difficulties. Moreover, these pupils ought to realize that life is full of challenges. Therefore, in order to achieve life goals, a person must opt to face and deal with those challenges with a positive and optimistic mind hoping that, there is a second chance of bouncing back. The important personal qualities which may help an individual in enduring difficulties include: self-awareness, self-control, problem solving skills and social support.

(iv) People with different religions can live together peacefully if they

(force each other to follow one religion, chase away non-believers, respect each other).

This item was set from the specific competence of *Respecting Cultural Differences and Ideologies among People of Different Races*. It tested pupils' understanding of respecting different ideologies and beliefs. It required pupils to complete the sentence by choosing from given alternative in the bracket the response which depicts the way people with different religions can live together peacefully. The pupils who chose the right answer *respect each other*, understood that respecting each other's religion promotes unity and love among the people of different religions. Furthermore, they were aware that Tanzania is a secular state. This means it is officially neutral in matters of religion; therefore, treats all citizens equally regardless of their religious affiliation or non-beliefs status. In this respect, pupils are allowed to go to mosque and churches for worshipping and attend religious sessions in classrooms. Moreover, pupils are allowed to dress according to their faith dressing codes and all religious events are respected by the state. In addition, they realized that respecting others people ideologies or religion is very important for peace maintenance because the opposite may disrupt peace and love in the society. Extract 3.1 is a sample of the pupil's correct responses to question 3.

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

(i) Solving challenges helps us to achieve our goals
(achieve our goals, work hard, be popular)

(ii) A good behaving pupil is the one who cooperates with others
(works alone, cooperates with others, helps teachers only)

(iii) Good or bad feelings someone has about certain things is called
attitude
(attitude, cooperation, resilience)

(iv) People with different religions can live together peacefully if they
respect each other
(force each other to follow one religion, chase away non believes, respect each other)

Extract 3.1: A Sample of the Pupil's Correct Responses to Question 3

In contrast, some pupils opted for the distractors *force each other to follow one religion* and *chase away non believes*. These pupils failed to understand that both alternatives were perpetuating discrimination on the basis of faith and violating individual liberty. For example, forcing people to follow one religion means forcing them to go against their faith and violation of their basic freedom of worshiping and affiliation. This is done in non-secular states where people are bound to believe in and follow state religion and not otherwise. As for chasing away non believes, one would interpret it as meaning isolating those who do not believe in the existence of God or religion. This act reflects lack of religious tolerance and is against movement and associational liberty. Generally, those who chose these distractors failed to appreciate the three principle objectives of the secular state which state as follows: one religious community does not dominate another, some members do not dominate other members of the same religious community and lastly the state does not enforce

any particular religion nor does it take away the religious freedom of individuals. Basing on those principles, both options *force each other to follow one religion* and *chase away non believes* could not promote peace, tolerance, respect, love and unity which are foundations for peaceful coexistence of people with different religions and ideologies in the society. Extract 3.2 is a sample of an incorrect responses to question 3.

<p>3. Answer items (i) – (iv) by choosing the correct answer from the bracket and write it in the space provided.</p> <p>(i) Solving challenges helps us to <u>work hard</u>. (achieve our goals, work hard, be popular)</p> <p>(ii) A good behaving pupil is the one who <u>works alone</u>. (works alone, cooperates with others, helps teachers only)</p>
<p>(iii) Good or bad feelings someone has about certain things is called <u>cooperation</u>. (attitude, cooperation, resilience)</p> <p>(iv) People with different religions can live together peacefully if they <u>force each other</u>. (force each other to follow one religion, chase away non believes, respect each other)</p>

Extract 3.2: A Sample of the Pupil's Incorrect Responses to Question 3

2.4 Question 4: Valuing the Community

The question was set from the main competence of *Valuing the Community* and specific competence of *Protecting the Environment*. This question tested the pupils' ability to identify actions that protect or

destroy environment in the community. The question had four items (i)-(iv) which required the pupils to put a tick (✓) in the boxes provided to indicate the statement which shows environmental protection or environmental destruction.

The pupils' performance in this question was as follows: 43.40 per cent of the pupils scored 0 to 2 marks, 22.16 per cent scored 6 marks, 18.05 per cent scored 4 marks and 16.39 per cent of the pupils scored 8 marks. In general, the pupils' performance in this question was average, since 901,096 (56.60%) of the pupils scored 4 to 8 marks and 690,893 (43.40%) pupils scored 0 to 2 marks. Chart No. 4 shows the performance of the pupils in question 4.

