



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



FORMAT FOR PRIMARY SCHOOL LEAVING EXAMINATIONS

ISSUED BY:

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
PO BOX 2624
DAR ES SALAAM
TANZANIA**

**REVISED
JANUARY, 2024**



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PREFACE

This examination format booklet for Primary School Leaving Examination which will be, effective from 2024, has been prepared by the National Examinations Council of Tanzania in line with the Syllabus of the Primary Education of 2015.

This revised format booklet has improved the number of sections from two (02) to three (03) for **03 Social Studies and Vocational Skills, 04 Mathematics, 05 Science and Technology** and **06 Civic and Moral Education** subjects hence there will be sections **A, B** and **C** instead of **A** and **B** as it was in the previous version. Further, improvements have been made in the examination structure of all subjects which are **01 Kiswahili, 02 English Language, 03 Social Studies and Vocational Skills, 04 Mathematics, 05 Science and Technology** and **06 Civic and Moral Education**. The improved structure of the Primary School Leaving Examinations will make the number of questions differ from one subject to another when compared with the previous version of which, all the subjects had 45 questions. In this revised version, **01 Kiswahili** and **06 Civic and Moral Education** subjects will have **six (06)** questions each. On the other hand, **04 Mathematics** and **05 Science and Technology** subjects will have **eight (08)** questions each. As for **02 English Language** and **03 Social Studies and Vocational Skills** subjects, they will have **seven (07)** questions each. In these examinations, the candidates will write their answers in the spaces provided in the question paper.

The examination formats have been prepared by following the five-paragraph structure, which are Introduction, General Objectives, General Competencies, the Structure of the Examination and the Competencies to be tested for every subject. In addition, the Table of Specifications has been placed at the end of the format for every subject and it shows the skills to be tested, number of items and the percentage weighting for every competency measured.

Overall, this examination format provides guidelines to examination setters, moderators and teachers to set fair, valid and reliable examination items. The Council insists that, all competencies in all the subjects should be taught at the primary school level by following the contents of respective subjects as stipulated in the syllabus. This examination format for the Primary School Leaving Examinations should not be used as a substitute for the required subject contents.

In this endeavour, the National Examinations Council recognises and appreciates the contributions of all the people who participated in improving this format booklet.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

01 KISWAHILI

1.0 UTANGULIZI

Fomati ya Mtihani wa Kiswahili imeandaliwa kwa kuzingatia muhtasari wa somo la Kiswahili wa mwaka 2015 ulioanza kutumika 2017 (toleo la 2019). Muhtasari huo unabainisha Umahiri Mkuu na umahiri mahususi ambao mwanafunzi anatakiwa kuupata katika ngazi ya Elimu ya Msingi Darasa la III hadi VII. Hivyo, mtihani wa somo la Kiswahili utakaoandaliwa kwa kutumia fomati hii, utalenga kupima umahiri alioupata mtahiniwa kuanzia Darasa la III hadi VII.

Fomati hii ni zao la maboresho yaliyofanyika kutoka fomati ya mwaka 2020 ambayo ilikuwa na maswali **45**. Hivyo, mtihani wa somo la **Kiswahili** utakuwa na maswali **sita (6)** yenye jumla ya vipengele **35** ambavyo vimetoka katika umahiri mahususi wa aina **sita (6)** katika umahiri mkuu wa aina **mbili (2)**. Lengo la maboresho haya ni kumwezesha mtahiniwa kuendana na mabadiliko ya Sayansi na Teknolojia yanayotokea duniani kote na ujenzi wa msingi wa umahiri katika masomo ya sekondari na elimu ya juu.

2.0 MALENGO YA JUMLA

Mtihani wa somo la Kiswahili utapima ni kwa kiwango gani mtahiniwa anaweza:

- 2.1 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 binafsi kwa kutumia lugha ya Kiswahili; na
- 2.6 Kuifahamu na kuitumia lugha ya Taifa.

