

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEMS RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2017**

011 CIVICS

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FOREWORD

The Form Two National Assessment (FTNA) is a formative assessment which provides an evaluation of the effectiveness of the teaching and learning of the two years secondary education. Civics is one of the subjects assessed at this level.

This assessment report on the performance of students in Civics for Form Two National Assessment (FTNA) 2017, aims at giving feedbacks to students, teachers, parents, policy makers, curriculum developers and other educational stakeholders on how students responded to assessment items. The report identifies reasons for the students' good performance and factors which led to inability of some students to provide correct answers to the questions. This analysis of the items was conducted to identify various mistakes which occurred in answering the assessment questions. The report shows the percentage of students who scored good, average and poor marks in each question.

The reasons noted for the good performance by the students were the ability to identify the demands of the questions, mastery of the subject matter and the ability to write the English Language coherently. On the other hand, it was observed that some students performed poorly because of the lack of knowledge of the subject matter, inability to understand the demands of items, the inability to interpret and comprehend concepts in a given passage and the lack of proficiency in the English Language.

One significant observation in Civics FTNA 2017 result is a decrease in students' performance by 5.22 percent compared with the result of 2016.

The National Examinations Council of Tanzania believes that the feedback will assist the students, teachers, parents, policy makers and other educational stakeholders in taking necessary steps to improve teaching and learning process which will eventually lead to better performance not only in FTNA but also in the Certificate of Secondary Education Examinations (CSEE).

Finally, the Council would like to thank examiners and all people who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of students in 011 Civics for Form Two National Assessment (FTNA) 2017. The paper assessed students' competence and knowledge of the topics stipulated in the syllabus.

The paper had seven (7) questions in three (3) sections with a total of fifty two (52) items. Section A comprised of question 1, 2 and 3; Section B comprised of question 4 and 5 while section C consisted of question 6 and 7. Students were required to answer all questions in section A and B. In section C, they were supposed to attempt only one question.

The report shows that a total of 485,554 students sat for 011 Civics Form Two National Assessment in 2017, of which 381,214 (78.65%) passed. In 2016, students who sat for the Civics Form Two National Assessment were 409,362, of which 342,482 (83.87%) passed. This indicates that the performance of students in FTNA 2017 dropped by 5.22 percent. The students' performance in FTNA 2017 is illustrated in table 1.

Table 1: The performance of students in Civics FTNA in 2017

| SEX | GRADES | | | | | PASSED | |
|-------|--------|--------|---------|---------|---------|---------|------------|
| | A | B | C | D | F | Number | Percentage |
| M | 19,099 | 21,382 | 65,825 | 80,326 | 44,457 | 186,632 | 80.76 |
| F | 13,073 | 15,929 | 63,576 | 102,004 | 59,010 | 194,582 | 76.73 |
| Total | 32,172 | 37,311 | 129,401 | 182,330 | 103,467 | 381,214 | 78.65 |

The analysis of individual question is presented in the next sections. The analysis highlights the requirements of each question and the way students responded to it. Extracts of good and poor students' answers are presented to illustrate the performance.

For the purpose of this analysis, the students' performance ranged from 0 to 29 percent is considered as poor, from 30 to 64 percent as an average performance and from 65 to 100 percent as good performance. These performances are shown using coloured figures and appendix; whereby red colour indicates poor performance, a yellow colour average performance and green colour stands for good performance.

Finally, the report provides a conclusion and recommendations which are useful to students, teachers, parents and other educational stakeholders to improve teaching and learning of Civics subject.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION

2.1 Question 1: Multiple Choice Items

This question consisted of 20 multiple choice items derived from various topics of the syllabus. The topics were: Democracy, Family Life, Government of Tanzania, Human Rights, Our Nation, Promotion of Life Skills, Proper Behaviour and Responsible Decision Making and Road Safety Education. In this question, for each of the item (i – xx) students were required to choose the correct answer among the given alternatives (A to D) and to write its letter in the box provided in the question paper. The question aimed at measuring the students' understanding of concepts, events from various topics and their applications in the day to day life.

The analysis shows that the students' performance was good. That is 18.74 percent of the students scored from 13 to 20 marks, 68.63 percent scored from 6 to 12 marks, and 12.63 percent scored from 0 to 5 marks out of the 20 marks allocated for this question as illustrated in figure 1.

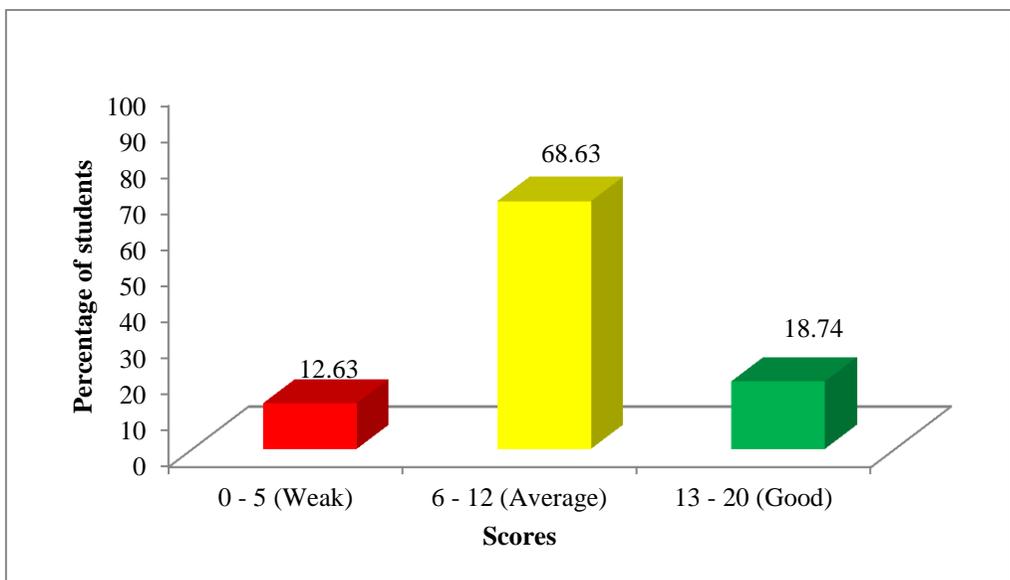


Figure 1: *The percentages of the students' performance in the categories of poor average and good scores.*

The analysis of students' item response is as follows:

Item (i) required the students to identify the interval in which the general election is held in Tanzania. The students who identified the correct answer A "Five years" were familiar with the intervals between the general election in Tanzania. Other options were B "Four years", C "Ten years" and D "Six years". Those who opted for C "Ten years" derived by the years that mark the limit of President of Tanzania's duration to stay in power. The students who opted for responses B and D were ignorant of the intervals of holding the general election in Tanzania.

Item (ii) required the students to identify what a man and woman represent in the Coat of Arms. The students who identified the correct answer D "Unity and cooperation" were knowledgeable of the meaning of the symbols in the Coat of Arms. Those who selected A "Family" thought that a man and woman represent a family which is wrong as family consisted of social group of people who are closely related to each other in terms of blood, adoption, marriage etc. Those who opted for B "Human labour" thought that a man and woman help each other in doing work in most of the families, thus the symbol is related to human labour. Those who opted for C "Gender equity" wrongly perceived the symbol as a measure of fairness, justice in the distribution of benefits and responsibilities between men and women.

Item (iii) required the students to choose from the given alternative the basic qualification for members of the Parliament of the United Republic of Tanzania. The correct answer was A "Ability to read and write". The students who opted for B "Age above 40 years" confused the qualification of Presidential post with Members of Parliament. Those who opted for C "Undergraduate degree" did not know that academic qualifications are just added advantages for political posts. The students who opted for D "Fluency in English Language" were not aware that Members of Parliament are required to be fluent either in English Language or Swahili, not the fluency in English Language only.

Item (iv) tested the students' knowledge of pillars of a stable marriage. The correct answer was B "Agreement, love, trust and transparency". The

students who provided the correct answer had knowledge of pillars of a stable marriage. Those who provided wrong answers: A “Respect, love, shelter and cooperation”, C “Food, love, peace, and cooperation” and D “Peace, proper morals, respect and shelter” failed to recognize that the words “shelter” and “food” are just the basic requirements for family survival, not pillars for a family stability.

Item (v) required the students to select a set of principles by which a country is governed. The correct response was A “Constitution”. However, the students who opted for B “Judiciary”, C “Government” and D “Legislature” failed to identify the organs of the government and their functions. For example, Judiciary is a branch of government which interprets law, legislature is an instrument of government that makes law of a country and the government is a group of people responsible for controlling a country.

