

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2015**

011 CIVICS

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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FOR FORM TWO NATIONAL ASSESSMENT
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FOREWORD

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

This assessment report on the performance of the students in Civics for Form Two National Assessment (FTNA) 2015, aims at giving feedback to students, teachers, policy makers, curriculum developers and other educational stakeholders on how the students responded to the assessment items. The report identifies the reasons for the students' good performance and the factors which led to inability of some students to provide correct answers to assessment questions. Analysis of items was conducted to identify the various mistakes/errors which occurred in answering the questions. In addition, the report shows the percentage of students who scored well, moderately and poorly in each question.

The reasons noted for the good performance of the students was the ability to identify the demands of the questions, mastery of the subject matter, ability to write coherent English Language sentences and ability to answer question related to Comprehension questions. On the other hand, it was observed that some students performed poorly because of lack of knowledge on the subject matter, inability to identify and /or understand the demands of the items, inability to interpret and comprehend concepts in a given passage and poor English Language skills.

One notable observation in FTNA 2015 Civics results is the decline of the performance of students by 15.72 percent when compared with the FTSEE 2014 performance. It is therefore important for the stakeholders to take stock of what caused the decline in students' performance in 2015.

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

Finally, the Council would like to thank examiners and all stakeholders who were involved in the preparation of this report.



Dr. Charles E Msonde

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of students in Civics for the Form Two National Assessment (FTNA), 2015. The Civics paper covered the syllabus and adhered to the examination format.

The paper had 5 questions distributed in two sections, namely A and B. Section A comprised questions 1, 2 and 3 while Section ‘B’ comprised questions 4 and 5. Each section carried 50 marks.

A total of 363,187 students sat for Civics Form Two National Assessment (FTNA) in 2015 of which 249,739 (68.77%) passed the assessment. In 2014 the students who sat for the assessment were 378,139 of which 319,251 (84.49%) passed. This indicates that the students’ performance in FTNA Civics assessment in 2015 declined by 15.72 percent. Comparison between students’ performance in FTNA 2014 and 2015 is illustrated in figure 1.1.

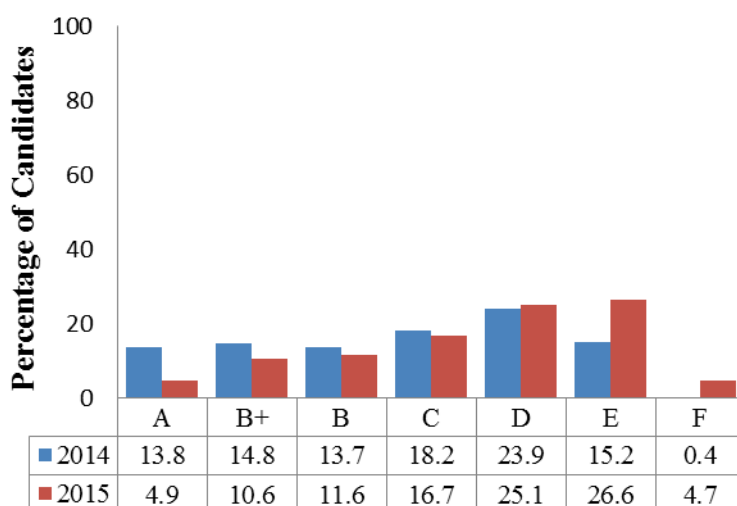


Figure 1: Comparison between students’ performance in FTNA 2014 and 2015 for Civics subject in percentage.

The analysis on individual questions is presented in the next sections. The presentation highlights the requirement of each question, the way the students answered them and the analysis of their responses. Extracts of the students responses are inserted to illustrate the cases presented.

For the convenience of the analysis, the following percentages have been used to show the students' performance: 0 to 29 percent is considered as fail, 30 to 49 percent is an average performance, and 50 to 100 percent is termed as good performance.

It is expected that the report will be more useful to various stakeholders such as teachers, parents and educationalists. It is also expected that the report will enable teachers to improve the teaching and learning of Civics so as to minimize the students' misconceptions on the subject.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION

2.1 Question 1: Multiple Choice

This question consisted of 20 multiple choice items derived from various topics of the syllabus. The topics were Human rights, Our nation, Government of Tanzania, Democracy, Gender, Family Life, Road Safety Education, and Responsible Citizenship, Promotion of Life Skills and Work. Students were required to choose one correct answer from the given four alternatives. The question intended to measure the students' knowledge of various concepts of Civics and application of such knowledge to their daily life.

The performance in this question was good as only 97 (0.03%) students scored a 0 mark, 11.90 percent scored from 1 to 5 marks, 48.66 percent scored from 6 to 10 marks and 39.41 percent of the students scored from 11 to 20 marks out of the 20 allotted marks as illustrated in figure 1.2.