3.0 UMAHIRI MKUU

Mtihani utapima ujuzi na utendaji wa mtahiniwa katika:

- 3.1 Kuwasiliana katika miktadha mbalimbali; na
- 3.2 Kuonesha uelewa wa jambo alilosikiliza au kulisoma.

4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Kiswahili utakuwa na karatasi **moja (1)** na utafanyika kwa muda wa **saa 1:40** kwa watahiniwa wote isipokuwa kwa watahiniwa wenye mahitaji maalum ambapo mtihani wao utafanyika kwa **saa 1:55**. Mtihani utakuwa na sehemu A, B na C zenye jumla ya maswali **sita (6)** yenye jumla ya vipengele **35**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **50**.

Sehemu A itakuwa na maswali **matatu (3)**. Swali la kwanza na la pili yatakuwa ya kuchagua jibu sahihi na swali la tatu litakuwa la kuoanisha. Swali la kwanza litakuwa na vipengele **vitano (5)** vitakavyotokana na kifungu cha maneno/hadithi itakayosomwa na Msimamizi ambapo mtahiniwa atatakiwa kusikiliza kwa makini kisha kuchagua jibu sahihi kutoka katika machaguo. Swali la pili litakuwa na vipengele **10** ambapo mtahiniwa anatakiwa kuchagua jibu sahihi kutoka katika machaguo **A - E**. Swali la tatu litakuwa na vipengele **vitano (5)** vya kuoanisha. Kila kipengele katika sehemu hii kitakuwa na alama **moja (1)** hivyo, kufanya sehemu hii kuwa na jumla ya alama **20**.

Sehemu B itakuwa na maswali **mawili (2)** ambayo ni swali la nne na la tano. Swali la nne litakuwa na vipengele **vitano (5)** ambapo mtahiniwa atatakiwa kujaza nafasi zilizoachwa wazi au kupanga sentensi katika mtiririko unaoleta mantiki na kuunda kifungu cha habari. Swali la tano litakuwa la majibu mafupi lenye vipengele **vitano (5)** kutoka katika kifungu cha habari, hadithi au shairi. Kila kipengele kitakuwa na alama **mbili (2)**. Hivyo, sehemu hii itakuwa na jumla ya alama **20**.

Sehemu C itakuwa na swali **moja (1)** la utungaji lenye vipengele **vitano (5)** vyenye jumla ya alama **10**.

5.0 UMAHIRI UTAKAOTAHINIWA

Umahiri utakaotahiniwa katika mthani wa Kiswahili ni kama ifuatavyo:

- 5.1 Kuanzisha na kuendeleza mazungumzo katika miktadha mbalimbali;
- 5.2 Kutumia msamiati katika kuzungumza kwa kuwasilisha hoja kulingana na miktadha mbalimbali;
- 5.3 Kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali;
- 5.4 Kusikiliza na kuonesha uelewa wa jambo alilolisikiliza;
- 5.5 Kusoma kwa ufasaha na kuonesha uelewa wa matini aliyoisoma; na
- 5.6 Kutumia msamiati katika kusoma na kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali;

Jedwali la Utahini Somo la 01 Kiswahili

Na.	UMAHIRI MAHUSUSI	NGAZI ZA NYANJA YA UTAMBUZI ZITAKAZOPIMWA						Idadi ya Vipengele vya Maswali kwa kila Umahiri	Asilimia ya uzito kwa kila Umahiri
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1.	Kuanzisha na kuendeleza mazungumzo katika miktadha mbalimbali.							10	28.5
2.	Kutumia msamiati katika kuzungumza kwa kuwasilisha hoja kulingana na miktadha mbalimbali.							5	14.3
3.	Kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali.							5	14.3