Item (vi) required the students to choose the event in which the national flag is hoisted at half-mast. The correct response was B “The national misfortunes”. Options A “The independence day”, C “The heroes day” and D “The religious holidays” were not correct responses. The students who picked these options failed to differentiate between the National misfortunes, public holidays and National festivals.

Item (vii) required the students to identify the year in which the second multi party election was held in Tanzania. The correct response was C “2000”. The students who chose A “1992” lacked the knowledge of multiparty elections in Tanzania. They did not know that the multiparty system was re – introduced in Tanzania in 1992. The response B “1995” was also not correct because that year was when the first multiparty election was conducted in Tanzania. Response D “2005” is the year in which the third multiparty election was conducted in Tanzania.

Item (viii) tested the students’ understanding of the components of a village government. The students who were knowledgeable of the components of the village government chose the correct answer D “Village assembly and village council”. Those who selected B “Village council and the chairman”, C “Adult population and the chairman” and A “Adult population and village assembly” failed to understand the components of a village government.

They did not know that “adult population” and “the chairman” are members of the village assembly, which is a component of a village government.

Item (ix) tested the students’ understanding of a topic entitled Proper Behaviour and Responsible Decision Making and the way they can apply such knowledge in their daily life. The question required the students to categorize Stealing and Drug abuse as examples of improper behaviour. The students who opted for the correct answer B “Improper behaviour” had a good knowledge that stealing and drug abuse are examples of improper behaviour. On the other hand, students who opted for A “Proper behaviour” failed to understand that a proper behaviour is an acceptable behaviour in the society, hence, stealing and drug abuse are unacceptable behaviours that cannot be examples of proper behaviour. Students who opted for the response C “Irritable behaviour” and D “Impulsive behaviour” lacked enough knowledge of the topic.

Item (x) required the students to identify an alternative related to the principles of fairness, justice and benefits that all human beings are born with. The correct response was A “Human rights”. The students who opted for wrong responses failed to understand the meaning of concepts B “Religious rights”; are entitlements which provide freedom for worship. C “Moral rights”, are those rights recognised by a society, but are not legal rights. D “Rule of law” refers to the principles that all people are equal before the law and that everybody including all government officials must obey the law.

Item (xi) measured the students’ ability to identify components of the Legislature in Tanzania. The students with an adequate knowledge were able to choose the correct response B “The National Assembly and the President”. The Legislature is an independent organ of the government which is responsible for making laws. The students who opted for incorrect options A “President and Ministries” were not aware that the President and Ministers form the Executive branch of government and not the legislature. The option C “The President and Judiciary” was incorrect response because Judiciary is another independent organ of the government that interprets the law of the country and the option D “The Parliament and Cabinet” was also not the correct response since the Parliament is a branch of government which makes laws while the Cabinet is an advisory organ of the President. It

consisted of the President, Vice President, the President of Zanzibar, Prime Minister, Ministers and the Attorney General.

Item (xii) required the students to choose the major causes of road accidents in Tanzania. The correct response was D “reckless driving”. The students who provided the correct answer had knowledge of the major causes of road accidents in Tanzania. On the other hand students who opted for A “shortage of traffic police” and C “lack of traffic regulations” were attracted by the word traffic which is commonly used on the road. Response B “ignorance of road users” is one of the cause of road accidents but the question needed the students to identify the major cause among the four given alternatives.

Item (xiii) tested the understanding of the term a feeling of loyalty and love for ones’ country. The correct response was C “Patriotism” which refers to love for or devotion to one’s country. The option A “Self-awareness” was not a correct response because is an ability of a person to understand himself or her-self. The option B “Self-esteem” was also not the correct answer because self-esteem is an ability of a person to appreciate himself or herself. Response D “Empathy” which is an ability to understand and feel concerned with other person’s problems was equally a wrong answer.

Item (xiv) measured the students’ knowledge of what a green colour represents in the National Flag of Tanzania. The students with sufficient knowledge of the National flag chose the correct response C “Vegetation”. Those who opted for wrong responses A “Africans”, B “Natural wealth” and D “Soil” lacked knowledge of the representation of each colour indicated in the National flag. They did not know that black colour represents Africans and yellow colour stands for natural wealth.

Item (xv) required the students to choose human rights abuse experienced by HIV/AIDS victims. In this item, the correct alternative was A “stigmatization” The students who opted for the response B “gender stereotyping” were wrong because gender stereotyping is a way men and women are portrayed in the society. Response C “gender blind” was not a correct answer because “gender blind” is a tendency of an individual society and the government of neglecting the specific needs and rights of a particular gender. The response D “gender gap” was also not the correct response

because “gender gap” refers to a disparity in the number of men and women in a population.

Item (xvi) required the students to choose a term which stands for the right of the people to join an organization. The correct answer of this item was B “freedom of association”. On the one hand, the students who provided the correct response had adequate knowledge of various rights enjoyed by human beings. On the other hand, students who opted for wrong responses A “freedom of expression”, C “freedom of worship” and D “freedom of movement” lacked enough knowledge of the various types of human rights provided in the Constitution.

Item (xvii) tested the students’ knowledge of the ability of a person to appreciate him/herself. The students with adequate knowledge of life skills selected the correct response B “self-esteem”. The students who opted for A “empathy”, C “assertiveness” and D “self-awareness” lacked knowledge of the types of Life Skills. They did not know that empathy is an ability to understand or feel concerned with another person’s problem. Assertiveness is an ability of a person to know what she or he wants and why and being able to take necessary steps to achieve it, and self-awareness is an ability of the individual to know and understand their feelings, emotions, strength and weaknesses.

Item (xviii) required the students to choose an aspect of social skills among the given alternatives. Students with an adequate knowledge on social skills provided the correct response D “Peer resistance”. The response B “Arrogance” was not a correct answer because Arrogance is a behaviour of a person who feels that he/she is more important than other people as a result he/she becomes rude to them or treats them harshly. The response B ‘Interview’ was not a correct answer because an interview is a verbal interaction between an interviewer and an interviewee (respondent). Further, the response C “Aggressiveness” was incorrect because it is a tendency of acting with force and determination in order to succeed.

Item (xix) measured the students’ ability to choose from the given alternatives which represent a ruling system whereby a group of people or persons holding all government powers. In this item, the correct answer was C “Dictatorship government”. The response A “Democratic government”,

- (xiii) A feeling of loyalty and love for one's country is called
 A self-awareness. B self-esteem.
 C patriotism. D empathy. W
- (xiv) A green colour in the national flag of Tanzania represents
 A Africans. B natural wealth.
 C vegetation. D soil. W
- (xv) Human rights abuses experienced by HIV/AIDS victims include
 A stigmatization. B gender stereotyping.
 C gender blind. D gender gap. 0
- (xix) A ruling system whereby a group of people or persons holding all government powers is called
 A democratic government. B elected government.
 C dictatorship government. D multiparty government. X/B
- (xx) Which among the following set is a correct characterization of a nation?
 A History, Culture, People and Uhuru torch
 B Sovereignty, Uhuru torch, People and Government
 C People, History, Sovereignty and Government
 D Education, Uhuru torch, History and People X/C

Extract 1.1: Answers of the students who wrote letters which were not given in the multiple choice items.

2.2 Question 2: Matching Items

The question required the students to match items in List A with responses in List B by writing the letter of the correct response below the corresponding item number in the table provided. List A had definitions of concepts related to gender while List B contained terminologies of gender.

The performance in this question was good due to the fact that only 29.18 percent of the students scored from 0 to 1 mark, 56.02 percent scored from 2 to 3 marks and 14.8 percent scored from 4 to 5 marks. The performance in this question is illustrated in figure 2.

