



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



**STUDENTS' ITEM RESPONSE ANALYSIS  
REPORT ON THE FORM TWO NATIONAL  
ASSESSMENT (FTNA) 2022**

**CIVICS**



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**011 CIVICS**

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## TABLE OF CONTENTS

LIST OF TABLES.....	iv
LIST OF FIGURES .....	v
LIST OF EXTRACTS .....	vi
FOREWORD.....	vii
1.0 INTRODUCTION.....	1
2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION .....	3
2.1 Question 1: Multiple Choice Items.....	3
2.2 Question 2: Matching Items.....	14
2.3 Question 3: Comprehension .....	17
2.4 Question 4: Human Rights.....	24
2.5 Question 5: Promotion of Life Skills.....	28
2.6 Question 6: Proper Behaviour and Responsible Decision Making .....	33
2.7 Question 7: Government of Tanzania.....	40
2.8 Question 8: Gender .....	44
2.9 Question 9: Work.....	50
2.10 Question 10: Our Nation.....	56
3.0 ANALYSIS OF STUDENTS' PERFORMANCE TOPIC WISE.....	64
4.0 CONCLUSION .....	66
5.0 RECOMMENDATIONS .....	66
APPENDIX: Summary of Students' Performance in Each Question and Topic Wise for FTNA 2022.....	68

## LIST OF TABLES

Table 1: Students' Performance in Civics FTNA for 2022.....	2
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## LIST OF FIGURES

Figure 1: <i>A Trend of Students Sitting for FTNA for a Period of Five Years (2018 – 2022)</i> .....	1
Figure 2: <i>Students' Performance Categories in Question 1</i> .....	4
Figure 3: <i>Students' Performance Categories in Question 2</i> .....	14
Figure 4: <i>Students' Performance Categories in Question 3</i> .....	18
Figure 5: <i>Student's Performance Categories in Question 4</i> .....	24
Figure 6: <i>Student's Performance Categories in Question 5</i> .....	29
Figure 7: <i>Students' Performance Categories in Question 6</i> .....	34
Figure 8: <i>Students' Performance Categories in Question 7</i> .....	40
Figure 9: <i>Students' Performance Categories in Question 8</i> .....	45
Figure 10: <i>Students' Performance Categories in Question 9</i> .....	51
Figure 11: <i>Student's Performance Categories in Question 10</i> .....	56
Figure 12: <i>The Performance of Students in Four Topics in FTNA 2021 and 2022</i> .....	65

## **LIST OF EXTRACTS**

Extract 1. 1: A Sample of the Student's Responses to Question 1 .....	13
Extract 2. 2: A Sample of the Student's Responses to Question 2 .....	17
Extract 3. 3: A Sample of the Student's Responses to Question 3 .....	22
Extract 3. 4: A Sample of the Student's Responses to Question 3 .....	23
Extract 4.1: A Sample of the Student's Responses to Question 4.....	28
Extract 4.2: A Sample of the Student's Responses to Question 4 .....	26
Extract 5.1: A Sample of the Student's Responses to Question 5.....	31
Extract 5.2: A Sample of the Student's Responses to Question 5 .....	33
Extract 6.1: A Sample of the Student's Responses to Question 6.....	39
Extract 6.2: A Sample of the Student's Responses to Question 6 .....	36
Extract 7.1: A Sample of the Student's Responses to Question 7.....	44
Extract 7.2: A Sample of the Student's Responses to Question 7 .....	42
Extract 8.1: A Sample of the Student's Responses to Question 8.....	48
Extract 8.2: A Sample of the Student's Responses to Question 8 .....	50
Extract 9.1: A sample of the Student's Responses to Question 9.....	53
Extract 9.2: A Sample of the Student's Responses to Question 9 .....	55
Extract 10.1: A Sample of the Student's Responses to Question 10.....	63
Extract 10.2: A Sample of the Student's Responses to Question 10 .....	58

## FOREWORD

This report presents Students' Item Response Analysis (SIRA) on Form Two Civics Subject National Assessment which was conducted in November 2022. The report aims at providing feedback to all education stakeholders on how students responded to the assessment questions in this subject. The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning in order to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning. This analysis shows justification for the students' performance in the Civics subject.

The students' performance in the FTNA 2022 for the Civics subject was weak as 68.88 per cent of students failed. The students who attained the high scores had adequate knowledge in sub-topics from which the questions were set, good command of English language and interpreted the demands of the questions correctly. However, the students who scored low marks faced difficulties in responding to the questions due to; their insufficient knowledge of the sub-topics from which the questions were set, failure to adhere to both general and specific question instructions, failure to identify and/or understand the demands of the questions, lack of skills in answering specific question type like comprehension, short answers and essays, and inadequate English language skills.

The report will help students to identify strengths and weakness for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). Also, it will help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examination Council of Tanzania expects that the feedback and recommendations provided in this report will shade light on the challenges for which education stakeholders should take appropriate measures to improve teaching and learning of the Civics subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations in this subject.

Finally, the Council appreciates the contribution of all those who prepared this report.



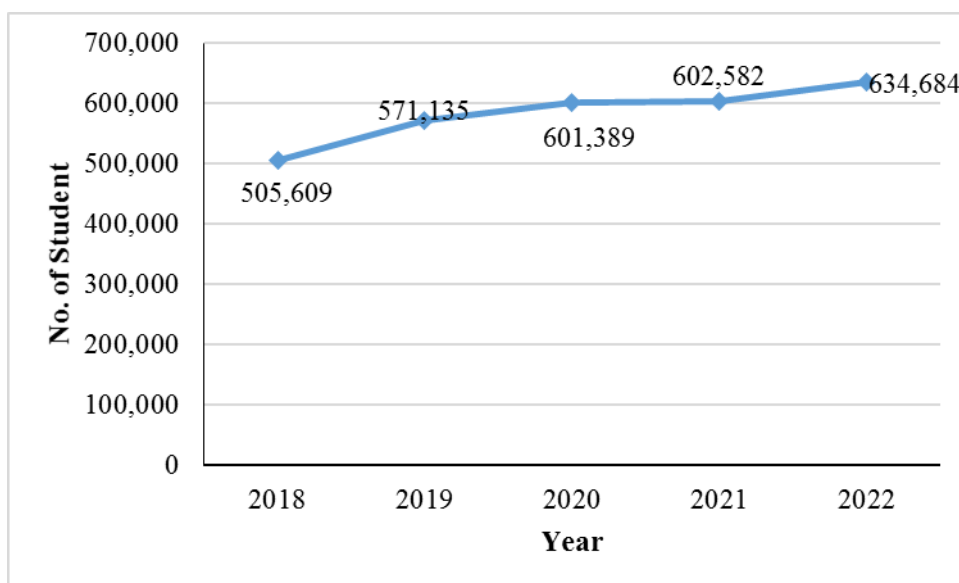
Dr. Said Ally Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This is a Students' Item Response Analysis (SIRA) report for 011 Civics subject on the Form Two National Assessment (FTNA) for the year 2022. The paper intended to assess students' competence on the respective topics stipulated in the subject syllabus. Therefore, this report generally presents an analysis of their performance item wise.

The question paper consisted of ten (10) questions divided in three sections: A, B, and C. Students were required to attempt all questions from all sections. In section A there were two questions with a total of 15 marks. Question number 1 had ten (i – x) multiple choice items while question number two comprised of five matching items. Each item in this section was worth 1 mark hence a total of fifteen (15) marks. Moreover, section B constituted comprehension and short answer questions from question number 3 to 9. This section weighed 70 marks. Lastly, in section C there was only one question (question number 10) which required students to answer it in essay form. This essay question was worth 15 marks.

In this year 2022, about 634,684 students sat for the FTNA in 011 Civics subject. This total shows a steady increase in number of students for a period of five years (from 2018 to 2022) as indicated in a line graph below.



**Figure 1:** A Trend of Students Sitting for FTNA for a Period of Five Years (2018 – 2022)

The figure above reveals a trend of increase in the number of students sitting for FTNA since 2018 to 2022.

However, a total of 197,001 (31.12%) students out of 634,684 who sat for the assessment in 2022 passed. This performance shows a tremendous decline by 40.01 per cent when compared to that of 2021 whereas 428,023 (71.13 %) students passed out of 602,582 who sat. Likewise, a declining trend was noted in 2021 as it dropped by 14.44 per cent when compared to that of 2020 whereas 514,217 (85.57%) students passed out of 601,389 students who sat. This performance for 2022 is detailed in Table 1 below.

**Table 1: Students' Performance in Civics FTNA for 2022**

Sex	Performance Grades					Passed	
	A	B	C	D	F	Number	Percentage
M	1,509	4,180	32,454	65,018	188,656	103,161	35.35
F	1,651	3,878	27,541	60,770	247,438	93,840	27.50
Total	3,160	8,058	59,995	125,788	436,094	197,001	31.12

Apart from those statistical data, the report presents a performance analysis of each item in the question paper. The aim is to highlight the requirement of each item versus the strengths and weaknesses of students' responses. Where necessary, the percentage of scores for each question or even section is presented graphically. In addition, samples of both good and poor responses extracted from student scripts are presented not only to illustrate but also exemplify the cases.

For the sake of quick and easy understanding of the students' performance, the assessment standards are combined into three categories. The scores ranging from 0 – 29 generally illustrate weak performance, 30 – 64 is an average performance, while 65 – 100 a good performance. In the graphs these performance categories will be distinguished by colours in which weak performance will have red colour, average performance yellow colour and good performance green colour. Nevertheless, a summary of students' performance in each topic and question in the FTNA 2022 is provided in the appendix.

Lastly, this report has a conclusion and recommendations which are thought to be useful to teachers, prospective students and even other

education stakeholders mainly for improvement of the teaching and learning of Civics subject.

## **2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION**

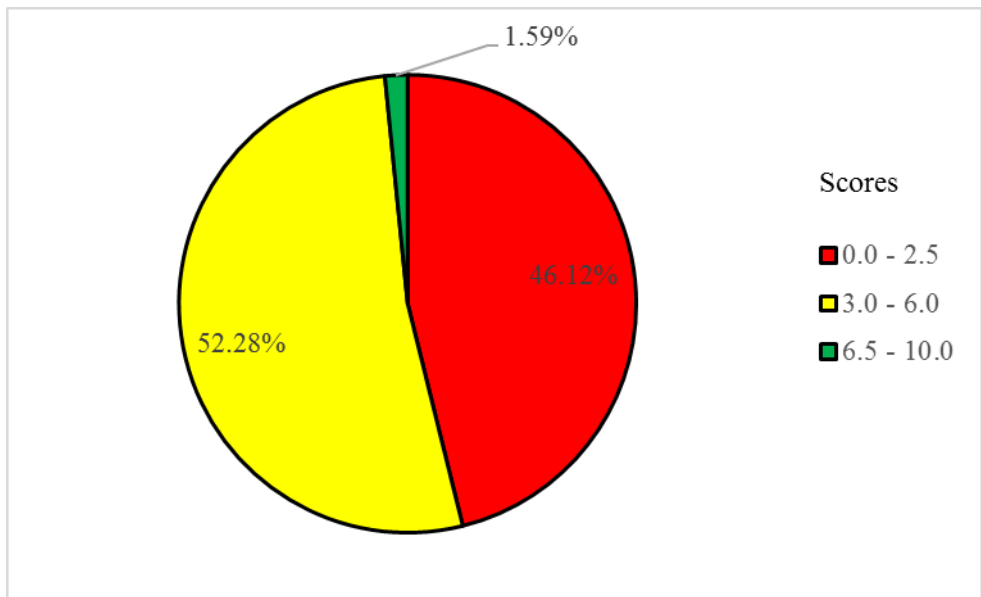
This section analyses the performance of students in each question by both showing the total of number of students who attempted the question and explaining the quality of their responses. Also, the students' performance in each question is classified as good, average or weak. This is done in order to align with the score range of the three categories of scores defined above and the total marks allocated for each question.

To begin with section A, there were two questions in the section: question one with multiple choice items and question two with matching items.

### **2.1 Question 1: Multiple Choice Items**

This was a compulsory question comprising ten items in which each was worth one mark. These multiple choice items (i) – (x) derived from various topics of the Civics syllabus which are, *Promotion of Life Skills, Road Safety Education, Government of Tanzania, Democracy, Gender, Family Life and Responsible Citizenship*. However, each stem of the multiple choice question had four options (A – D) from which a student was required to choose the correct answer and write its letter in the box provided in the question paper. The items generally aimed at assessing students' competence to comprehend various concepts and scenarios created from their topics and daily life experiences as well as applications.

The analysis reveals that the performance in this question was average such that 52.28 per cent of the students scored from 3 to 6 out of the 10 allotted marks. Nevertheless, about 46.12 per cent had weak performance as their scores ranged from 0 to 2 and only 1.59 per cent of students had good performance by scoring between 07 and 10 marks. Figure 2 shows the performance of the students in question 1.



**Figure 2:** *Students' Performance Categories in Question 1*

Figure 2 shows performance of the students in question 1 in which 53.9 per cent of the students scored from 3 to 10 marks. The analysis of the students' item response is as follows;

Item (i) tested the ability of students to apply life skills in life. The question demanded a student to identify the term which indicates the ability of a person to understand other peoples' mood and the difficulties they are going through among the given alternatives. Students who opted for the correct response A "Empathy" had enough knowledge on different interpersonal life skills that empathy is the cognitive and emotional reactions of a person to the observed experiences of another individual. They were aware that empathy is the ability to understand other people's feelings and to feel concerned about their problems and challenges they are going through thus, it increases the likelihood of helping and showing compassion to others. Also, they were aware that when one empathizes, one imagines oneself in another person's situation. Therefore, empathy as a social skill helps a person to build social connections with others, regulates one's own emotions and promotes helping behaviour. Moreover, empathy can be well practiced by working on listening to people without interrupting them, paying attention to body language and other non-verbal communications, trying to understand people even when not agreeing with them and engaging in new experiences.

On the contrary, the students who went astray by opting for response B “Critical thinking”, C “Problem solving” or D “Good decision making”, lacked enough knowledge on the application of different elements of interpersonal skills. For instance; those who opted for B were not aware that critical thinking is the ability of a person to develop a deep understanding of something enabling him/her to analyses, evaluate, synthesize new ideas and describe the quality of issues, actions, judgement or decisions. Similarly, those who opted for C did not realize that problem solving is the ability to make choice and act on the solution with minimum harm and maximum advantage. It is concerned with the process of finding solutions on difficult or complex issues. The process entails the act of defining the problem, determining the causes of that problem, identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution. Apart from that, even those who opted for the incorrect response, D “good decision making” were not aware that decision making is the ability to make the right and effective choice or course of action out of many available options after being aware of the consequences of the choice made for the purpose of achieving the intended results. Furthermore, they should have realized that good decision making is a skill which results from aspects like creative thinking, critical thinking and problem solving.

Item (ii) in multiple choice measured the ability of students to use roads correctly and safely particularly, the causes of road accident. In this item, they were asked to give opinion in a road accident situation in which a pedestrian was run over by a high-speed ambulance while crossing the road. Students who opted for the correct response, C “Pedestrian negligence” had adequate knowledge on several causes of road accidents. They were aware that, whenever ambulance passes through, it has an alert to all road users to take pre-caution as it passes with high speed. Also, they had the knowledge that negligence tendency has been a major source of road accidents because it results into failure to observe road safety signs and regulations while using the road pedestrians inclusively. On the other hand, students who opted for the incorrect responses: A “Ambulance driver’s fatigue”, B “Lack of road safety education” and D “Driver’s negligence on the road signs”, demonstrated lack of understanding on some circumstances when the road users need to take precaution whenever they are using it. In addition, option B didn’t specify who is lacking road safety education between the driver and the pedestrian.

For instance, distractors A and D were not correct answers because ambulances run at high speed to rush patients to medical centers, and neither because of their drivers' fatigue nor negligence on road signs. It also suggests that they were not aware that drivers fatigue results from physical or mental exertion that impairs the drivers' ability to control the vehicles properly and effectively. That condition is influenced by numerous factors like; lack of adequate sleep, long working hours and strenuous work. Moreover, they did not realize that the ambulance is among the emergency vehicles authorized by the law to respond to emergency cases such as clinical intervention on the scene for seriously ill patients and transporting people to hospital/health centres in an emergency. Furthermore, they were not aware that such kind of vehicles are exempted from adhering to some road safety rules when engaged in emergency operations. Some of these exemptions include exceeding the speed limits, parking regulations and passing red lights. However, ambulance driving rules are designed to ensure the safety of all vehicles and other road users on the road during the emergency.