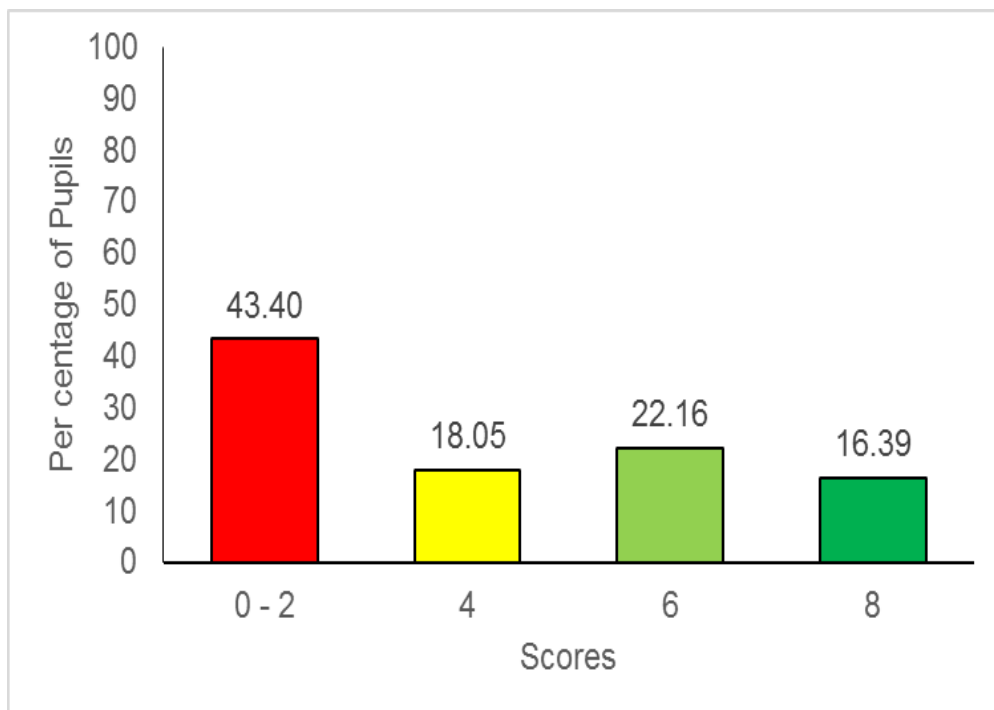


Chart No. 4: *The Summary of the Pupil's Performance in Question 4*

The analysis of the pupils' responses in each item in question 4 was as follows:

Answer items (i) – (iv) by putting a tick (✓) in the boxes provided to indicate the statement which shows environmental protection or environmental destruction:

No.	Statement	Environmental Protection	Environmental Destruction
(i)	A pupil carries a dustbin full of waste and threw them into the river so as to let them be carried by water.		
(ii)	Watering a flower garden using water from a well.		
(iii)	The school area is small. The head teacher bought a lot of cows so as to provide every child with milk tea.		
(iv)	Mr. Daudi has planted five trees and then cut one tree to make timber.		

The analysis of the pupils' responses revealed that some pupils were able to put a tick (√) to indicate actions of environmental destruction. These pupils had sufficient knowledge of the environmental conservation activities and understood environmental destruction as the actions of destroying the quality of environment through depletion of resources such as air, water and soil. The pupils who put a tick (√) under the column of environmental destruction in item (i) *A pupils carry a dustbin full of waste and threw them into the river so as to let them be carried by water* understood that throwing wastes into the river leads to water contamination hence makes water unsafe for human or animals consumptions. Besides that, other activities which may lead to water pollution include: marine dumping, channel sewage and waste water streams to water sources, oil leakage and farming near water sources.

Similarly, other pupils managed to put a tick (√) against the action which indicated environmental destruction in item (iii) *The school area is small. The head teacher brought a lot of cows so as to provide every child with milk tea.* These pupils understood the act of buying a lot of cows and graze them in a small area was the destruction of environment. Such act may lead to high rate of soil erosion, loss of

topsoil layer and nutrients. This situation accelerates wind and rain soil erosion, thus affecting the ability of plants to grow. Other causes of environmental destruction include the use of improper farming methods, deforestation and excessive use of agrochemicals.

Further analysis reveals the presence of the pupils who were able to identify the actions of environmental conservation and put a tick (✓) against items (ii) and (iv). These pupils understood that item (ii) *Watering a flower garden using water from a well* concerned the environmental protection activity. Environmental protection can be maintained through planting trees in barren land or even replanting trees in the presence of other trees. The pupils were aware that the environment can be protected through controlling industrial wastes which pollute water and air, encouraging the use of environmental friendly technology such as electric vehicles and solar power. Also, proper waste disposal, application of proper farming and fishing methods, destocking, control of population growth and settlement expansion, and raising awareness of the society about the importance of environmental conservation. Extract 4.1 is a sample of correct responses to question 4.

4. Answer items (i) – (iv) by putting a tick (✓) in the boxes provided to indicate the statement which shows environmental protection or environmental destruction.

No	Statement	Environmental Protection	Environmental Destruction
(i)	A pupil carries a dustbin full of waste and threw them into the river so as to let them be carried by water.		✓
(ii)	Watering a flower garden using water from a well.	✓	
(iii)	The school area is small. The head teacher bought a lot of cows so as to provide every child with milk tea.		✓
(iv)	Mr. Daudi has planted five trees and then cut one tree to make timber.	✓	

Extract 4.1: A Sample of the Pupil's Correct Responses to Question 4

On the other hand, there were pupils who had insufficient knowledge about environmental conservation activities as they failed to put a tick (✓) in a box to indicate the statement showing environmental

protection or environmental destruction. These pupils put a tick (√) in the boxes indicating irrelevant actions. For example, some of the pupils put a tick (√) in the box under the column of environmental protection but the statement in item (i) *A pupils carry a dustbin full of waste and threw them into the river so as to let them be carried by water* was concerned with the environmental destruction. These pupils were supposed to understand that environmental protection involves the activities of maintaining and restoring the quality of environment which aim at preventing it from being damaged or destroyed. The act of throwing wastes into the river is destruction of environment rather than protecting it.