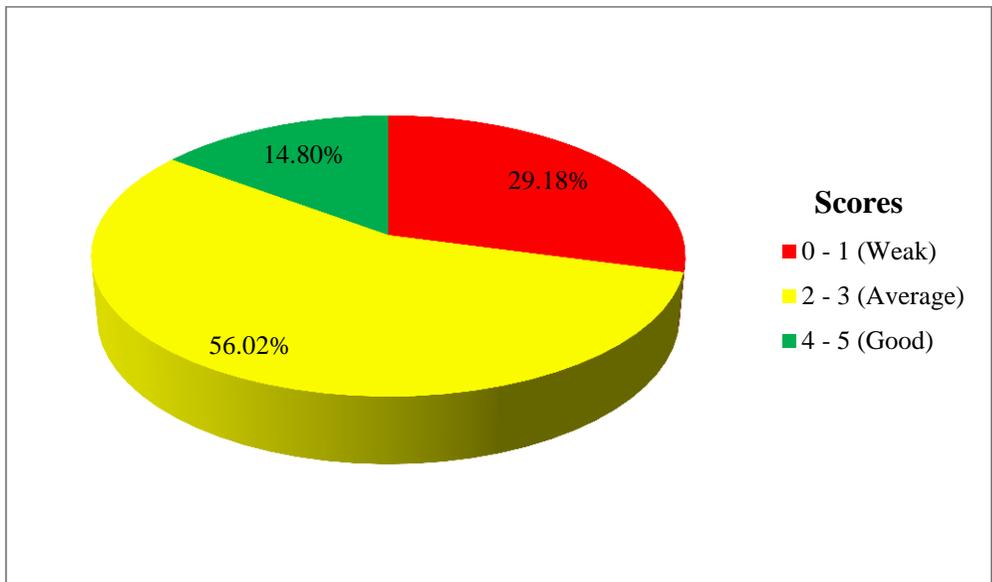


Figure 2: *The percentages of the students' performance in the categories of weak, average and good scores.*

Item (i) required the students to identify the correct response that matched with the biological differences between a man and woman. The correct response was F “Sex”. The students who lacked knowledge of the subject matter opted for the response A “Gender” which was not a correct alternative due to the fact that Gender is a social relationship of role and responsibility between men and women.

Item (ii) required the students to identify a situation whereby female students are encouraged to opt for Arts subjects. In this item, the correct answer was G “Gender stereotyping”. Other related attractive options were E “Gender discrimination” and H “Gender biasness”. E “Gender discrimination” was not a correct response because it refers to a situation of treating people differently and unequally based on gender. H “Gender biasness” refers to positive or negative attitude practiced either towards men or women with specific purpose, which is not a correct answer as well.

Item (iii) required the students to identify the correct response that matched with the systematic efforts to understand the role of men and women in the society. Knowledgeable students opted for the correct response D “Gender analysis”. The students who matched the response B “Gender balance” were

wrong because gender balance is a situation where both men and women have equal representation, for example in the Parliament.

Item (iv) required the students to identify the correct answer that matched with a corrective measure against women oppression. The students with adequate knowledge provided the correct response C “Women empowerment”. However, students with inadequate knowledge matched the concept with the response B “Gender balance”. Such students were attracted to the word balance because it relates to the corrective measure against women oppression.

Item (v) required the students to identify the correct response that matched with the social relationship between women and men. The correct answer for this item was A “Gender”. Students who opted for F “Sex” were wrong because sex refers to biological differences between a man and woman. On the other hand, students who opted for B “Gender balance” and D “Gender analysis” lacked a clear understanding of different concepts of gender. Other distractors had no any relationship with the item. Students selected them due to the lack of knowledge of the concerned concept.

2.3 Question 3: True and False Items

This question consisted of ten (10) items derived from the topics of Democracy, Government of Tanzania, Human Rights, Our Nation, Promotion of Life Skills and Proper Behaviour and Responsible Decision Making. The students were required to write TRUE if a sentence is correct or FALSE if a sentence is incorrect.

The performance in this question was good. That is 1.27 percent of the students scored from 0 to 2 marks, 52.66 percent scored from 3 to 6 marks and 46.07 percent scored from 7 to 10 marks. The performances in the question are illustrated in figure 3.

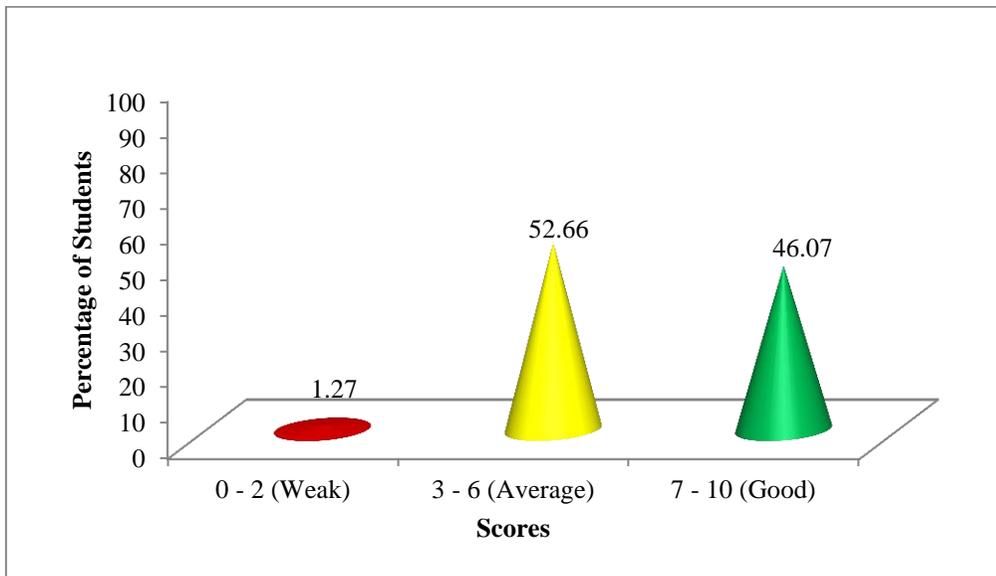


Figure 3: The percentages of students' performance in the categories of poor, average and good scores.

Students who scored from 7 to 10 marks demonstrated a good understanding of the subject matter. Extract 3.1 represents one of the students who answered to all the items in questions 3 correctly.

Extract 3.1

3. For each of the following sentences (i) - (x), write **TRUE** if the sentence is correct or **FALSE** if the sentence is not correct.

- (i) Sovereignty is a component of a nation **TRUE**
- (ii) Tanzanian money is in the form of notes and pounds **FALSE**
- (iii) Farmers day is celebrated on 7th July every year **FALSE**
- (iv) The first stage of problem solving is identification of possible options **FALSE**
- (v) School is one of the sources of life skills **TRUE**
- (vi) Tanzania protects the citizens' rights through the Bill of rights in the constitution **TRUE**
- (vii) A youth who engage in unsafe sex lacks responsible decision making skills **TRUE**
- (viii) The independence constitution of Tanganyika established a federal system of government **FALSE**
- (ix) Corruption is one of the human right abuses **TRUE**
- (x) Direct democracy can only be practiced in countries with large population **FALSE**

Extract 3.1: Responses from a student who demonstrated knowledge of the subject matter by providing the correct responses to all items.

Item (i) required the students to write TRUE or FALSE to a sentence, Sovereignty is the component of a nation. The correct answer was “TRUE” due to the fact that Sovereignty means that a nation is governed without interference from other foreign countries. The students who responded “TRUE” had enough knowledge about the components of a nation whereas those who provided wrong responses lacked such knowledge.

Item (ii) required the students to write TRUE or FALSE to a sentence, Tanzanian money is in the form of notes and pounds. The correct response was “FALSE” due to the fact that Tanzania currency is in form of notes and coins. The students who failed to choose the correct response lacked knowledge that Tanzanian money is in shillings not pounds.

Item (iii) required the students to state whether it is TRUE or FALSE to a sentence, Farmers’ Day is celebrated on 7th July every year. The correct response was “FALSE” due to the fact that Farmers’ Day is celebrated on 8th August every year. The students who wrote the correct answer had adequate knowledge about National Festivals and their dates. The students who wrote “TRUE” were unable to differentiate Farmers’ Day which is celebrated on 8th August every year from ‘Saba Saba’ or Trade Fair Festival which is celebrated on 7th July every year.

Item (iv) required the students to write TRUE or FALSE to a sentence, The first stage of problem solving is identification of possible options. The correct response was “FALSE” due to the fact that, the first stage of problem solving is initiating mediation. Students who responded by writing “FALSE” had enough knowledge of stages in problem solving techniques, while students who wrote wrong answer “TRUE” had insufficient knowledge of stages in problems solving techniques.

Item (v) required the students to write whether it is TRUE or FALSE to a sentence, School is one of the sources of life skills. The correct response was “TRUE” due the fact that sources of life skills are parents, religion, government and school. The students who wrote the correct answer had an adequate knowledge and skills about sources of life skills, while those who wrote ‘FALSE’ had inadequate knowledge about the sources of life skills.

Item (vi) required the students to write TRUE or FALSE to a sentence, Tanzania protects the citizens' rights through the Bill of Rights in the Constitution. The correct response was "TRUE". Those who wrote "FALSE" lacked knowledge of the Bill of Rights in the constitution, since a Bill of Rights and freedom are guaranteed in the Constitution of the United Republic of Tanzania.