Na.	UMAHIRI MAHUSUSI	NGAZI ZA NYANJA YA UTAMBUZI ZITAKAZOPIMWA						Idadi ya Vipengele vya Maswali kwa kila Umahiri	Asilimia ya uzito kwa kila Umahiri
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
4.	Kusikiliza na kuonesha uelewa wa jambo alilolisikiliza.							5	14.3
5.	Kusoma kwa ufasaha na kuonesha uelewa wa matini aliyoisoma.							5	14.3
6.	Kutumia msamiati katika kusoma na kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali.							5	14.3
Idadi ya Vipengele vya Maswali								35	
Asilimia ya Uzito wa Vipengele vya Maswali kwa kila Ngazi ya Utambuzi									100

02 ENGLISH LANGUAGE

1.0 INTRODUCTION

This revised Primary School Leaving Examination format for English Language subject is based on the 2015 English Language Syllabus for teaching standards III to VII which was effectively used in 2017 (revised in 2019). That syllabus outlines the general and specific competencies that pupils ought to acquire at the primary education level from standard III to VII. As such, the English Language examination will assess the competencies each candidate had acquired from standard III to VII.

The revised format replaces the 2020 English Language format which had consisted of **45** questions. This format, on the other hand, will have **7** questions with **35** assessment items for all four specific competencies derived from three general ones. These improvements aim at enabling a candidate to cope with the development of Science and Technology, which takes place in the contemporary world and build a competency foundation for secondary and higher education.

2.0 GENERAL OBJECTIVES

The English Language examination aims to test the candidate's ability to:

- 2.1 Express him/herself appropriately in a given situation;
- 2.2 Use basic skills in listening, reading and writing in English;
- 2.3 Use vocabulary through listening, reading, and writing;
- 2.4 Apply correct English grammar; and
- 2.5 Use the English Language in acquiring higher education and for personal advancement.

3.0 GENERAL COMPETENCIES

The examination will measure the candidate's competencies on how to:

- 3.1 Comprehend oral and written information;
- 3.2 Communicate through writing; and
- 3.3 Use vocabulary through listening, reading and writing.

4.0 EXAMINATION RUBRIC

The examination will consist of **one (1)** paper of **1:40 hours**. The paper for the candidates with special needs will last for **1:55 hours**. This paper will comprise three sections, A, B and C, and will have **seven (7)** questions with **35** items. The candidates must answer **all** the questions. The total marks for these sections will be **50**.

Section A will consist of **four (4)** questions. The first question will be based on a passage/story which the invigilator will read out aloud to the candidates. A candidate should listen attentively to the passage and respond, accordingly, to **five (5)** multiple choice items. The second question will consist of **five (5)** short answer items that require the candidates to choose the correct answer from options A - E. The third question will require the candidates to complete **five (5)** sentences (i) – (v) by writing down the correct words selected from the options provided. The fourth question will contain **five (5)** matching items. Each item in this section will carry **one (1)** mark. This section will weigh **20** marks.

Section B will consist of **two (2)** questions (Question 5 and 6), each with **five (5)** items. The fifth question with five items will require candidates to fill in the blank spaces. The sixth question with **five (5)** items will require candidates to read and understand the written information and, accordingly, respond to **five (5)** short answer items. Each item will carry **two (2)** marks. The section will weigh a total of **20** marks.

Section C will consist of **one (1)** question with five items on composition or arranging the jumbled sentences logically. Each item will carry **two (2)** marks. The section will weigh **10** marks.

5.0 ASSESSMENT COMPETENCIES

The following competencies will be assessed:

- 5.1 Listening and understanding information presented orally;
- 5.2 Developing and using vocabulary appropriately through listening, writing and reading;
- 5.3 Communicating simple ideas through writing; and
- 5.4 Reading and comprehending written information.

