

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
FOR THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2019**

011 CIVICS

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue a Students' Item Response Analysis Report (SIRA) on the performance of students in the Form Two National Assessment (FTNA) 2019 in the Civics subject. This report gives feedback to students, teachers, policy makers, curriculum developers and other stake holders on how the students responded to the assessment items in this subject.

The form two national assessment provide an evaluation of the effectiveness of teaching and learning in the two years secondary education. The students' responses to the assessment items is a strong indicator of what the educational system has been able or unable to offer to the students in their two years of secondary education.

The performance of students in the FTNA 2019 in Civics subject was good as 73.81 percent of students passed. The students who passed demonstrated adequate knowledge of the topics from which the questions were set. Furthermore, they were able to identify the demand of the questions, they had skills in answering questions related to comprehension and essays, and above all, they had adequate English language skills. The students who performed poorly lacked adequate knowledge in the subject matter. They were not able to identify the demand of the questions, they lacked skills in answering some questions such as essay type questions and comprehension questions. They also had poor English language skills.

The National Examinations Council of Tanzania expects that the feedback provided and the recommendations given in this report will enable various stakeholders to take appropriate measures to enhance the performance of the students in Civics.

Finally, the Council would like to thank all those 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) in 2019. The paper assessed students' competences (knowledge, skills and attitudes) according to the Form I and II Civics syllabus.

There were seven (7) questions in three sections; A,B and C whereby students were instructed to answer all questions in section A and B and only one question from Section C. Section A comprised of questions 1, 2 and 3 that carried 35 marks; Section B comprised of two questions, 4 and 5 carrying 50 marks; Section C consisted of two questions, 6 and 7 each carrying 15 marks.

A total of 571,135 students sat for 011 Civics Form Two National Assessment in 2019, out of which 421,219 (73.81%) students passed. In 2018, students who sat for Civics Form Two National Assessment were 505,609 out of which 363,036 (72.07%) students passed. This indicates that the performance in 2019 has increased by 1.74 percent compared to the 2018 FTNA performance. The students' performance in FTNA 2019 is illustrated in Table 1.

Table 1: Students' Performance in Civics Subject in the FTNA- 2019

SEX	GRADES					PASSED	
	A	B	C	D	F	Number	Percentage
M	20,870	22,203	66,068	92,358	66,126	201,499	47.84
F	15,120	16,263	62,642	125,695	83,352	219,720	52.16
Total	35,990	38,466	128,710	218,053	149,478	421,219	100

The analysis of specific questions is presented in the next sections. The analysis highlights the requirements of each question as well as the strengths and weaknesses of students' responses. The percentage of scores for each question is presented in graphs and charts. Furthermore, samples of good and poor responses that have been extracted from the students' scripts are provided to illustrate some of the cases.

Three categories of scores have been used to grade students' performance in each question. Scores ranging from 0–29 marks are referred to as weak performance, from 30-64 marks as average performance and from 65–100 marks as good performance. Students' performance in each question is presented in graphs and charts by using colours. The green colour shows good performance, yellow colour shows average performance and red colour represents weak performance.

A summary of students performance in each topic and question for FTNA 2019 is shown in the Appendix.

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

This section analyses the performance of students in each question by indicating the number of students who attempted each question and explaining the quality of their responses. Students' performance in each question is also categorized as good, average and weak. These performance categories are in line with the score range of the three categories of scores defined above and are based on the total marks allocated for each 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: Gender, Government of Tanzania, Promotion of Life Skills, Proper Behaviour and Responsible Decision Making, Work, Responsible citizenship, Road Safety Education, Family Life and Democracy. In this question, for each item (i-xx), students were required to choose the correct answer from the given alternatives (A to D) and write the letter in the box provided in the question paper. The question aimed at testing the students' understanding of concepts, events from various topics and its application in daily life.

The question was attempted by 571,134 (99.99 %) students. The performance in this question was good. That is 8.4 percent of the students scored from 0 to 5.5 marks, 74.2 percent scored from 6 to 12.5 and 17.4 percent scored from 13 to 20 marks out of the 20 marks allocated. Students performance is illustrated in Figure 1.

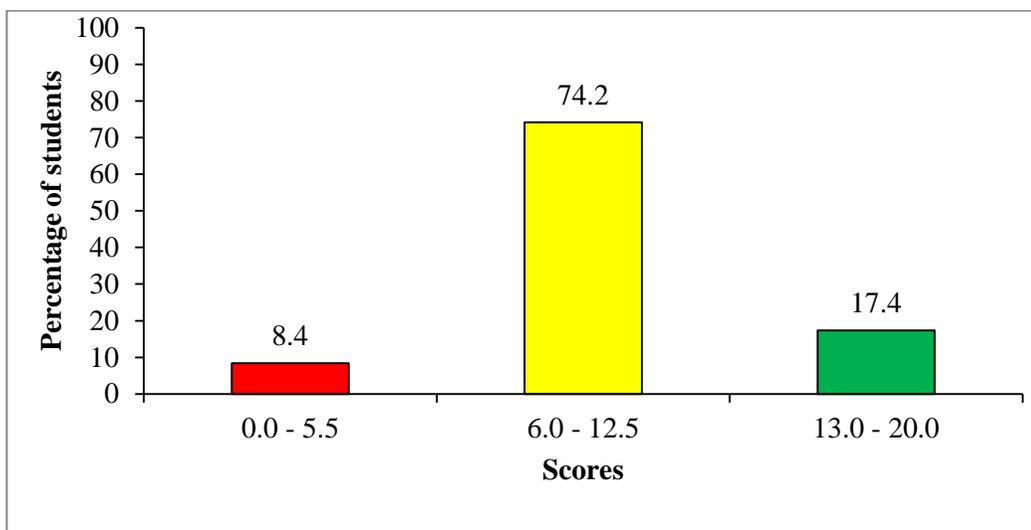


Figure 1: Students' Performance in Question 1

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

Item (i) required the students to identify a gender concept which refer to a situation whereby there is equal opportunities for both men and women in different social and economic needs. The students who identified the correct answer D “gender balance” were knowledgeable and familiar with various gender concepts. Other responses were incorrect; response C, “gender gap” refers to inequality existing between men and women, in terms of social and economic position, like education and job accessibility while, response A, “gender identity” refers to a person's perception of having a particular gender as a male or a female. Equally, students who chose B, “gender blind” were unaware that the concept refers to the practice of disregarding gender as a significant factor in interaction between people. Thus, people who are gender blind generally advocate gender neutrality in social activities and in the services provided.

Item (ii) required students to choose from the given alternatives, one of the responsibilities of members of the parliament. The correct answer was D “to approve government budget”. This answer was selected by students who had adequate knowledge on the structure and functioning of the government specifically, the Parliament of the United Republic of Tanzania. Those students who opted for A, “to prepare government budget”, failed to distinguish the responsibilities of the parliament with those of the Executive. Preparing the budget is one of the functions of the executive branch of the government. Some other students chose B “to interpret the law” which is a typical responsibility of

the Judiciary. Lastly, those who opted for C “to punish law breakers”, lacked knowledge on the structure and responsibilities of various branches of Government.

Item (iii) demanded students to select from the given alternatives the name for the type of social life skill referring to the ability to take and feel the problems of others as your own problems. The correct response was B “empathy”. The students who were knowledgeable about life skills concepts recognized that, empathy means putting yourself in the shoes of another person. This encompasses compassion that cultivates positive relationships and tolerance when supporting other people. Those who chose C “sympathy”, were wrong because sympathy refers to feelings of pity, compassion and sorrow for someone else's misfortune or hardships that another person encounters. It exists when the feelings or emotions of one person lead to similar feelings in another person so that they share feeling. Mostly sympathy means the sharing of unhappiness or sufferings, but it can also mean sharing other positive emotions..

Students who chose distracter A, “assertion” were unaware that the concept refers to a confident and forceful statement or an allegation or proclamation of something, often as a result of opinion as opposed to fact. They also did not understand that being assertive means being able to stand up for your own and other people's rights in a calm and positive way, without being aggressive. Likewise, response D “awareness”, refers to a person's ability to know and perceive, to feel, or to be cognizant of events. Generally, it is a person's state of being conscious of something and being well informed.

Item (iv), required the students to choose from the given alternatives a concept which is not one of the individual life skills. Students who chose the correct answer C, “Negotiation” had adequate knowledge of the types of life skills. Thus, students who opted for A “assertiveness”, B “Self awareness” and D “coping with stress” chose the incorrect responses. Students who chose A “Assertiveness”, were unaware that assertiveness is a skill referred to in social and communication skills. It is the ability to stand up for one's rights confidently while considering the rights of others in a calm and positive way and without being aggressive. Option B “Self-awareness”, means the ability to recognize oneself as an individual different from other individuals. It is a person's conscious knowledge of his/her own character and feelings. Finally, response D “Coping with stress”, is a process in which a person consciously attempts to minimize or tolerate stressors and problems in life. Furthermore, unlike assertiveness, self-awareness and coping with stress which enable individuals to

understand themselves, “negotiation” is a skill used to build good understanding between two parties involved in the process of making agreements.

In item (v) students were required to choose from the given alternatives a name for actions or manners that are acceptable to all members of the community. Students who were knowledgeable on the meaning and types of behaviour chose the correct answer B “proper behaviour”. Those who chose incorrect responses; A “adulthood behaviour”, C “adolescent behaviour” and D “members behaviour” did not have adequate knowledgeable on actions or manners that are acceptable to all society's members. These types of behaviour mayor may not be acceptable to the wider society but are acceptable to a specific age group or class such as adolescents.

Item (vi), instructed the students to choose from the given alternatives a statement which explains the importance of work. The correct response was A, “It sustains life by producing and distributing services”. Those who opted for the incorrect response B “It sustains life by producing and processing goods and services needed”, did not know that any production and processing of goods and services has to be distributed. Those who opted C, “It sustains life by processing services and goods unwanted in the society” did not understand that goods and services are produced to be consumed and not because they are unwanted. Likewise, students who went for D, “It sustains life by producing both goods and food eaten by the families”, did not understand that a person works for family consumption and development as well.