Likewise, there were pupils who were unable to differentiate between the environmental destruction and environmental protection actions and thus put a tick (√) on the action of environmental destruction in item (ii) *Watering a flower garden using water from a well*. These pupils are supposed to understand that, watering a flower garden using water from a well is the environmental protection act because plants need water for growth and making its own food through the process of photosynthesis.

Similarly, there were pupils who put a tick (√) against the statement of environmental protection in item (iii) *The school area is small. The head teacher bought a lot of cows so as to provide every child with milk tea*. These pupils failed to understand that the act of buying a lot of cows and grazing them in a small area was the action of environmental destruction rather than protection. The environmental destruction that might be caused by buying a lot of cows includes soil erosion, loss of soil fertility and affecting plant growth. Generally, these pupils based more on the benefits that every child might be provided with milk tea than on the negative effects to the environment resulting from keeping a lot of cows.

In the same vein, some pupils put a tick (√) in the box to indicate the action of environmental destruction in item (iv) *Mr. Daudi has planted five trees and then cut one tree to make timber*. These pupils had inadequate knowledge about environmental protection as they indicated incorrect action. Thus, the action done by Mr. Daudi had

environmental benefits since planting trees increase soil fertility, prevent soil erosion and desertification. Extract 4.2 is a sample of incorrect responses to question 4.

4. Answer items (i) – (iv) by putting a tick (✓) in the boxes provided to indicate the statement which shows environmental protection or environmental destruction.

No	Statement	Environmental Protection	Environmental Destruction
(i)	A pupil carries a dustbin full of waste and threw them into the river so as to let them be carried by water.	protection	protection
(ii)	Watering a flower garden using water from a well.	protection	protection
(iii)	The school area is small. The head teacher bought a lot of cows so as to provide every child with milk tea.	Destruction	destruction
(iv)	Mr. Daudi has planted five trees and then cut one tree to make timber.	Destruction	Destruction

Extract 4.2: A Sample of the Pupil's Incorrect Response to Question 4

In Extract 4.2 the pupil failed to observe the instruction by writing words *destruction* and *protection* in both boxes instead of putting a tick (✓) in the boxes provided to indicate a statement showing actions pertaining to environmental protection or destruction. This implies a guess work.

2.5 Question 5: Being a Person of Integrity

This question was set from the main competence of *Being a Person of integrity* and a specific competence of *Standing up for Peoples' Rights*. The question tested the pupils' ability to identify the child's rights. They were given a picture to study carefully and then answer the questions in items (a) - (d).

The pupils' performance in this question was as follows: 68.67% of the pupils scored 0 to 2 marks, 19.19% scored 4 marks, 8.11% scored 6 marks and 4.03% scored 8 marks. Generally, this question had weak performance compared to other questions, since 1,093,193 (68.67%) pupils scored from 0 to 2 marks. Other pupils 498,796 (31.33%) scored 4 to 8 marks. Chart.No.5 shows the pupils performance in question 5.