Table of Specifications for 02 English Language Subject

S/N	SPECIFIC COMPETENCIES	COGNITIVE LEVELS TO BE TESTED						Number of Items per Competency	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Listening and comprehending information presented orally.							5	14.3
2.	Developing and using vocabulary Appropriately through listening, writing and reading.							10	28.6
3.	Communicating simple ideas through writing.							15	42.8
4.	Reading and comprehending written information.							5	14.3
Total Number of Items per Cognitive Level								35	100
Total Percentage weight of Items per Cognitive Level									

03 SOCIAL STUDIES AND VOCATIONAL SKILLS

1.0 INTRODUCTION

The Primary School Leaving Examination format for the Social Studies and Vocational Skills subject has considered the 2015 syllabus which was effectively used in 2017 and translated in 2020. The syllabus has identified general and specific competencies for this subject, which a candidate should acquire from Standard III to VII at the primary school level. As such, the Social Studies and Vocational Skills examination that will be prepared based on this format will aim at assessing the competencies the candidate will have mastered from Standard III to VII.

This revised format has further improved the 2020 Social Studies and Vocational Skills examination format, which consisted of **45** questions. Instead, this examination format will consist of **seven (7)** questions with **35** items based on all the eight general competencies. The format will assess the candidate on all cognitive domains. These improvements aim to enable the candidate to cope with the global Science and Technology development trends and to build good foundational competencies for secondary and higher education.

2.0 GENERAL OBJECTIVES

The Social Studies and Vocational Skills examination focuses on assessing the extent to which a candidate can:

- 2.1 Value and protect the environment and the resources of the nation;
- 2.2 Value the relationship between people and the environment;
- 2.3 Identify and use the opportunities available in his or her environment;
- 2.4 Identify the origins of the ethnic groups in our nation.
- 2.5 Build self-reliance foundations;
- 2.6 Be creative; and
- 2.7 Recognise opportunities in their environment.

3.0 GENERAL COMPETENCIES

The examination will assess the candidates' skills and performance in:

- 3.1 Identifying different events occurring in his or her environment;
- 3.2 Identifying the principles of patriotism in the society;
- 3.3 Using the knowledge of maps and astronomy in day to-day life;
- 3.4 Applying economic principles to do income generating activities;
- 3.5 Applying good grooming practices;
- 3.6 Mastering cooking a variety of foods;
- 3.7 Creating works of arts; and
- 3.8 Applying entrepreneurial skills.

4.0 EXAMINATION RUBRIC

The Social Studies and Vocational Skills examination will have **one (1)** paper that will last for **1:30 hours** for all the candidates, except for those with special needs whose examination paper will last for **1:45 hours**. The examination will have sections A, B and C which consist of **seven (7)** questions with **35** items. The candidate will be required to answer all the questions. The total marks for these sections will be **50**.

Section A will have **two (2)** questions with **20** items. Question one will be a multiple-choice question with **15** items consisting of **five (5)** choices each, **A – E**. Question two will have **five (5)** matching items of which the candidate will be required to match the premises from List A with responses from List B or choosing the correct word(s) from the box and writing them in the spaces provided. Each item will weigh **one (1)** mark, making a total of **20** marks in this section.

Section B will have **four (4)** questions: Questions three and four with **three (3)** items each, and questions five and six with **two (2)** items each. The candidate will be required to answer all the items

by writing short answers. Each item will carry **two (2)** marks, hence **20** marks.

Section C will have **one (1)** question with **five (5)** items. The candidates will be required to interpret a picture/map/drawing and respond to questions on different geographical concepts. The section will carry a total of **10** marks.

5.0 ASSESSMENT COMPETENCIES

The Social Studies and Vocational Skills competencies to be assessed will be as follows:

- 5.1 Conserving one's environment, keeping records of historical events and using the knowledge of weather conditions in doing day-to-day activities;
- 5.2 Maintaining Tanzanian culture, building good relations with the surrounding community and valuing our heroes.
- 5.3 Using maps in different kinds of environment and describing the solar system;
- 5.4 Valuing and protecting national resources, identifying production activities in the society and applying entrepreneurial skills in doing daily activities;
- 5.5 Developing personal hygienic habits, caring for garments and maintaining proper sanitation and caring for the environment and maintaining sanitation;
- 5.6 Recognizing rules required for cooking different types of foods, preparing different types of foods and making different beverages;
- 5.7 Mastering the basics of singing and acting, making different pictures which portray social messages, designing different printable art works and making a variety of clay works; and
- 5.8 Developing readiness for learning, finding markets for small-scale businesses, and using the principles of financial management.