Item (vii), required the students to select from the given alternatives a type of life skills which is the ability of an individual to understand and live in peace and harmony in the society. Students who selected the correct answer D “social skills”, had good understanding of life skills education. On the contrary, students who selected B “personal life skills” and C “individual skills” did not know that are the same type of life skill that helps an individual to understand himself/herself in various ways. These skills are needed to maintain a healthy body and mind of an individual. Similarly, those who chose A “technical life skills”, failed to differentiate this skill with social life skills. Technical life skills refer to abilities and knowledge needed to perform specific tasks. These skills are usually practical oriented and often relate to mechanical, information technology, mathematical or scientific tasks like knowledge of programming languages and mechanical equipment or tools. These skills are extremely valuable in today's job market.

Item (viii), required students to identify the correct alternative that refers to the ability to select the best choice out of many available options. Students who selected the correct response B “decision making”, had adequate knowledge on responsible decision making. Those who chose A “problem solving”, were wrong because problem solving is the process of working through details of a problem to get a solution or the process or act of finding a solution to a problem. It involves defining a problem, determining the cause of the problem, identifying, prioritizing and selecting alternative solutions, and implementing the solution. Likewise, response C “critical thinking”, was incorrect because it refers to the ability of a person to do an objective analysis and evaluation of factual evidence or an issue in order to make a judgment or describe the quality of something, such as an action or decision. Furthermore, some students chose D “proper behaviour”, which refers to proper or correct conduct or a kind of behaviour which is acceptable in the society like; honesty, love, kindness, obedience, sympathy and cooperation. The essence of proper behaviour is so that a person is aware of the fact that an individual's behaviour has an impacts to people surrounding him or her.

Item (ix), required the students to choose the correct the alternative that explains obedience to the laws of the country so that everyone can live in peace and harmony. The students who chose the correct answer C “civic responsibility”, were aware that this is one of the requirements enforced by law for a citizen to perform. Other responses A “personal responsibility”, B “an economic responsibility” and D “political responsibility” were incorrect because these are categories of civic responsibilities., Personal responsibility for example, refers to willingness to accept and live by society's established standards of behaviour. When these standards are not met, someone with personal responsibility does not blame others but takes full responsibility for his/her actions.

Item (x), required the students to identify a gender concept that refers to the process of exercising fairness and justice to both sexes. Some students identified the correct response D “gender equity”, because they had adequate knowledgeable on gender concepts. Students who chose C “gender equality”, were wrong because it refers to the state of equal ease of access to resources and opportunities regardless of gender, this includes economic participation and decision making. This therefore, involves the state of valuing different behaviours, aspirations and needs equally, regardless of gender. Hence, gender equity is a result of gender equality. Equally, students who picked A “gender discrimination”, failed to recognize that it implies any action that specifically denies opportunities, privileges or rewards to a person or group because of

gender. Therefore, gender discrimination refers to the practice of a person's gender being a factor in deciding who is to benefit from opportunities such as getting a job or promotion. Lastly, those who opted for B “gender issues”, were not correct because it includes all aspects and concerns related to women's and men's lives and situations in society. This means, the way they relate, their differences in access to and use of resources, activities and how they react to change, interventions and policies.

In item (xi), students were required to identify the name for a situation where there is a long line of vehicles on the road that cannot move or that can only move very slowly, The correct response was A “traffic jam”. The students who got the correct answer understood that a traffic jam is a line or lines of stationary traffic or the obstruction or blockage of the motor vessels on the road caused by roadworks, an accident or heavy congestion. Option D “traffic queue”, was incorrect because traffic queue refers to a fleet of motor vessels in a certain section or traffic based flow constriction which can occur at red lights or stop signs where demand exceeds available capacity. Likewise, response B “traffic warden”, was wrong because it refers to a parking officer whose jobs is to make sure that people do not park their cars in the wrong place or looks out for cars that are parked illegally. Lastly, choice C “traffic” was not correct because traffic on roads refers to the number of vehicles and people moving along roads. It consists of road users including pedestrians, ridden or herded animals, vehicles, buses and other types of conveyances.

Item (xii), demanded the students to choose from the given alternatives a set that suitably represents the important conditions for a stable marriage. Students who chose the correct answer A “Openness, tolerance and love” had adequate knowledge of family life education particularly the pillars for a stable marriage. Students who chose B “Trust, love and arrogance”, C “Transparency, trust and wealth” and D “Agreement, high education and honesty” failed to recognize that arrogance, wealth and high education are not conditions that can strengthen a marriage.

Item (xiii), required the students to select from the given alternatives a name for the system of having more than one political party in a democratic country. The correct response A “multi-party system” was selected by Students who had adequate knowledge on party systems and how they operate. Those who selected C “many party systems” and D “double party system” lacked knowledge of a proper term to use when more than one political party operates legally in a democratic state. Moreover, those who picked B “single party

system”, did not have the knowledge of party systems because a single or one party system is the type of state where only one political party has the right to form the government based on the existing constitution.

Item (xiv) tested students’ ability to choose the age when dual citizenship ends in our country from the given alternatives. The correct answer was B “18 years old”. The students that opted for the correct response were aware that an individual is required by the law to renounce one of the two citizenship when he/she reaches the age of 18. The students that chose A “21” may have confused the age to renounce citizenship with one of the qualifications for contesting in various posts of the local government elections. Students who chose C “25 years” and D “30 years” lacked adequate knowledge on when to renounce citizenship.

In item (xv) students were required to identify the level at which direct democracy is best practiced in Tanzania. The correct response D “Village Government” was chosen by students who were aware that, direct democracy is only possible when the population is small and works best in a community where citizens have a consensual view of goals and interests like a clan or a village. Likewise, the students were also familiar that, a village government is the smallest unit in local government system that is formed by 250 households. Students that chose the option A “Municipal Council”, B “City Council” and C “Ward council” were unaware that these political bodies are composed of representatives from grass root level.. A ward council for example, is composed of a councilor elected to represent a particular ward and the village chairpersons from that ward, while both municipal and city councils are composed of councilors from different wards within their areas of jurisdiction.

Item (xvi) required the students to choose one of the advantages of being a citizen of a certain country. The correct answer was C “to compete for jobs in the country”. Students who chose A “to own big plots of land” and B “to access health centers” did not understand that being a citizen does not guarantee a person to own big plots of land or access to health centers. Students who chose D “to visit other countries”, did not know that when a person wants to visit other countries he/she needs to get a passport or visa.

Item (xvii), required the students to choose from the given alternatives a road safety education concept that refers to a state of being free from danger when using roads. Students who chose the correct answer C “road safety”, demonstrated good understanding on how to use roads properly and safely. On the contrary, students who chose B “road accident”, did not know that the

concept refers to unpleasant events occurring on the road involving at least one vehicle and in which at least one person is injured or killed. Students who chose A “road marks” were not aware that, this concept refers to any kind of device or material that is used on the road surface in order to convey official information to road users. Response D “traffic signs” was not correct because it refers to symbols erected at the side of or above roads to give instructions or provide information to road users. Both road marks and traffic signs help road users to use the road properly.

Item (xviii) demanded students to choose from the given alternatives the concept that stands for the ability of an individual to apply his/her mental and physical power to control the environment. The correct answer was A “life skills” which was chosen by students who were knowledgeable about life skills education. Some students chose the incorrect response B “proper behaviour” which is an acceptable behaviour in the society such as honesty, kindness and obedience. Some other students chose C “hard work” which was equally incorrect. Hard work refers to something requiring lots of effort to do, either physically, mentally or emotionally. Lastly, those who chose D “mental work”, perceived the term wrongly as it refers to work that involves more mental ability than physical effort to perform an activity.

In item (xix) students were required to choose a suitable term that stands for a group of people who are legally organized together with the intention of taking control of the state. The students who chose the correct answer D “a political party” had adequate knowledge on democracy, particularly on democratic elections. Students with limited knowledge, chose A “a civil society” which is a group of people working in the interest of the citizens but operating outside the government for profit. It is a society made by community of citizens linked by common interests and collective activity. Some other students chose C “a pressure group” that is a group that actually widen the chance of participating in challenging and in influencing public opinion on government action. Finally, some students chose B “a community” which refers to a social unit or a group of people who share common interests such as norms, religion, values, customs and identity. Communities may also be situated in a given geographical area like a village, town or country.

Item (xx) required the students to identify the option which is not a union matter in the United Republic of Tanzania. The students who identified the correct answer B “Prison” were familiar with the government of Tanzania especially both union and non-union matters. Students that chose the incorrect responses A

“Defense and Security”, C “foreign Trade” and D “Foreign Affairs” did so as guess work because these are union matters in the United Republic of Tanzania.

Some students scored poorly in this question (0 to 5 marks). One student for example, wrote letters which were not among the given alternatives such as “E” as illustrated in Extract 1.1.

