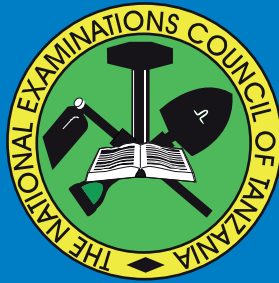


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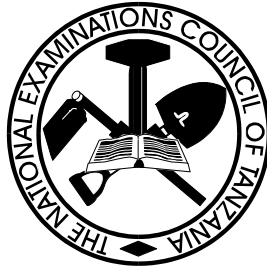


THE FORMAT FOR STANDARD FOUR NATIONAL ASSESSMENT

ISSUED BY:

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
P.O. BOX 2624
DAR ES SALAAM
TANZANIA**

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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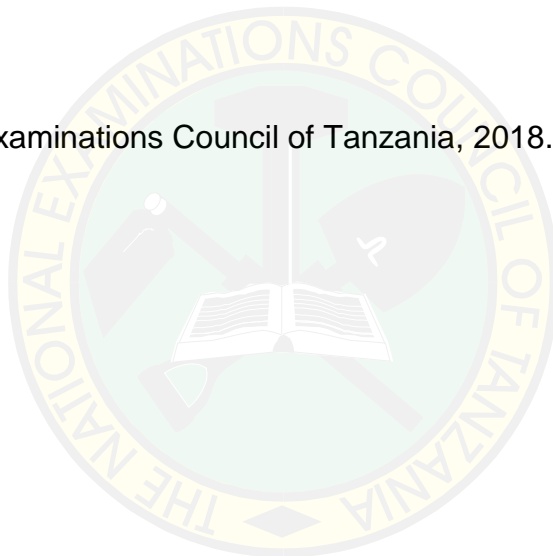
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PREFACE

This format of Standard Four National Assessments is based on Primary School curriculum of standard III to IV introduced by the Ministry of Education, Science and Technology, which was issued in 2016 and was effectively used in 2017. Primary school curriculum of 2016 is more focused on the Education and Training Policy of 2014, which emphasizes learners' competence in all learning faculties.

The format aims at assessing the competence of pupils in Reading, Writing and Arithmetic skills, in the level that allows them to transfer the acquired knowledge in solving social, political, economic and technological problems for personal and national development. This format will take effect in 2018.

The new format has identified six subjects, which will be taught in Standard III to IV. The subjects are **Kiswahili, English Language, Mathematics, Social Studies, Science and Technology** and **Civic and Moral Education**. The change in the new curriculum for Standard III to IV involves combining **Geography and History** to form **Social Studies** subject. **Civics** subject has been modified by adding the part of Moral, so it is called **Civic and Moral Education**. Also, **Vocational Studies, Personality and Sports** subject which was being taught in Standard III – IV will be taught from standard V. In assessing Standard Four at National level, the National Examinations Council will administer six subjects, which are: **Kiswahili, English Language, Mathematics, Social Studies, Science and Technology** and **Civic and Moral Education**. Teachers are urged to teach pupils based on the curriculum to meet objectives targeted for each subject.

This format has been prepared based on the competence required as stipulated in the new curricula for primary schools, Standard III to IV. The format is meant to guide teachers and pupils on the structure of the assessment paper. However, teachers and pupils are advised not to use the format as a replacement for the curriculum. In teaching and learning, all objectives identified in primary school syllabi for standard Three and Four must be effectively taught.

The format of each subject that will be tested consists of an introduction, general objectives, general competencies, specific competencies and the structure of the assessment paper. Criteria for assessment of each general and specific competence and awarding criteria are also presented in the attached assessment guidelines.

The Examinations Council sincerely thanks examination officers and all who participated in preparing this format.



Dr. Charles E. Msonde
Executive Secretary



01 KISWAHILI

1.0 UTANGULIZI

Fomati hii ya upimaji wa somo la Kiswahili inatokana na Muhtasari wa somo la Kiswahili wa mwaka 2016 ulioanza kutumika Januari 2017; ambao ulizingatia muhamo wa ruwaza. Aidha, fomati hii imezingatia malengo ya Upimaji wa Elimu Msingi Darasa la Tatu na Darasa la Nne ambayo ni pamoja na kufuatilia kiwango cha ujifunzaji wa wanafunzi wa Darasa la Tatu na Darasa la Nne katika somo la Kiswahili.

Fomati hii imeingiza mabadiliko ya msingi ya kupima ujuzi, stadi na mielekeo mbalimbali aliyojifunza mwanafunzi badala ya kuweka mkazo katika kupima namna mwanafunzi alivyomudu maudhui ya mada zilizoainishwa katika muhtasari. Aidha, upimaji pia una lengo la kupima jinsi mwanafunzi anavyoweza kutumia ujuzi aliopata katika kutatua matatizo ya kijamii, kisiasa, kiuchumi na kiteknolojia katika jamii ili kujiletea maendeleo binafsi na Taifa kwa ujumla.

2.0 MALENGO YA JUMLA

Upimaji wa Kiswahili unalenga kupima uwezo wa mwanafunzi katika:

- 2.1 kuzungumza, kusikiliza, kusoma na kuandika kwa kutumia lugha ya Kiswahili;
- 2.2 kutumia Kiswahili fasaha katika miktadha mbalimbali;
- 2.3 kutumia Kiswahili kupata maarifa, stadi na mwelekeo wa kijamii, kiutamaduni, kiteknolojia na kitaaluma kutoka ndani na nje ya nchi;
- 2.4 kukuza stadi za mawasiliano ili kumwezesha mwanafunzi kumudu maisha yake;
- 2.5 kujenga msingi bora na imara wa kujifunza kwa ajili ya elimu ya juu na kujiendeleza yeye binafsi kwa kutumia lugha ya Kiswahili; na
- 2.6 kuifahamu, kuitumia na kuithamini lugha ya Taifa.

3.0 UMAHIRI MKUU

Upimaji unalenga kupima umahiri wa mwanafunzi katika:

- 3.1 kuwasiliana katika miktadha mbalimbali;
- 3.2 kuonesha uelewa wa jambo alilolisikiliza au kulisoma;
- 3.3 kutumia msamiati katika miktadha mbalimbali.

4.0 UMAHIRI MAHSUSI

Umahiri utakaojengwa na mwanafunzi katika somo ni:

- 4.1 kutambua sauti mbalimbali katika matamshi ya silabi, maneno, sentensi na habari;
- 4.2 kuanzisha na kuendeleza mazungumzo katika miktadha mbalimbali;
- 4.3 kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali;
- 4.4 kusikiliza na kuonesha uelewa wa jambo alilolisikiliza;
- 4.5 kusoma kwa ufasaha na kuonesha uelewa wa matini aliyoisoma;
- 4.6 kuzungumza na kuwasilisha hoja kulingana na hali mbalimbali;
- 4.7 kutumia maandishi katika kuandaa matini mbalimbali; na
- 4.8 kusoma katika kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali.

5.0 MUUNDO WA KARATASI YA UPIMAJI

Karatasi ya Upimaji wa somo la Kiswahili itakuwa na sehemu A, B, C, D na E. Upimaji utakuwa na jumla ya maswali **matano (5)** na kila swali litakuwa na vipengele **vitano (5)**. Muda wa kufanya upimaji utakuwa **saa 1:30** ambapo wanafunzi wasioona watafanya Upimaji kwa muda wa **saa 1:45**. Kila swali litakuwa na alama **kumi (10)** hivyo kufanya jumla ya alama **hamsini (50)**.

4.1 Sehemu A

Sehemu hii itakuwa na swali **moja (1)** la imla lenye sentensi **tano (5)**. Kila sentensi itakuwa na maneno **manne (4)**. Mwanafunzi atatakiwa kusikiliza sentensi zitakazosomwa na kuandika kwa usahihi katika sehemu iliyoachwa wazi. Kila neno litakuwa na alama **00¹/₂**. Swali hili litakuwa na jumla ya alama **10**.

4.2 Sehemu B

Sehemu hii itakuwa na swali **moja (1)** lenye vipengele **vitano (5)**. Swali litajikita katika kubainisha maana za misamiati, kutumia kwa usahihi maneno mbalimbali, nyakati mbalimbali, kubadilisha vitenzi na nomino, dhana ya ukanushi, dhana ya umoja na wingi na kuunda maneno mapya kwa kudondosha herufi moja au silabi kutoka kwenye neno. Mwanafunzi atatakiwa kujibu vipengele vyote vya swali kwa kuchagua kati ya chaguzi A, B, C na D au kwa kutoa jibu sahihi. Kila kipengele kitakuwa na alama **02**. Swali hili litakuwa na jumla ya alama **10**.

4.3 Sehemu C

Sehemu hii itakuwa na swali **moja (1)** ambalo litajikita katika matumizi ya methali, nahau na vitendawili. Swali litakuwa na vipengele **vitano (5)** vyenye maswali ya kujaza nafasi zilizo wazi kwa kuchagua jibu sahihi kutoka kwenye kisanduku/mabano au kwa kuandika jibu sahihi. Kila kipengele kitakuwa na alama **02**. Swali hili litakuwa na jumla ya alama **10**.