Table of Specifications for 03 Social Studies and Vocational Skills Subject

S/N	SPECIFIC COMPETENCY	COGNITIVE LEVELS TO BE TESTED						Number of Items per Competency	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Conserving one's environment, keeping records of historical events and using the knowledge of weather conditions in doing day-to-day activities.							9	25.7
2.	Maintaining Tanzanian culture, building good relations with the surrounding community and valuing our heroes.							8	22.9
3.	Using maps in different kinds of environment and describing the solar system.							5	14.2
4.	Valuing and protecting national resources, identifying production activities in the society and applying entrepreneurial skills to doing daily activities.							7	20.0
5.	Developing personal hygienic habits, caring for garments and maintaining proper sanitation and caring for the environment and maintaining sanitation.							2	5.7
6.	Recognizing rules required for cooking different types of foods, preparing different types of foods and making different beverages.							2	5.7

S/N	SPECIFIC COMPETENCY	COGNITIVE LEVELS TO BE TESTED						Number of Items per Competency	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
7.	Managing singing and dramatising foundations, displaying pictures containing different messages targeting society, designing different artistic technical signs, moulding different shapes, and creating things using various materials.							1	2.9
8.	Enhancing the pupils' readiness to learn, finding markets for small business products, and using financial management rules.							1	2.9
Total Number of Items per Cognitive Level								35	
Total Percentage Weight of Items per Cognitive Level									100

04 MATHEMATICS

1.0 INTRODUCTION

This Mathematics examination format for Primary School Leaving Examination has been prepared in accordance with the 2015 syllabus which was effectively used in 2017 and translated in 2020. The syllabus has identified general and specific competencies for this subject, which a candidate should acquire from Standard III to VII at the primary school level. The examination will examine the competencies stipulated in the syllabus to determine the skills the pupils will have acquired during their seven-year of primary school.

This revised format has improved the 2020 Mathematics examination format, which consisted of **45** questions. The improved format has **eight (8)** questions with **33** items based on the **eight (8)** specific competencies derived from three main competencies. These improvements aim to enable the candidate to cope with the global Science and Technology development trends and to building good foundational competencies for secondary and higher education.

2.0 GENERAL OBJECTIVES

The Mathematics examination focuses on assessing the extent to which a candidate can:

- 2.1 develop logical thinking;
- 2.2 create curiosity and develop problem-solving skills;
- 2.3 develop basics for the use of technology, communication, reasoning, and reflections;
- 2.4 develop the ability to analyse and present information;
- 2.5 strengthen the learner's understanding of shapes, measurements, and their respective applications in life; and
- 2.6 build confidence to apply mathematical competencies in everyday life.

3.0 MAIN COMPETENCY

This examination aims to assess the following candidate's competencies:

- 3.1 Using mathematical language to present ideas to solve real-life problems;
- 3.2 Using reasoning and proof in the real-life situation; and
- 3.3 Solving mathematical problems in different situations.

4.0 EXAMINATION RUBRIC

The Mathematics examination will have **one (1)** paper that will last for **2:00 hours**, for all the pupils, except for those with special needs, whose examination paper will last for **2:40 hours**. The paper will comprise sections A, B and C and will have **eight (8)** questions containing **33** items. The pupil will be required to answer all the questions for a total of **50** marks.

Section A will have **one (1)** question which is question one with **10** items set from the Mathematical operations competencies. Each item will carry **one (1)** mark. Thus, this section will weigh **10** marks.

Section B will have **five (5)** questions; question two, three, four, five and six with **18** items on word problems set from **five (5)** specific competencies. Question two will have **six (6)** items, with each item weighing **one (1)** mark. Question three, four, five, and six will comprise of **three (3)** items each, with every item carrying **two (2)** marks. The total marks for this section will be **30**.