1. For each of the items (i) – (xx), choose the correct answer among the given alternatives and write its letter in the box provided.		
(i)	A situation whereby there is equal opportunities to both men and women in different social and economic needs is referred to as A gender identity. B gender blind. C gender gap. D gender balance.	<input type="text" value="E"/>
(ii)	One of the responsibilities of the members of the parliament is A to prepare government budget. B to interpret the law. C to punish law breakers. D to approve government budget.	<input type="text" value="E"/>
(iii)	The ability to take and feel the problems of others as your own problems is known as A assertion. B empathy. C sympathy. D awareness.	<input type="text" value="E"/>
(iv)	Which of the following is not among the individual life skills? A Assertiveness B Self-awareness C Negotiation D Coping with stress	<input type="text" value="E"/>
(v)	Actions or manners that are acceptable to all members of the community are called A adulthood behaviour. B proper behaviour. C adolescent behaviour. D members behaviour.	<input type="text" value="G"/>
(vi)	Why work is important? A It sustain life by producing and distributing services. B It sustain life by producing and processing goods and services needed. C It sustain life by processing services and goods unwanted in the society. D It sustain life by producing both goods and food eaten by families.	<input type="text" value="E"/>
(vii)	The ability of an individual to understand and live in peace and harmony in the society is called A technical life skills. B personal life skills. C individual skills. D social skills.	<input type="text" value="E"/>
(viii)	The ability to make the best choice out of many available options is referred to as A problem solving. B decision making. C critical thinking. D proper behaviour.	<input type="text" value="E"/>
(ix)	Obedience to the laws of the country for everyone to live in peace and harmony is referred to as A personal responsibility. B an economic responsibility. C civic responsibility. D political responsibility.	<input type="text" value="E"/>

- (x) The process of exercising fairness and justice to both sexes is called
 A gender discrimination. B gender issues.
 C gender equality. D gender equity. E
- (xi) A situation where there is a long line of vehicles on a road that cannot move or that can only move very slowly is known as
 A traffic jam. B traffic warden.
 C traffic. D traffic queue. E
- (xii) Which of the following represent the important conditions for a stable marriage?
 A Openness, tolerance and love
 B Trust, love and arrogance
 C Transparency, trust and wealth
 D Agreement, high education and honest E
- (xiii) A system of having more than one political party is known as
 A multi-party system. B single party system.
 C many party system. D double party system. E
- (xiv) Dual citizenship in our country ends when a person reaches the age of
 A 21 years. B 18 years.
 C 25 years. D 30 years. E
- (xv) Direct democracy is best practiced at the level of
 A Municipal Council. B City Council.
 C Ward Council. D Village Government. E
- (xvi) One of the advantages for being a citizen of a certain country is
 A to own big plots of land.
 B to access health centers.
 C to compete for jobs in the country.
 D to visit other countries. E
- (xvii) A state of being free from danger when using roads is known as
 A road marks. B road accident.
 C road safety. D traffic signs. E
- (xviii) The ability of an individual to apply his/her mental and physical powers to control the environment is referred to as
 A life skills. B proper behaviour.
 C hard work. D mental work. E
- (xix) A group of people who are legally organized together for the intention of taking control of a state is called
 A a civil society. B a community.
 C a pressure group. D a political party. E

Extract 1.1: A sample of incorrect responses to question 1

2.2 Question 2: Matching Items

The question required the students to match explanations on human rights in List A with corresponding human rights in List B by writing the letter of the correct response below the corresponding item number in the table provided.

The question was attempted by 571,131 students (99.9%) and the performance in this question was average as 59.9 percent scored from 0 to 1.5; 35.7 percent scored from 2 to 3 marks and 4.4 percent scored from 3.5 to 5 marks out of five marks allocated. Students' performance is summarised in Figure 2.

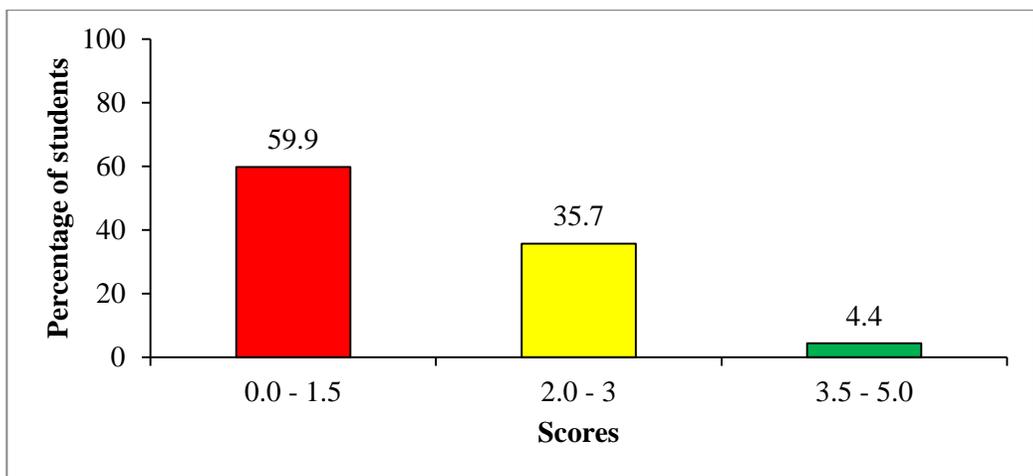


Figure 2: Students' Performance in Question 2

Item (i) required the students to identify the correct response that matched with the right specifically entitled to children. The correct response was C “Right to live in a family”. Students who did not have adequate knowledge in children's rights opted for A “Rights to marry and form a family” and B “Economic Rights” which were incorrect responses. According to the Constitution of the United Republic of Tanzania, children are not entitled to marry and form a family or engage in any kind of employment.

Item (ii) required the students to identify the correct response that matches with the rights which people enjoy just for belonging to a community. In this item the correct response was E “Third generation of Human rights”. Other students matched it with responses such as A “Rights to marry and form a family”, F “Legal right” and G “Human Rights Abuse”. The selection of incorrect responses shows that the students lacked adequate knowledge on the generations of human rights. The theory of human rights divides human rights into three separate generations based on; (1) civil and political rights, (2) economic, social

and cultural rights and (3) collective/group or solidarity rights. Human rights abuse for example, refers to violation of the basic rights of people by treating them wrongly. This has been the accusation of most governments in the world since they are the ones entitled to protect and guarantee human rights provision.

Item (iii) required the students to identify the correct answer that matched with rights which are personal to every individual and all people are born with them. Most students opted for the correct response D “Natural rights” which shows that students were aware that natural rights are the benefits that a person is expected to enjoy as a human being. Such benefits can neither be removed by the government nor by the civil society because they are God given. They include; right to life, liberty and pursuit of happiness. Some students incorrectly matched the item with B "Economic rights" and C "Right to live in a family". Economic rights are one of the categories of natural rights.

Item (iv) demanded the students to identify a response that matched with Universal Human rights which is inactive to children. The correct response was A “Right to marry and form a family”. Students who were aware that children have the right to live in a family and not to marry and form a family matched it correctly. Those students who matched it with C “Right to live in a family” were confused with the word children used in the item. Equally, those who matched it with F "Legal rights" did not know that the concept refers to all rights found within the existing legal codes or rights according to law.

Item (v) required students to identify the concept that matched with rights listed and defined in an instrument of law. Students with knowledge on types and aspects of human rights identified the correct answer F “Legal rights”. Other choices such as D “Natural rights”, B “Economic rights” and G “Human Right Abuse” were chosen by students who had inadequate knowledge on human rights. Extract 2.1 shows one of the students with an irrelevant response.

2. Match the explanations on human rights in **List A** with corresponding human rights in **List B** by writing the letter of the correct response below the corresponding item number in the table provided.

List A	List B
(i) Right specifically entitled to children.	A Rights to marry and form a family
(ii) Rights which people enjoy just for belonging to a community.	B Economic rights
(iii) Rights which are personal to every individual and all people are born with them.	C Right to live in a family
(iv) Universal Human Right which is inactive to children.	D Natural rights
(v) Rights listed and defined in an instrument of law.	E Third generation of Human rights
	F Legal rights
	G Human Right Abuse

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	True	True	False	True	False

Extract 2.1: A sample of incorrect responses to question 2

In Extract 2.1 above, the student failed to understand the demand of the question. The question demanded the students to match the items in List A with their corresponding responses in List B in the table provided and not to write True or False.

2.3 Question 3: True or False Items

This question consisted of ten (10) items from the topics; Government of Tanzania, Family Life, Promotion of Life Skills, Responsible Citizenship and Democracy. The students were required to write TRUE if a statement is correct or FALSE if a statement is incorrect.

A total of 571,133 students (99.99%) attempted this question. The performance in this question was good as 3.5 percent scored from 0 to 2.5 marks, 64.5 percent scored from 3 to 6 marks and 32.0 percent scored from 6.5 to 10 marks out of the 10 marks allocated. Generally, 96.5 percent of all students who attempted this question were able to score from 3 to 10 marks allocated to this question. The students' performance in this question is illustrated in figure 3.

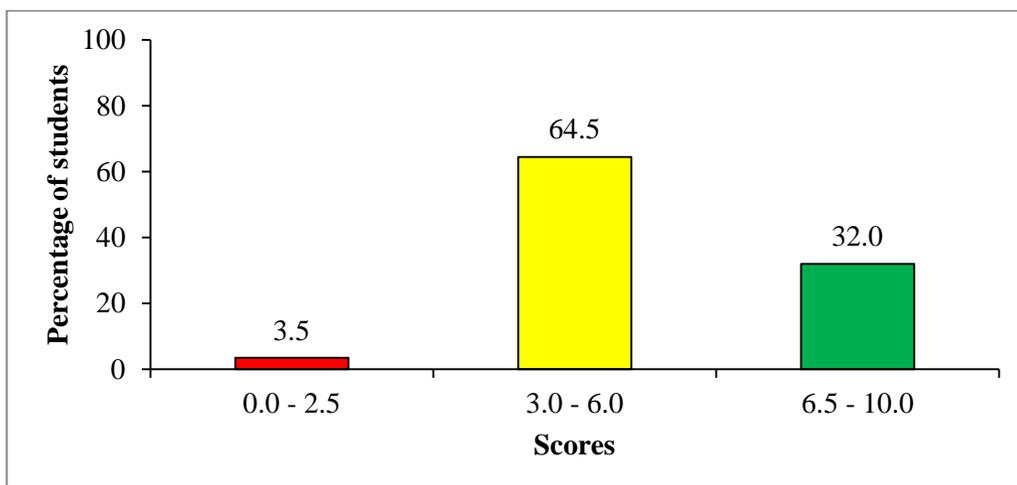


Figure 3: Students' Performance in Question 3

Item (i) required the students to write true or false to the statement, "*In a constitutional Monarchy the head of the state is also the head of government.*" The correct answer was "False" due to the fact that the head of the state in a Constitutional Monarchy is the King or Queen while the Prime Minister is the head of government. The students who responded "False" had adequate knowledge about various forms of government whereas those who provided incorrect responses lacked such knowledge.

In item (ii) students were required to write true or false to the statement, "*Courtship is the time when man and woman develop relationship for future marriage*". The correct response was "True" due to the fact that it is during courtship when a man and a woman take time to develop the relationship for their future marriage. The students who chose the correct response showed knowledge and understanding that courtship gives the couple time to know each other well. The students who did not choose the correct response lacked such knowledge.

Item (iii) required the students to write true or false to the statement, "*one of the sources of local government revenue is treasury bonds*". The correct response was "False" due to the fact that a treasury bond is not one of the sources of local government revenue but for the Central Government. The students who stated "True" were unable to distinguish between the sources of revenue for the local government and for the Central Government.