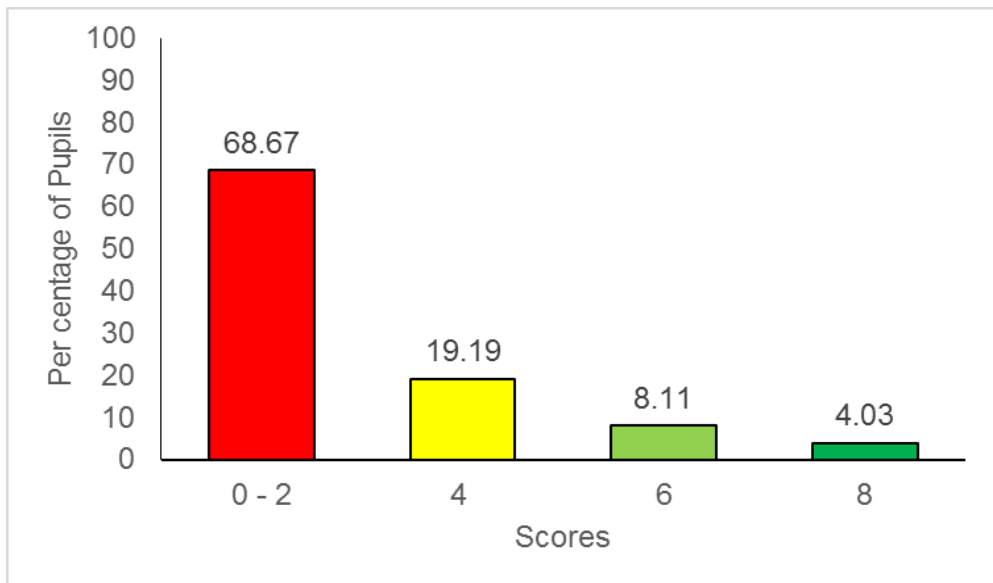
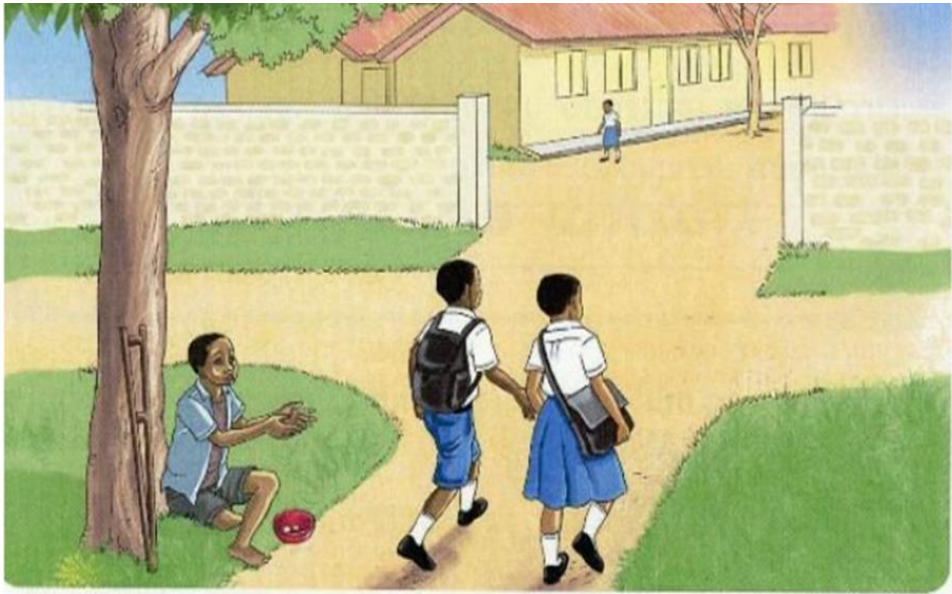


Chart No. 5: *The Performance of Pupils in Question 5*

The analysis of the pupils' responses to each item in question 5 was as follows:



Questions

(a) Mention two actions shown in this picture.

- (i) _____
- (ii) _____

This question tested the pupils' ability to interpret actions shown in the picture. The question required the pupils to mention two actions shown in the picture. The analysis of the pupils' responses shows that; correct responses were mentioned by the pupils who had adequate knowledge of studying pictures carefully. Some of the

mentioned correct responses were: *children are going to school, disabled child begging, child is making quarries and a child is standing in front of the class*. Such responses indicate that these pupils had adequate knowledge about standing up for peoples' rights. These pupils understood that the image showing a boy and a girl in school uniforms were marching to school while on their left hand side there was a child with disability sitting under the tree with the hands leaning forward begging for financial help from pupils who were passing by the road side. On the forepart of the picture there was a pupil standing in front of the classrooms and other pupils were practicing their right to education. Moreover, the picture showed a girl child making quarries. The activities of begging and making quarries demonstrate the acts that violate child's rights to education. Owing to the fact that children being a vulnerable group, there is a need for the society to be alerted on children's rights such as: right to get education, play, health care, access to balanced diet, be loved and cared for, and the right to be protected.

Further analysis of the pupils responses shows that some pupils failed to interpret the actions shown on the picture. This was perhaps caused by inadequate knowlegde about standing up for people's rights. Some of the incorrect responses mentioned by the pupils were: *school and teacher, bad action and the action which is not allowed in the society, bad manner, children, blind, pupils and the man's works*. Other incorrect responses were; *mother, globalization, children about society, go for business, obedient child and children right*.

(b) Which responsibility is not fulfilled by the parents of some of the children shown in these pictures? _____

This question tested the ability of the pupils to identify responsibilities of the parents to children. The question required the pupils to mention the responsibility which was not fulfilled by parents of some of children shown in the pictures. The pupils who had adequate knowledge about the responsibilities of the parents to their children and sufficient skills on studying pictures carefully managed to mention correct responses. Some of the mentioned correct responses were: *parents failed to take*

their children to school or to provide them with education. These pupils were aware that it is the parent's responsibility to ensure that the rights of children are protected, for example, the right to education. Other rights of a child that must be protected by parents and the society include: the right to play and recreation, family life, health care, adequate standard of living, right to get balanced diet and the right to be protected from abuse and harm. When child's rights are violated, it may lead to child labour, illiteracy among children, forced and/or early marriage, physical abuse and involvement of children in criminal activities.

Further analysis reveals pupils who had limited knowledge about the responsibilities of parents to their children as they mentioned irrelevant responses. Some of these incorrect responses were: *boy borrows pupils to help him* and *no father or mother*. Other similar incorrect responses were; *the children right, money, the child is asking for the food, and a leg is broken*.

(c) What are you supposed to do when you see the rights of a child are violated? _____

This question assessed the pupils' ability to identify measures to be taken when the rights of a child are violated. The analysis of the pupils' responses shows that the pupils who had sufficient knowledge about standing up for people's rights provided correct responses such as; *to report to the police station, to report to education officer, providing education to violators, taking action to stop abuse and tell the parents*. Such responses suggest that these pupils were aware of the responsibilities of community members to take appropriate measures in stopping abuse of the children's rights by exposing such abusive acts to the respective authorities. Also, they were aware of the appropriate authorities for dealing with child rights abuses such as: the gender and children desk project in the police force and the office of the Community Development Officer.