Section C will have **two (2)** questions; question seven and eight. Question seven will have **two (2)** items from the specific competency on the statistical skills in presenting various data. Question eight will have **three (3)** items from the competency on geometrical skills in different mathematical contexts. Each item in this section will carry **two (2)** marks, hence a total of **10** marks for this section.

5.0 ASSESSMENT COMPETENCIES

The specific competencies to be assessed in this examination paper entail applying:

- 5.1 The concept of numbers in communicating in different contexts;
- 5.2 Organisational skills in solving word problems in everyday life;
- 5.3 Mathematical operations of numbers in solving problems;
- 5.4 Relationship between numbers and objects in different contexts;
- 5.5 Measurement skills in different contexts;
- 5.6 Geometrical skills in different contexts;
- 5.7 Algebraic skills in everyday life; and
- 5.8 Statistical skills in presenting various data.

Table of Specifications for 04 Mathematics Subject

S/N	SPECIFIC COMPETENCIES	COGNITIVE LEVELS TO BE TESTED					Number of Items per Competency	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Applying the concept of numbers in communicating in different contexts.						6	18.8
2.	Applying organisational skills in solving word problems in everyday life.						3	9.09
3.	Applying mathematical operations of numbers in solving problems.						10	30.30
4.	Applying relationship between numbers and objects in different contexts.						3	9.09

S/N	SPECIFIC COMPETENCIES	COGNITIVE LEVELS TO BE TESTED						Number of Items per Competency	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
5.	Applying measurement skills in different contexts.							3	9.09
6.	Applying geometrical skills in different contexts.							3	9.09
7.	Applying algebraic skills in everyday life.							3	9.09
8.	Applying statistical skills in presenting various data.							2	6.07
Total Number of Items per Cognitive Level								33	
Total Percentage Weight of Items per Cognitive Level									100

05 SCIENCE AND TECHNOLOGY

1.0 INTRODUCTION

The Primary School Leaving Examination format for the Science and Technology subject has been prepared based on the 2015 syllabus which was effectively used in 2017 and translated in 2020. The syllabus has stipulated the general and specific competencies which a candidate should acquire from Standard III to VII at the primary school level. Significantly, this revised format requires the preparation of the Science and Technology subject examination to assess the competencies the candidate has mastered from Standard III to VII.

This revised format has further improved the 2020 Science and Technology examination format, which consisted of **45** questions. The improved format has **eight (8)** questions with **35** items based on the **nine (9)** specific competencies derived from **three (3)** general competencies. These improvements aim to enable the candidate to cope with advances in Science and Technology all over the world and to build good foundational competencies for secondary and higher education.

2.0 GENERAL OBJECTIVES

The Science and Technology examination focuses on assessing the extent to which a candidate can:

- 2.1 acquire knowledge of developing science and technology skills;
- 2.2 build the ability to use science and technology to solve problems in day-to-day life; and
- 2.3 develop the ability to use various science and technological tools.

3.0 GENERAL COMPETENCIES

The examination will evaluate the candidates' competencies in:

- 3.1 Performing investigations and discoveries in science and technology;
- 3.2 Applying fundamentals of science and technology; and
- 3.3 Maintaining health and the environment.

4.0 EXAMINATION RUBRIC

The Science and Technology examination will have **one (1)** paper that will last for **1:30 hours** for all the candidates except for the candidates with special needs, whose examination paper will last for **1:45 hours**. The examination will comprise sections A, B and C with a total of **eight (8)** questions with **35** items. This paper will weigh **50** marks.

Section A will comprise **three (3)** questions; question one, two and three with a total of **20** items. Question one will be a multiple-choice type of question with **10** items, which consist of **five (5)** alternatives, **A–E**. Question two will have **five (5)** items that will require the pupil to match the items in **List A** with answers in **List B**. Question three will comprise **five (5)** items which will require the candidate to complete sentences by filling in the gaps provided. Each item will carry **one (1)** mark, hence making a total of **20** marks in this section.