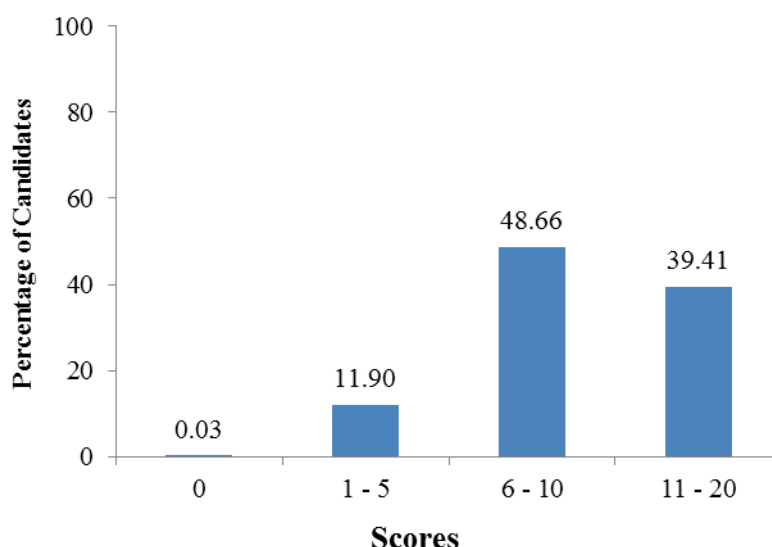


Figure 2: The percentage of students' performance in four categories.

The analysis of students' item response is as follows;

Item (i) required the students to state the year the Universal Declaration of Human rights was adopted. The students who identified the correct answer C '1948' had knowledge of the genesis and history of Human rights. Other options were A '1945', B '1965' and D '1961'. The Students who opted for A, B and D could not recall the correct year when the Universal Declaration of Human rights was adopted.

Item (ii) required the students to identify the symbolic meaning of the black colour in the National flag of the United Republic of Tanzania. The correct answer in this item was A 'people'. Other options were B 'soil', C 'natural resources', D 'mineral wealth'. The students who opted for incorrect response lacked knowledge of the symbolic meaning of different colours in the National Flag.

Item (iii) required the students to identify a public servant who is a member of parliament by virtue of his position. The correct answer in this item was D 'Attorney General'. Students who opted for A 'Chief Justice' were not aware that the Chief Justice is the head of the Judiciary organ responsible for the administration of justice in the country and according to the principles of separation of powers he/she cannot be a member of parliament which is the law making organ. Option B 'clerk of

the National Assembly’ was not a correct response because the role of the Clerk of the National Assembly is to ensure efficient working of the parliamentary machinery. Likewise option C ‘Prime Minister’ was not a correct response because a Prime Minister is appointed from among members of parliament. Therefore, students who failed to identify the correct option lacked knowledge of the composition of the Tanzania Parliament.

Item (iv) tested students’ knowledge of the categories of local government authorities. The correct response A ‘Rural and Urban authorities’ was chosen by candidates who had knowledge of local government authorities. Other options were B ‘district and regional authorities’, C ‘rural and town authorities’ and D ‘town and city authorities’. The students who wrote C, B and D lacked knowledge of the structure of local government authorities.

Item (v) required the students to identify the executive arm of the village assembly. This item was the most challenging to students since the majority could not identify the correct response which was A ‘The village council’. Other options were B ‘village committee’ C ‘ward departments’ and D ‘The village executive officer’. The students who opted for those incorrect options were not familiar with the structure of the village government. For example, the students who were attracted by the distractor B ‘village committee’ were not aware that the village government consists of several committees which perform different roles according to their specialized category such as planning, social services, security and finance. Distractor C ‘ward department’ attracted a good number of students who could not differentiate between the organs of the village government and those of the ward government. In fact such students were supposed to understand that the Ward departments are established at ward level to oversee different development activities such as social welfare, health, education, finance and agriculture. Additionally, it was observed that distractor D ‘the village executive officer’ was popular to many students probably because of the presence of the word ‘executive’ in the stem of the question hence students associated it with the village executive officer. As a matter of fact, the executive arm of the village Assembly is not formed by an individual

person but it is a composition of elected members of the village, the village chairperson and the village executive officer.

Item (vi) tested students' knowledge of how leadership changes are effected in a democratic state. The correct answer which was B 'General election' was chosen by students who were knowledgeable of democratic elections. The students who opted for A 'Revolution' were not aware of the fact that revolution is the unconstitutional overthrow of the government through the use of force and sometimes it may lead to bloodshed. Option C 'Heritage' was not a correct response because leadership changes through heritage is a common practice in monarchical government where blood lineage is the chief determinant of who ascends into state leadership position. Students who opted for D 'Presidential appointment' demonstrated ignorance of democratic practice.