In contrast, the analysis revealed the pupils who lacked adequate knowledge about standing up for peoples' rights. For example, these pupils provided incorrect responses such as: *I will help him with*

money if could have, give them the food, to help getting money, I am going to tell her/him sorry for that, help child happy, to give balanced diet and money. Those responses indicate that such pupils were not aware that the abuse of the children's rights cannot be ended by providing comforts in form of money, words or any other materials to a victim. Certainly, serious and appropriate measures have to be put in place to stop those cruelties. Likewise, other pupils provided such incorrect responses as *I am going to have any right to be protected, you should take to school, is drawing and stones, child right, it shows children about family, in many party, school, they go to school and because it is a street child to use poor.*

(d) Why the action shown by the child holding a hammer is the abuse of child's right? _____

This question assessed the pupils' ability to analyse the actions which abuse the child's rights. The question required the pupils to justify that the action of the child holding a hammer on the picture is considered child's right abuse. The pupils who wrote correct responses in this question were those who had adequate knowledge about standing up for people's rights. These pupils wrote correct responses like; *because it is hard work for a child to do or the child is supposed to be at school.* These responses reveal that a child is physically and mentally a tender human being who needs proper guidance and counselling, love and care for proper and effective physical and intellectual growth. Therefore, exposing a child to heavy and harmful tasks like quarrying stones endangers his or her health or growth both mentally and physically. They also knew that retaining children at home without sending them to school is a child's right abuse because it denies the child's right to education. Other child's abuses are for instance, denying a child the chance for recreation, child labour, early marriage, severe punishment and humiliation. Extract 5.1 shows a sample of the pupils' correct responses to question 5.

Questions

- (a) Mention two actions shown in this picture.
- (i) A child begging for some money
- (ii) A child breaking stones
- (b) Which responsibility is not fulfilled by the parents of some of the children shown in these pictures?
Taking their children to school
- (c) What are you supposed to do when you see the rights of a child is violated?
Report to the authority concerned
- (d) Why the action shown by the child holding a hammer is the abuse of child's right?
because it denies her rights to get education

Extract 5.1: A Sample of the Pupil's Correct Responses to Question 5

On the other hand, the pupils who had limited knowledge about standing up for people's rights could not interpret the action of a child holding a hammer in the picture provided. Hence provided incorrect responses such as: *because child needs some money for food or basic needs* and *because the girl wanted money stones*. These pupils were supposed to know that parents or guardians are responsible for providing basic needs for their children such as food, shelter, clothes, health care and education. The act of failure to fulfill these responsibilities encourages children to go to streets to meet the unfulfilled needs, hence child labouring may be an alternative. Moreover, some pupils mentioned such responses as *because she not fulfills her responsibilities* and *because is a street child*. These pupils were supposed to understand that the principle of human dignity emphasizes respect to every human being irrespective of their race, social and economic status, affiliation and the like. A child deserves no abuse for whichever excuse he or she is entitled to their rights ought to be upheld and protected regardless of whether he or she fulfills his/her responsibilities or not.

Further analysis of responses shows that there were pupils who failed to understand the requirements of the questions. Some of these pupils mentioned responses related to the causes of children rights abuse such as: *because they are not loved with parent, to drink*

alcohol for abusing and to continue to smoking for everyday that is abusing. Similarly, other pupils mentioned points related to rights and responsibilities of children. Some of their responses were: must get their right, it is our right, get education, is to go to school, respect other people, help other people they going at school, trust the child, she does not have any right to be protected and that modern is phone.

Lastly, the analysis reveals the presence of the pupils who wrote letters A, B, C and D as responses for this question and others skipped the question though it was compulsory. Moreover, other pupils copied some phrases from the passage in question six (6) and used them as answers to this question. In general, this might have been influenced by inadequate knowledge of the subject matter and inadequate language skills. Extract 5.2 shows a sample of incorrect responses to question 5.

Questions	
(a)	Mention two actions shown in this picture.
(i)	<u>Children about</u>
(ii)	<u>Children right</u>
(b)	Which responsibility is not fulfilled by the parents of some of the children shown in these pictures?
	<u>The children right</u>
(c)	What are you supposed to do when you see the rights of a child is violated?
	<u>It show children about family</u>
(d)	Why the action shown by the child holding a hummer is the abuse of child's right?
	<u>It to go to school</u>

Extract 5.2: A Sample of the Pupil's Incorrect Responses to Question 5

2.6 Question 6: Maintaining Peace and Harmony

This question was set from the main competence of *Valuing the community* and a specific competence of *Building Good Relationships with Others in a Community*. The question assessed the pupils' comprehension skills. Pupils were instructed to read the passage

which was about the means of communication and then answer the question in the space provided from items (a) - (d).