Section B will comprise **three (3)** questions: questions four and five with **three (3)** items each whereas question six will have **four (4)** items, which will require the candidate to provide short answers according to the question requirement in the respective item. Each item will weigh **two (2)** marks, making a total of **20** marks in this section.

Section C will comprise **two (2)** questions: question seven and eight. Question seven will consist of **three (3)** items and Question **8 two (2)** items. These questions will include pictures or drawings or various scientific concepts that assess calculation skills. Each item will weigh **two (2)** marks, hence **10** marks in this section.

5.0 ASSESSMENT COMPETENCIES

The competencies to be assessed during the Science and Technology Examination, will include the following:

- 5.1 Investigating things available in the environment;
- 5.2 Understanding a wide variety of energy and their uses;
- 5.3 Understanding scientific and technological theories;
- 5.4 Using Information and Communications Technology (ICT);
- 5.5 Mastering scientific skills;
- 5.6 Performing scientific experiments correctly;
- 5.7 Applying principles of hygiene for good health and environment;
- 5.8 Applying principles of healthy to have good healthy; and
- 5.9 Identifying various systems of a human body.

Table of Specifications for 05 Science and Technology Subject

S/N	SPECIFIC COMPETENCIES	COGNITIVE LEVELS TO BE TESTED						Number of Items per Competency	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Investigating things available in the environment.							4	11.4
2.	Understanding a wide variety of energies and their uses.							4	11.4
3.	Understanding scientific and technological theories.							4	11.4
4.	Using Information and Communications Technology (ICT).							4	11.4
5.	Mastering scientific skills.							3	8.6
6.	Performing scientific experiments correctly.							4	11.4
7.	Applying principles of hygiene for good health and environment.							3	8.6
8.	Applying principles of healthy to have good healthy.							4	11.4

S/N	SPECIFIC COMPETENCIES	COGNITIVE LEVELS TO BE TESTED						Number of Items per Competency	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
9.	Identifying various systems of a human body.							5	14.4
Total Number of Items per Cognitive Level								35	100
Total Percentage Weight of Items per Cognitive Level									

06 CIVIC AND MORAL EDUCATION

1.0 INTRODUCTION

This examination format for Civic and Moral Education subject for Primary School Leaving Examination is based on the 2015 Primary School Civic and Moral syllabus for Standard III – VII which was effectively used in 2017 and translated in 2020. This syllabus insists on developing the candidate’s competency to live according to the accepted moral standards of the society. The syllabus also focuses on building the candidate’s acceptable behaviours such as respecting and valuing society, responsibility, perseverance, integrity and maintaining peace and harmony.

This revised format improved the 2020 Civic and Moral Education examination subject format, which had **45** questions. The revised format will consist of **six (6)** questions with **35** items covering **20** specific competencies derived from **six (6)** main competencies. The improvements in this format will enable the candidate to have more competencies in critical thinking and analysing things by using knowledge acquired from his/her surroundings. These improvements aim to enable the candidate to cope with the global Science and Technology development trends and to build good foundational competencies for secondary and higher education.

2.0 GENERAL OBJECTIVES

The examination will assess the extent to which the candidate can:

- 2.1 Understand community-based, political and civil society institutions and their role in democratic governance;
- 2.2 Interpret, value and respect our national identity, the constitution, as well as the structure and operation of the government;
- 2.3 Understand the basics of democratic governance in administration and management;
- 2.4 Recognise his or her duties, as well as respect and defend human rights and the rule of law;

- 2.5 Understand and participate in administrative and leadership activities, as well as in activities relating to the defence and security of the nation;
- 2.6 Be creative, identify and analyse political, economic and social problems and develop strategies for solving them;
- 2.7 Recognise the differences in people's ideologies and backgrounds, and tolerate the differences;
- 2.8 Develop awareness about issues concerning national unity and co-operation between Tanzanian communities and the communities found in other countries; and
- 2.9 Acquire the knowledge of cross-cutting issues and deal with them in daily life.