Likewise, option B "Lack of road safety education" was not correct because ambulances have a siren, a warning device which makes a long and loud noise to alert all road users to give way as it moves at high speed. In that sense, all road users including those who lack road safety education take precautions in order to free themselves from risks and accidents.

Moreover, item (iii) tested students' understanding of the functions of government and participation in its running; government expenditure in particular. They were given the scenario that, the government of Tanzania has planned to use Tshs. 7.9 trillion for recurrent expenditure and assuming that they are planners, they were asked to identify the correct recurrent expenditure from the alternatives given. The students who had knowledge on government expenditures opted for correct response, A "Paying energy bills". These students knew that, recurrent expenditure encompasses ongoing expenditures of government such as paying for goods and services, energy bills, salaries, subsidies and travelling expenses. They also had the knowledge that current/capital expenditure comprises the money the government spends on acquiring, repairing and upgrading fixed assets such as equipment, development projects, infrastructures and transport facilities.

Such expenditures are meant to last longer before allocating other funds on them.

However, the students who opted for the distractors B “Paying for equipment” and C “Paying local depts”, were not aware that these options might comprise both recurrent and development expenditures. Thus, the government may borrow funds or resources from local institutions for the purpose of creating assets or implementing development projects like construction of infrastructures and buying tools for production. Also, they were supposed to know that after buying such equipment, it takes a long time before allocating other funds to buy the new ones. Likewise, those who opted for D “Building infrastructures” were not aware that infrastructures such as roads, railways, airport, harbours, hospitals, schools and markets are fixed assets which result from current/capital expenditures and not recurrent expenditure.

Item (iv) tested the knowledge of students on democratic principles and their ability to participate in democratic processes competently. Thus, they were given a scenario in which “Mwana managed to reconcile two students who were fighting following the declaration of students’ government election results in their school”. Then they were required to pinpoint which democratic principle would have been used to guide Mwana to resolve the situation. The students who identified the correct answer, D “Political tolerance” had adequate understanding on democratic principles. They had knowledge that political tolerance is the democratic principle with which people are willing to extend basic rights and civil liberties to groups or persons whose viewpoints differ from one’s own for the best interest of the public. It involves accepting constructive criticism and defeat during the announcement of election results. In view of that, such students were aware that in democratic government people are required to be tolerant of each other, including accepting and respecting the electoral results. They had knowledge that, political tolerance is significant in maintaining peace and harmony in the society, so people’s lack of political tolerance may lead to conflict among them.

Conversely, students who opted for A, “Accountability” were not conversant that accountability is the principle of democracy which requires public officials to be responsible for decisions and actions they make in

office. As a result, they must make decisions and fulfill their duties in accordance with the law for the best interest of the people. Similarly, those who opted for B “Rule of law”, were wrong because rule of law is the democratic principle whereby officials exercise their power and authority on the basis of laws of the state. With the rule of law, law is the supreme power, as all people are equally treated before the law regardless of their economic, social or political status. Lastly, students who opted for C “Transparency”, were not aware that it is one of the principles of democracy with which officials act openly in a way that citizens can witness what is going on in their country. One way of fulfilling this, is leaders holding public meetings and allow citizens to attend and are free to ask questions or any clarification from them.

Furthermore, item (v) assessed students’ ability to demonstrate positive gender relations. They were required to show how gender equality can be practised in the family. The students who opted for C “By sharing family wealth equally and fairly”, demonstrated good understanding of the gender concepts and their application in the society. These students were aware that sharing family wealth equally and fairly reflects gender equality which means equal availability and accessibility of rights, opportunities, resources and exercise of power between men and women in the society.

However, the students who opted for A “By respecting and valuing each other” and D “By recognizing and valuing each other”, were not aware that respecting, recognizing and valuing one another within the family mainly lay the foundation for stable family and not gender equality. These students were not aware that by being a member of the family, everyone in the family deserves the due respect and value but that does not guarantee equality and fairness to male and female members of the given family. Instead, equality and fairness between them can be achieved by creating a mechanism through which every family member will have access to and control of the family resources regardless of one’s gender. In addition to that, students who opted for B “By sharing family wealth with other families” were wrong because this is an act of demonstrating kindness, love and care to other families. As a matter of fact, it is not associated with gender equality.

As for item (vi) it tested students' ability to analyse types of citizenship which are applied in Tanzania. Thus, they were given a scenario that "Mr. Mti is a Canadian born in Tanzania; ever since he was born he has been living in Tanzania. Similarly, his friend, Ms. Jani, was born in Tanzania and so are her parents" then the students were instructed to choose from among the given alternatives the statement which distinguishes correctly these two. The correct response was A "Mr. Mti is a foreigner while Ms. Jani is a citizen of Tanzania". The students who selected this option were correct because being born in Tanzania does not guarantee someone to be a Tanzanian. Such students understood that citizenship by birth in Tanzania is granted to any person born in the United Republic on or after Union day if at the time of his/her birth one of his/her parents is or was a citizen of the United Republic of Tanzania. Therefore, citizenship by birth in Tanzania is acquired only by one who was born by Tanzanian parents like Ms. Jani. They were also aware that, there are foreigners who were born and brought up in Tanzania by foreigners dwelling in Tanzania. This is because they knew that a foreigner is a person who lives in a certain country but he/she is not a citizen of that country so does Mr. Mti.

Nonetheless, the students who chose B "Mr. Mti and Ms. Jani are both citizens of Tanzania", lacked the knowledge that Mr. Mti cannot be a citizen of Canada and Tanzania at the same time. For him to be a Tanzanian, he is supposed to denounce his Canadian citizenship by applying for Tanzanian citizenship by naturalization to the minister responsible for citizenship matters. Such a citizenship in Tanzania is open to any person who is not a citizen of Tanzania whether by birth or by descent. The students who opted C "Mr. Mti has dual citizenship while Ms. Jani is a Tanzanian citizen", were equally wrong because dual citizenship is not applicable in Tanzania as far as laws of the country are concerned. That being the case Mr. Mti remains to be a Canadian citizen. As a matter of fact, these students had limited knowledge about dual citizenship that it is the situation or state of being a citizen of two countries at the same time. Lastly, those who opted for response D "Mr. Mti is a Tanzanian by birth while Ms. Jani is a Tanzanian by descent", went astray because they did not recognize that despite the fact that Mr. Mti was born in Tanzania he is a foreigner because his parents are not Tanzanians. Equally, Ms. Jani can not acquire citizenship by descent because she was born in Tanzania and so were her parents. Therefore, she is a Tanzanian by birth. Such students

were supposed to know that citizenship by descent in Tanzania is granted to any person born outside the United Republic on or after Union day if one of his/her parents is a citizen of the United Republic of Tanzania by birth or naturalization.

Furthermore, item (vii) measured students' understanding of the structure and functions of government. They were provided with a scenario that "The people of Kisasa town want to table their complaints to the local authority on presence of expired foodstuffs and liquids in their local markets and shops". They were then instructed to identify the local government authority suitable for Kisasa residents to table their claims. The students with adequate knowledge on the structure of local government and its authorities opted for the correct alternative B "Town council". This alternative was correct because Kisasa is a town, so it belongs to the town council. Such students were confident that one of the functions of a town council is to inspect all food stuffs and liquids intended for human consumptions and seizing and destroying the foodstuffs or liquids which are unfit for human consumptions within their areas of jurisdiction.

On the other side, those who opted for A "Township council" were not aware that it does not exist in the local government structure rather there is Township authorities whose activities are coordinated by the District authorities. Township authorities result after development of small business centers/areas into small towns within the given rural/district authorities. Also, the students who opted for C "Municipal council" and D "City council" were not aware that both authorities are above Town councils as they deal with matters arising in municipalities and cities respectively. For that matter, they are not responsible for solving problems arising in towns. Those students were supposed to know that the urban authorities in Tanzania mainland consists of city councils, municipal councils and town councils.

Item (viii) tested students' understanding on gender relations and concepts. In this item, the students were required to choose from among the given alternatives the reason for a need to promote gender mainstreaming to men and women in the society. The students who were familiar with gender concepts opted for B "To promote equality in benefiting from development efforts". These students knew that gender mainstreaming means the process

of addressing gender issues in all aspects of development which involve men and women in planning, making laws, policies and development programs which benefit men and women equally from development projects. They also understood that gender mainstreaming not only promotes equality of men and women to benefit from development efforts, but also addresses both conditions and positions of men and women in the society for the purpose of addressing gender disparities and gaps in such areas like division of labour, access to and control over resources, services, information, the distribution of power and access in decision-making opportunities.

Contrarily, other students opted for A “To ensure good relationship between men and women”, implying that they were not aware that good social relationship between males and females can be attained through promoting love, respect, fairness and equality between both sex in different institutions where they interact. Moreover, students who opted for C “To develop positive attitude with special duties or ranks” can be attained through providing education and rising awareness on special duties and ranks of different professions to the youths especially on women and not due to gender mainstreaming. They did not realise that gender mainstreaming is meant to bring about equality in all spheres of life in which both men and women can benefit. Lastly, those who selected D “To ensure equal promotion of cultural projects” went astray as it is not a gender related matter.

Additionally, item (ix) measured students’ ability to analyze the features of different types of democracy. Students were required to choose from among the given alternatives a statement which correctly explains why direct democracy can be well practiced at village level. The correct response was B “It covers small geographical area with relatively small population”. This option was selected by students who had adequate knowledge on democracy, its types and their features. They were aware that, direct democracy requires small population like that of the village in order to reach consensus as it allows all eligible members of the society to participate directly in planning and decision making on their social, political and economic affairs. As a matter of fact, these students were able to relate direct democracy with the village government, which is the smallest unit of the local government in the district authorities. The

supreme organ of the village government is the Village Assembly which is made up of all people residing within the village who are above 18 years.

On the other hand, those who opted for incorrect responses A “There is low level of development among the village dwellers” and C “It covers small geographical areas with large numbers of villagers” were wrong because direct democracy can be practiced in areas with high level of development but it is not favourite to large number of people. Similarly, those who opted for D “It ensures availability of village dwellers all the time”, were not aware that direct democracy is not a major factor for people to stop migrating from their villages as they may stay even when there is indirect democracy. Availability and accessibility of good social services, economic development, and social and food security attract people to stay in their villages.

Finally, item (x) measured the students’ understanding on how the constitution is safeguarded and its importance. Therefore, they were given a scenario that “A famous TV station which held a special program to educate people on the constitutional and legal effects of beating thieves”. Then they were instructed to characterize such a TV programme. The correct response was A “Safeguarding the constitution”. These students understood that the Constitution of the United Republic of Tanzania must be well defended and protected by every person because it is a fundamental law of the country. Also, it embraces basic rights and duties which guarantees an individual a right to be heard before being condemned. Thus, every individual has the right to fair trial in the court of law. Thus, even thieves should be taken to the court. This will allow a fair exercise of justice as stipulated in the constitution that no one shall be punished unless proven guilty beyond reasonable doubt in the courts of law.

On the contrary, those who incorrectly opted for B “Safeguarding the freedom of press” were not aware that freedom of press entails the right to publish and disseminate information, thoughts and ideas without restraints from the government. In other words, it does not fit within right to fair trial. Apart from that, students who opted for C “Safeguarding the citizen” and D “Safeguarding the national interest” lacked the knowledge that it is a core function of the state to safeguard its people as well as national interest. They did not know that safeguarding the citizen means a process of

establishing, strengthening and protecting democratic civic order and eliminating threats of violence in a population and allowing for safe and peaceful coexistence. Also, in safeguarding the national interest the state always tries to preserve, defend and secure the national objectives, goals, demands and interest while interacting with other nations. Extract 1.1 is an illustration of a poor response of question 1.

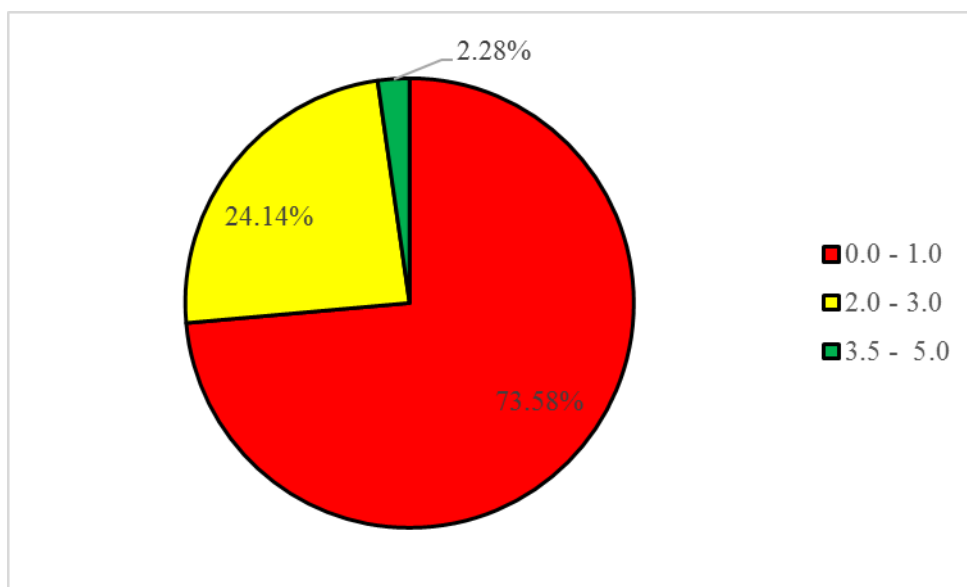
1. For each of the items (i) – (x), choose the correct answer from the given alternatives and write its letter in the box provided.		
(i)	How do you term the ability of a person to understand other peoples' moods and the difficulties they are going through? A Empathy                      B Critical thinking C Problem solving            D Good decision making	u
(ii)	What would be your opinion on the cause of a road accident in which a pedestrian was run over by a high speed ambulance while crossing the road? A Ambulance driver's fatigue    B Lack of road safety education C Pedestrian negligence          D Driver's negligence on road signs	W
(iii)	The government of Tanzania has planned to use Tsh. 7.9 trillion for recurrent expenditures. Suppose you are a planner, which option will you put in your recurrent expenditure list? A Paying energy bills            B Paying for equipment C Paying local debts            D Building infrastructures	N
(iv)	Mwana managed to reconcile two students who were fighting following the declaration of the students' government election results in their school. Which democratic principles would be used to guide Mwana to resolve the situation? A Accountability                B Rule of law C Transparency                 D Political tolerance	W
(v)	How do you achieve gender equality in the family? A By respecting and valuing each other B By sharing family wealth with other families C By sharing family wealth equally and fairly D By recognizing and valuing each other	W
(vi)	Mr. Mti is a Canadian citizen born in Tanzania; ever since he was born he has been living in Tanzania. Similarly, his friend, Ms. Jani, was born in Tanzania and so are her parents. Which statement correctly distinguishes the two? A Mr. Mti is a foreigner while Ms. Jani is a citizen of Tanzania. B Mr. Mti and Ms. Jani are both citizens of Tanzania. C Mr. Mti has dual citizenship while Ms. Jani is a Tanzanian citizen. D Mr. Mti is a Tanzanian by birth while Ms. Jani is a Tanzanian by descent.	M

Extract 1. 1: A Sample of the Student's Responses to Question 1

In extract 1.1 the student was not able to opt for correct answers, so he/she wrote letters which are out of options provided.

## 2.2 Question 2: Matching Items

This question was set from the topic of *Promotion of Life Skills* and it tested the students' ability to apply life skills in their real life. Thus, they were instructed to match the items in List A with the correct responses in List B by writing the letter of the correct response below the item number in the table provided. List A had description on weaknesses of an individual while List B contained the life skills a person might be lacking. The students' performance was as follows; 24.14 per cent scored from 2 to 3 marks, 2.28 per cent scored from 4 to 5 and 73.58 per cent scored from 0 to 1 mark. Figure 3 illustrates the categories of students' performance in question 2.