The pupils performance in this question was as follows: 47.11 per cent scored 0 to 2 marks, 19.37 per cent scored 8 marks, 17.42 per cent scored 6 marks and 16.10 per cent scored 4 marks. The general performance of pupils in this question was average, since 841,944 (52.89%) of the pupils scored marks ranging from 4 to 8 marks. Other pupils 750,044 (47.11%) scored 0 to 2 marks. Chart. No. 6 summaries the pupils performance in question 6.

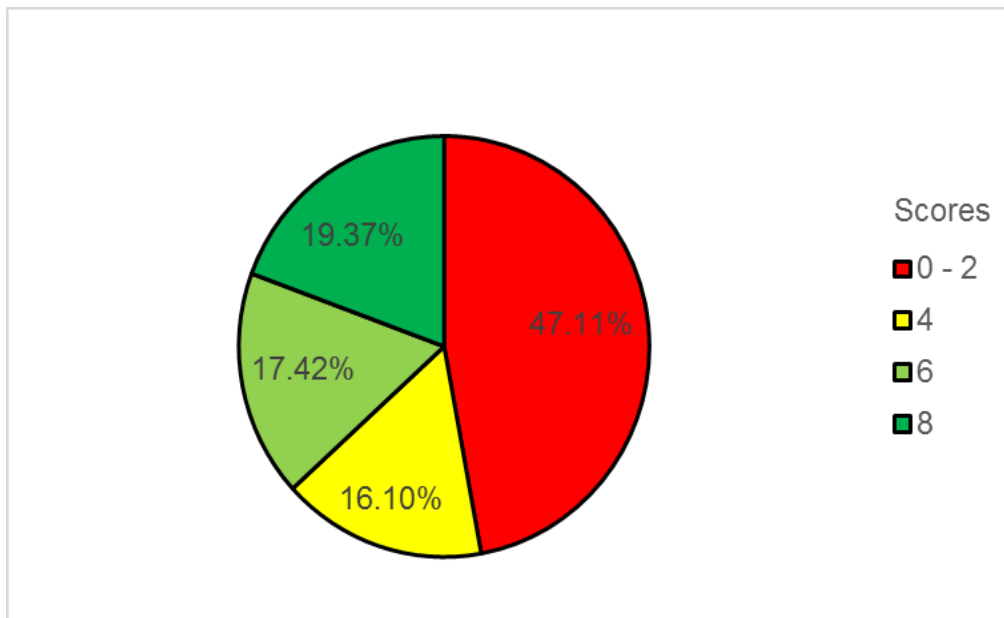


Chart No. 6: *The Pupils Performance in Question 6*

The analysis of the pupils' responses to each item in question 6 was as follows:

Communication is important and basic in any society. For example, in the past, people used traditional ways to communicate and pass information. Among those ways are horns, drums, screaming and different sounds of animals.

Recently, the means of communication have changed to a great extent of which electronic means are used to simplify communications between people. Among these modern ways are telephone, television, emails, newspapers and social networks. The modern ways of communication are a part of globalization and are available in many parts of the world.

Globalization helps in business, education, sports and even politics. Good usage of globalization brings development to the society; however, bad usage of globalization can cause loss of morals, decrease in quality of education and can even be source of misunderstanding among us. Therefore, we must use globalization properly for the development of our societies.

Questions

(a) From the passage, mention two modern ways of communication.

(i) _____

(ii) _____

This question tested the pupils' ability to identify the modern ways of communication by referring to the passage they had read. The pupils were required to mention two ways of modern communication.

The analysis of the pupils' responses indicates that the pupils with good comprehension skills mentioned correct answers. Some of the correct answers were: *emails, telephone, newspapers, television* and *social networks*. These pupils understood that communication means the transmission of information from one part to another through a flexible and efficient media to reach the targeted destination on time. They were also aware that communication is vital to any society as it promotes mutual cooperation, facilitates decision making process, enhances managerial efficiency and workers' performances.

On the other hand, the pupils who had insufficient comprehension skills mentioned incorrect answers such as *drums, horns* and *screaming*. Such response evidence that these pupils failed to

differentiate modern from old ways of communication. Other pupils associated their answers with the positive effects of globalization by mentioning the points like: *globalization helps in business education, communication is important in any society and basic in passing information*. Furthermore, one of the pupils mentioned forms of communication instead of modern ways of communication, thus, he or she mentioned such responses as *verbal communication* and *non-verbal communication*. This pupil was supposed to understand that verbal communication uses both spoken or written language whereas non-verbal communication refers to the means by which human beings convey information about their emotions, needs, intension, thoughts and attitude without using verbal language, instead they use such things as gesture, facial expression and body language. Further analysis shows some pupils who mentioned irrelevant responses such as: *is a part of globalization, are available in many parts in the world, communication and globalization, not caring others and not his responsibility, what for globalization and animals*. Such responses show that these pupils did not comprehend the passage as a result they wrote whatever came into their minds.