Item (vii) tested the students' knowledge to write TRUE or FALSE to a sentence, a youth who engage in unsafe sex lacks responsible decision making skills. The correct response was "TRUE" due to the fact that decision making skills help an individual to decide wisely. Those who responded "FALSE" lacked enough knowledge of responsible decision making and risk behaviours.

Item (viii) required the students to write TRUE or FALSE to a sentence, the independence constitution of Tanganyika established a federal system of government. The correct response was "FALSE" due to the reason that the independence constitution of Tanganyika established a Westminster system of government with a sovereign parliament, multiparty democracy, a Prime Minister and the Governor General as a head of state representing the Queen of England. In federal government system, the central government shares power with a number of small local governments, and it is formed when two or more states unite. United States of America is a good example of a federal system of government.

Item (ix) required the students to write TRUE or FALSE to a sentence, Corruption is one of the human rights abuses. The correct response was "TRUE". The students who wrote the correct answer had sufficient knowledge of corruption which refers to the illegal use of the authority for private or personal gain. Those who opted for "FALSE", the incorrect response lacked enough knowledge of corruption and how it abuses the human rights.

Item (x) required the students to write TRUE or FALSE to a sentence, Direct democracy can only be practiced in countries with large population. The correct response was "FALSE" due to a reason that, direct democracy is a kind of democracy whereby all adult citizens participate fully in decision making on matters brought for discussion. It is for this reasoning it needs a

small number of people. It is therefore impossible for a large country to operate at national level under a direct democracy. Most countries have millions of citizens and thus it is difficult to get all people in meetings for discussions and decision making that is why citizens practice indirect democracy through representatives.

The analysis of the performance in this question indicates that 98.73 percent of the students passed. Only few number of students 6,198 (1.27%) failed of which 559 students equals to 0.11 percent scored 0 mark. The reason for the failure in the question include the lack of the knowledge of the subject matter, failure to adhere to the demands of the question, poor writing skills and poor mastery of English language. The students who scored 0 mark likely attempted the question without reading its demands. Extract 3.2 is an illustration from a student who provided irrelevant answers.

Extract 3.2

3. For each of the following sentences (i) - (x), write **TRUE** if the sentence is correct or **FALSE** if the sentence is not correct.
- (i) Sovereignty is a component of a nation .. *Wrong* ..
 - (ii) Tanzanian money is in the form of notes and pounds .. *Wrong* ..
 - (iii) Farmers day is celebrated on 7th July every year .. *Wrong* ..
 - (iv) The first stage of problem solving is identification of possible options .. *Wrong* ..
 - (v) School is one of the sources of life skills .. *Wrong* ..
 - (vi) Tanzania protects the citizens' rights through the Bill of rights in the constitution .. *Wrong* ..
 - (vii) A youth who engage in unsafe sex lacks responsible decision making skills .. *Wrong* ..
 - (viii) The independence constitution of Tanganyika established a federal system of government .. *Wrong* ..
 - (ix) Corruption is one of the human right abuses .. *Wrong* ..
 - (x) Direct democracy can only be practiced in countries with large population .. *Wrong* ..

Extract 3.2 a sample of a student whose responses could not be understood.

2.4 Question 4: Comprehension

In this question, the students were required to read the passage carefully and then answer the questions that followed. The passage was about Wildlife Conservation. The intention of the passage was to test the students' ability to comprehend information related to wild life conservation.

The performance in this question was good. That is only 18.22 percent of the students scored from 0 to 2.9 marks, 42.33 percent scored from 3 to 6.4 marks and 39.04 percent scored from 6.5 to 10 marks. The performances in this question are illustrated in figure 4.

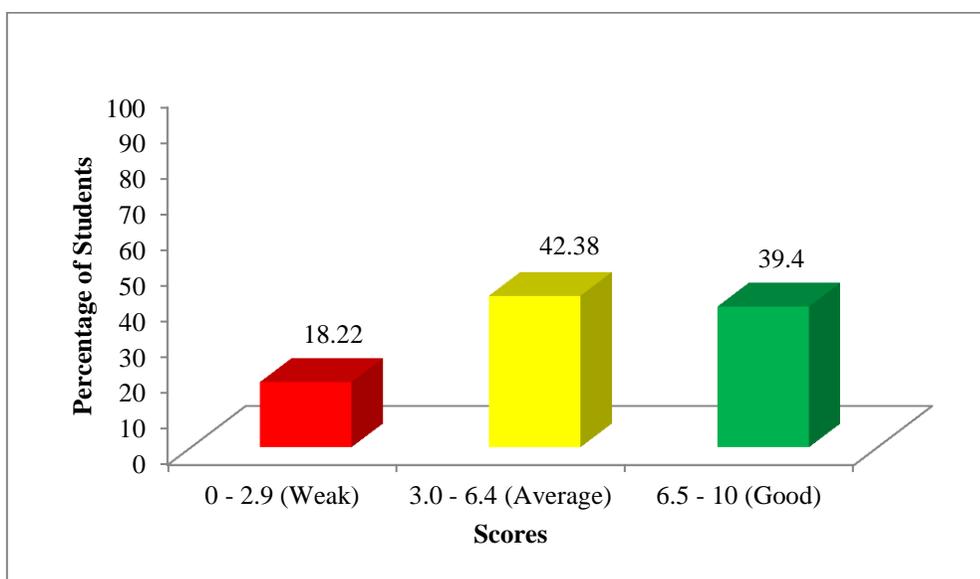


Figure 4: *The percentages of the students' performance in categories of poor, average and good scores.*

Item 4 (a) required the students to suggest a suitable title of the passage. The correct titles of the passage were; WILD LIFE CONSERVATION, PROTECTION OF WILD LIFE or WILD LIFE MANAGEMENT. The students who provided correct title demonstrated enough knowledge in answering comprehension question. On the other hand, students who failed to identify the title correctly relied on their own understanding rather than what was presented in the passage. For example some of the students suggested the title of the passage as: “LIVING THINGS”, “WILD LIFE REFERS TO ALL ANIMAL AND PLANTS LIVING IN THEIR NATURAL

ENVIRONMENT” and *“LIFE OF ANIMALIA or ENVIRONMENT”*. Other students copied some sentences from other questions which had no relevance to the demand of the question. One of the students for example copied a response in question 1 (xx) *“History, Culture, People and Uhuru Torch”*. This response indicates that the particular student lacked skills of identifying the title of a passage.

Item 4 (b) required the students to mention two effects of increased population in Tanzania to the animals and plants according to the provided passage. The correct answers were: (i) Destructions of animals and plants habitat and (ii) Increased consumption of wildlife products. The students who provided the correct responses demonstrated skills in interpreting concepts in a comprehension or a passage. Contrarily, the students who failed to provide correct answers were unable to understand the core of the question. They provided irrelevant answers such as; (i) *Wildlife refers to all animals and plants living in their natural environment*” and (ii) *Wildlife are very important resources to any country as it produces meat which is used by man as food*”. These responses indicate that the students did not understand the demands of the question.

Item 4 (c) required the students to outline two importance of wildlife to mankind. The correct responses were; (i) It provides food in form of meat. (ii) It provides wool (iii) It provides fur (iv) It provides skins and (v) it provides ornaments. On the other hand, students who provided incorrect responses to the question relied on what they know rather than what was in the passage. One of the students for example provided answers such as; *“(i) To encourage game cropping place”* and *(ii) To be populated to reduce overgrazing and soil erosion”*. Such students’ responses indicate that they did not understand the requirements of the question.

Item 4 (d) required the students to suggest two measures to conserve the wildlife in Tanzania. The students who understood the passage pointed out two measures among these; (i) Protecting natural vegetation. (ii) Avoiding poaching. (iii) Enforcing laws to protect animals. (iv) Practice modern game cropping. (v) Animal control from diseases and (vi) Enacting by laws of not endangering animals.

On the other hand, the students who were not skilled in answering comprehension questions provided irrelevant answers. For example, one student wrote “*Wildlife of gorogoro*”, others copied some phrases from the passage to respond to the item, for example; (i) *Refers to all animal and plant living in their natural environment*” and (ii) *Other products from and plants include wood*”. The students who scored poorly lacked knowledge of the subject matter and had poor mastery of English Language. Hence they did not understand the requirements of the question.

Item 4 (e) required the students to state two advantages of game cropping in populated games. The correct responses were: (i) Reduce overgrazing and (ii) Prevents or control soil erosion. The students who provided the correct answers in relation to the passage had knowledge and skills of game cropping in populated games. However, some of the students who failed to provide advantages of game cropping in populated games. Those provided answers by copying phrases or sentences from the passage such as (i) *Game species* and (ii) *Game cropping*.