Item (vii) required the students to identify the highest court in the United Republic of Tanzania. Students with enough knowledge of the judiciary in the United Republic of Tanzania were able to choose the correct answer, A 'Court of Appeal'. Option B 'High Court' attracted a significant number of ill prepared students probably because of the presence of the word 'high' in the distractor which they erroneously associated with the highest court in the stem while distractors C 'Constitutional Court' and D 'Resident Magistrate court' did not attract many students.

Item (viii) required the students to identify customary practice where a man marries more than one wife at a time. The correct response was C 'polygamy'. Students who opted for A 'monogamy' were not aware that monogamy is a customary practice whereby a man is married to one woman at a time. Alternative B 'bigamy' was not a correct response because it refers to a situation where a woman is married to more than one man and 'D' cohabitation refers to a situation where a woman and man live together as husband and wife but not legally married. Students who opted for incorrect responses lacked knowledge of the different types of marriages.

Item (ix) tested students' knowledge of a series of political meetings designed to win voters for a certain candidate or political party. Students with enough knowledge of democratic elections were able to choose the correct response which was B 'election campaigns'. Students who opted for A 'election manifesto' were not aware that an election manifesto is a document which explains a political party's beliefs and programs so as to win voters during the election. Furthermore, option C 'voting' was also not a correct response because it simply refers to casting of votes, option D 'free and fair election' also attracted a significant number of students because the concept of free and fair election is widely championed by many politicians and the mass media alike during the election. Hence students associated the question with the distractor D 'free and fair election'.

Item (x) required students to identify the year when the Republic form of government was established in Tanganyika. The correct response was C '1962' but a good number of students opted for A '1961' probably because it was the year Tanganyika achieved her independence. Option B '1965' was not attractive to many students but option D '1964' attracted a significant number of students probably because it was the year Tanganyika and Zanzibar united to form the United Republic of Tanzania and hence students associated the union between Tanganyika and Zanzibar with the establishment of a Republic form of government.

Item (xi) required the students to identify from the given alternatives the importance of zebra crossing lines. The correct response was D 'to enable pedestrians move across the road safely'. Students who opted for A 'to reduce traffic jam in towns' were ignorant of different methods used to reduce traffic jam in towns while those who opted for B 'to ensure safety of wildlife' were attracted to this option probably due to the presence of the word 'zebra' hence associated zebra crossing with wildlife. Similarly, students who opted for C 'to ensure safety of the disabled' probably appreciated how the handicapped should be treated but in real sense all pedestrians deserve equal treatment.

Item (xii) tested the students' mastery of different aspects of social skills by requiring them to choose from the given alternatives what is referred to as the ability to understand other people's feelings and to feel

concerned about their problems. The correct response was D ‘empathy’. Students who opted for A ‘self – awareness’ went astray because self awareness refers to the ability of individuals to have a clear sense of their own identity, their origin and the culture which has shaped them. Option B ‘self – esteem’ was not a correct response because self esteem simply refers to the ability of a person to appreciate himself or herself. Moreover, students who opted for C ‘critical thinking’ were not aware that critical thinking is concerned about the ability of a person to analyse, evaluate and describe the quality of something, an action or decision. In other words, it is a skill for making effective decision.

Item (xiii) tested the students’ mastery of life skills by requiring the students to choose from the given alternatives a person who is able to express his or her opinion or desire strongly with confidence. The students who were able to provide the correct response B ‘assertive person’ had enough knowledge of different aspects of life skills. Students who opted for A ‘analytical person’, C ‘critical person’ and D ‘arrogant person’ lacked adequate knowledge of life skills education.

Item (xiv) tested the students’ knowledge of the customary procedures involved before marriage by requiring them to name a gift that is given to the bride or her parents by her future husband in consideration for the marriage. The correct response, D ‘Dowry’ was chosen by students who are familiar with the customary procedures involved before marriage. Other options such as A ‘inheritance’, B ‘levy’ and C ‘valentine gift’ were not plausible to clever students. Options A ‘inheritance,’ for example, refers to money and property received by an individual following the death of his or her parents, guardian or close relative, Option B ‘levy’ was not a correct response because levy is simply money paid to the government through taxation on goods and services and C ‘valentine gift’ was not relevant response because it is in no way associated with the initial customary procedures of marriage.

Item (xv) tested the students’ knowledge of the types of work. By asking them to identify physical work from the given alternatives. The correct answer ‘B’ Lumbering was chosen by students who are knowledgeable of different occupations. Students who opted for other alternative such as

A ‘nursing’, C ‘teaching’ and D ‘architectural designing’ lacked knowledge of the types of work.