3.0 GENERAL COMPETENCIES

The examination will assess the candidate's competencies in:

- 3.1 Respecting community;
- 3.2 Valuing the community;
- 3.3 Being responsible;
- 3.4 Being a persevering person;
- 3.5 Being a person of integrity; and
- 3.6 Promoting peace and harmony.

4.0 EXAMINATION RUBRIC

The Civic and Moral Education examination will have **one (1)** paper that will last for **1:30 hours** for all the candidates, with exception of those with special needs, whose examination paper will last for **1:45 hours**. The examination will comprise sections A, B and C with a total of **six (6)** questions and **thirty-five (35)** items. The candidate will be required to answer all the questions carrying a total of **50** marks.

Section A will have **three (3)** questions; question one, two and three with a total of **20** items. Question one will be a multiple-choice type of question with **10** items each comprising **five (5)** alternatives, **A–E**. Each item will weigh **one (1)** mark, hence a total of **ten (10)** marks. Question two will be a matching item type question, with **five (5)** items. Each item will carry **one (1)** mark,

making a total of **five (5)** marks. Question **3** will comprise **five (5)** items that require the candidate to fill in the gaps. Each item will carry **one (1)** mark, making a total of **20** marks in this section.

Section B will comprise **two (2)** questions; question four and five with **five (5)** items each. Question four will have **five (5)** items on completing the table/drawing or arranging sentences in a logical order. Each item will carry **two (2)** marks, hence a total of **10** marks. Question five will comprise **five (5)** short answer items. Each item will weigh **two (2)** marks, making a total of **10** marks. Thus, the section will carry a total of **20** marks.

Section C will have **one (1)** question with **five (5)** items on interpreting a picture/map and briefly describing a concept or an argument/passage and answering the questions from the passage. Each item will weigh **two (2)** marks. Thus, this section will carry a total of **10** marks.

5.0 ASSESSMENT COMPETENCIES

The competencies to be assessed in Civic and Moral Education Examination, will include the following:

- 5.1 Loving oneself and others, to love and be proud of his/her school, and to love Tanzania by cherishing her values symbols and culture.
- 5.2 Caring for oneself and others, keep the environment clean and build good relationships with people in the society.
- 5.3 Protecting the country's natural resources and national interests, manage his/her responsibilities at home and at school, obey laws and regulations in undertaking his/her daily duties, be disciplined and cooperative in carrying out responsibilities at home and school.
- 5.4 Being persistent in everyday life, achieve his/her set objectives by having an optimistic outlook and learn by analysing things realistically.

- 5.5 Being trusted in society, accomplish his/her responsibility by observing truth and transparency and to stand for justice.
- 5.6 Interacting with people of different backgrounds/origins, respect cultural differences and diversity of views among people of different communities, and to build peaceful relations with other nations.

Table of Specifications for 06 Civic and Moral Education Subject

S/N	SPECIFIC COMPETENCIES	COGNITIVE LEVELS TO BE TESTED						Number of Items per Competency	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Loving oneself and others, being proud of his or her school and love Tanzania by cherishing her values, symbols and culture.							5	14.3
2.	Taking care of oneself and others, protect the environment and build good relationships with others in the community							5	14.3
3.	Protecting the resources and interests of the country, manage his or her school and household tasks, obey rules and regulations in doing his or her daily activities, being self-disciplined and co-operating with others in performing household and school tasks							10	28.5

S/N	SPECIFIC COMPETENCIES	COGNITIVE LEVELS TO BE TESTED						Number of Items per Competency	Percentage Weighting per Competency
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
4.	Handling challenges in daily life, be optimistic about achievement of objectives and learn by analysing issues critically							5	14.3
5.	Being trusted in the community, fulfil responsibilities with transparency and honesty and stand up for other people's rights							5	14.3
6.	Interacting with people from different cultures and backgrounds, respect the cultures and ideologies of other people and build good relations with people from other countries							5	14.3
Total Number of Items per Cognitive Level								35	
Total Percentage Weight of Items per Cognitive Level									100