**Figure 3:** Students' Performance Categories in Question 2

Figure 3: shows weak performance of the student in question 2 as 73.58 per cent of students scored from 0 to 1 marks.

The analysis of students' performance in each item is as follows:

Firstly, item (i) wanted students to match the corresponding type of life skills from List B that a person might be lacking by being unconscious of self-feeling, weaknesses and abilities. The students with adequate knowledge on elements of personal life skills matched it with C "Self-awareness". Such students demonstrated the understanding that self-awareness is the ability of an individual to know himself or herself, his or her feelings, emotions, strengths and weaknesses. Therefore, these had

sufficient knowledge that a person without self-awareness skills lacks clear sense of their own feelings, weaknesses and abilities. However, some students incorrectly matched it with D “Self-confidence” and E “Self-worth”. Such incorrect responses indicate that those students lacked adequate knowledge or failed to distinguish various personal life skills. For instance, those who matched it with D were not aware that self-confidence refers to the appreciation of the qualities one has and believing that he/she is worthy of all good things in life. Therefore, it is a belief in ones’ own abilities to do things better and become successful.

Secondly, in item (ii) students were required to identify from List B the type of life skills a person might be lacking if he or she is unable to focus and give reason on what someone wants in his or her future life. The correct response was G “Assertiveness”. Students who provided correct response had adequate knowledge that being unable to know what a person wants in his or her future life means lacking assertiveness because, assertiveness is the ability to communicate feelings, options and needs including valuing what others feel and want. It also includes being able to stand for one’s and other people’s right. Assertiveness can be enhanced through making positive decisions, being open, being a good listener, being honest and respecting others. However, some students incorrectly opted for distractor E “Self worthy” and H “Creative thinking”. For example, those who selected H were not aware that creative thinking is the ability of an individual to think and come up with new ideas and new ways of doing things.

Thirdly, item (iii) tasked the students to identify from List B a type of life skills a person lacks if he or she is not able to withstand pressure when facing unpleasant circumstances. The correct response was A “Coping with stress”. The students who identified the correct response for this item were aware that stress refers to mental, emotional or physical tension and pressure that can be caused by events such as examinations, divorce, death of beloved ones, love relationships and family conflicts, poverty, too much responsibilities, to mention some.

Therefore, such students were aware of a person who fails to withstand pressure when facing unpleasant circumstances. He or she usually lacks skills of coping with stress such that he or she is not able to develop various coping mechanisms which help to reduce negative feelings and emotions. This is because stress is unavoidable in everyday life. However, some

students wrongly matched it with F “Critical thinking”, which is the ability of a person to develop a deep understanding of something, environment or situation while others matched it with B “Self-esteem”, which is the ability of someone to evaluate his/her talents, abilities, capabilities and worthiness after comparing himself with others.

Fourthly, item (iv) instructed students to select a response from List B that matches with the type of life skills a person might be lacking if he or she is not able to recognize that he or she is a good and valuable person. The students with adequate knowledge on individual life skills opted for E “Self-worth”, as they were aware that self-worth is the situation in which a person value himself or herself unconditionally, which is demonstrated through having a positive view of oneself, trusting his or her ability and having positive relationships with others. Therefore, these students were competent enough to identify that, if a person lacks self-worth, he or she may have negative opinion of oneself, he or she may judge him/herself critically and may criticize his/her ability.

On contrary, some students went astray by matching it with distractor A “Coping with stress” and D “Self-confidence”. These students were not aware that, coping with stress refers to conscious effort to minimize or bear with problems. As failure to cope with stress one might have mental health problems, heart diseases and ulcers; it may also lead to fear, anger, sadness and anxiety. Likewise, students who opted for D “self-confidence” were not aware that a person who lacks self-confidence is normally full of self-doubt. He/she might be passive or submissive and face difficulties to trust others. Lack of self-confidence might be the result of different experiences and critical environment.

Fifthly, in item (v) students were required to identify from List B a type of life skills a person might be lacking when having low self-opinion, personal abilities, appearance and behavior. Some students demonstrated adequate knowledge on what self-esteem qualifies to an individual. Thus, self-esteem makes someone to be aware of the good in oneself, such as personal attributes like one’s behavior and abilities. It can be high or low. High self-esteem comes when one focuses on his/her positive qualities which in turn makes one happy, lovely, cooperative, helpful and caring. Low self-esteem is the result of one focusing on negatives and ignore his/her achievements because of comparing him/herself negatively with others which leads to one feeling bad and unworthy.

In general, self-esteem is an overall sense of personal value which describes person level of confidence. Therefore, these students understood that, the person who lacks self-esteem is less sure of his or her ability, and may therefore doubt his/her decision making process and may not feel motivated to try new things as he/she may feel unworthy and unlovable. However, some students incorrectly matched the item with other items. For instance; those who matched it with E “Self-worth” failed to distinguish between ability of a person to value himself or herself and ability of an individual to have positive opinion of oneself.

However, further analysis of students’ responses reveals that some students failed even to adhere to the question instructions. For instance, some students filled irrelevant letters which were not among the given alternatives. One student for example, filled Z for item i, M for item ii, P item iii, U in item iv and Y for item v. Another one filled I to item i, J to item ii, K to item iii, L for item iv and M to the last item which was v. This contributed to the poor performance to some students in this question. Extract 2.1 is an illustration of a poor response of question 2.

<b>Answers</b>					
<b>List A</b>	(i)	(ii)	(iii)	(iv)	(v)
<b>List B</b>	Z	M	P	U	Y

Extract 2. 2: A Sample of the Student’s Responses to Question 2

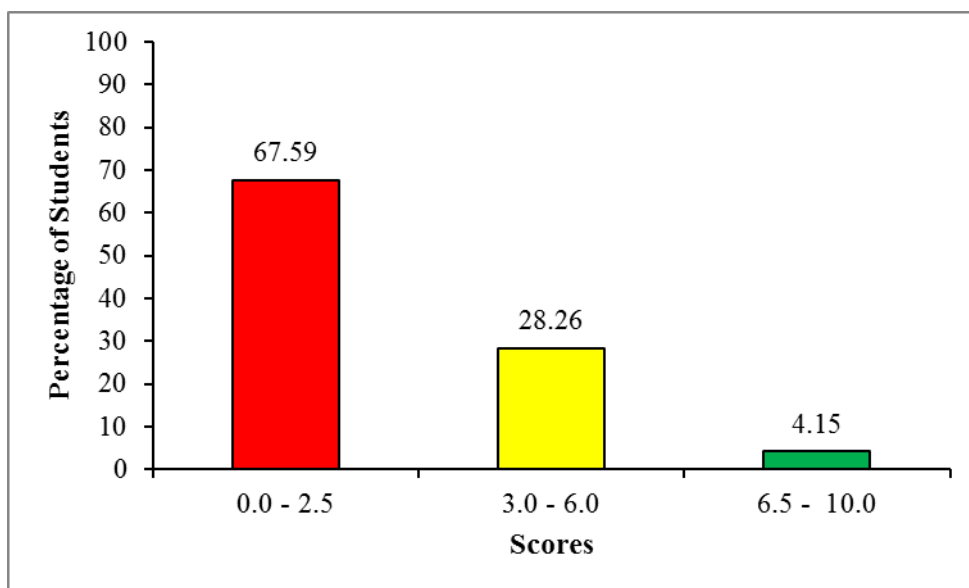
In extract 2.1: the student failed to match premises of List A with relevant responses in List B by writing letters which are out of options.

### 2.3 Question 3: Comprehension

The question instructed students to read the passage carefully and answer the questions that followed. The passage was about responsibilities of citizens in the nation. The intention of the passage was to measure the students’ comprehension skill in information related to civics.

The analysis of the students’ performance in this question shows that only 4.15 per cent of students had good performance by scoring from 6.5 to full allotted marks which was 10, 28.26 per cent had average performance by scoring from 3 to 6 marks and 67.59 per cent had weak performance with

scores ranging from 0 to 2.5 marks out of the 20 marks allotted to this question. Figure 4 illustrates the students' performance in question 3.



**Figure 4:** *Students' performance Categories in question 3*

Figure 4 shows average performance of students in question 3 as 32.5 per cent of the students scored from 3 to 10 marks.

The analysis of the students' responses in each item is as follows: Item 3(a) required students to propose a suitable title of that passage. The correct title of the passage could either be: RESPONSIBLE CITIZEN, BEING RESPONSIBLE, RESPONSIBILITIES OF CITIZENS or RESPONSIBILITY IN THE NATION. Students who suggested correct title demonstrated sufficient ability of comprehending the major theme of the passage and had good English command as well.

Nonetheless, there were students who failed to propose the suitable title of the passage, this might have emanated from their inability to find out the main ideas of the passage or they had no techniques of finding the passage title. A sizable number of students suggested numerous irrelevant titles. Examples of noted wrong titles include CHILDREN ARE GUIDED BY ELDERS, HUMAN RIGHTS, RESPONSIBLE, STUDENT OF SCHOOL, CITIZEN, FAMILY, IMPORTANCE OF EDUCATION, CHILDREN, LIFE IS FIRST TAUGHT IN THE FAMILY and SOURCES OF LIFE SKILLS.

Other students went further picking some sentences from the passage to make them titles. For example, one student wrote: CHILDREN ARE GUIDED BY ELDERS THROUGH THEIR LIFE BY BEING A GOOD EXAMPLE OR ROLE MODEL TO THEM. Another one wrote: NEVER EXPECT TO PICK A FRUIT UNDER A TREE YOU NEVER WATERED. In the same line, other students copied words or phrases from other questions in this paper. For example, one student copied sentences from question 2 in list B letter H, *Creative thinking* while the other one copied from question 1 (IV) alternative B, *Rule of law* and presented them as their titles.

Lastly, analysis revealed the presence of some students with poor English language proficiency. One student, for example, wrote: *Being responsible in life is not a first taught in the family because the children are guided by parents not elders*. Moreover, one student simply wrote *Generally*; another proposed a suitable title to be *Yes propose a suitable of this passage*. These students' response do not have the qualities of a good title and this indicate that these students lacked knowledge on how to comprehend and grasp information from the passage in order to suggest the expressive title.

Item 3(b) required students to explain the roles of two important institutions which shape children to become responsible citizens, according to the passage. Students with ability to read and comprehend information from the passage managed to identify those institutions and explained how they shape children to become responsible citizens. One student, for example, explained; *School: assign various task to students which would help and prepare to take up their responsibilities in future* and *Family: Guiding children and teaching them good values such as obedience, being honest and accountable*. Students who managed to provide relevant responses showed that they clearly understood the passage.

On the contrary, some students failed to extract correct answers from the passage hence ended up providing diverse of irrelevant responses. One student, for example, copied some words and lines from the passage such as *Being honest* and *Obedient to whoever is older than them and accountable for anything they do in life*. Additionally, other students presented different contents which were neither in the passage nor relating to it. One student, for example, mentioned institutions such as Tanzania Institute of Education (TIE) and Tanzania Gender Networking Program (TGNP). This student was not aware that the Tanzania Institute of

Education is responsible for curriculum design, development and implementation in pre-primary, primary, secondary and teachers' education and Tanzania Gender Networking Program is a non-profit organization that strives to contribute to the building of a vibrant transformation feminist movement which is grounded locally for the purpose of promoting gender equality, equity, women's empowerment and social justice. Likewise, other observed irrelevant students' responses include the one who wrote *Group works – works that they have to be done in school to ensure good performance, projects and other school duties* and *Proper behaviour – is the behaviour that are acceptable in the society*. Another one wrote *Decision making - is the behaviour that a person make good decision; It increase government revenue* and *It promote good environment; By having good contribution in the nation/country*. Such responses indicated that students could not read between the line to understand the information from the passage, and consequently, they could not provide correct answers.

In item 3(c), students were instructed to provide two responsibilities mature youngsters need to fulfill in life with a reference to the passage. Students who understood the passage provided two relevant and logical responses. One student, for example, identified *Taking care for themselves and their families* and *Defending their nation*. Another student wrote *Helping people in need* and *Participating in the development of their country*. These examples show that, these students understood the kinds of duties the children need to do when they grow up.

On the contrary, students who lacked comprehension skills failed to realise the correct answer which were featured in the third paragraph of the passage. Some students, for example, were attracted to the first paragraph which had some explanations on children and youngsters instead of concentrating on the third paragraph which had descriptions of the responsibilities of children when they grow up and especially after leaving the school life. One student, for example, wrote: *Youngsters are taught positive values in life* and *Are guided by elders through their life* which are parts of the first paragraph. Another student put it: *obedient to whoever is older than them like mothers and fathers* and *group work and assignments*.

Item 3(d) required students to identify the motives behind teachers' tendency to assign different task to students at school. Students with good English language mastery managed to present the correct answer from the passage. One student, for example, wrote *Teachers assign task to students*

*for the purpose of combining theory and practice. Thus, it orients students to normal responsibilities they will take up in the future and impart to them a culture of being responsible.* Likewise, another student wrote, *to help youngsters to have culture of being responsible, in order to become good people, acceptable and respectable in the society.* On the other hand, students who were unable to grasp the content of the passage provided irrelevant responses and others left the provided spaces blank or unfilled.

Item 3(e) instructed students to identify meaning of the saying that “never expect to pick a fruit under a tree you never watered”, by providing two points. Students who had English language competence had an added advantage in relating that saying with the necessity of preparing children to be good citizens as illustrated in the passage. One student for example, wrote: *responsible citizens are nurtured earlier from their childhood and If a country wants to have responsible citizens it should prepare them while young.* Likewise, another student wrote: *If someone wants good results he/she must take trouble to lay good foundation and We can have no responsible citizens unless we prepare them.* Such responses prove that these students understood well the passage and its themes.

However, some students were unable to interpret the saying and connect it with one of the themes of passage; as a result, they provided responses which were not relevant to the saying. One student, for example, related the saying with human rights and national symbols by writing *It helps to understand human rights* and *It helps to understand national symbol.* Another example is the student who associated the saying with disappointments some parents and guardian encounter from their children as he/she wrote: *You can care a child but cannot follow your aspects and You can give a child what he/she needs, in surprise he/she will not even respect you.* Another student mentioned different examples of human rights such as *Freedom to live* and *Freedom of choice.* Another example is from the one who wrote: *it means do not farm and pick a fruit under a tree and Don't expect the mineral expect to pick a fruit under a tree you don't water* Similarly, other students provided the following points; *they confirm that African proverbs are good* and *You have to be a responsible citizen to your environment.* Others relied on different sentences within the passage rather than interpreting what was asked.

Therefore, student who scored good marks (6.5 to 10) demonstrated skills in answering comprehension question as they provided relevant title and

made plausible interpretation of the passage contents. Apart from good comprehension skills such students displayed a good mastery of English language. Extract 3.1 is an illustration of a good response of question 3.

<p><b>Questions</b></p> <p>(a) Propose a suitable title of this passage.</p> <p style="text-align: center;">RESPONSIBLE CITIZEN</p> <p>(b) According to the passage, explain the roles of two important institutions which shape children to become responsible citizens. (Give one role on each).</p> <p>(i) The first is family which is where children are first imparted with good values such as being responsible and accountable, respecting elders and others in the society.</p> <p>(ii) The second is schools where children are given different tasks to perform in relation to the knowledge they have so, children learn to be responsible and bring good results.</p> <p>(c) With reference to the passage, which responsibilities do mature youngsters need to fulfil in life? (Give two points).</p> <p>(i) They have to take care of themselves and also taking care of their families so as to sustain them.</p> <p>(ii) They have to take duty to defend the nation and its whole population in different ways like joining the military.</p> <p>(d) What is the motive behind teachers' tendency to assign different tasks to students at school?</p> <p>The motive behind this tendency is to train students to be responsible future citizens by acquiring knowledge on different matters like law and how to use the specific field properly to develop the nation in all spheres.</p> <p>(e) According to the passage, what is the meaning of the saying that "never expects to pick a fruit under a tree you never watered"? (Give two points).</p> <p>(i) Parents and society at large should not expect good citizens from people who they didn't teach well.</p> <p>(ii) Someone should not expect good results from something that he or she never took time to develop.</p>
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Extract 3. 1: A Sample of the Student's Responses to Question 3

Extract 3.1 show a student who managed to respond correctly to comprehension questions.