Item (xvi) required the students to identify the system of laws and basic principles through which a state or a country is governed. A good number of students managed to choose the correct option C ‘Constitution’. Other options such as A ‘Party manifesto’ attracted some of the students because a party manifesto is a political party blueprint or belief and program prepared to be used specifically to win the support of the electorate during the election. Similarly option B ‘Judiciary’ was not a relevant response because the Judiciary is one of the important pillars of the state whose responsibility is to interpret the law and administer justice in the country. Option D ‘Government’ was irrelevant because the government is one of the components of the nation and it is composed of people whose responsibilities are to administer the State and maintain law and order.

Item (xvii) required the students to identify the pillars of family stability. The correct response was D ‘love, peace, respect and proper morals’. Students who opted for A ‘shelter, peace, food and clan,’ B ‘morals clothing, respect and clan,’ and C ‘shelter clothing, food and proper morals’ were not conversant with the pillars of family stability.

Item (xviii) required the students to identify the chief advisory organ of the President of the United Republic of Tanzania. The correct response was B ‘the cabinet’. Other responses such as A ‘the judiciary’ were irrelevant because according to the principle of separation of powers the Judiciary is an organ independent from that of the executive whose duty is to administer justice in the country. Option C ‘the military forces’ was not a correct response because the core function of the military forces is to defend the country against internal and external enemies. Lastly, distractor D ‘the civil service’ refers to the government departments and the people who work for them.

Item (xix) required the students to identify the proper term for the social relationship between men and women. A good number of students managed to choose a correct response A ‘Gender’ because gender is a topical issue in the society. Few students went astray by choosing B

‘sex’ which refers to the biological difference between men and women. Option C ‘gender role’ also attracted a good number of students as they could not differentiate between gender and gender roles. As a matter of fact gender roles are socially defined activities which could be performed by men and women in any society. Lastly, option D ‘gender equity’ was equally plausible to the ill prepared students. In fact gender equity refers to the process of being fair to both women and men based on the principles of fairness and justice.

Item (xx) required the students to identify the people who flee their countries to go and settle in foreign countries because of insecurity in their home countries. Students who are knowledgeable were able chose a correct response C ‘Refugees’. Many students who went astray were attracted by option D ‘citizens by descent’ which was not a relevant response because it refers to citizenship acquired by an individual when one of the parent was a Tanzanian at the time of birth and therefore had no relationship with the people who flee their home country for fear of insecurity as required in the question. Other alternatives such as A ‘dual citizens’, B ‘terrorists’ also attracted a sizable number of ill prepared students.

2.2 Question 2: Matching Items

The question required the students to match the items in List A with the responses in List B by writing the letter corresponding to the correct responses in the table provided. List A had definition or descriptions of concepts related to democracy while List B contained various concepts and terminologies on democracy.

The performance in this question was good as only a few students (6.95%) scored 0, 41.71 percent scored from 1 to 5 marks, 38.39 percent scored from 6 to 10 marks and 12.95 percent scored from 11 to 20 marks. The student performance in this question is more illustrated in figure 1.3.

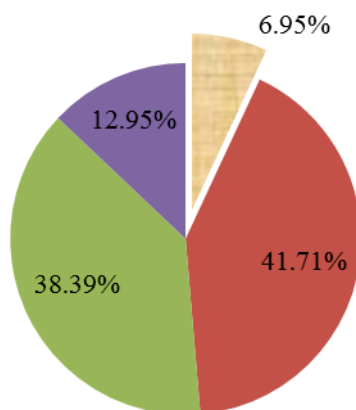


Figure 3: The percentage of student's performance in four categories.

Item (i) tested the students knowledge of the voting system whereby people are involved in making decision on issue of great national importance. The item posed a challenge to a good number of students as only few students managed to identify the correct response which was I 'Referendum'. On the other hand, the incorrect responses which were most liked by students were C 'Secret ballot box', E 'Democracy' G 'Multiparty system;' and L 'Political campaign'. The failure of some students to match the item with the correct response is an indication that the teaching and learning of concepts related to democracy are not exhaustively tackled.

Item (ii) required the students to identify a group of people who are legally organized together with the major intention of capturing the state power through election. A good number of students were able to choose the correct response J 'A political party'. A few students went astray by matching the item with either A 'Constituency', E 'Democracy' or G 'Multiparty system'. Response A 'Constituency' for example, was not relevant because a constituency refers to a voting area represented by one Member of Parliament. Likewise, option E 'Democracy' was not relevant because it refers to the government of the people by the people for the people. Option G 'Multiparty system' was also irrelevant because it refers to the political system whereby there is more than one political party.