(b) Why globalization is important in the society? _____

This question tested the pupil's ability to evaluate the importance of globalization in the society. The question required the pupils to explain the importance of globalization in the society. These pupils wrote the importance such as: *it helps in business, sports and politics, it brings the development of the society, economic and trade liberalization which has made it possible for people, goods and services to cross country borders with minimal or without restrictions*. Other pupils wrote: *increasing the availability of goods and services, expansion of labour markets, improvement of local technology, increase of foreign investment and decrease of goods price due to competitive nature of globalization*. Such responses indicated that the pupils had adequate comprehension skills by responding correctly to the given questions. The pupils understood that globalization refers to the growth of interconnectedness and interdependence of the world's economies, cultures, population and politics caused by advancement of science

and technology particularly information and communication technology. Globalization has intensified cooperation among countries in the world through global governance policy. Some of the global governance instruments for dealing with such challenges include: the World Bank, United Nations, World Trade Organization, International Monetary Fund and International Court of Justice. The challenges of globalization are insecurity, violation of human rights, poverty, diseases and international crimes.

Further analysis of pupils responses indicates the presence of the pupils who lacked comprehension skills. These pupils failed to write correct responses, hence ended up mentioning the points which could not be reflected in the given passage because some of them were the impact of globalization. Some of the responses mentioned were: *because of globalization and available in many country and parts of the world, is good globalization to get information, because it gives a communication and smashing different things*. Other pupils' responses were: *can cause misunderstanding among us, newspapers and social networks in people, people used traditional ways to communication and passing information, animals, network societies, parts of the world, loss of morals and recently the means changed*.

(c) How did people communicate in the past? _____

The item tested the pupils' ability to identify the means of communication used by the people in the past. The pupils who read the passage carefully were able to identify correctly the traditional ways of communication such as: *horns, drums, screaming and different sounds of animals*. These pupils understood that a horn is a sound device that is made of or shaped like animal horn blown from a hole in the pointed end of it to give signals which communicate specific information that reaches a distant place. This instrument was traditionally used among pastoral, agricultural and hunters' societies for frightening and intimidating the forces of opposing tribes, warning people on impending battle or signifying the enemy attack. Also, it was used to alert about the impending commence of battle, announcing return of warriors from wars and in other areas farmers

used them to chase away dangerous animals or predators. As to drums, the pupils understood that they were usually played by beating with one or two sticks with or without padding depending on the type of sound expected to be made. They also knew that each drum beat was coded in accordance with different messages. For instance, there were different beats which signified ceremonies, funerals, meeting, declaration of wars, notifying the arrival of strangers and impending attack. Once the initial beat was heard, the other drummers could pick up the beat in different areas and spread the message over distance miles'.

Furthermore, screaming was done from hills or mountains for maximizing the effect of echoing. Diverse screaming styles conveyed varieties of messages, for example, wailing signified bad news as ululation signified good ones. Moreover, other means of traditional communication included running message which were carried by trustworthy runners for conveying very urgent messages, written message in forms of pictographic and idiographic. These were recorded on scrolls, stones and dried animal skins as well as papers. Another one was fire signal. It was lit on hills or mountains where it could be seen from a distance and was coded in such a way a stranger could not interpret its message easily. It was meant to alert people about an impending enemy invasion or communicate an important message.

Finally, the analysis indicates the presence of the pupils who provided responses which were supposed to belong to other items in this question . For example, one of the pupils wrote: *to get information and help to education, development, use good globalization for developing society and passing information*. These responses were supposed to belong to item (b) which asked the importance of globalization in the society. Also, another pupil mentioned the modern ways of communication like *communication in telephone, television, e-mail and newspapers, by using telephone, television and radio, phone, smart is part of globalization*. Such responses were required to be correct responses for item (a).

(d) Why should we use globalization in a good way? _____

This item tested the pupils' ability to analyse the impact of globalization by referring to the passage they had read. The question required the pupils to explain the reasons that make the society to use globalization in a good way. The pupils who comprehended the passage identified the correct response such as *it brings development to the society*. Such pupils had adequate knowledge about globalization, they knew that globalization may cause negative and positive effects on social, economic, political as well as cultural aspects. They knew that using globalization in a good way may lead to the increase in availability of different goods and services in the market, expansion of local and international trade due to reduction of trade barriers, spread of foreign languages like: Chinese, English, Arabic and French which enhance communication among the people of various societies in the world. Other benefits of globalization include national economic development due to foreign investments and international borrowings that enable the government to develop infrastructures like roads, bridges, hospitals, schools and other strategic projects.

On the other hand, these pupils were conversant with the negative side of globalization as they mentioned such things as deterioration of local industries following massive importation of manufactured goods sold at lower prices and technological dependency, insecurity and increase of across borders' crimes influenced by the spread of illegal arms, drugs abuse and terrorism. Also globalization may lead to cultural deterioration as a results of interactions with other foreign cultures and adoption of immoral cultural aspects in our societies. Extract 6.1 shows a sample of the correct pupils' responses to question 6.

Questions

- (a) From the passage, mention two modern ways of communication.
 - (i) Telephone
 - (ii) Television.
- (b) Why globalization is important in the society? helps in business, education, sports and even politics.
- (c) How did people communicate in the past? Using horns, drums, screaming and different sounds of animals.
- (d) Why should we use globalization in a good way?
Because good usage of globalization bring development to the society.