4.4 Sehemu D

Sehemu hii itakuwa na swali **moja (1)** lenye vipengele **vitano (05)**. Mwanafunzi atatakiwa kupanga sentensi zilizochanganywa katika mpangilio/mtiririko unaoleta maana, kuweka alama za uandishi katika nafasi zilizoachwa wazi kwenye sentensi atakazopewa au kukamilisha barua kwa kujaza nafasi zilizoachwa wazi. Kila kipengele kitakuwa na alama **02**. Swali hili litakuwa na jumla ya alama **10**.

4.5 Sehemu E

Sehemu hii itakuwa na swali **moja (1)** lenye vipengele **vitano (05)**. Mwanafunzi atatakiwa kusoma habari au shairi na kujibu maswali yatakayotokana na habari au shairi alilosoma kwa kuandika jibu sahihi. Kila kipengele kitakuwa na alama **02**. Swali hili litakuwa na jumla ya alama **10**.

6.0 VIWANGO VYA KUFAULU

Mwanafunzi atapimwa kuwa na viwango vya kufaulu kwa kutumia vigezo vifuatavyo:

- 6.1 Mwanafunzi atakuwa na **kiwango hafifu** cha kufaulu endapo atakosa vipengele vyote katika swali au atajibu kipengele kimoja (1) tu kwa usahihi.
- 6.2 Mwanafunzi atakuwa na **kiwango cha wastani** cha kufaulu endapo atajibu kwa usahihi vipengele viwili (2) hadi vitatu (3) katika kila swali kwa usahihi.
- 6.3 Mwanafunzi atakuwa na **kiwango kizuri** cha kufaulu endapo atajibu kwa usahihi vipengele vinne (4) katika kila swali kwa usahihi.
- 6.4 Mwanafunzi atakuwa na **kiwango kizuri sana** cha kufaulu endapo atajibu kwa usahihi vipengele vitano (5) katika kila swali kwa usahihi.

Umahiri katika dhana mbalimbali utapimwa kama inavyooneshwa katika Jedwali Na. 1.

02 ENGLISH LANGUAGE

1.0 INTRODUCTION

This assessment format is based on the English Language Syllabus for Basic Education Standard III - VI of 2016 which became operational from 2017. The English Language subject syllabus was prepared by considering the paradigm shift from content to competence based type of teaching and learning as stated in the curriculum.

This format aims at assessing pupils' competences, skills and attitudes in learning. The assessment will focus on measuring the extent to which pupils have been able to use the attained competences and take part in simple conversations.

2.0 GENERAL OBJECTIVES

The assessment will test the extent to which the pupils are able to:

- 2.1 express themselves appropriately in a given situation;
- 2.2 listen and comprehend oral information and simple descriptions;
- 2.3 read and comprehend written information and simple descriptions;
- 2.4 use appropriate vocabulary to communicate in everyday interactions, such as family, hobbies, school and current events;
- 2.5 use simple meaningful and grammatically correct sentences;
and
- 2.6 use the knowledge of English Language to advance academically.

3.0 GENERAL COMPETENCES

The assessment will test the extent to which the pupils are able to:

- 3.1 listen and comprehend oral and written information and simple descriptions;

- 3.2 use appropriate vocabulary to communicate in everyday interactions;
- 3.3 use simple meaningful and grammatically correct sentences to communicate in a simple way; and
- 3.4 communicate in a simple way using all the four language skills.

4.0 SPECIFIC COMPETENCES

- 4.1 comprehend oral and written information;
- 4.2 use vocabulary/verbs through the four language skills;
- 4.3 communicate orally and through writing.

5.0 ASSESSMENT RUBRIC

The English Language subject assessment paper will consist of sections A, B, C, D and E. The assessment will have a total of **five (5)** questions. Each question will consist of five sub-items. The duration for the paper will be **1:30** hours and **1:45** hours for the pupils with visual impairment. Each question will carry a total of **ten (10)** marks making a total of **fifty (50)** marks.

5.1 Section A: Dictation

- 5.1.1 The section will consist of one question with **five simple sentences**. The question will be on dictation of which five sentences will be dictated to pupils by the invigilator and pupils will be required to write the sentences correctly in the space provided. Each item will carry **two (2)** marks, making a total of **ten (10)** marks in this section.
- 5.1.2 The pupils will be required to listen and write the words/simple sentences read by the invigilator in the spaces provided.

5.2 Section B: Vocabulary

The section will have **one (1)** question with **five (5) items** which will either be multiple-choice, gap filling, matching or short answer items aimed at testing pupils' ability to use different vocabulary items in different communicative situations. The pupils will be required to answer **all** the items. Each item will carry **two (2)** marks, making a total of **ten (10)** marks in this section.

5.3 Section C: Grammar

The section will have **one (1)** question with **five (5) items** which will either be multiple-choice, gap filling or short answer items aimed at testing pupils' ability to use grammar patterns in different communicative situations. The pupils will be required to answer **all** the items. Each item will carry **two (2)** marks, making a total of **ten (10)** marks in this section.

5.4 Section D: Composition

The section will have **one (1)** question with **five (5) items** which will either be jumbled sentences, letter writing or a guided composition designed to test pupils' ability to write a text expressing different events in different situations. Each item will carry **two (2)** marks, making a total of **ten (10)** marks.

5.5 Section E: Comprehension

The section will comprise of a short and simple passage that will be followed by **one (1)** question with **five (5) items** which will be short answer questions. The pupils will be required to answer **all** the items by using the correct information from the passage. Each item will carry **two(2)** marks, making a total of **ten (10)** marks in this section.

6.0 ASSESSMENT CRITERIA

The following are levels of performance in each task against the assessment criteria:

- 6.1 A pupil will have **poor performance** if he/she fails to answer correctly **all** items of each question or if he/she answers correctly only **one (1)** item of each question.
- 6.2 A pupil will have **average performance** if he/she answers correctly **two to three (2-3)** items of each question.
- 6.3 A pupil will have **good performance** if he/she answers correctly **four (4)** items of each question.
- 6.4 A pupil will have **excellent performance** if he/she answer correctly **five (5)** items of each question.

The assessment guideline for the English Language competences is presented in the Table 2.



03 SOCIAL STUDIES

1.0 INTRODUCTION

This assessment format is based on the social studies syllabus of 2016 which took effect in 2017. The format has been prepared to assess the levels of competencies of the Standard Four pupils, as shown in the Social Studies syllabus.

2.0 GENERAL OBJECTIVES

The assessment aims at assessing the ability of a pupil in:

- 2.1.1 valuing and protecting the environment and resources of the nation;
- 2.2 valuing the relationship between people and the environment in the society;
- 2.3 identifying and using the available opportunities in his/her environment; and
- 2.4 identifying the origins of the societies in our nation.

3.0 GENERAL COMPETENCIES

The assessment intends to measure the competencies of a pupil in:

- 3.1 recognizing different events occurring in his/her environment;
- 3.2 recognizing the principles of patriotism in the society;
- 3.3 applying the knowledge of maps and solar system in daily life; and
- 3.4 applying economic principles in production activities.

4.0 SPECIFIC COMPETENCIES

The assessment will specifically measure the ability of the pupils to:

- 4.1 conserve the environment of the surrounding society;
- 4.2 keep record of historical events;
- 4.3 use knowledge of weather conditions in daily activities;
- 4.4 promote Tanzanian culture;
- 4.5 build good relationship with the surrounding society;

- 4.6 honour our heroes in the society;
- 4.7 use map(s) in different environment;
- 4.8 recognize the solar system;
- 4.9 appreciate and protect national resources;
- 4.10 identify production activities in the society; and
- 4.11 apply entrepreneurial skills in social activities.

5.0 ASSESSMENT RUBRIC

Social Studies assessment paper will consist of two sections A and B, with a total of **four (4) questions**. The first question will comprise eight (8) items; the second question will comprise six (6) items; the third will consist of seven (7) items, whereas, the fourth question will consist of four (4) items. The pupils will be required to answer **all questions**. Total marks in this assessment will be **fifty (50)**. The duration of the assessment will be **1:30 hours**; and **1:45 hours** for the pupils with the visual impairment.

5.1 Section A

This section will comprise of **two (2) questions**. The first question will comprise eight (8) multiple choice items. Each item of the question will carry two (2) marks. In this question, the pupils will be required to choose the correct answer from four options: A, B, C and D. The second question will require the pupil to match items in part A with their answers in part B. The question will have six (6) items; each carrying two (2) marks. The total marks in this section will be **twenty eight (28)**.

5.2 Section B

This section will comprise of **two (2) questions**: the third and the fourth questions. The third question will consists of seven (7) sub-items, each carrying two (2) marks. The pupil will either be required to rearrange things or the given statements in the correct order or to answer short questions based on the given passage or learned competencies. The fourth question will consists of four (4) sub-items each carrying two (2) marks. The pupil will be

required to answer questions based on a picture, drawings, illustrations or a map. The total marks in this section will be **twenty two (22)**.