Item (iii) tested the students' knowledge of the election conducted to fill in a vacant position of the parliament. The majority of students managed to identify the correct response K 'by-election'. A few students went astray by choosing options I 'Referendum', D 'A polling station' and G 'Multiparty system'. As a matter of fact, option I 'Referendum' was irrelevant because it is conducted to decide on important national issues such as the constitutional changes whereby all citizens are involved while option D 'A polling station' refers simply to a place where election takes place and option G 'Multiparty system' simply refers to the system of having more than one political party in the country.

Item (iv) required the students to identify a legally organized group of people whose major intention is to influence government policies and decision on specific issues. The correct answer was M 'Pressure group'. However, a good number of students went astray by matching with J 'A political party'. Such students failed to differentiate between a political party and a pressure group. As a matter of fact, the major aim of any political party is to capture state power while a pressure group only seeks to influence government policies on certain issues. Other ill prepared students fell prey to option E 'Democracy' and N 'one party democracy'.

Item (v) required the students to identify the voting area represented by one Member of Parliament in the National Assembly. A satisfactory number of students managed to choose a correct response A 'Constituency' which indicated that the students were conversant with the topic on democratic election. However, some of the students failed to identify the correct response by opting for D 'Polling station' and J 'A political party'. The students who selected these options demonstrated inadequate knowledge of democracy.

Item (vi) required the students to identify the type of an electoral system which allocates parliamentary seats according to the percentage of popular votes obtained in an election. A satisfactory number of students were able to choose the correct response O 'Proportional representation' because they had adequate knowledge of the topic on the democratic election. However, some incorrect responses also attracted a significant number of students such as I 'Referendum', C 'Secret ballot box' and G

‘Multiparty system’. This is also an indication of poor students’ mastery of the topic on Democratic Elections.

Item (vii) tested the students knowledge of the collective name for the list of rights and freedom that are guaranteed in the constitution. The students who managed to choose the correct response B ‘Bill of rights’ had knowledge of the rights and freedom enshrined in the constitution. On the other hand, incorrect responses such as H ‘Rule of law’ and I ‘Referendum’ attracted few students.

In item (viii) the students were required to match a place where voting takes place with the correct response from list B. The students who managed to choose the correct response D ‘A polling station’ had adequate knowledge of terminologies related to the electoral processes while students who opted for the incorrect responses A ‘A constituency’, C ‘secret ballot box’ and L ‘Political campaigns’ demonstrated lack of adequate knowledge on different terminologies associated with the electoral process.

In item (ix) the students were required to match the statement ‘the government of the people, by the people, for the people’ with the correct response from list B. The students who managed to choose the correct response E ‘Democracy’ demonstrated knowledge of the famous definition of democracy as propounded by former American President Abraham Lincoln. All the same, other distractors chosen by the students who had no knowledge of the concept of democracy included H ‘Rule of law’, N ‘One party democracy’ and G ‘Multiparty system’.

Item (x) required the students to match the statement ‘provides an opportunity to form a different government when the ruling party loses an election’ with the correct response from list B. The students who managed to choose the correct response G ‘Multiparty system’ demonstrated knowledge of political systems. On the other hand, the students who lacked specific knowledge of the democratic process chose such responses as E ‘Democracy’, J ‘A political party’ and O ‘Proportional representation’.

2.3 Question 3: True and False

The question consisted of ten (10) items featuring the topics of Government of Tanzania, Our Nation. Road Safety Education; Promotion of Life Skills; Family Life; Democracy and Human Rights. The students were required to write TRUE if the statement was correct or FALSE if the statement was not correct.

The students' performance in this question was good as 57.4 percent scored from 6 to 10 marks out of the 10 allocated marks, 40.1 percent scored 3 to 5 marks, 2.4 percent scored from 1 to 2 marks and only 0.1 percent scored a 0 mark.

Students who scored 6 to 10 marks, demonstrated knowledge of the subject matter by identifying the correct response. Extract 3.1 represents one of the students who responded correctly to all the items in question 3.

Extract 3.1

3. For each of the following statements, write **TRUE** if the statement is correct or **FALSE** if the statement is not correct.
- (i) The development levy is one of the important sources of local government revenue. FALSE
 - (ii) The National Anthem has four verses. FALSE
 - (iii) The national flag is hoisted at half-mast in the event of a national disaster or sorrowful event. TRUE
 - (iv) A situation when there is a queue of vehicles on the road is referred as traffic jam. TRUE
 - (v) Ability to think and come up with new ideas is called creative thinking. TRUE
 - (vi) Limitations of human rights is aimed at making the citizens fearful of their leaders. FALSE
 - (vii) The first important step that helps a person to make a healthy decision is an evaluation of alternative solution. FALSE
 - (viii) Tanzania is a Republic headed by an executive President. TRUE
 - (ix) A bill is a proposal for a new law tabled in the parliament. TRUE
 - (x) The friendship which develops between a man and women before marriage is known as premature marriage. FALSE

In extract 3.1 a student demonstrated knowledge of the subject matter by providing correct responses to all the items.