All in all, students who scored marks from 7 to 10 revealed high ability of comprehending information in a passage. They provided the required responses such as relevant title, made correct interpretation of the concepts and used their knowledge of wildlife conservation to tackle some of the items. The following extract is an illustration of a good response to this question.

Extract 4.1

Questions

- (a) Suggest a suitable title for this passage.
A suitable title for the passage is
CONSERVATION OF WILDLIFE
- (b) According to the passage mention two effects of increased population in Tanzania to the animals and plants.
 (i) *Increased population in Tanzania has led to increased consumption of wildlife products.*
 (ii) *Increased population in Tanzania has led to destruction of natural habitat of plants and animals*
- (c) Outline two importance of wild life to mankind.
 (i) *Wildlife produce meat which is used for food.*
 (ii) *Wildlife produce wood for making furniture.*
- (d) Suggest two measures to conserve the wild life in Tanzania.
 (i) *By protecting natural vegetation by avoiding cutting it*
 (ii) *By enforcing laws and avoiding poaching.*
- (e) State two advantages of game cropping in populated games.
 (i) *It helps to reduce soil erosion.*
 (ii) *It helps to reduce overgrazing.*

Extract 4.1 are responses from one of the students who showed an ability to provide relevant answers to the comprehension question.

However, the students who scored poor marks lacked knowledge of the subject matter and had poor mastery of the English Language. These students failed to understand the requirements of the question and mostly copied some sentences from the passage as illustrated in extract 4.2.

Extract 4.2

Questions

- (a) Suggest a suitable title for this passage.
refer to all animal and plant living in the natural environment
- (b) According to the passage mention two effects of increased population in Tanzania to the animals and plants.
- (i) other produce from animal and plant like wood for skins and ornament just to mention few
- (ii) it produce meat which is used by man as food
- (c) Outline two importance of wild life to mankind.
- (i) The increasing population in Tanzania has also
- (ii) This has led to the increased destruction of natural
- (d) Suggest two measures to conserve the wild life in Tanzania.
- (i) therefore the need is a limitation measure
- (ii) a crossing avoid of properties animal and plant
- (e) State two advantages of game cropping in populated games.
- (i) Cropping in place where game species seem to be populated
- (ii)

Extract 4.2: A sample of responses from one of the students who failed to provide correct answers by writing incomprehensible English sentences.

2.5 Question 5: Definition of Concepts and their Importance

This question had ten items (a – j). Students were required to define concepts and give two points on their importance. The performance in the question was average. That is 68.12 percent of the students scored from 0 to 11 marks, out of which 108,769 students, equals to 22.38 percent scored absolute 0 mark. While 24.67 percent scored from 12 to 25 marks and 7.21 percent scored from 26 to 40 marks. The performance in this question is illustrated in figure 5.

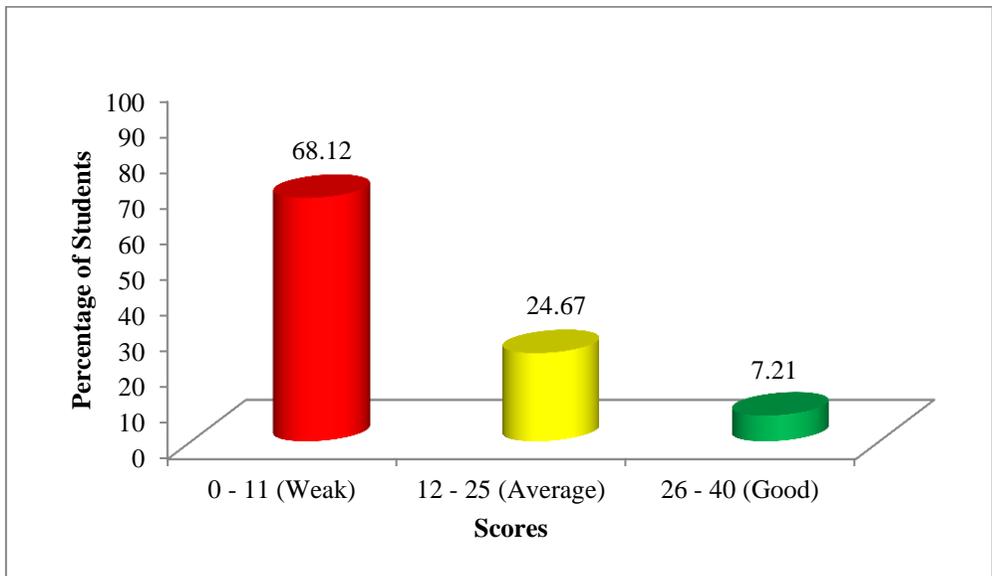


Figure 5: The percentages of the students' performance in categories of poor, average and good scores.

The reasons for the poor performance of students who scored from 0 to 11 marks (68.12%) were the lack of knowledge of the concepts, misconception and inadequate mastery of the English Language. Some of the students reproduced some items from question 3. Others mixed concepts, for example Presidential Standards with systems of government. Extracts 5.1 and 5.2 are illustrations of such cases.

Extract 5.1

5. Define the following concepts and for each give two points on its importance:

(a) A political party

Definition... is a group of people who are united among the characteristics.

Importance

(i) adult population and village assembly council and the chairman.

(ii) It is products from animals and plant. I used for skills and ornament.

(b) A Pressure group
Definition... is the green colour abuses to for an-
... organism of national.

Importance

(i) It is respect, love, shelter and cooperat-
... in undergraduate degree.

(ii) Food love, peace and cooperation peace -
... proper morals, respect and shelter.

(c) Local government

Definition

is the system of rent in which the national
... flag is hoisted at half - mast.

Importance

(i) It the president and ministers edu
... cation uhuru torch, history and people.

(ii) Sovereignty, uhuru torch, people and
... government multiparty government.

(d) Courtship

Definition

is a group of people who are some govern-
... ment at culture, economic and history.

(e) Road safety education

Definition. is group sees is a group of people who
... are related by bloody marriage and
... adoption.

Extract 5.1: A sample of students' poor responses which were copied from question 1.

Extract 5.2

(f) Presidential Standard

Definition. is a system by which citizens elect members
... of parliament to represent them and a president
... to lead them. For example it is practised in Tanzania

Importance

(i) It enable the citizens or people to air out
... their views which are presented to the
... government through their representatives
... (members of parliament) who they have chosen.
... Hence the needs of people are taken into consideration.

(ii) It enables to form a stable government
... which will lead the people peacefully
... without any misunderstandings, hence
... promoting public safety, peace and
... unity among the people.

Extract 5.2: A sample of one of the students who defined systems of government and their importance instead of Presidential Standard.

On the other hand, students who scored good marks from 26 to 40 marks (7.21%) showed sufficient knowledge of the subject matter and identified the demands of each item. Further, they were capable of constructing meaningful sentences as illustrated in extract 5.3.

Extract 5: 3

- (j) Zebra signs
Definition... These are marks which have white and black strips on the road, that allow pedestrians to cross the road safely. They are found on almost every roads
Importance
(i) ... They help to reduce road accidents when pedestrians are using the road. Where there are zebra signs cars and vehicles stop to allow pedestrians to cross the road safely and then vehicles continue to move.

Extract 5.3 are responses from one of the students who provided the correct definition of Zebra signs and their importance.

Item 5 (a) required the students to define the concept a political party and give two points on its importance. Some of the students defined a political party as; *“the group of people legally organized and registered in order to form a government through election”*. On the importance of the Political Party; students argued that *“The Political Party helps in the foundation of good and strong government as it helps in guiding the individual rights”, “It provides challenges to the ruling part”, “It helps to express the interest of a given class”* and *“it provides civic education to the people”*. The relevant responses indicate that the students had adequate knowledge of the concept political party and their importance.

On the other hand, some students went astray in defining the political party. For example some of the students gave the following definition: *“a political party of the nation holiday in Tanzania”*. Other students wrote irrelevant responses such as: *“is the study of there ler mskile afye well of each geve points itwe pawe kcewe where gomeng mwange according animals and”*. These students failed to provide relevant responses were hindered by the low

English Language proficiency and the lack of knowledge of the subject matter.

Item 5 (b) required the students to define a pressure group and give two points on their importance. Knowledgeable students defined the pressure group as; *“a group of people who influence the government to do something to the citizens and to the country”*. Other students wrote that: *“a pressure group is a group that tries to influence public opinion and government action on certain issues”*. On the importance of pressure group some students stated that: *“It helps in promotion of human rights”*, *“it educates the public on how to use the environment and natural resources for development”*, *“it reveals and report human rights abuse”*, *“it provides civic education to the people”*, *“it promotes gender equality and women empowerment”*, *“it fights against laws which undermine people’s status”* and *“it is the source of employment to various people”*.