6.0 ASSESSMENT CRITERIA

The Level of performance will be **weak, average, good, and very good** depending on the marks scored in each competence as shown in the assessment guideline in Table 3.



04 MATHEMATICS

1.0 INTRODUCTION

This Mathematics assessment format is based on primary school syllabus of 2016 which took effect in 2017. The format intends to assess the levels of competences of the Standard Four pupils, as shown in the syllabus.

2.0 GENERAL OBJECTIVES

The assessment intends to measure the pupils' competences in:

- 2.1 using the language of mathematics in communication;
- 2.2 thinking logically in evaluating different information;
- 2.3 solving problems in different contexts;
- 2.4 developing interest in using mathematical knowledge and logic for personal and societal growth; and
- 2.5 developing personal mental abilities in Reading, Writing and Numeracy skills (3Rs).

3.0 GENERAL COMPETENCES

The assessment which is based on the primary school mathematics syllabus, intends to measure the competencies and skills of a pupil in:

- 3.1 using the language of mathematics in presenting an idea or a motion (part one);
- 3.2 thinking and verifying in daily life (part one);
- 3.3 solving problems in different contexts;
- 3.4 thinking and verifying in daily life (part two); and
- 3.5 using the language of mathematics in presenting an idea or an argument (part two).

4.0 SPECIFIC COMPETENCIES

The assessment will specifically measure the ability of the pupil to:

- 4.1 use the number concept for communicating in different contexts;

- 4.2 use the skills of sequence in daily life;
- 4.3 use the mathematical operations to solve problems;
- 4.4 use the skills of the relationship between the number and things in different contexts (money and time);
- 4.5 use the skills of mathematical shapes in the mathematical context;
- 4.6 use the measurement skills in different contexts; and
- 4.7 use the statistical skills in presenting different information.

5.0 ASSESSMENT RUBRIC

The assessment paper will consist of **five (5)** questions, each with **five (5) sub-items**. Moreover, each question will come from a respective and specific competency. The first question will be based on using the number concept for communicating in different contexts. The second question will be based on using skills of sequence in daily life. The third question will be based on using the mathematical operations or using the skills of the relationship between the number and things in the contexts of money and time. The fourth question will be based on using skills of measurement or mathematical shapes skills. The fifth question will be based on using statistical skills in presenting different information. Each sub-item of all questions will carry **two (2) marks**; making a total of **fifty (50) marks**. The duration of the assessment will be **1:30 hours**; and **2:00 hours** for the pupils with the visual impairment.

6.0 ASSESSMENT CRITERIA

The following are levels of performance in each task against the assessment criterias:

- 6.1 A pupil will be deemed to have **poor competence** if they fail all items of the question or if they pass only one item of each question.
- 6.2 A pupil will be deemed to have **average competence** if they answer two to three (2-3) items of each question correctly.
- 6.3 A pupil will be deemed to have **good competence** if they answer four (4) items of each question correctly.

- 6.4 A pupil will be deemed to have **excellent competence** if they answer five (5) items of each question correctly.

The assessment guide for the Mathematics competences is presented in Table 4.



05 SCIENCE AND TECHNOLOGY

1.0 INTRODUCTION

This assessment format of Science and Technology subject is based on the 2016 syllabus for standard III and IV which is competence based. The syllabus was effectively in use in 2017. The format is based on the objectives of assessment for Standard Four which include, among other aspects, follow up on the level of learning of the pupils in Standard Four, Science and Technology subject.

The format has introduced key changes in assessing different skills acquired by a pupil. It deviates from the previous, which emphasis was on assessing the mastery of pupil's content outlined in the syllabus. Also, the assessment will measure the pupil's ability in applying the acquired skills in solving basic problems in one's environment. Those problems include challenges emanating from ignorance, diseases and poverty.

2.0 GENERAL OBJECTIVES

The assessment intends to measure the pupil's ability in:

- 2.1 using knowledge and skills to develop attitudes in science and technology;
- 2.2 applying science and technology in solving daily life problems; and
- 2.3 using various technology devices.

3.0 GENERAL COMPETENCIES

In general, the assessment intends to measure the pupil's competencies in:

- 3.1 investigating and making scientific and technological discoveries;
- 3.2 understanding the basics of science and technology; and
- 3.3 keeping health and maintaining the environment.

4.0 SPECIFIC COMPETENCIES

The assessment intends to measure pupil's competencies in:

- 4.1 investigating objects in the environment;

- 4.2 identifying and utilizing various types of energy;
- 4.3 applying scientific and technological theories;
- 4.4 using Information Technology (IT);
- 4.5 mastering scientific skills;
- 4.6 carrying out scientific experiments;
- 4.7 observing hygiene principles as a way of solving disease-related problems;
- 4.8 observing hygiene principles as a way of staying healthy; and
- 4.9 identifying different systems of the human body.

5.0 ASSESSMENT RUBRIC

The assessment will have sections A and B, with a total of **five (5)** questions. The pupil will be required to answer **all** the questions. Total marks in this assessment will be **fifty (50)**. The duration of the assessment will be **1:30 hours**; and **1:45 hours** for the pupils with visual impairment.

5.1 SECTION A

This section will have **three (3)** questions. Each question will have **five (5)** items. The first (1) question will be about multiple choice in which the pupil will be required to choose a correct answer from options: A, B, C and D. The second (2) question will be on matching items in which the pupil will be required to match different scientific concepts in part A with their corresponding answers from part B. The third (3) question will be on writing short answers in which the pupil will be required to choose correct answer from the possible answer provided in the box; and write it in the space provided. Each item in all questions will carry **two (2)** marks, making a total of **thirty (30)** marks in this section.

5.2 SECTION B

This section will have **two (2)** short answer questions, 4 and 5. Each question will have **five (5)** items. The questions will measure the pupil's mastery of different concepts and skills on science and technology. In question 4, the pupil will be required to either read a passage and answer questions based on it; or to sequence a set of scientific principles, concepts, procedures

or conditions so as to make it in a logical order. In the fifth (5) question, the pupil will be required to supply short answers based on different diagrams or pictures reflecting concepts of science and technology.

6.0 ASSESSMENT CRITERIA

The level of performance will be **poor, average, good and excellent** depending on the marks scored in each competence as shown in the assessment guideline in Table 5.



06 CIVIC AND MORAL EDUCATION

1.0 INTRODUCTION

This assessment format is based on the Civic and Moral Education syllabus for Basic Education Standard III-VI of 2016 which became operational from 2017. The format is based on the objectives of Civic and Moral curriculum; among other things, to instill in the pupil the accepted morals: respecting the community, appreciating the community, responsiveness, resilience, integrity and promotion of peace.

The assessment will focus on the performance of the pupil to identify their knowledge, skills and perspectives that are relevant for achieving specific competencies in the Civic and Moral Education syllabus. Competencies in different concepts will be assessed as shown in the assessment guideline attached with this format.

2.0 GENERAL OBJECTIVES

Civic and Moral Education assessment intends to measure the candidate's ability in:

- 2.1 understanding the role of community based on political and civil society institution in a democratic government;
- 2.2 interpreting, valuing and respecting the national identity, constitution, structure and operation of the government;
- 2.3 understanding the basics of democracy in administration and management;
- 2.4 recognizing their duties respecting and defending human rights and maintaining rules of law;
- 2.5 understanding and participating in administrative activities, leadership and national security in the communities in which they live;
- 2.6 identifying and analyzing political, economic and social problems and developing the strategies to resolve them;
- 2.7 recognizing the differences between people based on their ideologies and their circumstances and to develop tolerance from such differences;

- 2.8 building a culture of the national unity and cooperation between Tanzania's communities and the people of other countries; and
- 2.9 applying the knowledge of cross-cutting issues education in life.

3.0 GENERAL COMPETENCIES

Civic and Moral Education subject assessment in Standard 4 aims at determining the pupil's competence in:

- 3.1 respecting the community;
- 3.2 appreciating the community;
- 3.3 being responsible;
- 3.4 being resilient;
- 3.5 being a person of integrity; and
- 3.6 maintaining peace.

4.0 SPECIFIC COMPETENCIES

Civic and Moral Education subject assessment in Standard 4 aims at measuring the pupil's competence in:

- 4.1 loving oneself and others;
- 4.2 loving and be proud of his/her school;
- 4.3 loving Tanzania by cherishing his/her values, symbols and origin;
- 4.4 taking care of oneself and others;
- 4.5 protecting the environment and its contents;
- 4.6 building good relations with others in the community;
- 4.7 protecting their national resources and interests;
- 4.8 managing the school and household tasks;
- 4.9 obeying laws and regulations in doing daily duties;
- 4.10 having self-discipline;
- 4.11 collaborating in performing household and tasks;
- 4.12 tolerating each other in daily life;
- 4.13 being optimistic (positive) towards achieving self-objectives;
- 4.14 learning by analyzing issues critically;
- 4.15 being trustworthy in the community;
- 4.16 fulfilling their responsibilities openly and honestly;
- 4.17 standing for peoples' rights;

- 4.18 interacting with people of different cultures and backgrounds;
- 4.19 respecting cultural differences and ideologies among people of different races; and
- 4.20 building good relations with other nations.