Item (iv) required the students to write true or false to the statement, "*The mayor of the Municipal Council is appointed by the District Executive Director*". The correct response was "False" due to the fact that the Mayor of the Municipal

Council is elected from the councilors of the Municipal Council. The students who wrote correctly “False” had adequate knowledge of the structure of urban authorities and its composition. The students who wrote the incorrect answer “True” lacked that knowledge.

Item (v) required the students to write true or false to the statement, "*creative thinking is the ability to make a choice out of many options*". The correct response was “False” due to the fact that creative thinking is not the ability to make a choice out of many options but the ability to think and come up with new ideas and new ways of doing things. Students who wrote “True” had inadequate knowledge of life skills particularly effective decision making skills.

Item (vi) required the students to write true or false to the statement, "*to become a law, bills passed by the National Assembly must get approval of the President of the United Republic of Tanzania*". The correct response was “True”. Those who wrote “False” lacked adequate knowledge of the structure and functions of the Parliament and how laws are made in Tanzania. To become a law, members of the National Assembly must discuss the bills and forward them to the President for approval or disapproval.

Item (vii) required the students to write true or false to the statement, "*street children are people above 18 years old*". The correct response was “False”. Those who wrote “False” had adequate knowledge about special groups, particularly street children, who are children living in the streets, as they have no other place to live.

Item (viii) required the students to write true or false to the statement, "*The head of the Judicial System in Tanzania is elected by the President*". The correct response was “False” due to the reason that the head of the Judicial system in Tanzania is not elected but appointed by the President. The students who wrote the correct answer had adequate knowledge of the Judicial system in Tanzania. Those who wrote "True" failed to differentiate being appointed from being elected. Being appointed means being assigned a job to do or a position by someone while being elected means to be chosen by voting to hold public office or some other position. Therefore, in Tanzania the head of Judicial system is appointed and not elected by the president of the United Republic of Tanzania.

Item (ix) required the students to write true or false to the statement, "*Equal access to the mass media to all competing political parties in an election is an important element of free and fair election*". The correct response was “True”. The students who wrote the correct answer had adequate knowledge about

democratic elections particularly, free and fair elections. However, students who chose the incorrect response “False” lacked such knowledge.

Item (x) required the students to write true or false to the statement, *All people who are eligible voters are called citizens*". The correct response was “False” due to the reason that, a citizen is a person who belongs to a certain country or state and has full rights as a member of that country, either by birth or by being granted such rights. Those who opted for “True” which was an incorrect response lacked enough knowledge of human rights and responsible citizenship.

The analysis of performance in this question shows that 96.5 percent of all the students who attempted this question passed. Only a few students 19,926 (3.5%) failed. The reason for failure in this question includes lack of the knowledge of the subject matter, failure to adhere to the demand of the question, poor writing skills and poor mastery of English language. Some students who scored zero (0) mark attempted the question without understanding its demand as illustrated in Extract 3.1.

3. For each of the following statements write **TRUE** if the statement is correct or **FALSE** if the statement is not correct.

(i) In a constitutional Monarchy the head of the state is also the head of government.
.....economic right.....

(ii) Courtship is the time when man and woman develop relationship for future marriage.
.....Right to live in a family

(iii) One of the sources of local government revenue is treasury bonds.
.....rights

(iv) The mayor of the Municipal Council is appointed by the District Executive Director.
.....family

(v) Creative thinking is the ability to make a choice out of many options.
.....poison

(vi) To become a law, bills passed by the National Assembly must get approval of the President of the United Republic of Tanzania. *.....foreign*

(vii) Street children are people above 18 years old. *.....Affairs*

(viii) The head of the Judicial System in Tanzania is elected by the President. *.....Security*

(ix) Equal access to the mass media to all competing political parties in an election is an important element of free and fair election. *.....foreign trade*

(x) All people who are eligible voters are called the citizens. *.....economic*

Extract 3.1: A sample of incorrect responses to question 3

The student in Extract 3.1 failed to observe the instructions for this question which required the student to write true or false and not otherwise.

2.4 Question 4: Comprehension - Democracy

In this question, the students were required to read the passage carefully and then answer the questions that followed. The passage was about Rule of law. The question was compulsory and it tested the students' ability to grasp information related to the comprehension passage. It was attempted by 571,133 students which equals to 99.99 percent of all students. Generally, the performance in this question was good as 32.5 percent scored from 0 to 2.5 marks, 44.4 percent scored 3 to 6 marks and 23.1 percent scored from 6.5 to 10 marks out of the 10 marks allocated to this question. Students' performance is shown in figure 4.

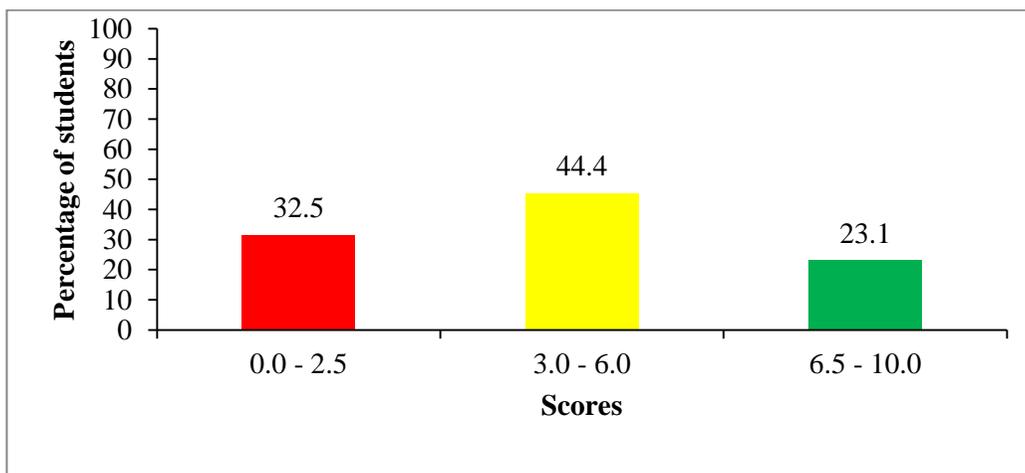


Figure 4: *Students' Performance in Question 4*

Item 4(a) instructed students to suggest a suitable title for the passage. The correct titles for the passage were: "RULE OF LAW" or "IMPORTANCE OF LAW". The students who provided the correct title had adequate knowledge in answering comprehension questions. Students who failed to identify the title correctly relied on their own understanding rather than what was presented in the passage. Some of the incorrect titles provided by students included; "DEMOCRATIC COUNTRY", "LAWS OF THE COUNTRY", "CITIZENS" and "LAW OF THE DEMOCRATIC". Moreover, some students copied some sentences from the passage which had no relevance to the demand of the question and presented them as their response to this item. One of the students

for example, copied the first sentence from the passage, "LAW IS A BODY OF RULES OR PRINCIPLES".

In item 4(b) the students were required to give two reasons for setting rules according to the passage. The correct answers were: *To maintain peace, order and justice, To define the rights of the citizens, To harmonize conflicting interests and To provide means for punishing wrong doers*. The students who provided the correct responses had adequate skills of interpreting concepts in a passage. The students who failed to interpret the passage provided irrelevant responses such as; *No one is punishable unless proved guilty and Because all people are equal under law*. The students, who failed to provide the required reasons, lacked comprehension skills.

Item 4 (c) tested students' understanding of the statement, "What does the writer mean by saying all people are equal under the law". Students were required to provide two relevant points. The correct responses were; *No one is above the law, Everyone must obey the law and be held accountable when he/she violates it, law is equally, fairly and consistently enforced, and no one is punishable unless proved guilty*. The students who responded well for the question managed to respond correctly and exhausted all points.

Some of the students that performed poorly relied on what they know rather than what was in the passage. For example, some wrote reasons for setting rules to be; *Aim at harmonizing conflicting interests and providing means for punishing wrong doers*. Other students picked some phrases from the passage, for example, *"The rights of the citizens"* and *"It further calls for the judicial"* that were irrelevant answers. This signified that these students did not understand the requirement of this item.

Item 4 (d) tested students' knowledge on the role of the judiciary in a democratic country by requiring students to provide two points. Students who provided correct answers such as; *it protects the rights of all citizens, it settles conflicts and it provides justices* had adequate knowledge on the role of the Judiciary. On the contrary, some students misunderstood the question and provided incorrect responses such as; *no one is punishable unless proved guilty, all people are equal under the law and thus rulers and ruled must obey the law of the country*. Some of the students in this category were conspicuous because they used Kiswahili language phrases such as; *chama cha sisiemu (CCM) and chama cha Tanu* as their responses to this item.

Item 4 (e) required the students to list down two things that the government should do under the rule of law. Students who understood the question well provided the correct responses such as: *it runs its activities according to the constitution and it serves the interests of the majority by providing them with services they need.* These students had adequate knowledge and skills of interpreting a comprehension question. However, some students provided incorrect responses such as; *rulers and ruled must obey the law of the country.*

Students who scored from 6.5-10 marks illustrated high ability of comprehending information from passage. They provided a correct title for the passage; they correctly interpreted concepts in the comprehension questions and they mastered English Language which is the medium of instruction. Extract 4.1 is a sample from a student who provided a suitable title for the passage and relevant responses.

Questions

(a) Suggest the suitable title for this passage.

..... RULE OF LAW
.....

(b) According to the passage, why rules are set? (Give two reasons)

(i) To maintain peace, order, justice and defining the
..... rights of citizens
.....

- (ii) ~~Harmonizing. Providing means for wrong doers.~~
 Providing means of punishment for wrong doers.
- (c) What does the writer mean when says all people are equal under the law?
- (i) Rulers and the ruled must obey the law of the country.
- (ii) No body is punishable unless he/she is proved to be guilt.
- (d) What is the role of the judiciary in a democratic country? (Give two points)
- (i) To provide justice to all citizens. In a democratic state the judiciary should provide justice to all citizens.
- (ii) To protect the rights of all citizens. In a democratic state the judiciary should protect the rights of all citizens.
- (e) List down two things that the government should do under the rule of law.
- (i) To run its activities according to the constitution.
 Example Elections to be held according to the country's constitution.
- (ii) To serve the interests of the majority by providing them with services they need like Health Care.