However, students with inadequate knowledge provided wrong definitions of the pressure group. For example one student defined the pressure group as: *“is the group who are closed to each other in the pressure”*, *“is the group of people a living celytain of organism”*. Another student defined the pressure group as: *“ni kifaa kinacho pima presha Ukiwa na pressure basi utapimwa kwa kifaa kina cho itwa pressure”*. On the importance of pressure group one student argued *“it helps to understand sovereignty is a component of nation”*. Another student argued that: *“Kifaa hicho kina faida kubwa sana. Iko kifaa kisinge kuwepo watu wengi wange kufa kwa ugonjwa wa pressure”*. These students displayed an inadequate mastery of the English Language and misconceived the concept.

Item 5 (c) required the students to define Local government and provide two points on its importance. Knowledgeable students defined local government as: *“the system of administration in which the elected representatives are in charge of administration of villages, wards, district and urban authorities”*. Another sampled definition of the local government was *“local government is the administration that administrates small areas with mandate from central government”*. On the importance of the local government, the sampled responses from students with an adequate knowledge stated that: *“Local government protects the rights of citizens by enacting by laws so as to protect liberties of each citizen”*, *“it is a link between people in the local*

government and the central government” They also argued that “local government maintain peace and order” and “...provides social services in their locality”. Students with an insufficient knowledge defined the local government as: “are the types of government to responsibility citizen”. Some of the sampled irrelevant answers on the importance of local government included “It depend human rights”, “it used human rights”, “democratic government”, “encourage government” and “vegetation government”.

Item 5 (d) required the students to define Courtship and provide two importance of Courtship. Some students defined Courtship as: “a period when two people that is a man and a woman study careful and get to know each other before they get marriage” and “the period when two people carefully study and get to know each other before they get married”. Some of the correct responses on the importance of Courtship were: “it helps the partners know each other and later on agree or disagree to marriage, these results to a stable family”, “it helps the young people to prepare for some basic requirement”, “it helps the young people to understand their weaknesses” and “it develops true love, respect and obedience”.

Contrarily, the students who misunderstood the concept courtship provided wrong definitions such as: “the legal right and being of country”, “they are courtship birth of human Tanzania”, “they are courtship development and government of Tanzania”. However one student who was ill prepared wrote: “lestetment hw swis the tawn an is which cabah the co me mi me proe is hubei se fang falshen bayu mi se ntenis standa d plata peter human bi the”. Other students avoided the item all together.

Item 5 (e) demanded the students to give a definition of the concept Road safety education and give two points on its importance. The students defined road safety education as: “the logical approach provided to the road users so that to reduce the road accidents for example avoiding drinking alcohol when driving”. Other definitions of road safety education were: “the systematic and logical approach aimed to teach road users as they use the road so as to reduce the number of accidents for example by giving education on the road signs” and “is the knowledge given to the road users aimed at using road safely to avoid accidents”. However, some unprepared students defined road safety education as: “a state of being male or female”

and “*nation of Tanzania which is people to transport in the are road society*”. The responses reflect that the students were not competent in the concept of road safety education.

On the importance of the road safety education, the well informed students stated that road safety education “*reduces the rate of accidents occurring as various people use the road*”, “*it gives a sense of awareness as someone uses the road*”, “*it prevents damage of properties*”, “*it saves the life of the people*”, “*it directs road users what to do when using the road*”. The following varieties of incorrect responses were provided by the students who misunderstood the concept: “*is danger of being road society*”, “*promate resign to road to another*”. Such students’ responses indicate that they did not understand the requirements of the question.

Item 5 (f) required the students to define a concept Presidential Standard and to give two points on its importance. Students who provided relevant definition stated that: “*Presidential standard is a piece of cloth in a flag form that is considered as symbol and mostly show the presence of the president*”, “*Is a flag which is used during the official ceremonies where the President is in attendance*”. On the importance of Presidential Standard, the knowledgeable students responded as follows: “*the presidential standard helps to recognize the presence of the president at a particular place or in any important national occasion*”, “*Presidential standard introduces the authority of the president*”, “*It is a state a state symbol of the president*”. The students who misunderstood the concept provided incorrect definitions such as: “*to solve society and promote problem of the country*”, “*is the refers to the made of production of particularly country*”. On the importance of Presidential Standard, students with little knowledge wrote things such as: “*equality standard*”, “*ensurement standard*”. The responses indicate that the students were not familiar with the concept of Presidential Standard and its importance.

Item 5 (g) required the students to define a concept Protection of human rights and give two points on its importance. Well informed students argued that Protection of human rights: “*is the process of restricting people from violating human rights usually done by the constitution and the government by providing the punishment to those who go against human rights*”, “*means that ensure the basic necessities of human being are not abused or violated*”.

On the importance of protection of human rights, the following correct responses were provided by the students: *“ensures that everyone enjoys his own rights without being interfered by another person”*, *“it brings about social equality and discourage any form of discrimination”*, *“it promotes freedom and liberty to the people”*, *it ensures the rule of law”*, *“it helps to control the power and actions of the government”* and *“it helps a person to acquire his or her basic needs like food, shelter and clothes”*.

However, some students were not able to provide a correct definition of Protection of human rights. Some of the definitions given by such students were: *“the law right being particular of country”*, *“is the human being well contribution of state mode”* and *“is the right of the people with the country in the society”*. On the importance of Protection of human rights, some students wrote incorrect responses such as: *“Poor ribenism the so”* and *“it help to the people as woman and man can be wife and life of the people”*. The situation was compounded by poor knowledge of the subject matter and poor English language mastery.

Item 5 (h) required the students to define a concept Citizenship and provide its two points on its importance. Knowledgeable students provided correct responses in defining the concept citizenship such as: *“a legal right of a person to belong to a particular country”* and *“the process of a person to be recognized by a particular country as a citizen of a given country. A person can obtain it by birth, descent and naturalization”*. As for the importance of citizenship the responses from such students were: *“helps a person to participate in civic activities like voting”*, *“Citizenship enables citizens to exercise their legal rights”*, *“it enables a person to be protected as a citizen of a particular country”* and *“Citizenship help a person to get services which the government provides”*. Therefore, the students who provided relevant responses were familiar with the subject matter.

Some of the students who had irrelevant knowledge of the concept defined citizenship as: *“is the human is governments people”* and *“a public of Tanzania a government of people is a citizen”*. On the importance of citizenship, they provided irrelevant information about citizenship such as; *“Citizenship by marriage is the union of man and woman”* and *“Citizenship by birth is the nation of citizen in which all people can vote elected*

president". These wrong responses indicated that such students were not knowledgeable in the subject matter.

Item 5 (i) required the students to define Social life skills and give two points on its importance. The well informed students defined social Life Skills as; *"skills which enables a person to interact with others in the society"* and *"Social life skills is the ability of an individual to live in peace and harmony with others"*. As far as importance of social life skills were concerned, knowledgeable students responded; *"it helps in solving conflict. A person who has social skills is able to find out the cause and the solution of the problem"*, *"it helps in empathizing. A person who has social life skills has the ability to enter into other person's experiences and feel concerned with his/her problems"*, *"it helps to understand the environment and ways of fitting in it"*, *"it helps to resist negative peer pressure's influence"* and *"they enhance cooperation among the members of the society"*.

Incorrect definitions of social life skills provided by incapable students included: *"understand life skills to peace and harmony"*, *"is something difficult well"* and *"is a group of people a haol atidide to blood"*. Others wrote: *"good life in a family atidercle"*, *"FAMILY, stability, human right, NATIONAL"*, *"it provide social services, and it protect individual of right"* as the importance. These incorrect responses indicated that such students were not conversant with the subject matter.

Item 5 (j) required the students to define zebra signs and give two points on its importance. Well informed students provided the correct responses on Zebra signs as follows: *"are signs which are drawn on the surface of the road to allow pedestrian to cross safely"*, *"are the signs which are black and white in colours that show the people who walk on foot should cross the road"* and *"are the road signs that are drawn on the road to enable the pedestrians to move safely when crossing the road"*. For the case of importance of the concept of zebra signs, the correct responses from the students' scripts were: *"they reduce accidents occurring on the road since a driver will have to stop as he or she sees the zebra signs or at least reduce speed to allow pedestrians to cross the road"*, *"it facilitates smooth and safe traffic flow"*, *"it provides prior information to drivers on what is ahead"*, *it helps to limit driver's freedom for the benefit of other road users"*.