5.0 ASSESSMENT RUBRIC

Standard Four National Assessment will be **one paper** with a total of **six (6)** questions with sub-items in sections A and B. Each sub-item will carry **two (2)** marks; making a total of **fifty (50) marks**. The duration of the assessment will be **1:30 hour**; and **1:45 hours** for the pupils with the visual impairment.

5.1 SECTION A

This section will have **three (3) questions**. The first question will be a multiple choice, with **five items**. The pupil will choose a letter of the correct answer from the four options, A, B, C and D. The second question will require the pupil to match questions in List A with their answers in List B. The question will have **four items**. The third question will have **four items**, whereby the pupil will be required to fill in the blanks using the words provided in a box or brackets. Section A will have a total of **26 marks**.

5.2 SECTION B

This section will have **three (3) questions**. The fourth question will have **four items**, whereby, the pupil will be required either to complete a table or a given passage by writing the correct answer. The fifth question will have **four items** based on a picture or a drawing given. The sixth question will have **four items** based on a given poem, passage or song. The pupil will be required to write a brief answer to questions based on the respective item. Section B will have a total of **24 marks**.

6.0 ASSESSMENT CRITERIA

The level of performance will be **Poor, Average, Good, and Very Good** depending on the marks scored in each competency, as shown in the assessment guideline in Table 6.

TABLE 1: KISWAHILI LANGUAGE ASSESSMENT GUIDELINE

Na.	Umahiri Mkuu	Umahiri Mahsus	Vigezo Vya Upimaji	Upimaji wa Viwango vya Kufaulu			
				Kiwango hafifu	Kiwango cha wastani	Kiwango kizuri	Kiwango kizuri sana
1.	Kuwasiliana katika miktadha mbalimbali.	Kutambua sauti mbalimbali katika matamshi ya silabi, maneno, sentensi na habari fupi.	Uwezo wa mwanafunzi katika kusikiliza matamshi ya silabi, maneno, sentensi na habari fupi. (kuandika imla).	Kutokuandika/kuandika kwa usahihi neno 1 hadi maneno 5 kwa sentensi zote 5 . (alama 0-02^{1/2}) .	Kuandika kwa usahihi maneno 6 hadi 12 kwa sentensi zote 5 . (alama 03-06) .	Kuandika kwa usahihi maneno 13 hadi 19 kwa sentensi zote 5 . (alama 06^{1/2}-09^{1/2}) .	Kuandika kwa usahihi maneno yote 20 . (alama 10) .
		Kuanzisha na kuendeleza mazungu mzo katika miktadha mbalimbali. (i) Kutaja neno linalobeba maana ya jumla.	kutaja neno moja linalo beba maana ya jumla kwa usahihi.	Kutokutaja/kutaja neno 1 linalo beba maana ya jumla. (alama 0-02) .	Kutaja maneno 2-3 yanayobeba maana ya jumla. (alama 04-06) .	Kutaja maneno 4 yanayo beba maana ya jumla. (alama 08) .	Kutaja maneno yote 5 yanayo beba maana ya jumla. (alama 10) .
		(ii) Kutega na kutegua vitendawili.	Uwezo wa mwanafunzi wa kutega na kutegua vitendawili.	Kutokutegua/kutegua, kutega/kutotega kitendawili 1 (alama 0-02) .	Kutegua/kutega vitendawili 2-3 (alama 04-06) .	Kutegua/kutega vitendawili 4 . (alama 08) .	Kutegua/kutega vitendawili vyote 5 . (alama 10) .

		(iii) Kufafanua ujumbe uliomo kwenye methali.	Uwezo wa mwanafunzi kufafanua ujumbe uliomo kwenye methali kwa usahihi.	Kutokufafanua/ kufafanua ujumbe uliomo kwenye methali 1. (alama 0-02).	Kufafanua ujumbe uliomo kwenye methali 2-3. (alama 04-06).	Kufafanua ujumbe uliomo kwenye methali 4. (alama 08).	Kufafanua ujumbe uliomo kwenye methali zote 5. (alama 10).
		(iv) Kueleza maana za nahau zilizo orodheshwa.	Uwezo wa mwanafunzi Kueleza maana za nahau zilizo orodheshwa kwa usahihi.	Kutokueleza/ kueleza maana ya nahau 1. (alama 0-02).	Kueleza maana za nahau 2-3. (alama 04-06).	Kueleza maana za nahau 4. (alama 08).	Kueleza maana za nahau zote 5. (alama 10).
		(v) Kuelezea watu kwa kuzingatia shughuli zao.	Uwezo wa mwanafunzi kuelezea watu kwa kuzinga tia shughuli zao kwa usahihi.	Kutokueleza/ku elezea mtu kwa kuzinga tia shughuli 1. (alama 0-02).	Kuelezea watu kwa kuzingatia shughuli 2-3. (alama 04 - 06).	Kuelezea watu kwa kuzinga tia shughuli 4. (alama 08).	Kuelezea watu kwa kuzinga tia shughuli zote 5. (alama 10).
		(vi) Kuka nusha matukio ya nyakati mbali katika sentensi.	Uwezo wa mwanafunzi Kuka nusha matukio ya nyakati mbali katika sentensi kwa usahihi.	Kutokukanusha/ kukanusha matukio ya nyakati kwenye sentensi 1. (alama 0-02).	Kukanusha matukio ya nyakati kwenye sentensi. 2-3. (alama 04-06).	Kukanusha matukio ya nyakati kwenye sentensi 4. (alama 08).	Kukanusha matukio ya nyakati kwenye sentensi zote 5. (alama 10).

		(vii)Kuanzisha na kuendeleza mazungumzo katika miktadha mbalimbali.	Uwezo wa mwanafunzi katika kubadili maneno/sentensi katika hali ya umoja/wingi.	Kutokubadili/ kubadili neno/sentensi 1 katika hali ya umoja/wingi. (alama 0-02).	Kubadili maneno/sentensi 2-3 katika hali ya umoja/wingi. (alama 04-06).	Kubadili maneno/ sentensi 4 katika hali ya umoja/ wingi. (alama 08).	Kubadili maneno/ sentensi 5 katika hali ya umoja/ wingi. (alama 10).
		Kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali (i) Kuandika sentensi kwa kuzingatia alama za uandishi.	Uwezo wa mwanafunzi katika kutumia nukta (.), mkato (,) alama ya kusha ngaa (!), alama ya kuuliza (?) na alama za fungua na fungua semi ("").	Kutoweza/kuwe za kukamilisha habari kwa kutumia alama ya uandishi 1. (alama 0-02).	Kuweza kukamilisha habari kwa kutumia alama za uandishi 2-3. (alama 04-06).	Kuweza kuka milisha habari kwa kutumia alama za uandishi 4. (alama 08).	Kuweza kuka milisha habari kwa kutumia alama za uandishi zote 5. (alama 10).
		(ii) Kuandika sentensi kwa kutumia nyakati mbali mbali (wakati uliopo, uliopita, ujao na hali timilifu).	Uwezo wa mwanafunzi kuandika sentensi kwa kutumia nyakati mbali mbali (wakati uliopo, ujao, uliopita na hali timilifu).	Kutokuandika/ kuandika sentensi kwa kutumia nyakati 1. (alama 0-02).	Kuandika sentensi kwa kutumia nyakati 2-3. (alama 04-06).	Kuandika sentensi kwa kutumia nyakati 4. (alama 08).	Kuandika sentensi kwa kutumia nyakati zote 5. (alama 10).

		(iii) Kutumia msamiati katika uandishi wa matini mbalimbali.	Uwezo wa mwanafunzi katika kuandika habari fupi kwa mpangilio unaoeleweka kuhusu shughuli za kila siku.	Kutokupanga/ kupanga sentensi 1 katika mpangilio unaoeleweka (alama 0-02) .	Kupanga sentensi 2-3 katika mpangilio unaoeleweka. (alama 04-06) .	Kupanga sentensi 4 katika mpangilio unaoeleweka. (alama 08) .	Kupanga sentensi zote 5 katika mpangilio unaoeleweka. (alama 10) .
		(iv) Kuandika barua ya kirafiki kwa mpangilio na ukamilifu.	Uwezo wa mwanafunzi kuandika barua ya kirafiki kwa kuzi ngatia vipengele vyote vya muundo wa barua ya kirafiki.	Kutoku kamilisha/ kuka milisha muundo wa barua ya kirafiki kwa kujaza kwa usahihi nafasi 1 iliyoachwa wazi. (alama 0-02) .	Kukamilisha muundo wa barua ya kirafiki kwa kujaza kwa usahihi nafasi 2-3 zilizoachwa wazi. (alama 06) .	Kukamilisha muundo wa barua ya kirafiki kwa kujaza kwa usahihi nafasi 4 zilizoachwa wazi. (alama 08) .	Kukamilisha muundo wa barua ya kirafiki kwa kujaza kwa usahihi nafasi zote 5 zilizoachwa wazi. (alama 10) .
2.	Kuonesha uelewa wa jambo alilosikiliza au kulisoma.	(i) Kusoma kifungu cha habari na kubaini hoja kuu.	Uwezo wa mwanafunzi katika kusoma na kubaini kwa usahihi hoja kuu.	Kutokubaini/ Kubaini kwa usahihi hoja kuu 1 . (alama 0-02) .	Kubaini kwa usahihi hoja kuu 2-3 . (alama 04-06) .	Kubaini kwa usahihi hoja kuu 4 . (alama 08) .	Kubaini kwa usahihi hoja kuu zote 5 . (alama 10) .
		(ii) kutumia msamiati katika kusoma ili kuchanganua mawazo yaliyowasili shwa katika	uwezo wa mwanafunzi katika kubadilisha majina kuwa matendo.	Kutokubadilisha /kubadilisha jina 1 kuwa tendo. (alama 0-02) .	Kubadilisha majina 2-3 kuwa matendo (alama 04-06) .	Kubadilisha majina 4 kuwa matendo. (alama 08) .	Kubadilisha majina yote 5 kuwa matendo. (alama 10) .