Item (i) required the students to state whether it is true or false that the development levy is one of the important sources of local government revenue. The correct answer in this item was 'false'. Students who managed to write the correct option demonstrated knowledge of sources of local government revenue and awareness of the fact that the development levy is no longer a source of local government revenue. On the other hand those who were unable to write the correct option lacked knowledge of sources of local government revenue.

Item (ii) required the students to state whether it is true or false to the statement that the National Anthem has four verses. The correct response in this item was 'false'. Students who managed to write a correct response were familiar with the two verses of the National Anthem. On the other hand, the students who failed to provide a correct response were not aware of the number of verses in the National Anthem.

Item (iii) featured the topic of 'Our Nation' which required the students to state whether it is true or false that the National flag is hoisted at half-mast in the event of a national disaster or sorrowful event. The correct response was 'true'. The students who managed to write the correct answer had knowledge of the importance of the National flag and the protocols which govern its hoisting. Students who failed to write a correct response were not aware of the practice governing the hoisting of the National flag.

Item (iv) required the students to write whether it is true or false when a queue of vehicles on the road is referred to as traffic jam. The correct response was 'true'. Students who provided a correct response demonstrated knowledge of road safety. A few students failed to provide a correct response, probably due to lack of road safety education or inadequate English Language skills hence failed to figure out the concept of traffic jam.

Item (v) required the students to write true or false to the statement that ability to think and come up with new idea is called creative thinking. The correct option was 'true'. Students who were able to provide correct response demonstrated knowledge of the skills of making effective

decision making. On the other hand, the students who failed to provide a correct response demonstrated poor mastery of life skills.

Item (vi) required the students to write true or false against a statement that limitations of human rights is aimed at making the citizens fearful of their leaders. The correct answer was 'false'. The students who managed to write a correct response were knowledgeable of concepts concerning human rights. As a matter of fact, limitations of human rights are restrictions put by the law for the sole purposes of securing due recognition and respect of the rights and freedom of others so as to meet the just requirements of morality, public order and the general welfare in a democratic society. On the other hand, students who failed to provide a correct response lacked adequate knowledge of the concept of human rights.

Item (vii) required the students to write true or false to the statement that the first important step that helps a person to make a healthy decision is an evaluation of alternative solution. The correct response was 'false'. Students who managed to provide a correct response were familiar with the steps involved in arriving at a healthy decision. The first step involved in making a healthy decision is to define the problem followed by listing of alternatives to the problems, then stating the criteria to consider. Evaluation of alternative solution is the last but one stage in a healthy decision procedure. On the other hand, students who failed to choose a correct response were not conversant with the steps involved in making a healthy decision.

Item (viii) required the students to write true or false to the statement that Tanzania is a Republic headed by an executive President. The correct response was 'true'. Students who provided a correct response were aware of the fact that the Constitution of the United Republic of Tanzania provides for an executive President since 1962 whereby she/he is both the head of State and government. On the other hand, students who went astray lacked knowledge of the topic of Government of Tanzania.

Item (ix) required the students to write true or false to the statement that a bill is a proposal for a new law tabled in the parliament. The correct

response was 'true'. Students who managed to provide a correct response were knowledgeable of the law making process in the parliament. Before a law is enacted it has to go through several stages, at the initial stage of discussion it is normally referred to as a bill. A bill becomes a law after being approved by members of parliament and when the President of the United Republic of Tanzania assents it. On the other hand, students who went astray lacked knowledge of the law making process in the parliament.

Item (x) required the students to write true or false to the statement that the friendship which develops between a man and woman before marriage is known as premature marriage. The correct answer was 'false'. Students who managed to write the correct answer had knowledge of courtship which simply refers to two people of different sex developing relationship. This relationship is always followed by engagement. Courtship normally gives young unmarried people ample time to have romantic relationship with each other as part of preparation towards adulthood as such it cannot be considered as premature marriage. However, the students who failed to choose a correct response had inadequate knowledge of courtship and marriage.

Despite an encouraging good performance by many students in this question, it has been noted from the analysis that few students 348 (0.1%) scored 0. The most notable weaknesses include lack of knowledge of the subject matter, failure to address the questions demands, and poor English Language skills. Extract 3.2 shows a response from a student who failed to score even a single item in this question.