The following are some of incorrect responses to the definition of zebra signs given by some of the students: “Are road is in stop Because car to stop in zabra signs I want to stop I not stop atatokea ajalís”, “is a sign in symbol”, “Is the sign of the load”, “Is the ability and apesentation and load genor and signs of load sapet and zebra signs”, “is the ren of Zebra signs is loading to miludo is ren” and “gend ma wh the tppenct stoppe ngsikili”. On the importance of zebra signs wrong responses were “ments phofic six ten or husing”, “human right, enomic of zebra sign”, “NATIONA, Gorvernement, people, Gender, JURdiciary, Assembly”, “Is the reft in the people in the load”, and “help to get in your road”. These poor responses hence reflected the students’ poor knowledge of the subject matter and the low proficiency of English language among the students.

2.6 Question 6: Democracy

The question required the students to explain the importance of democratic elections to a country like Tanzania by giving six points. The question was attempted by 255,554 students and the performance was as follows: 76.89 percent scored from 0 to 4.3 marks while 19.73 percent scored from 4.5 to 9.6 marks and 3.38 percent scored from 9.7 to 15 marks as illustrated in figure 6.

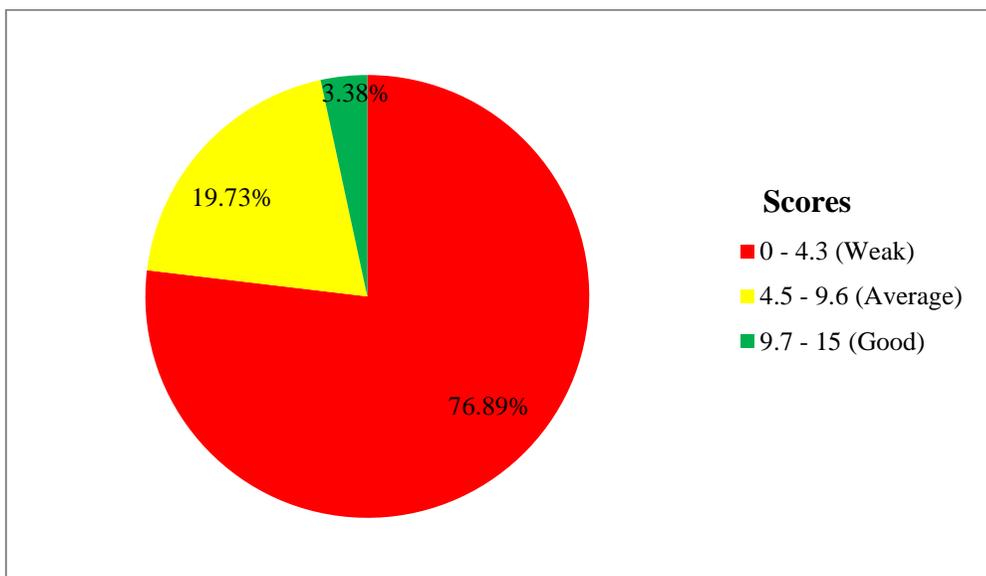


Figure 6: The percentages of the students’ performance in the categories of poor, average and good scores.

It was noted that the students who had adequate knowledge of the subject matter, identified the demands of the question, provided coherent sentences and good organizational skills. In the introduction, for instance, some students defined democratic election as: *“Election whereby all contestants are given equal opportunities, electoral laws are fair to all contestant, code of ethics are equal and there is political tolerance”* and *“Democratic election is the process of choosing leaders who forms a legitimate government by the majority a free and fair way. For a country to have democratic elections there should be free mass media which is the press in a country which is used to broadcast news and also free flow of information, wide range of alternatives and equal glands to all candidates”*.

On the importance of democratic elections, some of the students who understood the requirements of the question explained the importance of democratic election by providing points like: *“enhances democracy”*, *“ensures legitimate government”*, *“promotes human rights”*, *“enhances good governance”*, *“promotes peace and security in the country”*, *“ensures smooth transfer of power from one government to the other”*, *“promotes accountability on the elected leaders”*, *“it provides competitive environment”* and *“promotes a stable government”*. The extract 6.1 is an example of the good responses.

Extract 6.1.

6. Explain the importance of democratic elections to a country like Tanzania by giving six points.

IMPORTANCES OF DEMOCRATIC ELECTIONS

Democratic elections are the processes of choosing leaders who will form a legitimate government basing on the free and fair elections. The indicators of democratic elections are universal and equal suffrage, free flow of information, secrecy of voting, wide range of alternatives and equal grounds of candidates. The following are the importances of democratic elections to a country like Tanzania =

They minimize the rate of dictatorship and unqualified leaders; As the elections are conducted fairly, the leaders to be chosen will be the majority will and since the citizens choose people who are qualified at work, this will help to minimize the rate of dictatorship rule in the country.

They promote peace and security to the people in the nation; Through free and fair elections there will not be some conflicts between police and citizens for fake elections. There will not be manipulation of votes hence causes peace and security in the nation.

They bring good government which lead to good governance; Democratic elections bring good leaders who form a legitimate government which is accountable and transparent to everything which it does.

They bring development to the country;

6. Through good leadership and peace and security in the nation, people will be able to produce goods and do legal works which will bring them income and finally brings development in the country. Democratic elections promotes human rights; One of the indicators of democratic elections is universal suffrage, this is a right of everybody above a required age to vote regardless of the skin colour, tribe or religion. Through this even disabled people can vote. Democratic elections allow people to express their feelings and opinions; Before elections campaigns are always carried out as a result candidates get time to talk to the people and gives out promises on it. They will choose them ~~we~~ him what he would do. All in all, democratic elections are profitable and very important to a democratic state so the principles and rules should be followed to bring a better country.

Extract 6.1: A sample of responses from one of the students who demonstrated knowledge of the subject matter by providing relevant points on the importance of democratic elections.

Poor performed students failed to grasp the demands of the question. Some of the students produced irrelevant and illogical introduction such as: "Democratic election is the type of democracy whereby the people who are election". Another poor introduction was: "Democratic election to a country is a system which among the is a basic qualification". In the main body, some students demonstrated a diversity of weaknesses which included inability to identify the demands of the question, lack of knowledge of the subject matter, misconception, poor organizational skills, and inadequate English Language proficiency. Some students did not write essays as required but just outlined the importance of democratic elections. The extract 6.2 illustrates an example of bad responses.

Extract 6.2

6. Explain the importance of democratic elections to a country like Tanzania by giving six points.

Democracy - is the government of people by the people
Pr. Types of Democracy:
① Direct democracy
② Indirect democracy
Principle of democracy
- Equality
- Accountability
- Human right
- Rule of law
- Bill of right
- Economic Freedom

Extract 6.2> A sample of irrelevant responses on types and principles of democracy instead of the importance of democratic elections.

2.7 Question 7: Government

This question required the students to identify six sources of the central government revenue in Tanzania. This question was attempted by 154,066 students and the performance revealed that 128,609 students equals to 83.48 percent scored from 0 to 4.3 marks while 14.23 percent scored from 4.5 to 9.6 marks and 2.29 percent scored from 9.7 to 15 marks as illustrated in figure 7.

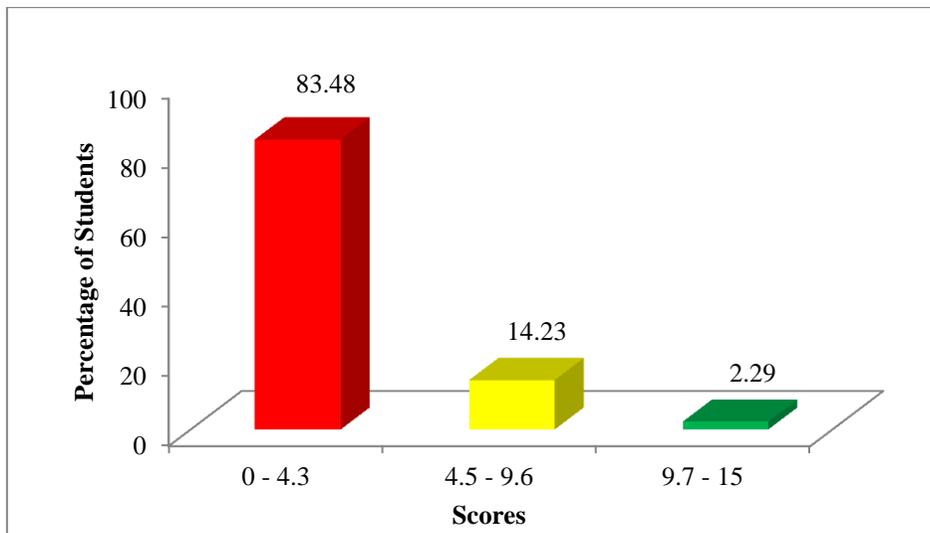


Figure 7: The percentages of students' performance in the categories of poor, average and good scores.