		matini mbali mbali.					
3.	Kutumia msamiati katika miktadha mbalimbali.	kuunda maneno mapya kwa kudondosha herufi moja au silabi kutoka kwenye neno.	uwezo wa kuunda maneno mapya kwa kudondosha herufi moja au silabi.	Kuto kudondosha/ kudondosha herufi au silabi ya neno 1 ili kuunda neno jipya. (alama 0-02).	Kudondosha herufi au silabi za maneno 2-3 ili kuunda maneno mapya. (alama 06).	Kudondosha herufi au silabi za maneno 4 ili kuunda maneno mapya. (alama 8).	Kudondosha herufi au silabi za maneno 5 ili kuunda maneno mapya. (alama 10).



TABLE 2: THE ENGLISH LANGUAGE ASSESSMENT GUIDELINE

S/N	General Competences	Specific Competences	Assessment	Assessment Performance Levels			
				Weak Performance	Average Performance	Good Performance	Very Good Performance
1.0	Comprehend oral and written information.	To listen and comprehend information presented orally.	Pupil's ability to listen to a dictation and write correctly the sentences read.	Failure to write any correct word or write correctly five words (0-2½ marks).	Write correctly six to twelve words. (3-6 marks).	Write correctly thirteen to nineteen words (6½-9½ marks).	Write correctly all twenty words. (10 marks).
2.0	Use vocabulary/ verbs through the four language skills.	2.1 To use vocabulary through reading and writing related to: (i) time telling (ii) menus, instructions, direction in public places, such as hotels, hospitals, banks and library. (iii) family related vocabulary. (iv) occupational	Pupil's ability to use vocabulary related to time telling, personal letters, hotels, menus, banks, hospital, library and occupational related vocabulary.	Failure to answer correctly any item or answer correctly one item of the question.	Answer correctly two to three items of the question.	Answer correctly four items of the question.	Answer correctly five items of the question.

S/N	General Competences	Specific Competences	Assessment	Assessment Performance Levels			
				Weak Performance	Average Performance	Good Performance	Very Good Performance
		related vocabulary.					
	Use vocabulary/ verbs through the four language skills.	<p>2.2 To read and comprehend written information, e.g.</p> <p>(i) to read simple texts to interpret the contents (time tables, menu, instructions, directions, in public places).</p> <p>(ii) understanding warning signs with their corresponding simple and short descriptions.</p> <p>(iii) to read short and personal letters so as to identify parts of</p>	<p>(i) Pupil's ability to interpret the contents in various contexts like timetable, menu and directions.</p> <p>(ii) pupil's ability in understanding warning signs and their corresponding descriptions.</p> <p>(iii) pupils ability to identify part of personal letters and make relevant replies.</p>	Failure to answer correctly any item or answer correctly one item of the question. (0-2 marks) .	Answer correctly two to three items of the question. (4-6 marks) .	Answer correctly four items of the question. (8 marks) .	Answer correctly five items of the question. (10 marks)

S/N	General Competences	Specific Competences	Assessment	Assessment Performance Levels			
				Weak Performance	Average Performance	Good Performance	Very Good Performance
		letters, and make relevant replies.					
		<p>2.3 To use vocabulary through writing:</p> <p>(i) write words related to numbers, quantifiers, costs, time.</p> <p>(ii) use the verb to "be" in positive or negative forms (e.g. is, am, are, was, were).</p> <p>(iii) write simple sentences which express routines, obligation, apologies and preferences.</p>	<p>Pupil's ability to:</p> <p>(i) write words related to quantifiers.</p> <p>(ii) use the verb to "be" (e.g. is, am, are, was, were).</p> <p>(iii) write simple sentences which express routines, obligation, apologies and preferences.</p>	<p>Failure to answer correctly any item or answer correctly one item of the question. (0-2 marks).</p>	<p>Answer correctly two to three items of the question. (4-6 marks).</p>	<p>Answer correctly four items of the question. (8 marks).</p>	<p>Answer correctly five items of the question. (10 marks).</p>

S/N	General Competences	Specific Competences	Assessment	Assessment Performance Levels			
				Weak Performance	Average Performance	Good Performance	Very Good Performance
		(iv) to make and respond to requests.					
3.0	Communicate orally and through writing.	<p>3.1 Communicate through writing:</p> <p>(i) use pictures or visual support to write words/ texts related to common things/different topics (for example school, home).</p> <p>(ii) write simple and personal notes expressing various purposes, feelings.</p> <p>(iii) write simple and short texts which express</p>	Pupil's ability to write simple and short texts expressing different events in different situations and also writing simple notes expressing various purposes.	Failure to fill in any blank space or fill in one blank space with one correct word. (0-2 marks) .	Fill in two to three blank spaces with correct words. (4-6 marks) .	Fill in four blank spaces with correct words. (8 marks) .	Fill in all five blank spaces with correct words. (10 marks) .

S/N	General Competences	Specific Competences	Assessment	Assessment Performance Levels			
				Weak Performance	Average Performance	Good Performance	Very Good Performance
		<p>different events in different situations.</p> <p>(iv) to read short personal letters so as to identify parts of letters and make relevant replies.</p>					
		<p>3.2 To read and comprehend written information e.g.</p> <ul style="list-style-type: none"> to read simple texts for comprehension. 	<p>Pupil's ability to read a text and answer questions that follow correctly.</p>	<p>Failure to answer correctly any item or answer correctly one item of the question. (0-2 marks).</p>	<p>Answer correctly two or three items of the question. (4-6 marks).</p>	<p>Answer correctly four items of the question. (8 marks).</p>	<p>Answer all the five items correctly of the question. (10 marks).</p>

TABLE 3: THE SOCIAL STUDIES ASSESSMENT GUIDELINE

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
1	Recognizing events taking place in his/her environment.	1.1 Conserve the environment surrounding the society.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) analyzing things constituting school environment. (ii) cleaning classroom. (iii) cleaning school environment. (iv) analyzing a clean environment. (v) mentioning procedures for planting grass, trees and flowers in the environment. 	<p>Failure to answer any item correctly or answering less than 2 items correctly. (0 - 4 marks).</p>	<p>Answering 3 to 4, out of 7 items correctly. (6-8 marks).</p>	<p>Answering 5 to 6, out of 7 items correctly. (10-12 marks).</p>	<p>Answering 7 out of 7 items correctly. (14 marks).</p>

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
			(vi) mentioning activities which degrade the village/street environment. (vii) mentioning environment maintenance activities at the village/street. (viii) mentioning procedures for planting flowers, trees and grass in the environment.				
		1.2 Using weather education in the daily activities.	The ability of the pupil in: (i) mentioning the concept of temperature.				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
			(ii) mentioning ways to protect yourself from cold weather and hot temperatures in the school environment. (iii) defining the concept of climate/weather. (iv) mentioning the rainy weather change.				
		1.3 Keeping the records of historical events.	The ability of the pupil in: (i) mentioning events in the society. (ii) analyzing ways to keep				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
			records of historical events.				
2	Recognizing the principles of patriotism in the society.	2.1 Promote Tanzanian culture.	<p>The ability of the pupil in:</p> <p>(i) demonstrating greeting acts of Tanzania's ethnic communities.</p> <p>(ii) Singing and playing popular traditional games and sports.</p> <p>(iii) mentioning factors that forge cooperation among the members of the community.</p>	<p>Failure to answer any item correctly or answering less than 2 items correctly. (0 - 4 marks).</p>	<p>Answering 3 to 5, out of 8 items correctly. (6 - 10 marks).</p>	<p>Answering 6 to 7, out of 8 items correctly. (12-14 marks).</p>	<p>Answering 8 out of 8 items correctly. (16 marks).</p>

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
			(iv) evaluating factors that can maintain cooperation among the community members.				
		2.2 Building a good relationship with the surrounding community.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) analyzing the concept of family. (ii) mentioning his/her relationship with their friends. (iii) mentioning the concept of relationship in the society. (iv) mentioning our clan. 				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
			(v) mentioning communal communities. (vi) mentioning ancient feudal communities.				
		2.3 Honour our heroes in the society.	The ability of the pupil in: (i) mentioning the key leaders of the Tanzanian government since the independence. (ii) Mentioning the contributions of the key leaders of the Tanzanian government				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
			<p>since the independence.</p> <p>(iii) classifying our heroes and heroines.</p> <p>(iv) analyzing the current national invasion.</p> <p>(v) valuing the contributions of our heroes and heroines.</p>				
3	Apply the knowledge of maps and solar system in daily life.	3.1 Using the map in different environment.	<p>The pupil ability in:</p> <p>(i) mentioning the real objects in the classroom.</p> <p>(ii) drawing the maps of different</p>	Failure to answer any item correctly or answering only 1 item correctly. (0 - 2 marks).	Answering 2 out of 4 items correctly. (4 marks).	Answering 3 out of 4 items correctly. (6 marks).	Answering 4 out of 4 items correctly. (8 marks).