Extract 4.1 A sample of correct responses to question 4

Students who scored 0-2.5 marks failed to understand the requirements of the question items. They lacked skills in reading and interpreting the passage. Most of them copied sentences from the passage instead of providing the correct responses. Extract 4.2 is an illustration from a student who did not understand the demand of the question and wrote incorrect responses.

- Questions**
- (a) Suggest the suitable title for this passage.
 THE LAW

(c) What does the writer mean when says all people are equal under the law?

(i) All people we follow a law as a basic body of rule

(ii)

(d) What is the role of the judiciary in a democratic country? (Give two points)

(i) To compose a law of a country

(ii) To prepare a government budget

(e) List down two things that the government should do under the rule of law.

(i) All people are equal

(ii) Be people want freedom to enjoy life

Extract 4.2: A sample of a student's incorrect responses to question 4

2.5 Question 5: Definitions of Concepts and their Importance

This was a compulsory question with ten items (a-j). Students were required to define concepts and give two points on their importance. A total of 571,083 (99.99%) students attempted this question and the performance was poor. The majority failed as 70.1 percent scored from 0 to 11.5 marks out of which 62,662 (15.6%) students scored zero, while 21.3 percent scored from 12 to 25.5 marks and 8.6 percent scored 26 to 40 marks out of the 40 marks allocated to this question. The performance in this question is summarized in Figure 5 below.

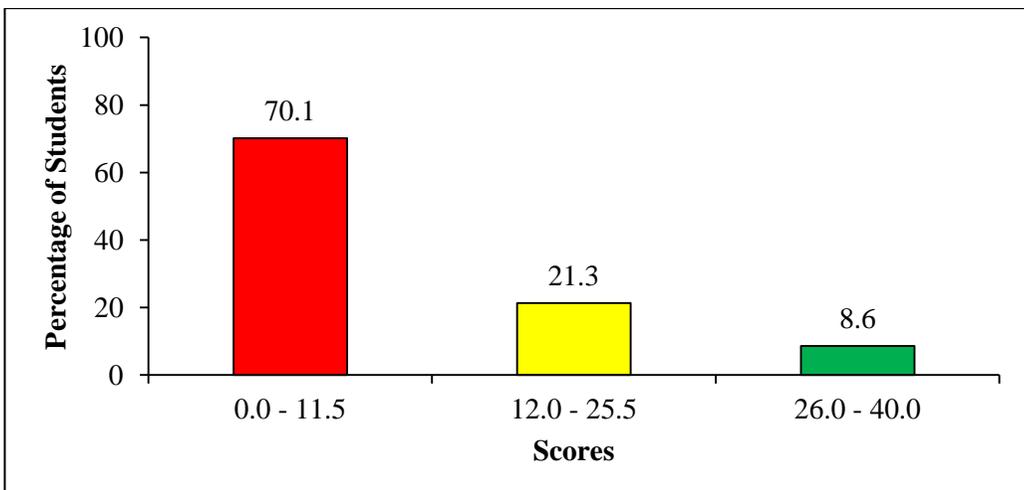


Figure 6: Percentage of Students' Performance in Question 5

The students with poor performance had insufficient knowledge of the concepts and inadequate mastery of the English Language as illustrated in Extract 5.1.

(ii) It help to understand our national
.....
.....

(g) Central government
Definition..... In a constitutional monarchy the head of the State is also the head of government.
.....
.....

Importance
(i) It help to understand people of peace
.....
.....

(ii) It help to understand peace and love.
.....
.....

(h) Promotion of human rights
Definition..... Equal access to the mass media to all competing political parties in an election is an important element of free and fair election.
.....
.....

Importance
(i) It help to understand communication
.....
.....

(ii) It help to understand education.
.....

Extract 5.1: A sample from a student who provided incorrect answers

The students with good performance (from 26 to 40 marks) demonstrated adequate knowledge of the subject matter, good interpretation of the demand of

each item and ability to construct meaningful sentences as illustrated in Extract 5.2

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

(a) Physical work

Definition... Physical work is the work that involves more use of physical efforts than mental efforts example Fishing, Lumbering, Mining, Farming.

Importance

- (i) Physical work helps in utilization of the available resources in the environment to produce goods example utilization of minerals, Forest resources,
- (ii) Physical work assist one to get basic needs and services such as food, cloth and shelter hence brings individual and national development.

(b) Parliament

Definition. Parliament is a branch of organ of the state that is responsible for formulating of laws. Parliament has president and the national assembly.

Importance

- (i) Parliament helps in formulating or making of laws as bills are proposed, discussed and approved by the president. example Right to expression
- (ii) Parliament helps to check other organs of the state and assist in approving of the government budget

(c) National currency

Definition. National currency is the system of exchange that is used in various transactions inside or outside the country. In Tanzania we use coins and notes. example; 1000 note, 50 shillings coin.

Importance

- (i) National currency helps in various transactions within and outside the country. example in local and world market.
- (ii) National currency identify and symbolize our nation and it is used to boost our national economy.

(d) National symbols

Definition. National symbols are signs or drawings that identify our nation from other nations. example. National anthem, national flag, coat of arms.

Importance

- (i) National symbols help identify and differentiate our nation from other nations example. The national flag.
- (ii) National symbols promote peace, harmony, solidarity, order, love, development among Tanzanians and Africans.
example: The national anthem.

(e) Traffic signs

Definition. Traffic signs are symbols put on the road to give road users information about the dangers that can occur in the road example: Keep left, No parking, Steep slope ahead.

Importance

- (i) Traffic signs help in reduction of accidents in the road hence reduce loss of properties or death of people.
Example: Steep slope ahead, Bridge
- (ii) Traffic signs help in prevention of traffic jam hence increase effectiveness when using road as everyone use road equally. Example traffic lights.

(f) Problem solving technique

Definition. Problem solving technique is the way by which people use to solve difficulties they face/encounter by choosing alternatives out of many and acting on them with minimum harm, maximum advantage

Importance

- (i) Problem solving technique help in prevention of problems such as suicide, drug abuse, child labour

- (ii) Problem solving technique helps boost development as it makes people free from dangers or problems and increase their productivity.

(g) Central government

Definition. Central government is the administrative unit that rules over the whole country. It has all power of the country centered to it under the President.

Importance

- (i) Central government helps to ensure peace and security in the nation using its army forces like police.
- (ii) Central government helps in provision of social services to the people such as Water, electricity, health services, education.

(h) Promotion of human rights

Definition. Is the process of making awareness of human rights to the people example. It can be through mass media like radio, through campaign

Importance

- (i) Promotion of human rights helps make people aware of their legal rights example Right to move, right to social services.
- (ii) Promotion of human rights helps in prevention of crimes and problems in the society example Disease problem theft.

(i) National language

Definition. National language is the official language that is used as a medium of communication in Tanzania that is Swahili language.

Importance

(i) National language assist in communication, learning and business activities conducted in the country.

(ii) National language helps identify and symbolize our nation from other nations example Tanzania - Swahili but France use French

(j) Responsible decision making

Definition. Responsible decision making is the sensitive and careful choice made out of many after knowing the consequence of it. It is rational decision making.

Importance

(i) Responsible decision making prevents crimes like theft, robbery, drug abuse in a society.

(ii) Responsible decision making help boost development as it assist in conflict and problem resolution.

Extract 5.2: A sample of a students' correct responses to question 5

Item 5 (a) required the students to define physical work and give two points on its importance. Some of the students that performed well defined physical work as; *a type of work that involves more physical strength and less mental skills; a type of work which needs more physical efforts to perform an activity examples include plumbing, farming and mining.* On the importance of physical work, these students argued that; *It helps to get basic needs of the family; helps to reduce crime; it helps people to improve the living standards in the community and It promotes physical and mental health.* The relevant responses given

indicate that the students had adequate knowledge about work and its importance.

However, students with inadequate knowledge about work and its importance provided wrong definitions of physical work. One student for example, defined physical work as; *The ability of an individual to do work to apply physical and mental powers to control environment and is an action which a person dealing with in order to get payment.* Another student defined it as; *The work which a person have strong full,* whereas another student defined it as *a type of work which uses mental power.* Some other students defined it as; *a type of work which deals with human work.* On the importance of physical work, these students provided irrelevant answers like; *it helps to understand our environment; it helps to know to doing any work; Processing services and goods unwanted in the society; It provide peace and security; It help to simplify work; Source of government revenue and It help to do many things by using our own hand.* A few of these students also picked some words from the passage and multiple choice question and presented them as their answers. In some few extreme cases such students did not attempt the item which is an indication that they lacked knowledge of the concept.

Item 5 (b) required the students to define parliament and to give two points on its importance. One of the students that responded well defined parliament as; *The branch of government which deals with making of law.* Another correct definition was; *It is an organ of the state which consists of elected members from the constituencies and appointed ones* while, others defined it as *a law making body of the government.* On the importance of Parliament, these students wrote points such as; *It discusses and approve the annual government budget; Helps in making and amending laws of the country; Questions the government on its daily activities; Authorizing of government plans; Ratifying of agreement or treaties; Overseeing and advising the government and its organs and checks the power of the government (executive).*

Some students performed poorly due to misconceptions of parliament such as; *The type of indirect democracy by which the head of the country is the President* and *It is a group of people in the country elected by representatives.* Another wrong definition was; *It is a person that people choosing by casting votes in a ballot box.* Likewise, these students provided a number of incorrect importances of the parliament like; *It show separation of power; It help to maintain peace and love by the people; To reduce the number of criminals in the country; It show how leader are chosen; It is a source of government revenue and It is used*

to interpret the law. Such students responses indicates that they lacked knowledge about parliament.