The students with adequate knowledge provided relatively relevant answers to the question as required. The introductions were as follows: *"The central government is concerned with common matters of the entire country. To ease its functions, the central government has different organs which are responsible for planning and implementing policies. It is through these organs the central government collects its revenue for enhancing development of the country", " Sources of central government revenue are the places or areas where the central government gets money or income so as to perform her daily expenditures such as to pay loans. The sources of central government expenditure are like taxes, fines and rents" and "Central government revenue is the revenue or is the income a central government gets from different sources. The use of this revenue is that it is used in paying back debts, paying salaries, providing social services to people and also in providing subsidies to the local government.* Knowledgeable students on the sources of the central government revenue provided relevant responses such as: *"Grants from Donors", "Taxes", "Domestic Loans Borrowing", "Licenses", "duties" and "Charges from provision of government services".* The students who scored well focused on the demands of the question.

However, the students with inadequate knowledge failed to provide the correct introduction as follows: *"Tanzania is a small government revenue in Tanzania", "Central government Is the government by certain place" and "A ruling system where by a group of people or persons holding all government power".* Other irrelevant responses provided on sources of the central government revenue were *"It help on availability of labour", "it help on courtship", "it help in legislature", "it help to know Judiciary – that is branch argorvement that is legal in gorvement" and "The increasing population in Tanzania has also increased destruction of the natul habitat of animal and plant Therefore these need for international measure.....".* These responses indicated that the students lacked enough knowledge of the subject matter and thus failed to identify the requirements of the question. In the main body, some students showed various weaknesses such as inability to recognize demands of the question, the poor command of the English Language and poor organizational skills. Some of the students failed to observe rules of writing essays. For example, one student simply outlined points as follows: *" family, friend, society, good behaviour, love and peace".* Furthermore, other students explained the organs of the government such as *executive, legislature and judiciary* instead of identifying the sources of the

central government revenue. Extract 7.1 illustrates a sample of a good response while extract 7.2 shows poor responses respectively.

Extract 7.1

7. Identify six sources of the central government revenue in Tanzania.

SOURCES OF CENTRAL GOVERNMENT REVENUE

Central government is the government which deals with administration of all national matters. For example, the central government of Tanzania. Its sources of revenue are the places or areas from which it obtains capital to run its activities. The following are sources of central government revenue in our country Tanzania:

Tax; This is the money paid to the government from either a person or a group. The two main types of tax are direct tax for example income tax and Indirect tax for example value added tax which was introduced in Tanzania in the year 1998. Both contribute to revenue of government.

License; Is a document provided by the government that allows an individual to own property or to run a business. When a license is issued some amount of money is charged and the charged money is the central government's revenue or capital.

Loans and aids; This is the borrowing of money from banks and aids are the help that the government obtains in form of money. The central government borrows money from banks, for example African development bank (ADB) and World Bank (WB). The borrowed money is the revenue.

Domestic borrowing; This is when the government sells treasury bonds of the government to the public. The amount of money obtained is used as the central government's revenue. For example when government treasury bonds are sold to the public.

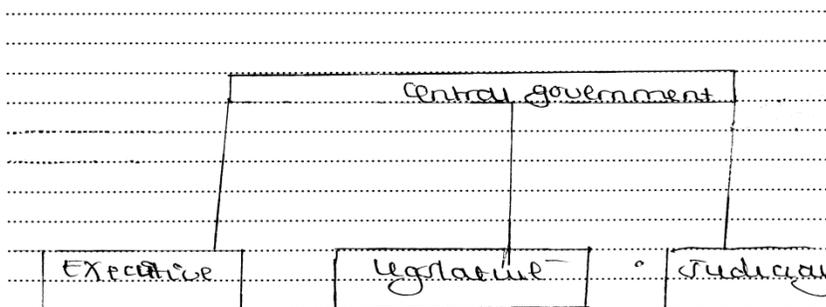
Grants; These are non payable funds that the government receives from outside countries. For example when USA gives Tanzania 200 billion and its to not be returned, it will be a grant.

Profit from parastatals and estates that are owned by the government. These are business owned by the government from which the central government gets its revenue, also by provision of services such as Hydro-electric power supply by TANESCO. The central government obtains its revenue and capital.

Extract 7.1 A sample of a student who demonstrated good knowledge of the subject matter.

Extract 7.2

7. Identify six sources of the central government revenue in Tanzania.



Legislature are the law
Central government is the national
or state government. the following are the
source of central government.
legislature are the National as
embassy and the president.
Executive, this are law of the par
liament and cabinet of the Nation government
Judiciary, A set of principle by
which a country to governed.

Extract 7.2 A sample of a student's poor responses on organs of the government instead of the sources of the central government revenue in Tanzania.

3.0 CONCLUSION

The students' performance in Civics FTNA 2017 was generally good. The analysis shows that 381,214 students equals to 78.65 percent passed. When compared to the FTNA in 2016 in which 342,482 students equals to 83.87 percent passed, there is a notable decrease in the performance by 5.22 percent. The topics assessed were Democracy, Family Life, Gender, Government of Tanzania, Human Rights, Our Nation, Promotion of Life Skills, Proper Behaviour and Responsible Decision Making, Responsible Citizenship, Road Safety Education and Work.

Items analysis of objective questions were as follows; question 1 Multiple Choice Items were derived from the topics of; Democracy, Family Life,

Government of Tanzania, Human Rights, Our Nation, Promotion of Life Skills, Proper Behaviour and Responsible Decision Making, Responsible Citizenship and Road Safety Education. In this question the students' performance was good. That is 424,743 students equals to 87.37 percent scored marks from 30% and above. Further, item analysis of question 2 (Matching Items) revealed that the students' performance was good, in the sense that 70.82 percent of the students passed. The question tested the topic of Gender.

Item analysis on question 3 (TRUE and FALSE) revealed that the performance was good, as 479,949 students equals to 98.73 % passed. The question derived its items from the topics of: Democracy, Government of Tanzania, Human Rights, Our Nation, Promotion of Life Skills and Proper Behaviour and Responsible Decision Making.

Furthermore, question 4 (Comprehension) was the passage based on wildlife conservation. The students' performance in this question was good, in the sense that 81.78 percent of the students scored marks from 30% and above.

The question number 5 derived its items from the topics of: Democracy, Family Life, Government of Tanzania, Human Rights, Our Nation, Promotion of Life Skills, Responsible Citizenship and Road Safety Education. The students' performance in the question was average. That is 31.88 percent of students passed whereas 68.12 percent failed. The students' performances on questions 6 and 7 were weak; as 76.89 percent and 83.48 percent failed.

The good performance of the students was attributed by the students' sufficient knowledge and correct interpretation of the requirements of the question. Meanwhile, the possible reasons for students' failure were the inability to write thoroughly in the English Language, misconception, poor understanding of the demands of the question, lack of knowledge of the subject matter and lack of skills in essay writing.

4.0 RECOMMENDATIONS

In order to address the challenges encountered by the students, it is recommended:

- (a) Students should be provided with enough Civics text books and good reading habits should be cultivated among students.
- (b) Teachers should cover the stipulated topics in the syllabus so as to enable students to be in a better position to attempt all questions as required.
- (c) Students should learn test taking techniques so as to help them understand the demands of the question and the required skills to answer such a particular question. In this regard, essay writing skills should also be emphasized.

ANALYSIS OF STUDENTS' PERFORMANCE QUESTION WISE

| SN | Topic | Question Number | The percentage of students who scored 30% and above | Remarks |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------|---------|
| 1 | Democracy, Government of Tanzania, Human Rights, Our Nation, Promotion of Life Skills and Proper Behaviour and Responsible Decision Making. | 3 | 98.73 | Good |
| 2 | Democracy, Family Life, Government of Tanzania, Human Rights, Our Nation, Promotion of Life Skills, Proper Behaviour and Responsible Decision Making, Responsible Citizenship and Road Safety Education. | 1 | 87.37 | Good |
| 3 | Work | 4 | 81.78 | Good |
| 4 | Gender | 2 | 70.82 | Good |
| 5 | Democracy, Family Life, Government of Tanzania, Human Rights, Our Nation, Promotion of Life Skills, Responsible Citizenship and Road Safety Education. | 5 | 31.88 | Average |
| 6 | Democracy | 6 | 23.11 | Weak |
| 7 | Government of Tanzania | 7 | 16.52 | Weak |