On the other hand, students who scored poorly (0 to 2.5 marks) lacked skills in interpreting comprehension, responding to its questions and had poor English language command. Thus, some students copied phrases and sentences from the passage or question stem, others attempted only some items while others did not attempt any at all. Extract 3.2 is an illustration of a student's poor response.

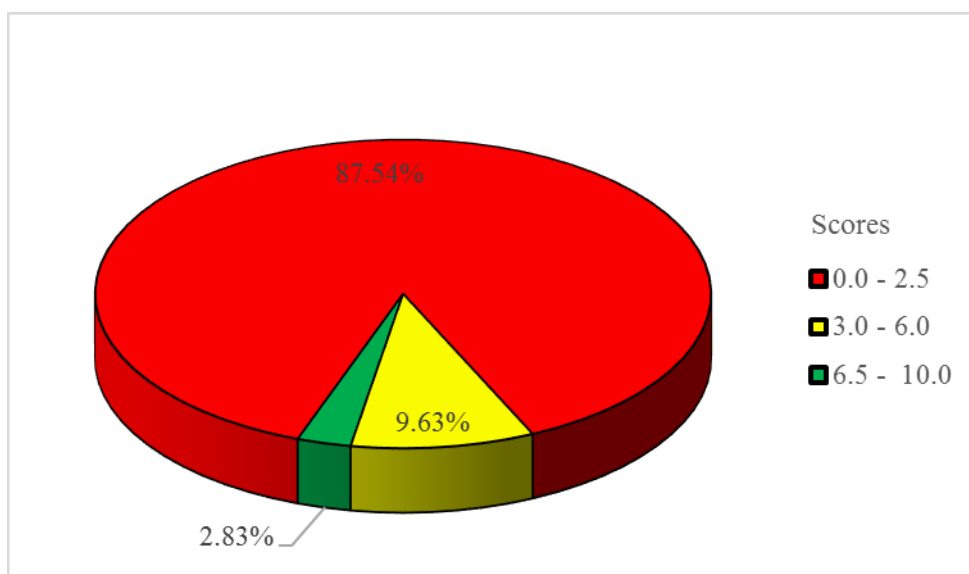
Questions	
(a) Propose a suitable title of this passage.	The suitable title of this passage is LIFE OF BOLE MODEL
(b) According to the passage, explain the roles of two important institutions which shape children to become responsible citizens. (Give one role on each).	<p>(i) Children grow up they translate their conditioning into normal life situations particularly after leaving the school life.</p> <p>(ii) Caring for them self and family as if they were father and mother</p>
(c) With reference to the passage, which responsibilities do mature youngsters need to fulfil in life? (Give two points).	<p>(i) Student to do various tasks like assignment group work project and other school</p> <p>(ii) These impart to youngsters a culture responsible</p>
(d) What is the motive behind teachers' tendency to assign different tasks to students at school?	Responsibility is also being shaped by school
(e) According to the passage, what is the meaning of the saying that "never expects to pick a fruit under a tree you never watered"? (Give two points).	<p>(i) Journey of parenting an individual to become a reliable and responsible citizen to his or her nation</p> <p>(ii) in that way they confirm an Africa proverb</p>

Extract 3. 2: A Sample of the Student's Responses to Question 3

In Extract 3.2 the student was not able to respond to comprehension questions.

## 2.4 Question 4: Human Rights

The question tested the students' ability to demonstrate respect for human rights and human dignity. In this question, they were instructed to show how they can ensure that human rights abuse is not practiced in Tanzania. The performance in this question was weak as 87.54 per cent scored from 0 to 2.5 marks, 9.63 per cent scored from 3 to 6 marks and only 2.83 per cent scored from 6.5 to 10 marks. Figure 5 illustrates the students' performance in question 4.



**Figure 5:** Student's Performance Categories in Question 4

Further analysis shows that 87.5 per cent of students who scored 0 to 2.5 marks had limited knowledge about the subject matter and failed to identify the demands of the question. They demonstrated incapability of ensuring that abuse of human rights is not practiced in Tanzania. Some students misinterpreted the question to mean the functions of the constitution. One student, for example, presented the roles of the constitution as; *distribution of power among the state organs, describe form and structure of the government, show rights and responsibilities of citizen and shows the relationship between the government and its people*. Likewise, other students wrongly linked the demands of the question with matters relating to democracy. For instance, one student wrote some qualities of a democratic state as; *presence of written constitution, citizen participation and presence of three arms of the government*. Another one described some importance of democracy like; *allow citizen participation, citizen have*

*equal rights and citizen choose their leaders* to mean strategies to ensure human rights abuse are not practiced in Tanzania.

Likewise, other students went further explaining a range of possible outcomes of abuse of human rights to mean how they can ensure that abuse of human rights is not practiced in Tanzania. For instance, one student explained; *poverty, lack of education, breakdown of families, gender discrimination and crimes*. Along the same line, another student mentioned: *conflict between government and citizens, conflicts among family members in the society, spread of diseases, may lead to permanent disability and my lead to disrespect*. Additionally, some students misinterpreted the question to refer to circumstances which indicate violation of human rights. One student for example listed; *child labour, forced marriage, corruption, Female Genital Mutilation and raping women*. These students were not aware that, the question tested their ability to ensure the practice of human rights and not identifying the effects and forms of human rights abuse in Tanzania.

Moreover, some students misinterpreted the question to mean importance of practicing human rights. One student, for example, explained; *it facilitates promotion of freedom to live, freedom of movement, to be free from exploitation, promotion of equality and provision of basic needs*. In addition to that, some students analyzed human rights; one of the cited students wrote; *right to work, right to life, freedom of expression and right to vote* instead of proving how he/she can ensure human rights abuse is not practiced in Tanzania. Also, there were students who went astray by relating ways to prevent human rights abuse with strategies for promoting gender equality. For instance, one student suggested *to ensure good relationship between men and women, to ensure equality between men and women, to ensure equity between boys and girls and to ensure equality in development projects* contrary to the demands of the question.

Surprisingly, there were students who provided irrelevant points, thus were not correlating with the subject matter at all. One student, for example, outlined some regions found in Tanzania such as *Arusha, Dodoma, Shinyanga and Dar es Saalam*. Addition example is a student who made a comparison between Tanzania and other countries in terms of practicing democracy such as; *DRC Congo is not practicing democracy unlike Tanzania, USA is practicing democracy than Tanzania and India is practicing democracy as Tanzania*. At any rate, such incorrect responses

from some of students are an indication that they had inadequate knowledge about the roles of an individual in ensuring there is no violation of human rights in Tanzania. Extract 4.1 is a sample of incorrect student response.

4. How would you ensure that abuse of human rights is not practised in Tanzania? (Give five points)

(i) ~~People in Tanzania~~ they live in peace ~~pubs~~ so, abuse of human right is absent

(ii) People they have the right to do various works such as fishing, Trade, Mining and Industry activity. They work without being disturbed so that means abuse of human rights is not practiced.

(iii) People in Tanzania they can move from their original homes to other places for example from Tabora to Dar es Salaam that rights means that the ~~to~~ abuse of human rights is not practiced in Tanzania.

(iv) People in Tanzania they get Education, so the right of education is maintained to the people so it means Human rights is not abused.

(v) In religious activity especially Christianity, Muslims and others. Every citizen in Tanzania has the right to worship any God you wish without discrimination.

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

In extract 4.1 the student failed to identify the demands of the question by explaining how human rights are practiced in Tanzania instead of the ways to ensure that abuse of human rights is not practiced in Tanzania.

Furthermore, the students 9.6 percent whose performance was average had scores ranging from 03 to 6 marks. Students' moderate performance was due to failure to exhaust required number of points and repetition of some points. For example, one student presented just three out of five demanded points in this question as he/she scored low marks. Another example is a student who made repetition of points; this student treated *giving people education on the effects of human rights abuse such as death and introducing clubs in schools to make students conscious about human*

*rights protection and limitation* as separate points while in actual sense they do the same thing which is raising peoples' awareness on human rights. In the same vein, another student indicated: "*by enforcing laws and penalties to prohibit the exercising of human rights abuse and by providing harsh punishment to those who abuse human rights*" as two distinct points but they are also the same. Both focus on providing punishment to discourage people from abusing human rights and to defend the victims.

However, 2.8 per cent of students whose performance was good had scores ranging from 6.5 to 10 marks. These students were able to demonstrate the ways they can apply to prevent human rights abuse in Tanzania as follows.

For example, one student provided the following points; *Seeking support from religious institution to include human rights abuse in their preaching.* For instance, to preach against bad social practices like wife beating, widow inheritance and cleansing, early marriage and superstition. Such a student added, *by facilitating creation of laws and by laws for punishing those who abuse human rights*, like who practice Female Genital Mutilation (FGM), banditry and forced marriage. Another point was, *by empowering poor families with the means of generating income and fighting poverty.* This student was aware that by providing loans to parents and guardians for undertaking valuable economic projects it can help to stop child labor. Then he/she maintained that, *by means of providing education to people about different forms of human rights* so that they can be aware and be able to demand them once they are denied. Because education is power, it can help people to be conscious about their rights and how to demand them when it is violated.

Moreover, another student wrote through "*practicing transparency when carrying out public activities*". This can be attained by letting people be informed about important matters going on in their government as it will make leaders and public officials to be accountable. This may help to build trust among the people towards their leaders. Also, "*by inviting Non-Governmental Organization (NGO's) and government departments to do research on human rights abuse in Tanzania and suggest possible solutions*". Lastly, through "*avoiding social discrimination based on social, political or economic status of a person in the society*". Generally, these students demonstrated competence in practicing their roles in protecting human rights in their society. Extract 4.2 is a sample of a correct student response.

4. How would you ensure that abuse of human rights is not practised in Tanzania? (Give five points)

- (i) By giving education to the society about to respect human rights. Because some people are not aware of maintaining human rights and valuing other people as they do to themselves. Thus education will enable to reduce cases of human rights abuse.
- (ii) By introducing different laws and by laws. The laws and by laws will help to limit the people from violating human rights as well as leader's powers over the people.
- (iii) By establishing and promoting different governmental and non-governmental organisations. The organisations will help in dealing and combating human rights violation. Example of these organisation are TAMWA, TAWLA and others.
- (iv) By giving punishment as required to the people who violate human rights. All people who go against human rights have to be punished in order ensure that the society is aware and take's into consideration the act of promoting human rights.
- (v) By using religious institutions. Religious institutions will help to insist the people each in his or her beliefs about the importance of protect human rights and about consequences of violating human rights.

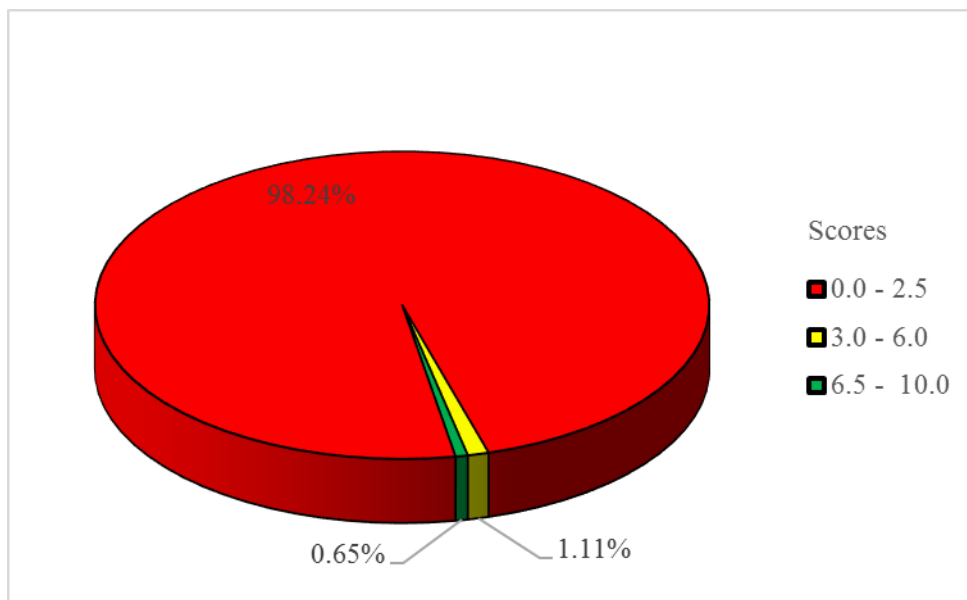
Extract 4.2 A Sample of the Student's Responses to Question 4

In extract 4.2 the student was able to demonstrate strategies he/she will apply to ensure the violation of human rights is not practiced in Tanzania; such as; by giving education to the society to respect human rights, introducing different laws and by laws, establishing and promoting governmental and non-governmental organizations, punishing who violate human rights and using religious institutions.

## 2.5 Question 5: Promotion of Life Skills

This question tested the students' ability to apply life skills in their life as it required them to briefly analyses five areas in the communication process that will improve the students' ability to communicate appropriately so as to build good relationship among them. The performance of students in this question was weak as 98.24 per cent of students scored from 0 to 2.5 marks, 1.11per cent scored from 3 to 6 marks and only 0.65 per cent scored

from 6.5 to 10 marks. Figure 6 illustrates the students' performance in question 5:



**Figure 6:** Student's Performance Categories in Question 5

Figure 6, shows weak performance of the students in question 5 as only 1.8 per cent of the students scored from 3 to 10 marks.

Analysis of students' responses shows that 98.2 per cent who scored 0 to 2.5 marks failed to analyze five areas in communication process that will improve peoples' ability to communicate properly. As a matter of fact, they provided a range of misconceptions. For instance, some students associated the subject matter with effective communication skills as one student mentioned different elements of effective communication skills such as *speaking skills, writing skills, listening skills, and reading skills*. Likewise, some students focused on analyzing the qualities of good leadership. One student, for example, wrote; *a good leader should show be a good example to his/her people, a good leader should have proper behavior in order to control his/her people and good leader should have wisdom in order to control his/her people*.

Additionally, some students wrongly related areas in communication process with various life skills. Examples of those students includes, one who mentioned *decision making, solving problems, critical thinking and creative thinking*. Another, who wrote *assertiveness, coping with stress, self-confidence, self-worth and self-esteem* and the last is the one who

pointed out *empathy, negotiation, coping with emotion and problem solving*. Similarly, other students explained various sources of life skills like; *schools, religion, society, family, neighbors and learning institutions, friends and mass media*. In the same vain, some students proposed things which may help in coping with stress and frustrations. For example, one student suggested; *reading different books, working hard, seeking for advice, share problem with others and avoid loneliness*. These students were not aware that of these life skills depends much on effective communication in order to be meaningful.

Moreover, there were students who went astray by pointing out area and scenarios in which students communicate when they are at school, instead of analyzing five components of communication. One student, for instance, mentioned *debates, discussion, morning speech, sports areas and subject clubs in school*. In the same way, another student mentioned public places where communication can take place such as *market, library, church, mosque and school*. Also, other students analyzed some communication skills and means which are used by students to acquire information when they are at school. One student, for example, explained; *reading and listening skills* while another one wrote *television, radio and magazine*. A similar mistake was also noted from students who failed to distinguish elements of communication from the components that make up a nation. One student for example, explained those components as: *Language, Culture, History and People*.

Lastly, there were students who linked areas in the communication process with the factors to consider during when communicating with people. For instance, one student suggested student to consider; *the mood of the person, historical background, the age of the person, the status of the person and language to be used*. Similarly, other students mentioned different means and tools for communication such as *by using phones, by using verbal communication, by using tradition means and by using signs*. Others explained ways which can help learners to perform well in their studies such as: *through studying together, through group discussion, through asking question to teachers, through helping your friend when did not understand and through making stories about certain topic*. What is worse, other students copied some sentences, words or phrases from different parts in the question paper and presented them as responses for this question. One student, for example, copied the sentences from alternatives in

question 1(iii) as follows; *paying energy bills, paying local debts, paying for equipment, and building infrastructure*. Besides that, the student's weak performance was featured by poor level of English language skills and weak organization of ideas. Extract 5.1 is a sample of incorrect response from one of the students in question 5.