Extract 3.2

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

- (i) The development levy is one of the important sources of local government revenue. The anda skatifa
- (ii) The National Anthem has four verses. Recot dalshe endry
- (iii) The national flag is hoisted at half-mast in the event of a national disaster or sorrowful event. ndanda skatifa
- (iv) A situation when there is a queue of vehicles on the road is referred as traffic jam. stute ndatifa
- (v) Ability to think and come up with new ideas is called creative thinking. ndatifa ndatifa
- (vi) Limitations of human rights is aimed at making the citizens fearful of their leaders. M-tatifa ndatifa
- (vii) The first important step that helps a person to make a healthy decision is an evaluation of alternative solution. ndatifa ndatifa
- (viii) Tanzania is a Republic headed by an executive President. ndatifa ndatifa
- (ix) A bill is a proposal for a new law tabled in the parliament. ndatifa ndatifa
- (x) The friendship which develops between a man and women before marriage is known as premature marriage. ndatifa ndatifa

In extract 3.2, a student failed to address the demands of the question by writing incomprehensible responses.

2.4 Question 4; Comprehension

The students were required to read the passage carefully and then answer the questions that followed. The passage was about the Roles of Judiciary. The intention was to measure students' ability to comprehend information related to Civics subject matter.

This question was attempted by 363,197 students of which 4 percent scored a 0 mark, while 13.6 percent scored from 1 to 2 marks. Majority of students (48.2%) scored from 3 to 5 marks and the rest (34.2%) scored from 6 to 10 out of 10 allotted marks.

Item 4 (a) required the students to suggest a suitable title of the passage. The correct title of the passage was either “ROLES OF THE JUDICIARY”/“FUNCTIONS OF THE JUDICIARY” or “POWERS OF THE JUDICIARY”.

The students who provided a correct title demonstrated enough knowledge and skills in answering comprehension questions. On the other hand, students who failed to identify the title responded by basing on what they knew rather than looking at the content contained in the passage. Some were directly picking some sentences from the passage. To illustrate the case, the following titles were written by students:

- (i) *REGISTRATION*
- (ii) *In this way the judges can make judgments without JUDICIARY*
- (iii) *Carefully and then answer the question that follow*
- (iv) *This is the why the judiciary must be independent*
- (v) *They also settle disputes between the different branches of government.*
- (vi) *These ensure that laws are obeyed.*

Such students whose responses are quoted above and many others who could not provide relevant title demonstrated lack of understanding of the requirements of the question. This might be attributed to poor English Language skills.

Item 4 (b) required the students to mention two functions of the judiciary. Some students were able to identify the functions of the judiciary such as to provide justice to citizens, interpret laws, settle disputes between different branches of the government and ensure compliance of the law. On the other hand, some students were not able to mention the functions, instead they copied some sentences from the passage, and presented them as answers to this question.

Item 4 (c) required the students to give the meaning of the concept, ‘an independent judiciary’. Only few students managed to respond correctly to this item which demonstrated that they had knowledge and skills of interpreting comprehension questions. The majority were not able to comprehend the passage hence provided irrelevant responses. For

instance, some pointed out that independent judiciary refers to the President's powers to dismiss the judges while others conceived it as the branch of the judiciary.

Item 4 (d) required the students explain in what way the independence of judges is protected. The majority of the students were not able to comprehend the passage. Only few students were able to write the correct response, that is, the independence of the judges is protected by the constitution; the constitution guarantees the independence of the judges.

Item 4 (e) required the students to define judicial review. The correct response was that judicial review is the power to declare wrong any law or action by the executive or legislature which contradicts with the national constitution. Students who managed to respond well to this item demonstrated knowledge and skills in interpreting comprehension questions. On the other hand, students who failed to interpret this statement, lacked skills in reading and interpreting the passage. As a result, they ended up copying sentences in the passage instead of interpreting the statement. For example, one candidate responded as follows; *the constitution of Tanzania supports the independence of the Judges*. This response indicates that the candidate did not have the skills to understand and interpret the passage accordingly.

Generally, students who scored high marks, that is, from 6 to 10 were able to provide responses such as relevant title, they correctly interpreted concepts in comprehension question and they successfully used their knowledge of the topic on government to tackle some of the items in the passage. The following extract (4.1) is an illustration of a good response in this question.

Extract 4.1

Questions

- (a) Suggest a suitable title for the passage.
A suitable title is FUNCTIONS OF JUDICIARY.
- (b) Mention two functions of the judiciary.
- (i) To settle disputes between different branches of government
- (ii) To interpret laws and provide justice to citizens.
- (c) What is the meaning of an independent judiciary?
- Is the judiciary whereby judges can make decisions without fear of being penalized by the executive
- (d) In what way is the independence of judges protected?
The independence of judges is protected by the constitution.
- (e) What is judicial review?
Is the power to declare as wrong any law or action by the executive or legislature which contradicts with national constitution

In extract 4.1 students were able to provide relevant responses of comprehension questions.