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
			<p>objects at the school environment.</p> <p>(iii) drawing the map of the school (with map symbols).</p> <p>(iv) drawing the four cardinal directions.</p> <p>(v) reading the orientation of objects in the environment by using the four cardinal directions.</p>				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
		3.2 Recognizing the solar system.	<p>The ability of the pupil:</p> <p>(i) mentioning the components of the solar system.</p> <p>(ii) analyzing the solar system.</p> <p>(iii) mentioning the natural lights in the environment.</p>				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
4	Apply the economic principles in production activities.	4.1 Valuing and protecting the national resources.	<p>The ability of the pupil in:</p> <p>(i) mentioning the resources owned by the family.</p> <p>(ii) classifying the resources owned by the school.</p> <p>(iii) classifying the resources in the pupil's village/ street and ward.</p> <p>(iv) analyzing ways of maintaining and protecting resources in</p>	Failure to answer any item correctly or answering only 1 item correctly. (0 -2 marks).	Answering 2 to 3, out of 6 items correctly. (4 - 6 marks).	Answering 4 to 5, out of 6 items correctly. (8-10 marks).	Answering 6, out of 6 items correctly. (12 marks).

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
		4.2 Recognize the production activities in their society.	<p>the pupil's village/ town and county.</p> <p>(v) evaluating resources in the pupil's district.</p> <p>The ability of the pupil's in:</p> <p>(i) analyzing production activities in the family.</p> <p>(ii) analyzing each member's role in the production activities.</p> <p>(iii) mentioning the production activities in the pupil's</p>				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
		4.3 Apply entrepreneurship skills in the social activities.	<p>village/ town and county.</p> <p>(iv) clarifying barriers to economic production.</p> <p>The ability of the pupil:</p> <p>(i) explain the economic activities in the pupil's surrounding community, e.g., in fertile and wet areas.</p> <p>(ii) analyzing the importance of economic activities in the respective communities.</p> <p>providing</p>				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Week competence	Average competence	Good competence	Excellent competence
			opportunities in the areas with mines, game reserves parks and forestry.				

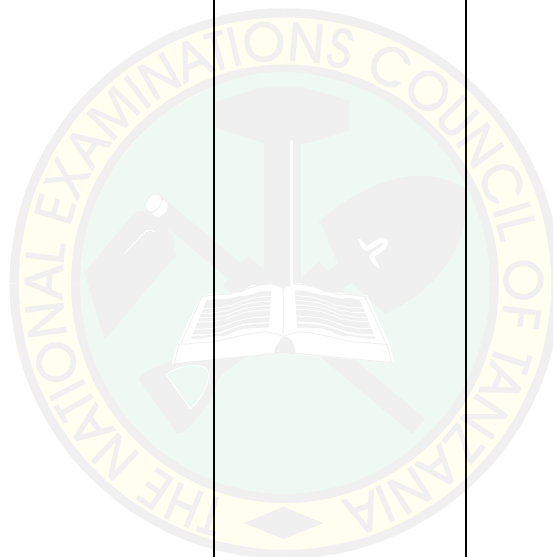


TABLE 4: THE MATHEMATICS SUBJECT ASSESSMENT GUIDELINE

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor competence	Average competence	Good competence	Excellent competence
1.	Using the language of mathematics in presenting an idea or an argument (part one).	Using the number concept for communicating in different contexts.	<p>The ability of the pupil in:</p> <p>(i) counting numbers whose digits are not more than 99,999 in a row.</p> <p>(ii) writing numbers whose digits are not more than 99,999.</p> <p>(iii) writing in words, numbers whose digits are not more than 99,999.</p> <p>(iv) writing the Roman numerals I-L.</p> <p>(v) determining the value of digits in a number not more than ten thousands.</p>	Failure to answer even 1 item correctly or answering only 1 item correctly. (0-2 marks).	Answering two or three items out of five correctly. (4-6 marks).	Answering four items out of five correctly. (8 marks)	Answering five items out of five correctly. (10 marks).
2.	Thinking and verifying in daily	Using the skills of sequence in	The ability of the pupil in:	Failure to answer even 1	Answering two or three items	Answering four items out of	Answering five items out

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor competence	Average competence	Good competence	Excellent competence
	life (part one).	daily life.	(i) arranging numbers in ascending order. (ii) arranging numbers in descending order. (iii) determining the missing numbers in a sequence of numbers (not more than five).	item correctly or answering only 1 item correctly.	out of five correctly. (4-6 marks).	five correctly. (8 marks).	of five correctly. (10 marks).
3.	Solving problems in the surroundings.	3.1 Using the mathematical operations to solve problems.	The ability of the pupil in: (i) adding numbers whose total are not more than 99,999, without carrying over. (ii) adding numbers whose total are not more than 99,999, with carrying over. (iii) subtracting numbers whose digits are not more than five	Failure to answer even 1 item correctly or answering correctly only 1 item. (0-2 marks).	Answering two or three items out of five correctly. (4-6 marks).	Answering four items out of five correctly. (8 marks)	Answering five items out of five correctly. (10 marks).

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor competence	Average competence	Good competence	Excellent competence
			<p>without borrowing.</p> <p>(iv) subtracting numbers whose digits are not more than five by borrowing.</p> <p>(v) multiplying numbers which has not more than three digits by the two digit number.</p> <p>(vi) dividing the numbers which has not more than three digits by the divisor with not more than two digits without remainder.</p> <p>(vii) solving addition, subtraction, multiplication or division word problems.</p> <p>(viii) adding or subtracting fractions with a common denominator.</p>				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor competence	Average competence	Good competence	Excellent competence
		3.2 Using the skills of the relationship between the number and things.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) identifying the measurements for height, length, weight and volume. (ii) identifying time according to 12 hours clock. (iii) writing the exact hour and minutes. (iv) adding or subtracting exact hours. (v) identifying Tanzania's bank notes with different values. (vi) adding or subtracting money to get the sum or difference which is not more than 9,999. 	Failure to answer even 1 item correctly or answering only 1 item correctly. (0-2 marks).	Answering two or three items out of five correctly. (4-6 marks).	Answering four items out of five correctly. (8 marks).	Answering five items out of five correctly. (10 marks).

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor competence	Average competence	Good competence	Excellent competence
			(vii) multiplying money. (viii) solving time-based mathematical word problems. (ix) solving money-based mathematical word problems.				
4.	Thinking or verifying in daily life (part two).	4.1 Using the measurement skills in different contexts.	The pupil's ability in converting metric length, weight or time.	Failure to answer even 1 item correctly or answering only 1 item out of five correctly. (0-2 marks).	Answering two or three items out of five correctly. (4-6 marks).	Answering four items out of five correctly. (8 marks).	Answering five items out of five correctly. (10 marks).
		4.2 Using the skills of mathematical shapes in the mathematical context.	The ability of the pupil in: (i) identifying flat and non-flat shapes. (ii) naming some flat shaped objects. (iii) drawing flat shaped objects. (iv) drawing a straight line and a line				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor competence	Average competence	Good competence	Excellent competence
			segment. (v) calculating perimeters of the squares, rectangles or triangles. (vi) solving shape-based mathematical problems.				
5.	Using the language of mathematics in presenting an idea or an argument (part two).	Using the statistical skills to present different information or data.	The ability of pupil in: (i) reading and interpreting statistics using pictures. (ii) using the presented information to illustrate statistics by pictures.	Failure to answer even 1 item correctly or answering only 1 item correctly. (0-2 marks).	Answering two or three items out of five correctly. (4-6 marks).	Answering four items out of five correctly. (8 marks).	Answering five items out of five correctly. (10 marks).