5. Suppose a teacher discovers that ineffective communication is a factor for the repeated conflicts among the students. Briefly analyse five areas in the communication process that will improve the students' ability to communicate appropriately so as to build good relationship among them.

(i) Initiation mediation is the a teacher or guardian bring together the people who had conflict with each other.

(ii) Gathering Information in this second step the teacher shall discuss with the two parts which had conflict and to know who is the source of the conflicts.

(iii) Defining a problem here the teacher listen the explanation from each part and identify the problem /obstacles between two conflicts parts.

(iv) Generating alternative, in this a teacher generates different solution for the conflicts between the two parts and hence comes up with the best conclusion out of many valuable options.

(v) Agreeing to a solution he the teacher and the two conflicts parts agreeing on that best conclusion and so to build good relationship among them. And last the teacher follows to see if the plans had carried out effectively.

Extract 5.1: A Sample of the Student's Response to Question 5

In extract 5.1 the student failed to analyze five areas in the communication process that can improve the students' ability to communicate appropriately so as to build good relationship by explaining steps in the problem solving process, such as; initiation of mediation, gathering information, defining the problem, generating alternatives and agreeing to a solution.

On the other hand, 1.11 per cent of students whose performance was average scored ranging from 3 to 6 marks. These students demonstrated a relative knowledge on identifying the demand of the question and understanding of the topic of the Promotion of Life Skills. They could not score higher marks due to several factors such as providing few points,

repetition of some points and mixing correct points with incorrect ones. One student, for example, indicated *replying of message* and *feedback* as two different points while in actual fact they mean the same thing. Similarly, another student treated *the sender* as one point and *source* as another point while, both mean the point where the message originates or the initiator of communication. Another student analyzed well three areas only; such as *sender*, *receiver* and *channel* out five which were demanded in the question. Lastly, some students in this category managed to point out correct points but they were not able to provide thorough explanation. One student for example, listed points like; *Message*, *sender*, *receiver* and *feedback* without elaborating them.

However; 0.65 per cent of students whose performance was good scored from 6.5 to 10 marks. They had ability to focus on the demands by analyzing the five areas in the communication process can improve the students' ability to communicate appropriately so as to build good relationship. For example, one student illustrated; *Sender; this is the one who creates a message to be sent to receiver. It may be a topic, feelings or question depending on the purpose of the sender.* Such students were aware that effective communication needs the presence of the initiator of communication. The second is *Message; refers to the information to be sent. It may hold topic, news, feelings or question depending on the motive of the sender.* Such students were aware that the message is the core of communication as it holds content the sender wants to convey to the receiver. The third is *Medium; which is the way or channel through which the message is transferred like direct oral communication, phone, letter, drawings and signs.* Fourth is *Receiver; this is the target person or the audience which the message is intended to reach.* These students understood that for communication to be meaningful it must be guided by the bond between the sender and receiver. The last one is *Feedback; which is the response of a receiver. It makes communication meaningful and continuous as the sender receives the reaction of receiver on the sent message.* Students who performed well in this question understood the basic process of effective communication and how effective communication is essential for a good relationship in any society. In addition to that, they had adequate English skills that contributed to their good performance. Extract 5.2 is a sample of correct student's response.

5. Suppose a teacher discovers that ineffective communication is a factor for the repeated conflicts among the students. Briefly analyse five areas in the communication process that will improve the students' ability to communicate appropriately so as to build good relationship among them.

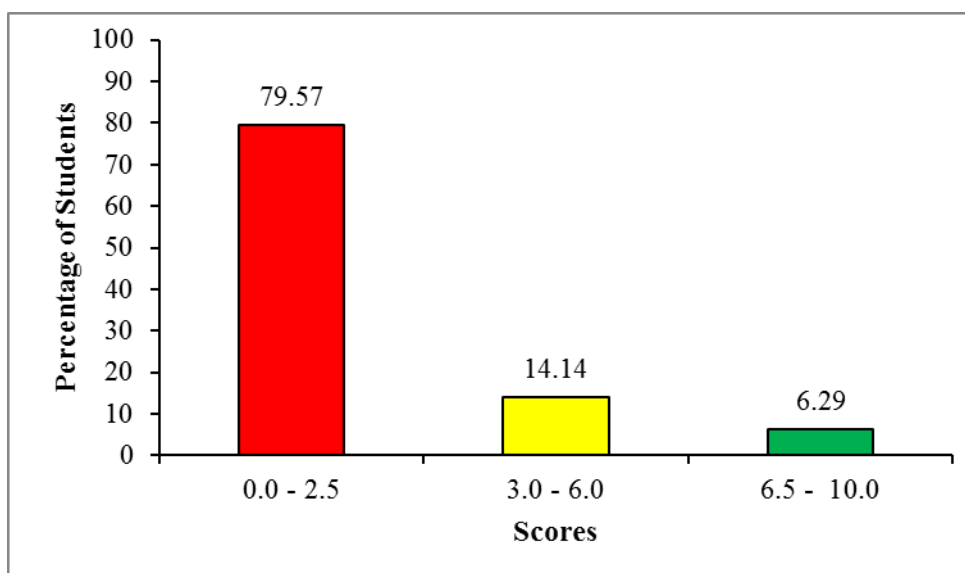
- (i) **Message:** The message to be sent by the sender should be examined to know if it abides with status of the receiver or the language used if it is good or bad.
- (ii) **Sender:** This is a person who sends a message, so as to have effective communication, the sender should choose the best medium to send the message.
- (iii) **Medium:** This is the way in which the message is sent, the medium chosen by the sender should be applicable to reach the required information to the receiver.
- (iv) **Receiver:** This is the one who receives a sent message, and in order to have effective communication, the receiver should reply good and politely to the sent message regarding the status of the sender.
- (v) **Response:** This is the reply which the receiver sends to the sender of the first message. The response should be polite so as to have effective communication.

Extract 5.2: A Sample of the Student Response to Question 5

In extract 5.2 the student was able to analyze the five areas in the communication process that will improve the students' ability to communicate appropriately so as to build good relationship among them, such as; presence of a sender and a receiver, a message, feedback and medium.

## 2.6 Question 6: Proper Behaviour and Responsible Decision Making

This question measured students' ability to help each other to behave properly. In this question, students were given a scenario of a parent meeting at Mtaenda secondary school where there were concerns about undesirable behavior among students after they were instructed to explain briefly five ways to control such problems. 79.57 per cent of the students in this question scored from 0 to 2.5 marks, 14.14 per cent scored from 3 to 6 marks and only 6.29 per cent scored from 6.5 to 10 marks. Figure 7 illustrates the students' performance in question 6.



**Figure 7:** *Students' Performance Categories in Question 6*

Figure 7: shows weak performance of the students in question 6 as 20.43 per cent of students scored from 3 to 10 marks.

The majority (79.57%) of students who scored from 0 to 2.5 marks failed to suggest ways to control the undesirable behaviour. These students demonstrated several misconceptions as they were unable to meet the demands of the question. For instance; some students went astray by relating ways of maintaining proper behaviour at school with life skills and steps for problem solving. For example, one student explained *problem solving, critical thinking, creative thinking, self-awareness and empathy*. Similarly, another student wrote, *to identify the problem, generating information, define solution, generating alternatives and agreeing to solution*. Similarly, the next one answered, *“initiative mediation, gathering information, defining problems, generate alternatives, agreeing to a solution”*. These students were not aware that dealing with undesirable behaviour among students needs collaborative efforts between students themselves, teachers, parents, guardians, the government and the society in general in order to make them responsible members of the society after finishing school.

Additionally, another student mentioned pillars of family stability like *love, respect, good behavior and peace* while, another one went astray by explaining the importance of life skills such as *it promotes good behaviour, it promotes human rights, it increases love and understanding, it reduces*

*crimes, and it help to understand oneself.* Likewise, another student analyzed the function of government such as *it promotes peace and security, it provides good social services, it promotes human rights, and it promote good relation with other countries.* Moreover, some dwelt on the principles of democracy like *rule of law, accountability, transparency, multiparty system and political tolerance.* Again, another student outlined different sources of government revenues as *rent, license, loan and duties.* Still, some students listed the importance of studying civics such as *it helps to know our culture, it helps to know our responsibilities, it helps to know our government and it helps us to know human rights.* In similar vein, another student explained various sources of life skills or socialization agents like *school, religion, neighbours, family and friends.* Another misinterpreted the question to mean the effects of practicing early marriages by mentioning points such as like *poverty, family breakdown, spread of diseases like HIV/AIDS and increase of street children.* The worst case is a student who listed fruits species like *mangoes, pawpaws and banana.* At any rate, such responses did not merit any mark because all of them were not the ways of controlling undesirable behaviour among students.

Finally, there were students who lacked knowledge on the subject matter as they ended up copying some parts of questions from this examination. One student for example, copied all alternatives of question 1 (iii) such as; *paying energy bills, paying for equipment, paying local debts and building infrastructure* to make them points of this question. Surprisingly, some students omitted this question while it was compulsory, as matter of fact they scored no mark. Generally, poor English language proficiency was a contributory factor to the students' weak performance. Extract 6.1 is a sample of incorrect response in question 6.

6. In a parents' meeting at Mtaenda Secondary School there were concerns about undesirable behaviour among students. In five points, briefly explain five ways to control such a problem.

- (i) Identification of the problem: The problem should be identified for every one to think critically on the problem identified and how to overcome the problem, the causes of the problem, and the effects of the problem.
- (ii) Collecting information/Gathering information: It involves the participation of all people for everybody to suggest his/her opinion of what is the way of controlling the problem. Everyone is given a chance to speak out and give ideas on the problem.
- (iii) Defining the problem: After collecting the information from various people we refer back to the problem identified and absorb the opinions and ideas from different people and choose the best idea so as it can lead to the proper decision making processes.
- (iv) Generating solutions: Generate solutions from the ideas and opinions of people by voting the solutions and alternatives. Choose and vote the best alternative and generate it to the final decision accordingly to the problem.
- (v) Agreeing the solution: On this stage the better solution of the problem has to be agreed to all the people and use the solution to control the problem at a certain level concerning the problem.

Extract 6.1: A Sample of the Student's response to Question 6

In extract 6.1, the student suggested some steps for social problem solving such as identification of the problem, gathering the information, defining the problem, gathering solutions and agreeing to solution instead of showing how to control students' bad behaviour.

The data further shows that 14.14 per cent of students scored 3 to 6 marks. The analysis of their responses revealed that they had moderate performance because they had both strengths and weaknesses in their

responses. Some were affected by repetition of some points. For example, one student treated, “*the parents of students should spend time with them and direct them on the ways of behaving properly and parents should play their role in taking their children to school* as separate points while they hold the same meaning. Then he/she separated *the school should teach students on desirable behavior* and *mass education should be provided* to make two different points. Another one pointed out to *address them to follow elements of proper behaviour* and to *provide education about good behaviour* as two separate points while the two points are similar.

Moreover, some students in this category provided a mixture of few relevant responses with irrelevant ones. For instance, one student explained, *guidance and counseling, educating students on the wise use of maintaining cooperation and enforcing the school rules and regulation*, which were correct, then added two which were not correct *students to identify the problem* and *students should cooperate in different areas*”. Lastly, there were students who did not finish the required points, leading to scoring moderate marks.

On the other hand, the students who scored from 6.5 to 10 marks were able to focus on the demands of the question. Then, had adequate knowledge on the ways to control undesirable behaviour. For example, one student, explained; “*Adherence to religion teachings on good behavior*”. The student was aware that most of religious teachings are helpful for peaceful existence of everyone in the society as people are directed to do good things and avoid sins. Therefore, he/she suggested that *at home and school special program should be designed which will make students to be close to God. Therefore, students should have religious lessons at least once a week in the school timetable*. Another student wrote, *establishment and enforcement of strict school rules*. Such a response suggests that the student was aware that the school administration ought to put into practice the school rules and regulations in terms of encouraging/ and ensuring that students abide with them and punishing students who happen to break the rules and regulations thus, will guide students from misconducts.

In the same vein, another student wrote, *parents and guardians should be close to their children and play their role at home by teaching their children good and acceptable conduct*. Thus parents need to be role models to their children and teach their children good behavior through demonstrating good morals to them. Thereafter, he/she wrote,

*establishment of guidance and counselling programs at school and home* then to encourage students to attend sessions as some students who misbehave may show positive changes when listened, guided and advised. In addition, *a school should design educative programs for students*. This can involve various debate sessions to discuss various behavioral issues example, the causes of undesirable behavior and their impact to students and community at large.

Additionally, other relevant answers were noted from the student who wrote *educating students on the wise use of mass media* by directing the students on the wise use of them like what to watch, listen or read as well as their consequences to them, *rewarding students who demonstrate proper behaviour*; parents, teachers and other stakeholders should reinforce good behaviour among students and influence others to act in a good manner and self-discipline. Lastly, is *promoting self-discipline and control*. This helps an individual to choose information which is appropriate so as to exposes him/herself to positive thinking and develop necessary knowledge and skills. Extract 6.2 is a sample of a correct student's response for question 6.

6. In a parents' meeting at Mtaenda Secondary School there were concerns about undesirable behaviour among students. In five points, briefly explain five ways to control such a problem.

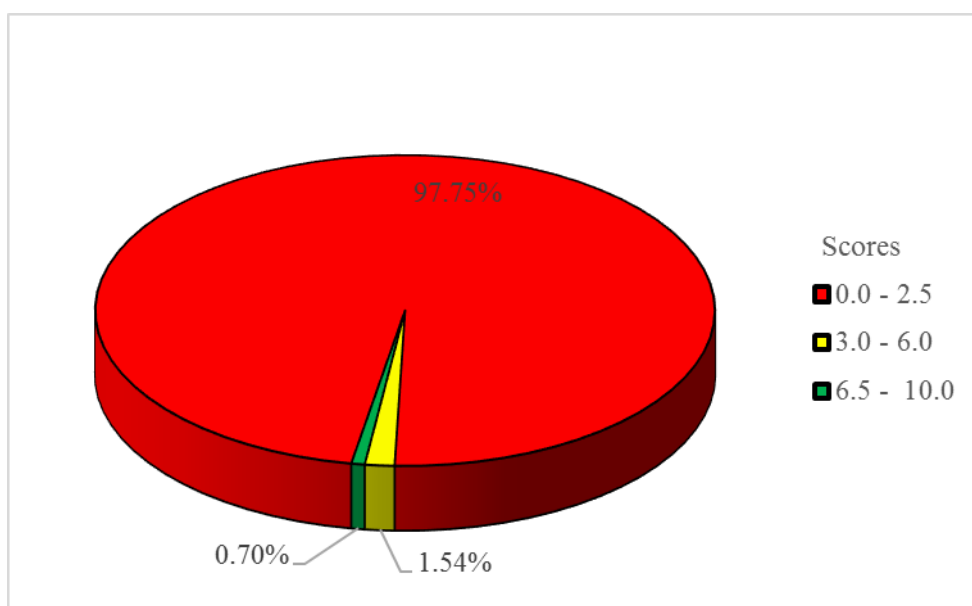
- (i) The school must provide education on the proper ways to behave to the students. This action helps to give guidance to the students on bad or improper behaviours before they get into ~~tratt~~ trouble while performing these action. This will help the students to generate proper behaviour.
- (ii) The school must provide punishment for whomever goes against the school rules. This action will motivate the students and making them anxious of conducting improper behaviour fearing that they will get a punishment. This way may to some extent reduce the tendency of improper behaviour.
- (iii) Good parental care to the students must be done by their parents in the period while at home. The parents should teach their children on how to behave and good behaviours like being honest and obedient to their teachers and obeying school rules. This action can largely reduce improper behaviour at home and at school.
- (iv) Religion teachings must be provided to each students so as to see on the proper ways of to behave in different circumstances. For instance, at the church or at Madrasa they teach about how God hates sins hence motivate the students to leave those behaviours afraid of God's wrath at the end of the world while in the process develop good behaviour to inherit heaven life.
- (v) Through guidance and counselling to the students by different experts can change the bad behaviour of the students. When an expert either psychologist come to a school can sit with bad students and counsel them on the way to behave and to be proper students to the society and nation at large. This will to some extent help to reduce undesirable behaviours.