Item 5 (c) required the students to define national currency and give two points on its importance. Students who had good understanding on national symbols were able to provide relevant definitions of national currency. One student wrote; *It is a system of money of which a country or state uses* and another one wrote; *It is the money, bank notes and coins, that a particular country is using for different transactions purposes.* Besides that, they were able to point out the following importance of national currency: *It is the medium of exchange that is used in buying and selling of various commodities; It is a unifying tool for Tanzanians and is an identity of a country.*

In contrast, students with inadequate knowledge about national symbols provided incorrect definitions. One student for instance, defined a national currency as; *A song which represent the nation* while another student wrote; *It is a currency that improves the knowledge of their people.* On the importance of national currency they wrote; *It gives peace and harmony to the society; It increases national capital; It is used to show currency; It develops a nation; It is a source of international relationship and it help to understand our communication.*

Item 5 (d) required the students to define national symbols and to give two points on its importance. Students with adequate knowledge about our nation provided several definitions of national symbols such as; *Things that identify a nation or symbolize a nation that it is independent and has sovereignty; Are signs or identities which signify national values, culture, goals, resources, history and other ways of life. These symbols are used as identity of a nation by other countries in the world; It is a special symbol that represents the country and Are signs or drawings that identify our nation from other nations among others.* The following are their answers on the importance of national symbols: *They show a country to be independent and has sovereignty; Are used as identity by a nation to the other countries; They symbolize the unity of a given nation; They explain the resources available in that nation; They signify national independence and freedom; They promote loyalty of the people to their nation; They strengthen political and economic independence and They bring peace and unity.*

Students who failed to understand the demand of the item provided incorrect definitions of national symbol such as; *A piece of clothes which show a color sign; It is a symbol which show colours in the country; It is the symbols of the nation that used to give information to all people in the country and It is a study*

of symbols and currency used in the country. Similarly, such students gave a number of incorrect importance of national symbols such as; The uhuru Torch; The coat of arm; It helps to maintain education to the people of our nations and other people; It help to understand our uhuru touch and national flag; It is used to show national day and It promotes foreign currency. In view of the above responses, it suggests that some students failed to differentiate between types of national symbols and their importance, while others lacked knowledge of the subject matter.

Item 5 (e) required the students to define traffic signs and give two points on their importance. Knowledgeable students pointed out the following definitions of traffic signs: *Are the signs on the road that give various information to the road user; Are symbols/drawings designed for the road users which guide them on how to use the road properly and They are symbols erected at the side of or above roads to give instructions or provide information to road users.* Besides, they provided a number of correct points on the importance of road signs such as; *To prevent or reduce the rate of road accidents; They provide education to the road users on general road safety; It helps to reduce unnecessary traffic jams on the road; It give equal chance of using the road to all road users like pedestrians, drivers and animals and It makes road users to be free from danger.*

Some of the students had misconceptions of traffic signs: *A state of being free from danger when using road; Is to follow rules used and information of traffic and Is a symbol which is in the road to learn a driver.* On the importance of traffic signs, points written by these students included: *It reduces street children; It help to know the people in the road; It help to provide an accident and It helps to provide the speed of the moving car.*

In item 5 (f) students were required to define problem solving techniques and give two points on its importance. One of the knowledgeable students defined problem solving techniques as *initiatives taken by a person so as to overcome the challenges that are facing him/her* and another student stated that *they are ways, methods or skills that a person requires and applies in dealing with a challenge or a difficult situation in order to get rid of the situation.* On the importance of problem solving techniques these students argued that: *It helps to ensure peace and harmony by preventing quarrels; It helps to prevent and overcome different problems and challenges in the society and It sets a starting point for approaching the problems.*

In contrast, some students provided wrong definitions such as: *Something which is difficult to deal with or to stand with and Is the group of people dealing with*

the difficult situation in the communities. Such definitions suggest poor mastery of the subject matter. Similarly, the students gave a number of irrelevant responses on the importance of problem solving techniques such as: *It is used to understand marriage; It help on problem solving; They help people to do what they want; It involve physical and mental task to solve the problem; Identify the problem and Help people to live without problems.* A few extreme cases were students that did not attempt the item which is an indication that they lacked knowledge of problem solving techniques.

Item 5 (g) required the students to define the central government and give two points on its importance. Some students that performed well in the question defined central government as: *The national/state government that is mainly concerned with national affairs and has the authority over the entire territory or country.* Another student wrote: *It is the national government which has the authority over the whole country. It is concerned with common national matters/affairs of the entire state.* Besides, these students correctly explained the importance of central government as: *It protects the rights of individual through constitution; It provides social services for the citizens including health care, electricity, hospital, education and water; It maintains peace and order in the country; It provides and enforces policies and legislations and It collects and properly redistributes revenues and other available resources for the betterment of the whole nation.*

There were students who gave irrelevant definitions: *It is the government which involves cities, town, and municipal council; it is the form of government which deals with international area and It is the type of government which deals with matter of a small area example village.* On the importance of the central government, these students wrote: *It helps to approve government budget; It protects village council; It makes laws and It protects municipal council.* These irrelevant responses indicate that, they had superficial knowledge of the functions of the executive and legislature.

Item 5 (h) required the students to define promotion of human rights and give two points on its importance. Some of the correct definitions from students included; *Promotion of human rights refers to the exercise of promoting and initiating some human rights laws as outlined in the country constitution; They are efforts made by the government and other activists to protect and promote human rights provision in the country.* On the importance of promoting human rights these students wrote; *It promotes love, justice and freedom among individuals; It promotes democracy and liberty; It raises awareness for people to*

demand their rights; It promotes development because people get their rights in various spheres of life; It limits the violation of human rights in the society by any concerned party and It promotes peace and order in the society. Thus the students who provided such relevant responses were familiar with the subject matter.

Some students gave incorrect definitions of promotion of human rights such as: *Are basic needs which everyone must get them in the country and Are basic moral right in which human beings born with.* Another of these students wrote; *Are accepted principle of fairness and justice that all people deserve.* Such definitions suggested that these students misinterpreted the item's demand to mean the definition of human rights and not promotion of human rights. Besides, these students provided wrong points on the importance of promoting human rights such as; *Human rights abuse; Economic right; People may elect their representative by vote; To understand three branches of government; To understand law making processes and It help to get knowledge or technology.* Such responses suggested that they either did not understand the demand of the question or were not familiar with the subject matter. In some few extreme cases students did not attempt the item which is an indication that they lacked knowledge of the concept.

Item 5 (i) required the students to define the concept national language and give two points on its importance. Some students with relevant required knowledge provided the following definitions of national language: *It is a means which people of a given nation or community use to communicate, for example Kiswahili Language in Tanzania and It is a system of communication which a country or state uses.* These students were also able to explain the importance of a national language: *It is a unifying tool to all Tanzanians; It symbolizes our culture; It acts as medium of communication among people; It facilitates communication among the people in a nation; It stands for the national identity of a nation and It signifies the cultures of a given nation.*

A number of incorrect definitions of national language were provided by some students that did poorly in the question such as: *The consequence of the nation which is used to bring people to use any language and It is the group of people who have the same government, culture, economic and history.* Some other students in this group wrote: *It is a language which any people is speaking and It is a process whereby people speak anything.* They also provided incorrect importances like: *English is the language which U.S.A e.t.c speaking; It help to*

know where a nation is coming from; It make a country to be happy; Kiswahili is the language which Tanzania people speaking and protecting human light.

Item 5 (j) required the students to define responsible decision making and give two points on its importance. One of the students that performed well in the question defined responsible decision making as *a cognitive process of making the best choice out of many available options*. Another of these students wrote *is a critical thinking and evaluation process that enable a person to make a better choice out of several choices available and take action on it*. In addition to that, these students were able to explain the importance of responsible decision making as: *It helps a person to make the best choice; It ensures harmony and good understanding in the society; It enables people to effectively use the available resources however little it is; It helps to prevent people from risk behaviour such as alcoholism; It helps people to adopt decisions that have less harm in a society and It promotes individual and national development.*

On the contrary, the students who lacked knowledge about responsible decision making provided a number of irrelevant definitions such as: *A decision which involve to maintain peace and order in the country; Is a process of listening people on their problems; Is the ability of making decision responsible; Is the duty to make decision in the family or society which will command them; Is the ability to think and come out with new idea and new way of doing things; It is a type of life skill by which someone how is responsible to make decision and Is the ability that a person has to live well in the society.*

Likewise, they provided incorrect importance of responsible decision making including: *It help to promote human rights; To understand negotiation skills; It help to get job; It help to maintain decision making; It help to improve life skills; It help us to know about education levels; It help us to know and understand about problems; It make things equal and right; It help to have freedom to talk about your problem and It raises awareness and be able to understand information*. These responses are an indication that some students failed to identify the demand of this item and had poor mastery of the subject matter. In some few extreme cases students did not attempt the item which is an indication that they lacked knowledge about the concept.

The poor quality of some of the sampled student responses and the general poor performance in this question shows that there is a need for students and teachers alike to put more effort in the acquisition of knowledge of civics concepts.

2.6 Question 6: Family Life

The question required the students to explain six problems associated with early marriage in the society. The question was attempted by 213,194 (37.3%) students and its performance was as follows: 62.5 percent scored from 0 to 4 marks, 31.6 percent scored from 4.5 to 9.5 percent and 5.9 percent scored from 10 to 15 marks out of the 15 marks allocated to this question. Generally, the students' performance in this question was average as 37.5 percent of all students who attempted it scored from 30 percent and above. Figure 6 is an illustration of the students' performance in three categories; poor, average and good.