Extract 6.1: A Sample of the Pupil's Correct Responses to Question 6

Further analysis reveals the presence of the pupils who provided a mixture of irrelevant responses. Such responses include: *bring moral decay in our society, newspapers and social networks in our society, can cause loss of moral and decrease in quality of education.* Likewise, other pupils' incorrect responses were: *business and education, globalization of good ways in education decrease and e-mail and television.* Generally, these pupils lacked comprehension skills which emanated from lack of thorough exercises and incompetence in language skills. Extract 6.2 shows a sample of the pupils' incorrect responses to question 6.

- Questions**
- (a) From the passage, mention two modern ways of communication.
 - (i) Communications
 - (ii) animals
 - (b) Why globalization is important in the society? animals
 - (c) How did people communicate in the past? Politics
 - (d) Why should we use globalization in a good way? globalization

Extract 6.2: A Sample of the Pupil's incorrect Responses to Question 6

3.0 ANALYSIS OF THE PERFORMANCE OF THE PUPILS IN EACH COMPETENCE

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, only 1 competence had a good performance. The competence was *Being responsible* which was tested in question 1 (68.25%). However, the competencies which had an average performance were *Respecting the community* in question 2 (61.68%), *Valuing the community* in question 4 (56.60%), *Being a persevering person* in question 3 (55.27%) and *Promoting peace and harmony* in question 6 (52.89%). On the other hand, the competence of *Being a Person of Integrity* in question 5 (31.33%) had poor performance.

Furthermore, the comparative analysis of the performance in various competencies in the Standard Four National Assessment for 2021 and 2022 indicates that the performance in the competencies of *Being Responsible* has increased from average performance (51.4%) in 2021 to good performance (68.25%) in 2022. Respecting the community competence has maintained average performance (54.8%) in 2021 and (61.68%) in 2022. The performance in other competencies was as follows: *Being a person of integrity* dropped from good performance (76.9%) in 2021 to poor performance (31.33%) in 2022. Similarly, the performance in the competence of *Being a persevering person* has decreased from good performance (67.3%) in 2021 to average performance (55.27) in 2022. In the competence of *Respecting the Community*, the performance continued to be average (54.8%) in 2021 and 61.68% in 2022. Lastly, the competence of *Promoting Peace and Harmony* has increased its performance from poor performance in 2021 to average performance (52.89%) in 2022.

4.0 CONCLUSION

The analysis of the pupils' responses for the Standard Four National Assessment questions in the Civic and Moral Education subject shows that the general pupils' performance was very good. The pupils who scored grades A to D were 84.85 per cent while a few of them

15.15 per cent had a weak performance by scoring E grade. The pupils with good performance in this assessment were observed to have sufficient knowledge of the assessed competencies. Also, these pupils were able to identify the requirements of the questions and showed good mastery of reading and writing skills.

Further analysis revealed that several challenges led to pupils' weak performance. Some of these were insufficient knowledge about the assessed competencies, failure to understand the demands of the questions, inadequate skills in reading and writing and thus, failure to write clear responses. Similarly, the pupils showed incompetency in studying the picture carefully and comprehension questions skills in question 5 and 6 respectively.

5.0 RECOMMENDATIONS

In order to improve the pupils' performance in Civic and Morals Education subject, the National Examinations Council of Tanzania recommends the following:

- (a) Subject teachers should employ participatory methods in teaching and learning process to make pupils acquire expected learning outcomes. Some of the participatory teaching and learning techniques include:
 - (i) Role-playing, inquiry based learning and cooperative learning techniques for example think-share-pair, discussions in small groups or pairs and jigsaw. These help in improving social skills and pupil's critical thinking ability.
 - (ii) Application of classroom dramatization. It effectively takes a child's love to play and turns it into a love of learning as a consequence a learner focuses on class activity and essentially build intended skills.
 - (iii) The use of the study visit technique where by pupils can visit various places with specified subject competencies.

- (b) Teachers and parents should initiate strategies to develop pupils' interests of reading textbooks and reference books to strengthen their understanding of Civic and Moral Education subject competencies.
- (c) Teachers should increase efforts on investigating the strengths and weaknesses of each pupil and find supportive solutions.
- (d) Pupils should be provided with several assessment activities like: assignments, tests and examinations to strengthen their ability to answer questions. The activities should focus in assessing skills on reading, writing, arithmetic as well as comprehension.

Appendix

Comparison of Pupils Performance in Each Competence for SFNA
2021 and 2022

Sn	Competence	ASSESSMENT 2021				ASSESSMENT 2022			
		Performance in each question		Average performance	Remarks	Performance in each question		Average performance (%)	Remarks
		Question number	% performance			Question number	% performance		
1	Being Responsible	6	51.4	51.4	Average	1	68.25	68.25	Good
2	Respecting the Community	2	54.8	54.8	Average	2	61.68	61.68	Average
3	Valuing the Community	3	66.8	66.8	Good	4	56.60	56.60	Average
4	Being Persevering Person ^A	5	67.3	67.3	Good	3	55.27	55.27	Average
5	Promoting Peace and Harmony	4	17	17	Weak	6	52.89	52.89	Average
6	Being a Person of Integrity	1	76.9	76.9	Good	5	31.33	31.33	Weak