TABLE 5: THE SCIENCE AND TECHNOLOGY SUBJECT ASSESSMENT GUIDELINE

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
1.	Investigating and making scientific and technological discoveries.	Investigating objects in the environment.	<p>The pupil's ability in:</p> <ul style="list-style-type: none"> (i) identifying living and non-living things in the environment. (ii) recognizing the characteristics of living things. (iii) recognizing the precautions to take in protecting oneself from dangerous living things. (iv) identifying safe environment for living things. (v) Identifying actions for environmental conservation. (vi) explaining actions that endanger safety of the environmental and their consequences. 	<p>Failure to answer any item correctly or answer ing only 1 item out of 5 items correctly. (0 - 2 marks).</p>	<p>Answering 2 to 3 out of 5 items correctly. (4 - 6 marks).</p>	<p>Answering 4 items out of 5 items correctly. (8 marks).</p>	<p>Answering all 5 items correctly. (10 marks).</p>

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
		Identifying and utilizing various types of energy.	<p>The pupil's ability in:</p> <ul style="list-style-type: none"> (i) explaining the concept and identifying types of energy. (ii) Recognizing how sound, heat and light travel. (iii) identifying sources of electrical energy. (iv) Recognizing the characteristics of light. (v) stating the important uses of sound, heat, light and electric energies. (vi) stating the meaning of a shadow and how it occurs. 				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
			<p>The pupil's ability in:</p> <ul style="list-style-type: none"> (i) explaining the concept of matter. (ii) identifying the types and importance of the matter. (iii) mentioning three states of matter (iv) identifying objects that can fly, float or sink. (v) recognizing three states of water, characteristics and uses. (vi) identifying freezing and boiling point of water. 				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
2.	Understanding the basics of science and technology.	Using information technology (IT).	<p>The pupil's ability in:</p> <p>(i) explaining the concept of communication.</p> <p>(ii) recognizing ways, importance and uses of communication.</p> <p>(iii) listing and mentioning the uses of information technology devices such as phone, radio and television.</p>	<p>Failure to answer any item correctly or answering only 1 item out of 5 items correctly. (0 - 2 marks).</p>	<p>Answering 2 to 3 out of 5 items correctly. (4 - 6 marks).</p>	<p>Answering 4 items out of 5 items correctly. (8 marks).</p>	<p>Answering all 5 items correctly. (10 marks).</p>

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
		Mastering scientific skills.	<p>The pupil's ability in:</p> <ul style="list-style-type: none"> (i) identifying the devices that used to simplify work. (ii) explaining how to use and maintain the devices used in simplifying work. (iii) Stating the characteristics of devices that simplify work. (iv) identifying types of cooking stoves and precaution measures when using them. (v) stating the methods used for storage and the advantages of maintaining refrigerators and stoves. (vi) stating the importance and uses of a refrigerator. 				

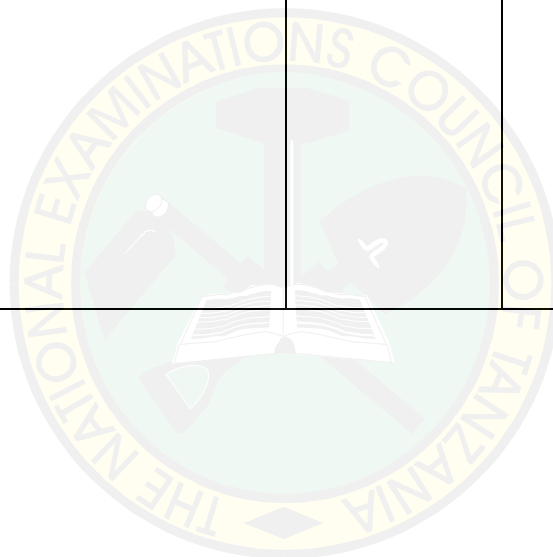
S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
		Carrying out scientific experiments precisely.	<p>The pupil's ability in:</p> <ul style="list-style-type: none"> (i) stating the meaning of the scientific experiment. (ii) stating the importance and uses of a scientific experiment. (iii) mentioning standard and non-standard units of measurement. (iv) identifying the steps in carrying out a scientific experiment and the importance of every step. 				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
3.	Keeping health and maintaining an environment.	Observing hygiene principles as a way of solving disease-related problems.	<p>The pupil's ability in:</p> <ul style="list-style-type: none"> (i) identifying the cleaning tools for body and clothes; and explaining the value of each tool. (ii) stating the importance of the body and clothes cleanliness. (iii) recognizing precautionary measures in using the body and clothes cleaning tools. (iv) recognizing the importance of the having places for storing cleaning tools for the body and clothes. (v) mentioning the sources of dirt and wastes and their impacts on the environment. (vi) stating the importance of cleaning the home and school environments 	Failure to answer any item correctly or answering only 1 item out of 5 items correctly. (0 - 2 marks).	Answering 2 to 3 out of 5 items correctly. (4 - 6 marks).	Answering 4 items out of 5 items correctly. (8 marks).	Answering all 5 items correctly. (10 marks).

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
			<p>(vii) mentioning the meaning of the first aid.</p> <p>(viii) mentioning the first aid instrument for the victims of dangerous and poisonous insects.</p> <p>(ix) identifying the steps in attending a person who has fainted.</p>				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
		Observing hygiene principles as a way of staying healthy.	<p>The pupil's ability in:</p> <ul style="list-style-type: none"> (i) analysing groups of foods that constitute the balanced diet and the importance of balanced diet. (ii) mentioning to infectious and non-infectious diseases. (iii) identifying ways to protect oneself from infectious and non-infectious diseases. (iv) identifying ways of protecting and controlling communicable diseases. (v) recognizing the effects of body immune deficiency. (vi) identifying protection measures against transmission of HIV/AIDS. 				

S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
			(vii) listing food recommended for AIDS patients. (viii) stating ways to avoid stigmatization against people living with HIV/AIDS.				



S/N	General competence	Specific competence	Assessment Criteria	Assessment Performance Levels			
				Poor Performance	Average Performance	Good Performance	Excellent Performance
		Understanding different systems of the human body.	<p>The pupil's ability in:</p> <ul style="list-style-type: none"> (i) identifying organs that constitute the digestive system and its functions. (ii) identifying the sources of defects in the digestive system and its symptoms. (iii) mentioning the habits that lead to prevent defects in the digestive system. (iv) identifying proper eating habits. 				

TABLE 6: THE CIVIC AND MORAL EDUCATION SUBJECT ASSESSMENT GUIDELINE

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
1	Respecting the Community.	1.1 Loving oneself and others.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) identifying self-love actions, explaining the advantages of loving oneself and the observance of cleanliness and health principles. (ii) identifying improper acts towards anyone. (iii) identifying acts of love to the family. (iv) identifying emerging actions in the society which threaten peace. (v) recognizing and developing his/her talents. 	<p>Failure to answer all items correctly or answering only 1 item correctly. (0-2 marks).</p>	<p>Answering 2 items correctly. (4 marks).</p>	<p>Answering 3 items correctly. (6 marks).</p>	<p>Answering 4 items correctly. (8 marks).</p>

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
		1.2 Loving and being proud of their school.	The ability of the pupil in: leadership structure identifying the school.				
		1.3 Loving Tanzania and cherishing her values, symbols and origin.	The ability of the pupil in: (i) recognizing and drawing national symbols. (ii) identifying the national values. (iii) recognize the origin of Tanzanian state. (iv) valuing the national symbols. (v) mentioning the concept of democracy. (vi) describe the structure of village/ street government.				

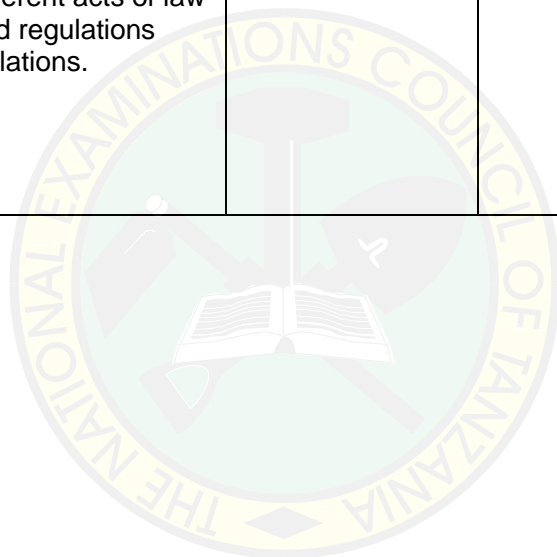
S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
2	Appreciate the Community.	2.1 Taking care of oneself and others.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) recognizing risky behaviours to themselves, the family and the community. (ii) identifying effects of using drugs. (iii) the ability of the pupil to Identify actions which keep their health safe. (iv) identifying acts of a person who takes care of him/herself. (v) identifying acts of love to family members. 	Failure to answer all items correctly or answering only 1 item correctly. (0-2 marks).	Answering 2 items correctly. (4 marks).	Answering 3 items correctly. (6 marks).	Answering 4 items correctly. (8 marks).
		2.2 Protecting the environment and its contents.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) identifying behaviors 				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
			<p>and activities that degrade the environment in the society.</p> <p>(ii) educating the community on the environmental protection.</p>				
		2.3 Building good relations with others in the community.	<p>The ability of the pupil in:</p> <p>(i) recognizing measures they will take to build a good friendship with their colleagues.</p> <p>(ii) recognizing measures to build a good friendship with their fellow pupils.</p>				
3	Being responsible.	3.1 Protecting their national	<p>The ability of the pupil in:</p> <p>(i) valuing the resources</p>	Failure to answer all items correctly or	Answering 2-3 items correctly. (4-6 marks).	Answering 4 items correctly. (8 marks).	Answering 5 items correctly. (10 marks).