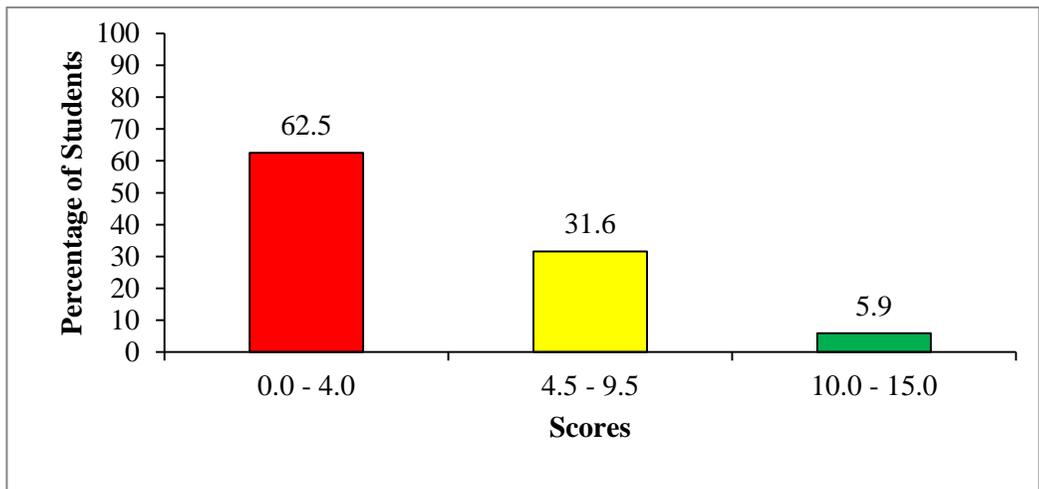


Figure 6: *Students' Performance in Question 6*

The students whose performance was good provided relevant answers which were supported by appropriate evidence on Family Life. They provided coherent sentences and had good organizational skills. In the introduction, for instance, one student provided an a detailed introduction: *Early marriage is when an individual is married before reaching the stage of adulthood. It is also known as pre-mature marriage. It is usually done because of parents wanting dowry or fear of parents that their children might engage themselves in sexual activities.* Regarding the problems associated with early marriage in our society, such students that performed well explained problems associated with early marriages such as: *Early marriage leads to serious complication during delivery; It may also leads to marital conflict and marriage breakdown; Early marriage can also contribute to the increase of street children in many ways; It increases ignorance and illiteracy; It increases burden to the parents of the couples; Poverty is another problem associated with early marriage in our society and Spread of sexual transmitted diseases such as gonorrhoea, syphilis and HIV/AIDS.*

These points were well explained by adhering to the principles of essay writing, whereby the students used paragraph connectors (such as sequence markers, transitional/linking words or phrases), appropriate vocabulary, punctuation marks and coherent sentences. Finally, such students also had comprehensive conclusion to their essays. One student for example, wrote: *early marriage is a bad cultural practice which should be stopped and this can be done through educating the society on the problems associated with early marriage and providing strict rules to punish all those who engage in the activity*. Extract 6.1 is a sample from one of the students with a correct response.

6. Explain six problems associated with early marriage in the society.

Question, 6

The six problems associated with early marriages in the society.

Early marriage is a kind or form of marriage of people who are not mature, this means people who are below eighteen (18) years old, because the nation has recognized eighteen - years as the standard age for marriage. There are several problems associated with early marriage, some of them may include the following:-

Complication during delivery; This is because the girl married is not being mature enough, for her body to withstand the maternity. And this may result to complications during giving birth, because the reproductive organs are not strong enough to deliver a baby. This may result to the death of the mother or a baby and sometimes both of them.

Spread of diseases; Diseases like HIV/AIDS and other related sexual transmitted diseases may spread through early marriages. This is because children are forced to marry or being married to people who are not sure of their health conditions. This causes the children to suffer on the consequence of getting infected with sexual transmitted diseases.

Increase of poverty; Since the couple is still immature to make the family. Therefore it will become hard for them to get money, so as to support the family with basic needs and important needs like Education, health and water. The main reason is that the couple doesn't have legal ways for it to get income to support the family. Thus increasing poverty.

Family breakage: This is because the couple does not know on what the family means. When it happens a little mistake the family break down, because the couple is still immature for marriage. They do not know that the marriage needs agreement, trust, tolerance, transparency - and love, due to the lack of knowledge about these elements of stable marriage, the family will end up breaking.

Lack of education: In most early marriages - children especially girls, are forced to drop out of the school so that they can prepare for marriage. This causes the increase illiterate and uneducated people in our societies since children are forced to drop out of the school, and go for marriage, and this is sometimes of the poverty facing the parents, which may drive them to take or prepare their young children for marriage, and causing them to lack education.

Increase of orphans and street childrens: Early marriage contributes a large percentage on the increase of orphans which later become street children. Because sometimes parents may not be able to take care of their children, by providing basic needs, and end up abandoning them in street and cities. Or sometimes a parent may die during giving birth leaving the child alone with one parent, who can not provide him/her basic need, causing the increasing of street children because of lack of proper parental care.

By concluding, we have to discourage early marriage in our societies, because it has a lot of negative than positive effects, and this can be done by providing education to the society, and more especially to major participants of this, and by doing ^{this} we will build a strong and educative nation, of ours.

Extract 6.1: A sample of a student's correct response to question 6

Some students provided the responses which could not be related with the demand of this question. This was due to lack of enough knowledge on the subject matter, lack of English Language proficiency and failure to identify the demand of this question. One student for example, explained the causes of early marriage instead of problems associated with early marriage in the society and gave points like; *payment of bride price; inheritance; lack of education and*

tradition initiation. Likewise, another student defined some concepts instead of explaining the problems associated with early marriage as illustrated in Extract 6.2.

The family to be poverty; Some of the family are poverty where the parent do not have the money of managing the life so they force there young children to married with the old man to more the money to the parents and take the child so as parents to be able managing their life.

Lack of education to parents; Many of parents did not go to school so they do not have education about problems which can lead early marriage, so they see that it is okay to get their daughter at the stage which is not allowed with the government and human rights.

Parents to be greed with money; Some of the parents are greed with money that they like having money all the time so they decide that to sell their young daughter so that they can be able to get money which this will give hard time the young daughter.

Young girl to be raped; The parents are always strict to their young girls when they get the pregnant the owner of the pregnant must marry the girl and the girl will have married when she has few years with the old mans those who they have their wife.

Religious beliefs; Many people from different societies they believe that a girl should be married when she has

6. reached in a small age to be married with the elders so that when the elder will pass away that young daughter will have inherited with the other person.
 Lack of both parents; when a young daughter does not have ~~at~~ even one of her parent some people in the society will have advise her to married with the rich person in the society which will be dangerous for her health and which can cause the transmitted of HIV/AIDS.

Extract 6.2: A sample of a poor response to question 6

Extract 6.2 above is a part of a student's irrelevant response. The student explained the causes instead of the problems associated with early marriage in the society.

2.7 Question 7: Promotion of Life Skills

The question required the students to explain the importance of life skills to young people by giving six points. The question was attempted by 291,680 (51.07%) students whereby 76.7 percent scored from 0 to 4 marks out of which 59,075 (26.4%) scored zero, while 20.8 percent scored from 4.5 to 9.5 marks and 2.5 percent scored from 10 to 15 marks. In view of this analysis, the question was poorly performed. Only 23,3 percent of the students scored from 4.5 to 15 marks out of the 15 marks allocated to this question as illustrated in figure 7.

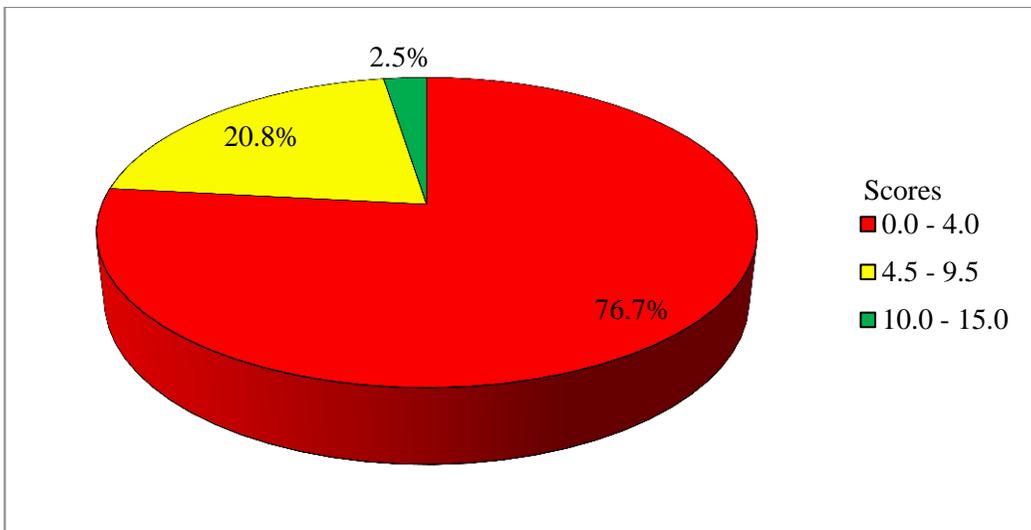


Figure 7: Students' Performance in Question 7

The students who scored 0 to 4 marks had several weaknesses in their responses. First, they did not observe essay writing rules; some of them provided their responses by listing down their point without giving explanations. Secondly, some of them failed to identify the demand of the question. Some of the students for example, explained factors needed to raise the youth as follows: *Schools are important to young people so that they may get knowledge; family might be to young people important; young people are supposed to stay home or they do have a right to be home and young people should eat.* Some other students wrote the steps of the problem solving process such as; *defining a problem, problem analysis, generating possible solutions, analyzing the solutions, selecting the best solution and implementing the solution.* Furthermore, other students discussed various types of life skills like; *assertiveness, self worth, self esteem, coping with emotions, peer resistance and empathy.* Other students gave a combination of irrelevant concepts as their answers such as; *intermarriage, education level, good health, love, peace, clothes and shelter.*

Thirdly, some of students' responses in this category were characterized by points without explanations or with partial explanations. Some of these students responses, mixed up few correct responses with incorrect ones; lacked relevant introductions and conclusions. Others had gross repetitions of points. Additionally, some of these students had poor mastery of English language. Some other students just picked up statements from question 1 and 4 and provided them as responses to this question. Extract 7.1 is a sample of a irrelevant student's response.

Schools; Schools are important to young people so that they may get knowledge to know something and to be educated well and even also school may make us a good ability of knowing to study and fighting.

Neighbours; Young people are neighbours or they should get neighbours who may help them to know and understand something.

Family; Family to young people it might be important because young people there are are a group of people who might be teenagers and they might need a family so that they can be taken a good care and good basic needs are needed at to young people and family.

Hospitals; This it might help many people not only young people's but also young people are supposed to visit to the hospital for checking their health even also when your young your supposed to go to the hospital for the vaccination and young people it is important to visit the hospital because many of young people they do sick of many different disease examples of disease; HIV/AIDS, gonorrhoea, syphilis and many other different disease.