#### Extract 6.2: A Sample of the Student's Response to Question 6

In Extract 6.2 the student was able to suggest ways to control the problem of undesirable behaviour among students, such as; provision of education to students, the school to enact rules and regulations, parents to teach children good conduct, controlling the use of social media and insisting on religious teachings.

## 2.7 Question 7: Government of Tanzania

This question tested the students' understanding of the structure of government and its functioning. The students were given a scenario that "The president of the United Republic of Tanzania has the mandate to dissolve the parliament whenever needed", then they were asked to explain five constitutional circumstances that may lead the president to exercise the power towards this decision. A total of 620, 424 (97.75%) students scored from 0 to 2.5 marks, 1.54 per cent scored from 3 to 6 marks and 0.70 per cent scored from 6.5 to 10 marks. Figure 8 illustrates the students' performance in question 7.



**Figure 8:** Students' Performance Categories in Question 7

The majority (97.75%) of students whose scores ranged from 0 to 02.5 marks portrayed weak performance as they demonstrated poor knowledge on constitutional circumstances that may make the president dissolve the parliament. These students failed to address the demands of the question as they made several misinterpretations. For example, some students wrongly associated the power of the president to dissolve the parliament with principles of democracy. For instance, one student mentioned *separation of power, rule of law, accountability, bill of rights and transparency*. On the same ground, there were some students who misinterpreted the question to mean fundamental freedoms. One student, for example, pointed out;

*economic freedom, freedom of expression, freedom of association and equality* to refer to occasions that may make the president dissolve the parliament.

Moreover, some students went further astray by associating the question with components of a nation and others focused on national symbols. For instance, one student, listed such components, *government, history, language and people*. Another student along the same line outlined the national symbols, *coat of arm, national flag, nation anthem and national currency*. Other students deviated from the question by mentioning various things relating to executive branch of the government. One student, for example, listed some officials of the executive, such as, the *President, the Vice President, Regional Commissioner, and District Commissioner* to indicate cases that may make the president dissolve the parliament.

Additionally, there were students who misconceived statutory conditions that may lead the president to dissolve the parliament to be law making process in the parliament. One student, for example, listed those procedures as; *introducing the bill, debating the bill, voting the bill, passing the bill and taking the bill to the president for approval*. Likewise, other students deviated from the demand of the question by showing how the government gets fund and how it is spent. One student for example, presented sources of local government and its expenditure; *taxes and grants* then added *paying for equipment and paying energy bills*. Some students explained the principles of democracy such as *transparency and accountability, rule of law, tolerance, human rights, multiparty system, economic freedom and presence of regular free and fair election*. In the same line one student focused on the United Republic of Tanzanian Constitutional developments; *first constitution independence of 1962, second constitution of Tanzania 1962, the third constitution is union of Tanganyika and Zanzibar 1964, the fourth constitution is republic of Tanzania of 1965 and fifth constitution of Tanzania 1977*.

Besides that, there were students who went astray by analyzing economic activities and factors for economic production. For instance, one student wrote; *infrastructure, agriculture, mining, fishing and transport* then elaborated them as legal situations that may lead the president to dissolve the Parliament. Another one sailed in the same boat by focusing on the importance of democracy such as *promote human rights, promote national culture, promote development and maintain peace and security*. Another

deviation noted from students' responses was those who focused on defining various civics concepts like; *government is the group of people for controlling that a state or country, parliament is the organ of the government which makes law and democracy is the government of the people for the people and by the people*. On the whole, many students demonstrated inadequate understanding of the constitution and had problems in identifying the demands of the question. They were not aware that the president has the constitutional mandate to summon and dissolve the parliament. Extract 7:1 is a sample of incorrect responses of one student in question 7.

7. The president of the United Republic of Tanzania has the mandate to dissolve the parliament whenever needed. Briefly explain five constitutional circumstances that may lead the president to exercise the power towards this decision.

- (i) To maintain peace, harmony and order to the country this means that a parliament it should ensure that there's peace in the country.
- (ii) To build infrastructure - this means that a parliament the should build roads and school for their people
- (iii) To collect tax's this means that a parliament it should collect tax's for the use of building infrastructure and providing social services.
- (iv) To give equal and fairly right this means a parliament it should ensure that all people are treat equal
- (v) To provide social services like hospital, education this means a parliament it should provide education to the young people

Extract 7.1: A Sample of the Student's Response to Question 7

In extract 7:2, the student failed to explain five constitutional circumstances that may lead the president to dissolve the parliament by focusing on the functions of government.

However, 1.54 per cent of students with scores ranging from 03 to 6 marks had partial knowledge of constitutional circumstances that may lead the president to exercise the power of dissolving the parliament. Their responses were characterized with, failure to provide the required number of points, repetition of some points and mixing incorrect points with correct ones. For instance, one student pointed out: *When the parliament did not approve budget and when the parliament did not approve money for infrastructure*, as two distinct point while in real sense they mean the same thing. Another example in this category is the student who mixed correct points with incorrect ones by explaining; *refusing to sign the bill twice and when preparing for the general election* which were correct, then added *when the parliament exhibits signs of corruption the appointed president does not approve of the parliament, when the president want to retire and when the president is not governing well*. In addition to that, some students were not able to provide sufficient explanations on the given points as they did not score full marks.

The 0.70 per cent of students who scored from 6.5 to 10 marks had adequate knowledge on the procedures, powers and privileges of parliament as stipulated in Part Three of the United Republic of Tanzania Constitution (1977), especially on summoning and dissolution of parliament. As a matter of fact, they were able to meet the demands of the question. For example, one student explained; *when five years' period of existing parliament is over*. Such a response shows that, the student was aware that according to the constitution election of members of parliament is held every after five years, thus the president has to dissolve it to end its regime. Also, the candidate added *when the parliament refuses to approve the government budget and when the parliament refuses to support an important government policy*. Another student added *when the two third of the members of parliament resend the bill which the president refused to approve*. This student was aware that the president is required by the constitution to either to assent to the returned bill which is supported by two-third of the members of the National Assembly within twenty-one days or dissolve the parliament. The same student wrote *when government fails to get majority seats in the parliament and when there is a need to call for a new election during the last twelve months of the parliament life*. Indeed, these students managed to exhaust Article 90 (2) of the Constitution which states the circumstances that may lead the president to exercise the power of dissolving the National Assembly. Also, they had an advantage of

English language command to furnish their responses. Extract 7.1 is a sample of a correct student response in question 7.

7. The president of the United Republic of Tanzania has the mandate to dissolve the parliament whenever needed. Briefly explain five constitutional circumstances that may lead the president to exercise the power towards this decision.

- (i) When five years of incumbent are over.....  
During the time when the life time of parliament are over the president dissolve a parliament in order for the new election to be held.....
- (ii) During the last twelve month of parliament life time.....  
When parliament is left over about twelve month the president is allowed to dissolve the parliament and thus helps to wait to call for next election.....
- (iii) When president rejects a bill and two-third of the member of parliament re-send the bill. After the president reject the bill and  $\frac{2}{3}$  re-send the bill and president did not accept the bill for the second time the parliament can be dissolved.....
- (iv) When member of parliament fails to accept good government policy.....  
When the members of parliament reject of to accept good government policy the president dissolves a parliament since they go against the government.....
- (v) Failure to get majority seats allocated to the parliament.....  
The failure of the government to get majority seats leads to dissolving a parliament since the duties may not be well performed for other sector hence dissolving and conducting again election.....

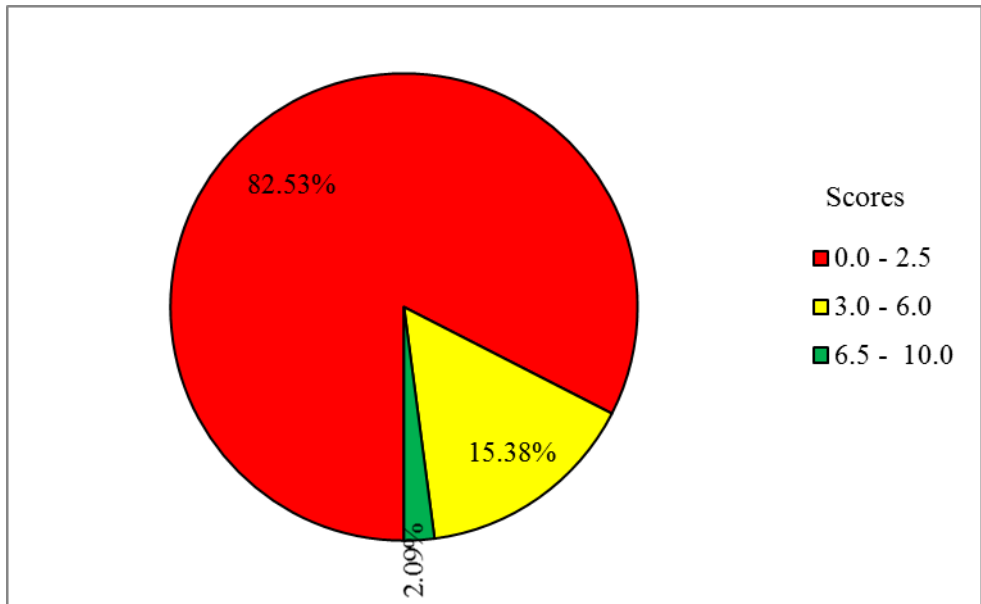
Extract 7.2: A Sample of the Student's Response to Question 7

In extract 7.2, the student was able to explain five constitutional circumstances that may lead the president to dissolve the parliament such as when the five years of incumbent parliament are over, during the last twelve months of parliament life time, when the president rejects a bill, when members of parliament fail to accept the government policy and failure to get majority seats.

## 2.8 Question 8: Gender

The question tested the students' ability to demonstrate responsible gender relations as they were instructed to briefly explain the problems associated with initiation rites to young people in Tanzania by providing five points. The students' performance in this question was as follows: 82.53 per cent scored from 0 to 2.5 marks, 15.38 per cent scored from 3 to 6 marks and

only 2.09 per cent scored from 6.5 to 10 marks. Figure 9 illustrates the performance in question 8.



**Figure 9:** *Students' Performance Categories in Question 8*

The data show that majority (82.53%) of students scored from 0 to 2.5 marks. The major challenges faced by these students was misinterpretation of the question as they failed to meet the demand of the question. Some students did not understand what the question required as they focused on social problems. For example, some of those students presented problems which may face children living in risk situations, such as *a person from poor family may become a robber since his/her economic status is poor, some friends influence bad conducts such as truancy, drug abuse and smoking and some parents are not concerned about their children's academic development. Another one mentioned, poor parental care, denying them education, denying them basic needs, denying them to participate in decision making and chasing them from home to mean the problems associated with initiation rites to youth in Tanzania. In the same vein, one student presented factors which may lead to underdevelopment; lack of employment, lack of literate people, lack of capital and poor government support.*

Additionally, some students wrongly related initiation rites with socio-cultural practices that accelerate gender disparity in the society, such as;

early marriage, dowry payment, food taboos, forced marriage and female genital mutilation. In addition to that, other students presented gender concepts such as, gender discrimination, sex, gender mainstreaming, gender balance, gender equity and gender stereotyping. Likewise, there were students who linked the question with democracy. One student, for example, provided principles of democracy such as; *freedom of speech, free and fair election, freedom of participation and rule of law* contrary to the demand of the question. Another deviation noted from students' responses was a student who focused on outlining different colours of Tanzania national flag and what these colours represent in the nation/society. One student for instance explained; *Blue represents water bodies in Tanzania and Black represents the people in Tanzania.*

Likewise, some students misinterpreted the question to mean steps for problem solving which are, *Identification of the problem, gathering information, define the problem, generating alternatives and practicing the solution.* Another student mentioned names of former Presidents of the United Republic of Tanzania as *Mwl J. Kambarage Nyerere, Mwinyi, Benjamini William Mkapa, Jakaya Mrisho Kikwete and Doctor John Pombe Joseph Magufuli.* Some students just copied some parts of questions to make them answers. For examples, one student wrote *in five points, briefly explain the problem, with initiation rites and problem associated with people in Tanzania* as the response while it is a stem of this question. Another example is the student who copied some items of List A question 2 such as; *being unconscious of self-feeling, weakness and abilities, inability to withstand pressure when facing unpleasant circumstance and inability to recognize that she or he is good and valuable person.* Another copied some parts of a passage, such as; *"proverb never expect to pick a fruit under a tree you never watered and part of youngsters a culture of being responsible"* to make them problems associated with initiation rites to young people.

Similarly, some students explained the forms of government; for instance, one student pointed out *monarch, republic and union* instead of the problems associated with initiation rites to young people in Tanzania. Another student mentioned the indicators of improper behaviour which are signs of bad behaviour such as *drug abuse, rape and unsafe sex, thief, corruption and alcoholism.* Likewise, another student analysed the causes of improper behaviour such as *peer groups, mass media, in proper advice,*

*bad parental morals and bad directions given by people to young people with law age.* Some students went far by providing a mixture of misconception responses. One student, for example, associated it with the challenges facing the government in the provision of social services, indicators and causes of poverty, such as *problem of education, problem of water, diseases, problem of hospital and poor support government.* Others explained the consequences of not applying life skill to an individual like *lack of self-confidence, lack of critical thinking, lack of creative thinking and lack of social problem solving technique.* Additionally, there were other students who analysed the factors hindering the country's economic development such as *lack of capital, poor government support and poor science and technology.*

In addition, there were students who misconceived the question with national festivals or public holidays. For instance, one of these pointed public holidays such as; *“Nyerere day, Independence day, Saba Saba day, Nanenane day and Christmas day”.* Some dwelt on explaining the importance of life skills like, *it rising living standard, it prevents bad habits, it protects the environment, increase of all treatment of member and bring peace when people understand life skills to live well behaving in society.* Moreover, other reasons for failure of the students in this category, were noted to those who mixed up correct and incorrect points, provided fewer points, listed points without exhaustive elaborations and those who had inappropriate grammatical sentences. Generally, these students were not aware that, initiation rituals are acts done to prepare youth to achieve new status and to introduce them into adulthood; as a result, they went out of rail by providing irrelevant answers while others skipped it. All these factors affected the students' performance in this question. Extract 8.1 is a sample of an incorrect student response for question 8.

8. In five points, briefly explain the problems associated with initiation rites to young people in Tanzania.

- (i) Financial status: Many youth (young people) face problems when making decisions through not getting enough funds to support them thus leading to them facing problems.
- (ii) Education level: Some young people in the society face problems in their life because they lack education or they have low level of education in their lives.
- (iii) Health: When people get sick or have problems of health they face problems because of lack of support due to poor health status example a person with HIV/AIDS is likely to face problems.
- (iv) Religion: People face problems in making decisions due to their religions some societies discriminate religions of other people leading to conflicts in the society.
- (v) Number of children in the family: A family with many number of children will affect the youths decision making because of lack of support from parents.

Extract 8.1: A Sample of the Student's Responses to Question 8

In extract 8.1 the student failed to identify the problems associated with initiation rites to young people in Tanzania, instead he/she pointed out some challenges facing Tanzanian youth in making developmental decisions such as financial status, health status, religion, level of education and family size.

Apart from that, 15.38 per cent of students with average marks, thus ranging from 3 to 6 marks, faced the diversity of limitations including, repetitions, inability to exhaust knowledge and mixture of incorrect and correct responses. Example, one student mixed correct responses with the incorrect ones, such as; *early marriage* and *dropout from school* which were correct, then added *child labor* and *increase of crimes* which were false. Another student pointed out *poverty* and *poor education* as the

correct ones while the rest points were incorrect. On repetition of points one student presented *diseases* and *spread of HIV/AIDS* as two different points while they stand as single point. Similarly, other students pointed out few point with limited explanations. For instance, one student mentioned, *lack of education, early marriage, causes diseases, conflict problem* and *dropout from school* as the correct responses but lacked clear elaboration. This led to their moderate scoring of marks.