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
		resources and interests.	existing in the community. (ii) mentioning ways to maintain water infra structure, roadways, and buildings in the community.	answering only 1 item. correctly. (0-2 marks).			
		3.2 Manage school and home tasks.	The ability of the pupil in: (i) recognizing their duties at school and home. (ii) recognizing the importance and benefits of fulfilling their responsibilities. (iii) explaining the concept of good governance and its role in maintaining good governance in				

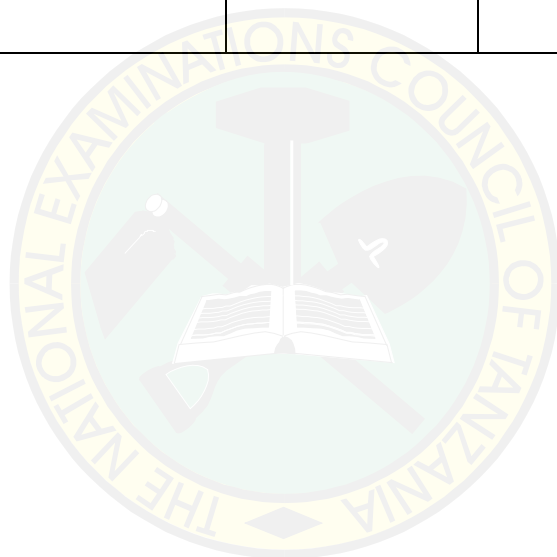
S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
			<p>the family.</p> <p>(iv) identifying the importance of good governance in the family.</p> <p>(v) recognizing the responsibilities of school leaders.</p>				
		3.3 Obeying laws and regulations in doing daily duties.	<p>The ability of the pupil in:</p> <p>(i) identifying the benefits of following the school rules and regulations.</p> <p>(ii) identifying the disadvantages of violating the school rules and regulations.</p> <p>(iii) recognizing the road safety laws</p>				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
			<p>and their importance.</p> <p>(iv) recognizing the environmental conservation laws and their importance.</p> <p>(v) recognizing different acts of law and regulations violations.</p>				



S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
		3.4 Having self-discipline.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) mentioning the advantages of having a work plan. (ii) explaining the importance of devotion at a workplace. (iii) identifying the disadvantages of negligence at a workplace. (iv) recognizing the importance and benefits of reading. (v) identifying issues that need advice. (vi) recognizing people who can advise them. 				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
		3.5 collaborating in performing house hold and tasks.	The ability of the pupil in: (i) mentioning the advantages of working cooperatively. (ii) recognizing effects of non cooperation at school.				



S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
4	Being Resilient.	4.1 Tolerating each other in daily life.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) explaining good and bad habits. (ii) mentioning various ideologies and beliefs. (iii) identifying the acts denoting the admission of the existence of different beliefs and faiths. (iv) identifying changes in life and ways to cope up with them. (v) recognizing the acts of accepting criticism. 	Failure to answer all items correctly or answering only 1 item correctly. (0-2 marks).	Answering 2 items correctly. (4 marks).	Answering 3 items correctly. (6 marks).	Answering 4 items correctly. (8 marks).

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
		4.2 Being optimistic (positive) towards achieving self-objectives.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) explaining the meaning of positive attitudes. (ii) mentioning acts denoting positive attitudes. (iii) explaining the importance of working and finishing in time. (iv) recognizing the importance of building a positive attitude in life. (v) identifying the disadvantages of being dependent. 				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
		4.3 Learning by analyzing issues critically.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) identifying the methods used in learning different things. (ii) recognizing different sources of information. (iii) identifying different objects in the environment and their importance in daily life. (iv) recognizing the best ways to sustain beneficial organisms and substances in the environment. 				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
5	Being a person of integrity.	5.1 Being trustworthy In the community.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) identifying the acts of integrity and acts dishonesty. (ii) identifying the acts of betrayal in the society and ways to rebuke such acts. (iii) explaining the benefits of transparency and honest. 	Failure to answer all items correctly or answering only 1 item correctly. (0-2 marks).	Answering 2 items correctly. (4 marks).	Answering 3 items correctly. (6 marks).	Answering 4 items correctly. (8 marks).
		5.2 Fulfilling their responsibilities openly and honestly.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) identifying the concept of truth and transparency and mentioning the advantages of being honest and transparent. (ii) recognizing the 				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
			<p>advantages of being trustworthy.</p> <p>(iii) recognizing the ways of avoiding betrayal.</p> <p>(iv) explaining the concept of the evil acts in the society.</p> <p>(v) identifying evil acts in the community.</p> <p>(vi) identifying the effects of evils and the way to avoid them.</p> <p>(vii) identifying the meaning of hypocrisy.</p> <p>(viii) mentioning the acts which demonstrate hypocritical behavior.</p>				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
		5.3 Standing for peoples' right.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) recognizing the pupils' responsibilities in the family/community. (ii) recognizing their basic rights. (iii) recognizing acts demonstrating the pupil's basic/non-basic rights. (iv) recognizing basic human rights. (v) recognizing the practices which violets human rights. (vi) recognizing the practices that 				

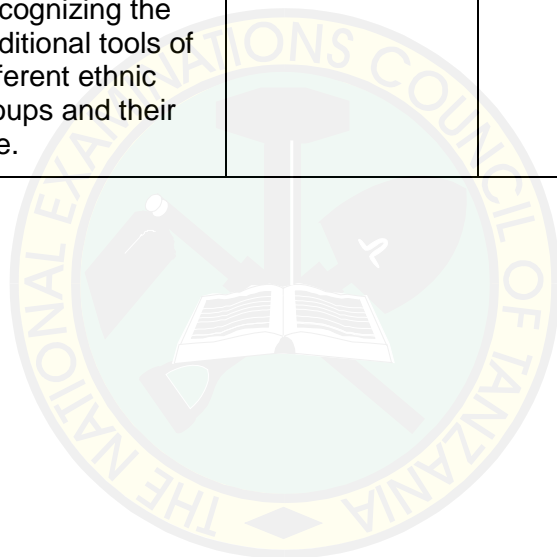
S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
			<p>violates the rights of children.</p> <p>(vii) explaining the concepts of rights and responsibilities.</p> <p>(viii) recognizing the human rights stipulated in UN declaration.</p> <p>(ix) recognizing the human rights stipulated in Tanzania Constitution.</p> <p>(x) recognizing the rights of different groups such as elders, children and women.</p> <p>(xi) recognizing the civil rights.</p>				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
			<p>(xii) recognizing various governmental and non-governmental institutions that safeguard human rights.</p> <p>(xiii) recognizing the functions of institutions that safeguard rights.</p>				
6	Promoting peace and harmony.	6.1 Interacting with people of different cultures and backgrounds.	<p>The ability of the pupil in:</p> <p>(i) recognizing different tribes in Tanzania.</p> <p>(ii) recognizing the origin of Tanzania's citizens.</p> <p>(iii) recognizing duties carried out by the foreigners in Tanzania.</p>	Failure to answer all items correctly or answering only 1 item correctly. (0-2 marks).	Answering 2 items correctly.	Answering 3 items correctly. (6 marks).	Answering 4 items correctly. (8 marks).

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
			(iv) recognizing the contributions of foreigners in Tanzania. (v) recognizing acts of love, unity and solidarity among people from different backgrounds.				
		6.2 Respecting cultural differences and ideologies among people of different races.	The ability of the pupil in: (i) recognizing the constituents of Tanzanian culture. (ii) distinguishing their culture from other cultures. (iii) explaining the importance of their cultures. (iv) admonishing bad				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
			<p>cultural practices.</p> <p>(v) recognizing the concept of a national culture.</p> <p>(vi) recognizing the constituents of a national culture.</p> <p>(vii) recognizing the importance of culture in the country's development.</p> <p>(viii) recognizing the basic elements that identify various cultures.</p> <p>(ix) recognizing the types of ethnic community leaders.</p> <p>(x) recognizing the procedures for</p>				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
			<p>getting the ethnic community leaders.</p> <p>(xi) recognizing the responsibilities of the ethnic community leaders.</p> <p>(xii) recognizing the traditional tools of different ethnic groups and their use.</p>				



S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
		6.3 Building a good relations with other nations.	<p>The ability of the pupil in:</p> <ul style="list-style-type: none"> (i) identify countries which have relationship with Tanzania. (ii) recognizing the basic elements that link us with other nations. (iii) recognizing ways to improve relations with other nations. (iv) recognizing international communities. (v) recognizing acts of kindness toward foreigners. (vi) recognizing the basis for good relations between Tanzania and 				

S/N	General Competence	Specific Competence	Assessment Criteria	Assessment Performance Levels			
				Weak Competence	Average Performance	Good Performance	Very Good Performance
			<p>other nations.</p> <p>(vii) recognizing the meaning and importance of globalization.</p> <p>(viii) recognizing the advantages and disadvantages of globalization.</p>				