Homes; Young people are supposed to stay home or they do have right to be home because home is a good place where by many different people's stay and gain of life skills on how you should live and also it is

important to young people to stay home because they may stay well enough than sleeping at streets and they might get good basic need at home and they might get good of balance things and a good health also and eat of good balanced diet food examples of balanced diet food, carbohydrates, fats and oil and vitamins.

Food; Young people's they should eat and it is important to eat because if we couldn't be eating then many of people's couldn't survive to live and food to young people it is important because young people when they eat food and the days are still going the young people are more going to be grown up and not young people and they are going to grown up people and not young people and food is important because it is a part of our life and it gives us good health and good balanced diet but also food should be used good to people so that we may reduce idling of people in different types of societies.

Extract 7.1: A sample of a poor response to question 7

On the contrary, few students who scored from 10 to 15 marks demonstrated mastery of the subject matter and addressed the demands of the question. In the introduction part, they defined life skills as: "*body of knowledge that enables an individual person to manage his/her life by improving or controlling his/her surrounding environment.*" Furthermore, in the main body they provided relevant points on the importance of life skills to young people based on the following points: *Life skills helps the young to develop critical thinking and inquisitive mind, It helps to make good decision, Life skills enable young people in the society to become a productive force to depend on, Life skills enables the young people to shape their behaviour to better ones, Young people are equipped with skills that enable them to effectively respond in different environment, Life skills gives them negotiation skills which help them to settle their disputes peacefully before the situation becomes worse, It increase understanding and love among the young people and Life skills enables young people to use knowledge they have acquired for the benefits of the society.* Other strengths demonstrated by students in this category was the ability to provide exhaustive elaboration of the points and good organizational skills in terms of

adhering to essay writing rules coupled with good English language sentences. Extract 7.2 is an illustration of a correct response from a student's script.

7. Life skills are the knowledge and the abilities which enable a person to deal or to control the environment around him or her. Life skills enable a person to act responsibly and safely, to understand one self. There are various types of life skills such as communication skills, negotiation skills, social skills, friendship skills, assertiveness skills, self awareness skills. All these life skills are important to us and we can get them from different sources in our society such sources are our parents, good friends, neighbours, religions, government, non-government organisations and mass media. This can be done by exchanging information among us and reading from other sources such as magazines and newspapers. Therefore, the following are the importance of life skills to young people:-

Life skills enable and help young people to have good behaviour. By following life skills people get to engage themselves in good behaviour since they will be doing things that are accepted by the society such as good and proper dressing, being calm and kind, helping, being punctual. This will help to reduce the rate of crime that is done by young people in the society.

Life skills helps to provide peace and order in the society. This can be done through negotiation skills, the act of solving conflicts and misunderstandings

helps to ensure that there is maximum maintenance of peace and order in the society. This enables people to live a well peaceful life.

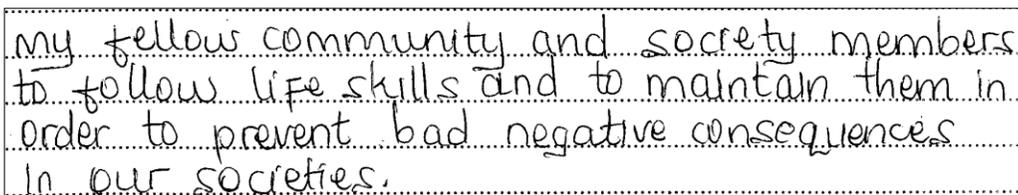
Life skills help to build a sense of patriotism among young people in their country. This is because people will be doing things according to the way that they are taught in the society hence increasing a sense of being proud which leads to development of patriotism among people.

Life skills help to enhance efficiency and effectiveness at work. Since people will be having the abilities to do their things well. This will help them to perform and do well their duties which enhances effectiveness of their works and to their development.

Life skills enable a person to understand easily the information that is given out. This can be well done by reading mass media materials like magazines and following up the information that is given out. This helps people to learn to control the environment surrounding them.

Life skills help to build acceptable relations with other fellow people in the society. This can be done when some pillars are followed here. Some of them include solving conflicts, having empathy, through being good friends. This will help people to build acceptable relationships which are allowed and needed in our societies.

Conclusively, life skills are important to not only to the young people but to also all of us. This is because it helps us to manage our selves in the environment. I therefore advise



my fellow community and society members
to follow life skills and to maintain them in
order to prevent bad negative consequences
in our societies.

Extract 7.2: A sample of a correct response to question 7

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The FTNA 2019 011 Civics paper had seven (7) questions that were set from eleven (11) topics. The topics assessed were: *Gender, Government of Tanzania, Promotion of Life Skills, Proper Behaviour and Responsible Decision Making, Work, Responsible Citizenship, Our Nation, Road Safety Education, Human Rights, Family Life, and Democracy*. The analysis of performance shows that, three questions; (1, 3 and 4) out of seven that were set from different topics had good performance. Question 3 (True and False question) which featured the topics; *Government of Tanzania, Promotion of Life Skills, Responsible Citizenship, Family Life and Democracy* ranked first as 96.5 percent of students scored 30 percent and above marks. Question 1 (multiple choice items) featuring the topics; *Gender, Government of Tanzania, Promotion of Life Skills, Proper Behaviour and Responsible Decision Making, Work, Responsible Citizenship, Family Life, Democracy and Road Safety Education* ranked second with 91.6 percent. Question 4 (Comprehension) featured the topic on *Democracy* and ranked third in good performance (67.5%).

Question 2 (Matching items) which featured the topic on *Human rights* and question 6 (essay) set from the topic of *Family Life* had average performance; the percentage of the students who passed were 40.5 and 37.5 respectively. Two questions (5 and 7) had weak performance. The students' performance in Question 5 (short answers) was 29.9 percent while in question 7 (essay) it was 23.3 percent. The topics featured in question 5 were: *Work, Government of Tanzania, Our Nation, Promotion of Life Skills, Road Safety Education and Human Rights* whereas question 7 was set from the topic of *Life skills*.

Comparison between performance in Civics in FTNA 2018 and FTNA 2019 shows that students' performance in question 1 and 3 has been good for two consecutive years. There was improvement of students' performance in question 4 from average (59 %) in 2018 to good (67.5%) in 2019. There were questions that showed a deteriorating trend in performance in FTNA 2019 which were

Question 2 that deteriorated from good performance (75.6 %) in 2018 to average (40.5%) in 2019 and Question 7 from average performance (35.4%) in 2018 to weak performance (23.3%) in 2019. The performance in question 5 and 6 has remained weak and average respectively for the two consecutive years. (*See appendix*).

Good performance in the stated questions and topics was attributed students having adequate knowledge of the subject matter from which the questions were set. These students were able to identify the demands of the questions, had adequate English language skills and they observed essay writing rules. Weak performance by some of the students was due to among other things; lack of adequate knowledge of Civics concepts as demonstrated in Question 5 which required the students to define the concepts, inadequate skills in essay writing and poor English language skills. This in turn led to misinterpretation of the questions and failure to understand the instructions for each question. In Question 1 for example, some students used letters which were not included in the list of alternatives.

4.0 CONCLUSION

Students' performance in Civics subject in FTNA 2019 was generally good. The analysis shows that 421,219 students equals to 73.81 percent passed. When compared to performance in FTNA 2018 in which 363,036 students (equal to 72.07 percent) passed, there is increase in performance by 1.74 percent. Most of students had average and good performance in five (5) questions and weak performance in only two (2) questions. The analysis shows that, most of the students had relatively higher performance in objective questions than in subjective questions. Good performance in some questions was mainly caused by students' wide knowledge in the topics from which the questions were set, good command of English language and students' ability to understand the demand of the questions. However, the analysis of the students' responses in some questions revealed that the students lacked in-depth knowledge on some topics and sub topics. This is the case of the topic of Life skills tested in question 7 and sub topics; the concept of work, central government, national symbols, problem solving techniques, aspects of human rights and responsible decision making tested in question 5 (*see Appendix*). This suggests that these topics were not well understood by majority of the students who attempted the questions set from these topics. Other problems noted were inability of some candidates to interpret the demands of the questions, failure to provide clear explanations due

to poor proficiency in the English Language and failure to observe examination instructions.

5.0 RECOMMENDATIONS

In order to maintain and improve such good performance as well as to address the challenges encountered by the students the following is recommended:

- (a) Teachers should make sure that all topics and sub topics are well covered as evidences from candidates responses shows that some sub topics were not well covered.
- (b) Teachers should apply a variety of teaching and learning strategies to inspire students' to study Civics subject. Some of the recommended ones are brainstorming, case studies, use of written sources, question and answers, songs, group discussion and role play.
- (c) Students should be encouraged to use English Language in their day to day communication so as to improve their language proficiency;
- (d) School tests and assessment administered to students should be of acceptable standards so as to improve their knowledge and prepare them for national assessment.
- (e) Strong emphasis should be put in guiding and teaching students on how to read instructions, identify the demands of the questions and precisely respond to them; especially in writing well-structured essays as the standard of essay writing is consistently declining.
- (f) The Ministry of Education, Science and Technology in collaboration with the Ministry of State, President's Office-Regional Administration and Local Government should ensure and regulate the quality of publication and distribution of Civics textbooks, manuals, reference books and other supplementary materials.
- (g) Teachers should encourage students to read extensively a variety of textbooks, journals, newspapers and web-based materials to widen up their knowledge and skills.

ANALYSIS OF STUDENTS PERFORMANCE QUESTION WISE

SN	Topic	Question number	The percentage of students who scored 30% and above	Remarks
1	Promotion of Life Skills, Government of Tanzania, Responsible Citizenship, Family Life and Democracy	3	96.5%	Good
2	Gender, Government of Tanzania, Promotion of Life Skills, Proper Behavior and Responsible Decision Making, Work, Responsible Citizenship, Democracy, Family Life and Road Safety Education,	1	91.6%	Good
3	Democracy	4	67.5%	Good
4	Human rights	2	40.5%	Average
5	Family Life	6	37.5%	Average
6	Work, Government of Tanzania, Our Nation, Promotion of Life Skills, Road Safety Education, and Human rights.	5	29.9%	Weak
7	Promotion of Life Skills	7	23.3	Weak