On the other hand, the very few (2.09 %) students with scores ranging from 6.5 to 10 marks demonstrated adequate understanding of the negative effects of initiation rites to young people in Tanzania. One student, for example, provided relevant points, such as; *it encourages gender inequality since girls are taught to be submissive to men. This is due to the instructions provided regarding gender roles in family life and it encourages early marriage especially to those girls who are initiated while young.* Such responses suggest that the student was aware that initiation instructions make most of initiated girls to prefer to pursue other womanly roles like getting married and having families instead of continuing with further studies. The candidate added *May lead to school dropout and absenteeism because most of these rituals are held during school terms.* This may result into the initiated ones missing a considerable amount of school time. Lastly, the student wrote *initiation rites lead to poverty among people in some ethnic groups for example, Nyiramba, Gogo and Masai.* The student understood that sometimes during practicing rituals, a huge amount of food and other family resources are used to feed the participants.

Also, other students added problems such as; *initiation rites may lead to spread of diseases such as HIV/AIDS and other sexual transmitted diseases which may result to death.* Also, *initiation rites are the source of family conflicts* between children who refuse to be initiated and their parents. Again, *initiation rites lead to poor performance of students in classes* because when these initiated students return to school find difficult to catch up with others. The students under this category were able to evaluate the impacts of initiation ceremonies as they managed to explain briefly the problems associated with it especially when it is done to children. Moreover, they had adequate English language skills and their responses were accompanied with examples. Extract 8.2 is a sample of correct student response for question 8.

8. In five points, briefly explain the problems associated with initiation rites to young people in Tanzania.

- (i) Early pregnancies which are unplanned and unexpected which leads to complications during and after delivery since the person is not well matured to be able to give birth and this will in turn lead to great loss of blood till death since the initiation rites makes a person to get married in a young stage.
- (ii) Prevention of young women continuation with their education since a person will be married in a young stage due to the initiation rites that person will not be able to study well and this will lead to increase of girls' dropouts from school due to the initiation rites practised in the societies.
- (iii) Spread of HIV/AIDS. Spread of HIV/AIDS can be due to unstable marriage in the family. The young people who get married are not able to make rational decisions which will be beneficial in the family and makes a person to be unfaithful during marriage and this leads to spread of diseases.
- (iv) Family breakdowns due to conflicts caused due to different issues in the family. The initiation rites leads to family breakdowns since a person is not able to think and make rational decisions and the family is not based on love, trust, respect since courtship was not practised and this leads to increase of street children.
- (v) Poverty. The initiation rites to young people make the people to be poor and live in very difficult conditions since the young people did not prepare well for their future lives hence their lives are not organized and they just live so this initiation practices can cause increase of poor people in our country.

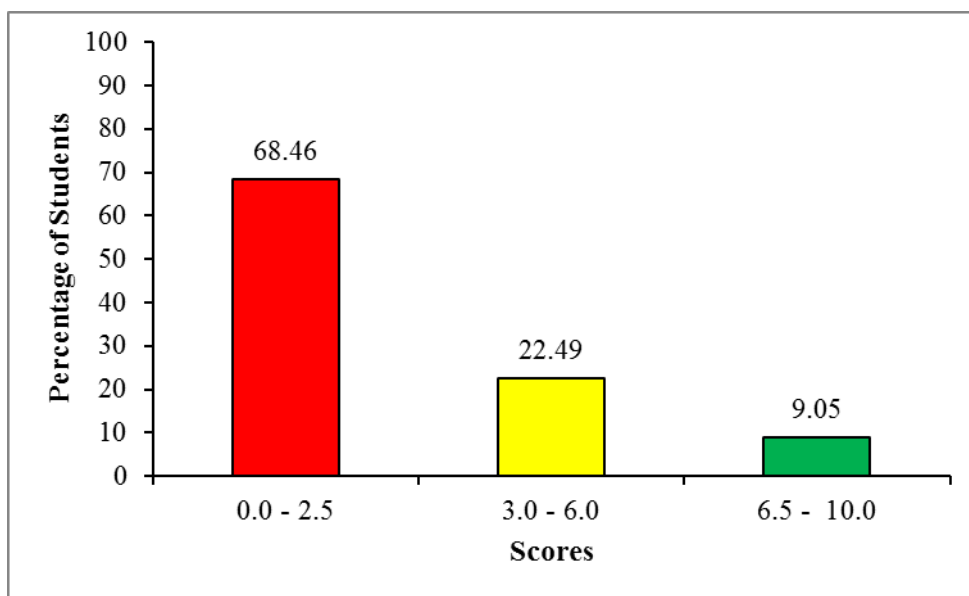
Extract 8. 2: Sample of the Student's Responses to Question 8

In extract 8.2 the student was able to explain problems associated with initiation rites to young people in Tanzania, such as; early pregnancies, prevention of women from continuing with education, spread of disease, family conflicts and poverty.

## 2.9 Question 9: Work

The question tested students' ability to work hard and diligently for self and national development. In this question, they were instructed to explain briefly what will happen if all people stop working in our communities by giving five points. The students' performance was moderate as 68.46 per cent of the students scored from 0 to 2.5 marks, 22.49 per cent scored from

3 to 6 and only 9.05 per cent scored from 6.5 to 10 marks. Figure10 illustrates the students' performance in question 9.



**Figure 10:** *Students' Performance Categories in Question 9*

Figure 10 shows average performance of the students in question 9 as 31.54 per cent of the students scored from 3 to 10 marks.

The 9.05 per cent of students whose scores ranged from 6.5 to 10 marks were able to explain what will happen if all people stop working in our communities. One student for example, explained that *many people will become poor because work provides human beings with their basic needs*. If this happens it can lead to dependent families as work is the major source of income of an individual. Also; *the entire national economic heritage such as minerals, wild animals and forest resources will be useless and might be taken by other people from other countries*. This is because work is the means to facilitate the utilization of natural materials and human resources. Another student added *peace and security will be at higher risk* due to emergence of many problems like hunger and crimes or wrong doings such as murder, drug abuse, and robbery. So with work people are unlikely to engage in those activities. The same student further wrote *can lead to decline of national economy due to lack of foreign currency brought by work*". This suggests that the student was aware that without work there will be no foreign exchange since the economic activities will get stuck in terms of production, distribution and consumption. Additional points are

from the student who wrote; *many people will be at risk of getting various diseases like kwashiorkor* due to lack of basic needs like food and decline of physical and mental health of people. Lastly, *many people will be jobless within a short period of time* since work helps to reduce the number of people who are unemployed by engaging themselves in various work related activities to earn their living.

Such plausible students' responses postulate that they were conversant with the topic of work especially its importance. Thus, they were aware that, work is an engine of individual as well as national development. They knew that, when people stop working they will do anything in order to satisfy their basic needs even through illegal means. Also, by not working individuals and national income will collapse hence the sovereignty of the nation will be at risk due to dependency situation. Furthermore, they were familiar that malnutrition and other diseases will prevail following inadequate or lack of basic needs and social services because hospitals will have no doctors, schools will have no teachers and farms will have no farmers; therefore, everything will be in chaos. Lastly, they were able to prove that for the nation to develop it needs collective efforts from individuals who have high working spirit for the betterment of entire society. Other noted strengths in the students' responses were presenting factual arguments and good command of English Language. Extract 9.1 is a sample of a good response in question 9.

9. In five points, briefly explain what will happen if all people stop working in our communities.

- (i) People will lack basic needs. Through work people are able to get basic needs such as food, shelter and clothes now. If people stop working people will lack such needs in the society.
- (ii) It may lead to increase of crimes since people won't be having works so some will be thieves and participate in prostitution which may affect the certain community to which people with crimes live.
- (iii) People will be unemployed in our society since people won't work and be able to do productive activities in our society.
- (iv) There will be decrease in production of goods and services in the society whereby goods and services will be insufficient and not enough to meet the needs of a certain society and therefore no much participation in doing work.
- (v) There won't be enough revenues for the development of the nation since people won't work this will cause lack of enough revenue to develop different areas like roads, hospitals and schools.

Extract 9.1: A sample of the Student's Responses to Question 9

In extract 9.1 the student was able to explain briefly what will happen if all people stop from working in our communities such as; people will lack basic needs, people will be unemployed, decline in the production of goods and services, increase of rates in crimes, and decrease in development.

On the other side, 22.49 per cent of students whose scores ranged from 03 to 6 marks demonstrated moderate ability in explaining the outcomes of laziness or not working in our communities. Their responses were characterized with replication of ideas and some mixed correct points with incorrect ones. One student, for example, pointed out; *the national economy will decrease and decrease of development*". These two points were treated as two distinct points but in actual sense they hold the same meaning. Another example is the student who mentioned; *lack of food and increase of famine*, as separate points, while both refers to food insecurity. Moreover, one student treated points like *poverty of families, underdevelopment of community and poor standard of living* as separate

points while they were similar. Such responses presuppose that the students did not realize that when poverty occurs in the family, there will be also poor living standard as family members will not afford the cost of living hence underdevelopment of the community. Apart from that, other noted weaknesses from students of this category is that, their points had no clear explanation to make them meaningful while others presented less than required number of points. Such mistakes affected their performance therefore, they did not score above 6 marks.

On the other hand, the 68.46 per cent of students whose scores ranged from 0 to 2.5 marks failed to explore the possible consequences of people to stop working in our societies. Multiple irrelevant responses were observed because of failure to understand the demands of the question. Some students, for example, misinterpreted the question to mean importance of work, such as; *work keep people busy, work provide basic needs, enable people to pay tax, makes people innovative and work bring respect*. Likewise, another student pointed out economic activities such as *farming, transportation, fishing, mining and tourism* as correct responses. In the same vain, another student pointed out example of occupations done in the society such as *police, doctors, farmers and engineers*.

Furthermore, some students associated the demands of the question with other aspects related to various civics topics. One student, for example, listed some of the negative social cultural practices like *Female genital mutilation, early marriage, and killing of people*. Another one outlined the categories and examples of human rights such as *social rights, economic rights and the right to life*. Similarly, another student elaborated various concepts related to road safety education like *road safety sign, traffic sign, road sign, road accident, zebra, and road symbols*. Likewise, some students explained the public days which exempt people from doing any official work thus, people are expected to rest and cerebrate. One student, for example, wrote such national festivals as *Nanene day, Union day, Sabasaba day, Karume day and Nyerere day*. Another misconception was from a student whose response analysed the principles of democracy such as *tolerance, multipartism, transparency and accountability, rule of law and protection of human rights*.

Additionally, there were students who linked the impacts of not working with life skills. One student, for example, mentioned individual and social life skills as follows *self-esteem, creative thinking, assertiveness and*

*empathy*. Another one pointed out the importance of life skills such as *it helps to develop critical thinking, help to solve various problems, help to bring respect, it helps in communication, help to maintain peace and order*. Likewise, some students pointed out the importance of studying civics such as, *“it helps to understand our culture, it helps to understand citizenship, it helps to understand human rights and it helps to understand responsibilities of citizens”* as impacts of laziness in the community.

Despite the fact that, this question was compulsory, other students did not attempt it whereas others just copied some phrases or sentences from the passages in question 3 and organized them as their responses for this question. Such weaknesses in the students’ responses alerts that these students had inadequate knowledge on the topic of work, especially on its importance to an individual person or the society at large. In addition, their responses featured weak English language command and had very few relevant points which prevented them from scoring above 2.5 marks. Extract 9.2 is a sample of an incorrect responses of student in question 9.

9. In five points, briefly explain what will happen if all people stop working in our communities.

(i) Work is like any lawful activity that a person does to earn living.  
Type of work

(ii) Mental work  
like the type of mental work which consists all mental work

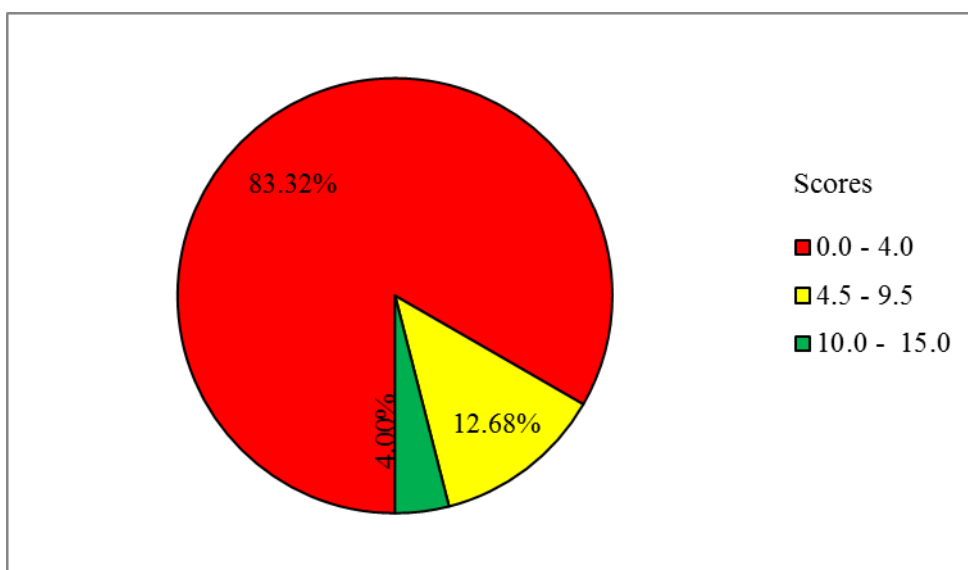
(iii) Physical work  
like the type of work which consists all physical work  
examp. playing football, playing volleyball

Extract 9.2: A Sample of the Student’s Responses to Question 9

In Extract 9.2, the student defined work and its types instead of explaining what will happen if all people stop from working in our communities.

## 2.10 Question 10: Our Nation

The question sought to assess students' understanding of the significance of national festivals by explaining how they could change their fellow students' negative opinion on the celebration of national festivals in Tanzania. The performance of the students was weak as 83.32 per cent scored from 0 to 4 marks, 12.68 per cent scored from 4.5 to 9.5 marks and only 4.00 per cent scored from 10 to 15 marks. Figure 11 illustrates the students' performance in question 10.



**Figure 11:** Student's Performance Categories in Question 10

Figure 11: shows weak performance of the students in question 10 as 16.68 per cent of the students scored from 4.5 to 15 marks.

the 83.32 per cent of students whose scores ranged from 0 to 4 marks, failed to explain how they would change negative perception of their fellow students on national festivals. In their introductions they misconceived the key terms to mean something else. One student, for example, defined *National Symbols* as *signs that represents a nation*. Another one focused on defining *a nation* as *a group of people living together in one geographical area*. Likewise, another student defined national festival as, *the freedom of independence in Tanzania* instead of National festivals. Such misconceptions affected the plausibility of their introductions therefore merited a zero mark.

Afterwards, in their main body some students in this category concentrated on mentioning various examples of national symbols. For examples, some students pointed out *national anthem, national torch, national flag, coat of arms* and *National language*. Apart from that, another student provided colors of Tanzanian national flag and what they represent, *yellow present minerals, black present people* and *green present vegetation*. Additionally, some students provided examples of national festivals such as *Karume day, Nyerere day, New year, Saba Saba day* and *Nanenane day*. In the same line other students pointed out negative effects of national festivals such as, *loss of money, it can cause accident or death* and *can make people lazy*. Another one mentioned the importance of road signs to road users such as, *reduction of accidents in the country, human being and animals get equal chance of crossing the road* and *avoidance of unnecessary traffic jam*. Likewise, another student pointed out the importance of good governance like, *to promote democracy* and *to promote peace and order*.

Furthermore, some students dwelt on analyzing various steps of problem solving process such as *gathering information, initiation mediation, defining problem* and *following through to see that plan is carried out*. Similarly, other students discussed numerous importance of studying Civics. For example, two students pointed out *it help to understand human rights, it helps to understand life skills, it helps to understand our government* and *it help to protect our environment*. Besides, there were students who failed to differentiate the importance of national festivals from types of individual and effective decision making skills. One student for example, pointed out *self-awareness, self-confidence, assertiveness, creative thinking* and *critical thinking*. Another student discussed points related to examples of improper behaviours in the community such as *the use of improper language, drunkenness, drug abuse* and *theft* contrary to the demands of the question.

Lastly, other weaknesses which characterized students' responses in this category were failure to supply the required number of points, poor conclusions, poor English language skills and inability to organize their responses in essay format as some listed points without exhaustive elaborations. Moreover, some students copied sentences and phrases from other questions and presented them as responses for this question. Such weaknesses prevented these students to score above 4 marks out of 15

allocated marks for this question. Generally, it can be concluded that most of students in this category did not manage to grasp the expected output of the question and to large extent their responses demonstrated that they lacked knowledge of the subject matter. Extract 10.1 is a sample of a student's poor response in question 10.

10. Your fellow students have low opinion on the celebrations of National festivals in Tanzania. In five points, explain how you would change your fellow students' negative opinion on such celebrations.

Multiparty system refers to a political system in which allow the existence of many political parties in a country. There are many reasons of multiparty democracy/system is ideological changes in the world spread of neo-liberal in USA and Europe and challenges from civil societies and pressure group and widening the scope of freedom. There are the importance of multiparty democracy or multiparty system is creation of forum for representation - creation of a forum for activities and election of deliberate allow

improvement of good governance - A good governance is used as a good leadership of government

Promotion of the political awareness of citizens - A citizen is due to politics and political awareness is being unconscious of self-feelings, weaknesses and abilities

enhancement of citizen participation in political affair. Are the citizen participation in political affair in Tanzania is known as office of the Registrar of the political parties is used to party of these citizen in political tolerance and political affair in office to handle

The law must allow more than one of political party to operate in a country and each must be legally recognised

There are must be especially office to handle political affair office to handle (in Tanzania is known as registrar of political parties

In multiparty democracy when the vote majority wins it acquire legitimate mandate to form a government. There are must be political tolerance such a way that political parties can concede defeat and support the winning party for the well being of the people. A multiparty democracy allow debate and discussion on national policies and development plan

Extract 10.1: A Sample of the Student's Responses to Question 10

In extract 10.1 the student went astray by explaining the importance of multiparty system such as improvement of good governance, promotion of political awareness of the citizens and enhancement of citizen participation

in political affairs instead of showing the importance of celebrating National festivals.

The data shows that 12.68 per cent of the students whose performance was average scored marks ranging from 4.5 to 9.5. The analysis of their responses revealed that they were able to identify the demands of the question had reasonable mastery of English Language. However, they could not score higher marks due to repetition of some points and others mixed correct responses with incorrect responses. For instance, one student illustrated three correct points namely; *to keep history of the country, they promote patriotism and they promote unity and solidarity*; then added others which were wrong, such as; *helps to develop creative thinking and to overcome stress*. An example of a student who repeated points can be cited from one who presented; *it helps people to know past events* in one paragraph and in the next paragraph cited *it helps the people to know the history of a nation* while they hold the same meaning. In addition, some failed to provide the required number of points as some of them presented three to four points out of five required. Another notable weakness of these students' responses was implausible introduction and/or conclusions. On the whole, such myriad of inconsistency in the student's responses was a contributing factor to the student's average performance.

On the other hand, students who scored from 10 to 15 marks were brilliant to meet the question's demand so as they provided relevant responses on how they will convince their fellow students to change their negative opinion on the celebration of national festivals in Tanzania. For example, one student wrote; *National festivals are special days in which people celebrate to commemorate the important national events. National festivals can be categorized as religious, political and civil festivals. Examples of national festivals are Nyerere day, Christmas, Eid and New Year*. In the main body, students proved to have good knowledge about the importance of celebrating the national festivals. One student, for example, provided the following points, *national festivals help to keep country's history alive*; since Tanzanians are reminded of what has taken place in their country from one generation to another. Also, *national festivals enhance national unity and solidarity*; as they bring people to celebrate together as Tanzanians regardless of their political, ethnic, economic and religious belongings. The same student added *they are used as part of refreshment*

*and leisure*; as some of celebration like Nanenane and Sabasaba are accompanied by entertainment such as drama, songs and live music performance which makes people to relax and refresh their minds.

Likewise, another student wrote *leaders pass important information to the public*; leaders use national festivals celebration as opportunity to address their people for the purpose of communicating to them significant information. Furthermore, the same student argued *citizens use these events as forum to express their feelings and views to their local and national leaders*. This can be achieved through various messages presented by using demonstrations, posters and even speeches. Lastly, he/she wrote *they make Tanzania to become part of the world community*; for celebrating some international festivals like new year and workers' day hence instils a sense of being part of global community. These students were competent with the sub-topic of national symbols in which national festivals are featured. Hence, they managed to assess their importance by providing relevant points regarding the importance of celebrating national festivals.

Additionally, students in this category wound up their essays with plausible conclusions as one student wrote; *Therefore, national festivals identify Tanzanians among other nations. They need to be passed over the generations. The Tanzanians are required to participate in celebrating and cherishing the efforts and the sacrifice made by our leaders to our nation*. Furthermore, their essays were furnished with good flow of ideas coupled with adequate English language skills. Extract 10.2 is a sample of a correct students' response.

10. Your fellow students have low opinion on the celebrations of National festivals in Tanzania. In five points, explain how you would change your fellow students' negative opinion on such celebrations.

National festivals are special days set to commemorate a certain event in the country or nation. These events are commemorated each year in a country. They include public festivals and religious festivals. Examples of public festivals are Independence day, union day, workers day and farmers day while examples of religious festivals are christmass day, Eid el fitri and Easter day. On these days people do not go to work instead they rest at their homes. These festivals have an importance to the citizens, some of the importance are;

They strengthen peace and unity among people in the society. National festivals bring people together hence here people of different communities get to interact with each other and understand each other this will make them have peace among each other also strengthen their unity. examples of festivals which can bring people together is Independence day and union day.

They give a chance to the citizens to give their opinions to some matters and also address their problems to leaders through either songs, poems or posters. In festivals like workers day, farmers day and traders day citizens are free to express their problems in different ways to leaders since on these festivals high government officials are always present hence the citizens themselves can express their problems hence the government can know the problems which citizens face and how to solve them.

They give a chance to leaders to address the nation on various matters concerning the citizens and the whole nation. It is on national festivals that leaders get a chance to address the nation since many citizens are present and it is broadcasted through mass media, here leaders get a chance to pass important information to the citizens. Example of festivals which leaders can pass out information are Independence day, workers day and Farmers day example on 1<sup>st</sup> May workers day the president announced that he will find markets for all hawkers who sell things beside roads.

They remind the citizens about their history. In festivals like independence day, revolution day and union day the citizens get to learn about their history before and after their independence from the colonizers, they also get to learn the economic, social and political developments after attaining their independence to the current time thus give them a hard working spirit for

They awaken patriotism among the citizens. National festivals like Nyerere day and Karume day talk about the history of those prominent leaders in our nation and how they were patriotic to fight for our nation without caring about anything. This will give strength to the citizens that they also can be like those leaders and fight for their nation till the end no matter death or any bad thing will happen to them. Thus this promotes patriotism in a country.

Conclusively national festivals are very important to our nation and every citizen so they should be promoted and be respected by everyone due to their impacts in our nation also young people should be taught on their importance so as they will be promoted even in the future generations.

#### Extract 10.2: A Sample of the Student's Responses to Question 10

In Extract 10.2 the student was able to persuade others to realize the significance of celebrating the national festivals. The student gave such importance as; they strengthen peace and unity among people in the society, give chance to citizen to give their opinions, they give chance to leaders to address the nation, remind people about their history and they awaken patriotism.

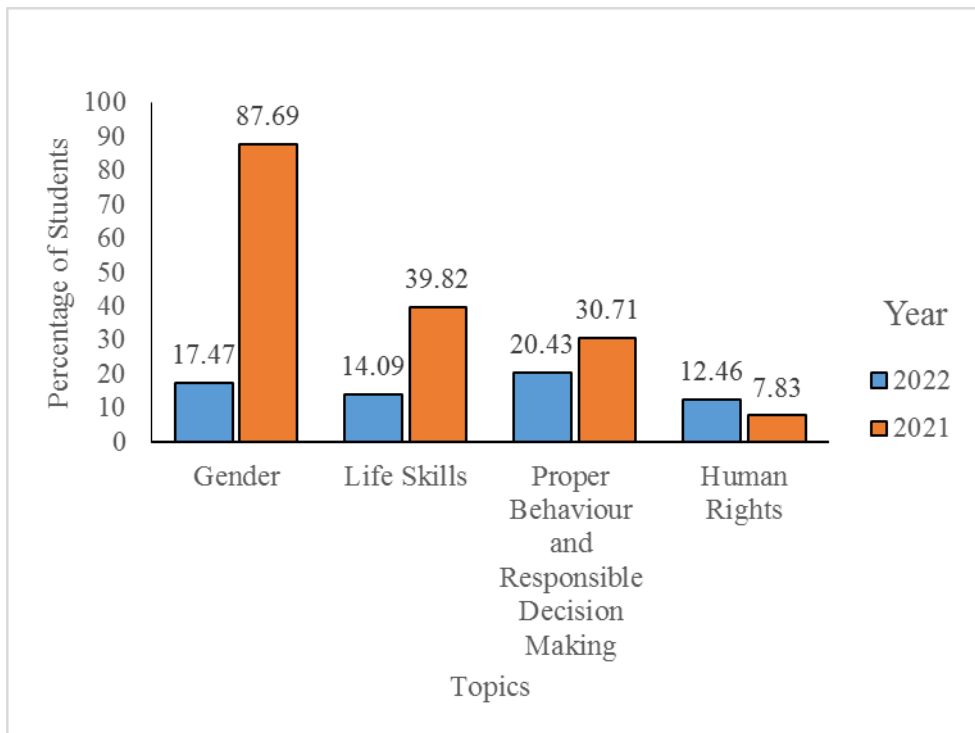
### 3.0 ANALYSIS OF STUDENTS' PERFORMANCE TOPIC WISE

The analysis of students' performance question and topic wise indicates that three questions (1,3 and 4) were averagely performed with moderate percentage of students who scored 30% marks and above out of the total marks allotted for each question. Question 1(multiple choice) with 53.88 per cent of student performance ranked the first. It covered ten multiple choice items set from 7 different topics of the syllabus. The topics were *Promotion of Life Skills*; *Road Safety Education*; *Government of Tanzania*; *Democracy*; *Family Life*; *Gender* and *Responsible Citizenship*. Such a performance alert that the students were able to choose the correct answer from the given alternatives. The second question was question 3 (Comprehension) with 32.41 per cent which was set from the topic of *Responsible citizenship*. This performance shows that many students had competences on how to respond to comprehension items. The third one was question 9 (short answer) with 31.54 per cent of students' performance set from the topic of *work*. This shows that the students were able to explain briefly the importance of work.

The weak performance was noted in six topics tested in question 6, 8, 10, 2, 5, 4 and 7 respectively. For example, the topic of *Government of Tanzania* tested in question 7 (short answer) was not well understood by most students as (97.76%) who attempted it scored below 30 per cent of all the marks allotted in this questions. Other topics and their respective questions with majority of students who scored below 30 per cent of all the marks allotted in those questions are question 4 (short answer) which featured in *Human Rights* (87.54 %), question 2 (matching items) and 5 (short answer) which originated from *Promotion of Life Skills* (85.91%), question 10 set from *Our Nation* (83.32%), question 8 (short answer) tested in *Gender* (82.53%) and lastly is question 6 featured *Proper Behaviour and Responsible Decision Making* (79.57%). This undesirable performance signifies that majority of the students lacked the required knowledge of some sub-topics and topics in which the questions were set (see the attached Appendix). This accounts for their inability to interpret and identify the task of the questions.

Comparative analysis of students' performance in Civics for FTNA 2021 and 2022 indicates a drop in students' performance in all **11** tested topics. In general, there are no single topic which neither registered improvement

nor good performance in the FTNA 2022. Figure 12 illustrates the comparative students' performance in four topics which were tested in FTNA 2021 and 2022.



**Figure 12:** *The Performance of Students in Four Topics in FTNA 2021 and 2022*

Figure 12 shows a drop in performance for four sampled topics which were tested in FTNA 2021 and 2022. For example, the topic of *Gender* has dropped from good (87.69 %) in 2021 to weak (17.47%) performance in 2022. However, with regard to the topic of Human Rights, despite the increase in percentage of students' performance (from 7.83% in 2021 to 12.46% in 2022) yet the topic still has weak performance. Generally, the same trend is observed in all eleven (11) topics tested in this FTNA 2022.

## **4.0 CONCLUSION**

The analysis of the students' performance in the FTNA for the Civics subject shows that there is a decrease in the students' performance in 2022. A total number of 197, 001 students (equivalent to 31.12%) passed the assessment in contrast to the FTNA 2021 in which a total of 428,023 (equal to 71.13% of the students) passed. A comparison between the students' performance in FTNA 2021 and in 2022 shows that the students' performance in FTNA 2022 decreased by 40.01 per cent. The students who passed the assessment had adequate knowledge of the topics from which the questions were set. They were also able to focus on the demands of the questions, had good English proficiency, and skills in answering multiple choices questions, matching items, short answers questions and essay-type question as well. Nevertheless, it has been observed that the students who had limited knowledge on the subject matter in either topics or sub-topics, faced difficulties in interpreting and identifying the demands of the questions, were incompetent in using the English language and failed to observe essay writing principles. Apart from that, other weaknesses noted from students' responses in this category were mixing up of correct and incorrect points, mentioning points without exhaustive elaborations, giving fewer relevant points, gross repetition of points and failure to observe assessment instructions.

## **5.0 RECOMMENDATIONS**

In order to improve the performance of students in Civics subject in future National Assessments, the National Examinations Council of Tanzania recommends the following;

- (a) Civics teachers to be provided with regular in service trainings, seminars and workshops in order to enhance their competence and mastery of civics subject topics especially on current issues. This will help them to be well informed and equipped with current and relevant knowledge in critical professional areas like acquiring skills in preparing and administering quality test items and examinations and competence based teaching and assessment. Thus, will help to bridge the gap on the students' inability to respond correctly to some questions.

- (b) Teachers are urged to make full coverage of the syllabus content and conduct remedial teaching for all challenging topics such as *Government of Tanzania, Human Rights, Our Nation, Gender, Promotion of Life Skills* and *Proper behavior and Responsible Decision Making* in order to give students the room for extensive revision. This is because the analysis has revealed that those topics recorded a weak performance.
- (c) Teachers are encouraged to construct Competence Based Items in their tests and examinations in order to develop students' thinking ability and problem solving. This will enhance the prospective students' ability and confidence in attempting and responding correctly to National Assessment questions. This is because the national assessment is set in the same level and the students' performance is not pleasing. Likewise, the analysis of the students' responses has shown that some students skipped some of the questions, some lacked specific skills in attempting some questions like essays and comprehension, and some were unable to identify the task of the questions.
- (d) Teachers are urged to pay more attention to teaching and learning strategies suggested in the syllabus, particularly for the topics or sub topics in which the students' performance was weak. For example, using such learner centered strategies as brainstorming, role play, reading articles and pictures, group works, library research works, debates, inviting guest speakers, peer teaching and group discussions. Debates and group discussions can be applied when students are *learning the significance of national festivals, importance of work and effects of initiation rituals*. The same can be done to other topics to attain better student mastery of the subject matter.
- (e) Teachers can also go an extra mile to encourage students to search for relevant web-based materials, TV and radio programmes to supplement the available learning materials for various topics.
- (f) Schools are encouraged to promote students English language proficiency notably reading and writing skills, to help them be able to understand the demand of the question and respond clearly and exhaustively in English language.

## APPENDIX

### A Summary of Students' Performance in Each Question and Topic Wise for FTNA 2022

S/N	Topic	Question number	The percentage of students who scored 30% and above	Remarks
1	<i>Promotion of Life Skills; Road Safety Education; Government of Tanzania; Democracy; Family Life; Gender and Responsible Citizenship;</i>	1	53.88	Average
2	<i>Responsible Citizenship</i>	3	32.41	Average
3	<i>Work</i>	9	31.54	Average
4	<i>Proper Behaviour and Responsible Decision Making</i>	6	20.43	Weak
5	<i>Gender</i>	8	17.47	Weak
6	<i>Our Nation</i>	10	16.68	Weak
7	<i>Promotion of Life Skills</i>	2 na 5	14.09	Weak
8	<i>Human Rights</i>	4	12.46	Weak
9	<i>Government of Tanzania</i>	7	2.24	Weak