On the other hand, the students who scored poorly lacked knowledge of the subject matter and had poor mastery of English Language hence they could not understand the requirement of the questions or present their responses. The majority of them ended up in uplifting some sentences from the passage and treated them as the answers to the questions asked. Extract 4.2 is an illustration of a poor response in this question.

Extract 4.2

Questions

- (a) Suggest a suitable title for the passage.
----- False -----
- (b) Mention two functions of the judiciary.
(i) ----- True -----
(ii) ----- False -----
- (c) What is the meaning of an independent judiciary?
----- True -----
----- True -----
- (d) In what way is the independence of judges protected?
----- True -----
----- True -----
- (e) What is judicial review?
----- False -----
----- False -----

Extract 4.2 presents a work of a student who failed to respond to the comprehension question by merely writing 'True' and 'False'.

2.5 Question 5: Definition of Concepts and their Importance

This question had ten items (i – x). Students were required to define the concepts given and for each to give two importance. The performance in this question was average as 15.6 percent of students scored 0, 51.4 percent scored from 1 to 11 marks, 18.5 percent scored from 12 to 20 and 14.5 percent scored from 21 to 40 marks.

The reasons for the poor performance of the students who scored 0 (15.6%) were lack of knowledge of the concepts, misconception, inadequate English Language skills and complete lack of English Language skills as evidenced by failure of the students to attempt some of the items and complete omission of the items in this question. Some students who lacked English Language skills wrote things which were

incomprehensible. Others reproduced some items from question 2. Extract 5.1 is an illustration of such cases.

Extract 5:1

5. Define the following concepts and for each give two points on its importance:
- (i) Marriage
Definition: This means the power to declare as wrong any law or action by the executive or legislature
Importance: A voting system whereby people are invited to decide on issues of great national importance. A group of people legally organized together whose major intention is to...
 - (ii) National Anthem
Definition: provides an opportunity to form a different government when the ruling party
Importance: voting area represented by one member of parliament in the national assembly. A place where voting takes place. government importance when the ruling party assembly
 - (iii) Social skills
Definition: An electoral system which allocates parliamentary seats according to the percentage
Importance: A legally organized group of people whose major intention is to capture state power through election. voting area represented by one member of parliament voting

In extract 5.1, the student reproduced from question 2 matching items as responses for question 5.

On the other hand, students who scored from 21 to 40 marks (14.5%) demonstrated mastery of the subject matter, identified the demands of each item and were able to construct coherent sentences. Extract 5.2 is an illustration of a good response to this question.

Extract 5.2

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

(i) Marriage

Definition: Is the permanent legal bond between man and woman that leads into living together as husband and wife.

Importance: 1. Marriage helps the people who are married to be given a special respect in the society.

11. Helps the members to be dependant to each other and learn how to sustain life.

(ii) National Anthem

Definition: National song that is sung to show patriotism and solidarity of the people, it can also be the prayer of a country.

Importance: Helps to show the sign of patriotism that the people are proud of their country and they love it. AND Is the sign of freedom from being ruled with another country or people.

(iii) Social skills

Definition: These are the abilities of a person to live well in the society with other members.

Importance: Social skills help a person to be respected and be a good example to the society. example one is respected due to effective communication. AND Helps a person to have mercy and be considerate to other people in the society.

Extract 5.2 is part of a good response from the students' script. The student provided definitions of the concepts and their importance.

Item 5 (i) required students to define the term marriage and give two importances. One Student defined marriage as *the legal relationship between a man and a woman who become husband and wife*. Some of the sampled responses on the importance of marriage were *Regulates*

sexual behavior and help to maintain social status, norms, customs and traditions of the society.

On the other hand, the students who misunderstood the term provided a diversity of definitions such as *Marriage as the process of women and man to get one house, marriage is the friendship which develops between a man and women before marriage, and marriage is a gift that is given to the bride or his parents by her future husband in consideration for the marriage.*

Some of the sampled irrelevant responses on the importance of marriage include *marriage help to freedom, source of child, marriage is a symbol of national unity, it enables a man and woman to apply life skills so that they be acceptable in the society, it helps to build friendship and courtship with different people.*

Item 5 (ii) required the students to define the term National Anthem and give two importances. One student defined National Anthem as *the official song of the nation; It is played or sung on special occasions.* On the importance of National Anthem some of the sampled responses include *the National Anthem is the identity of a country outside its borders or world, secondly, makes a country feel proud of itself, thirdly, instills a sense of belongingness to the citizens and National Anthem unifies citizens of a given country,*

On the other hand, one student who did not know the definition of the National Anthem argued that *the government uhuru independence or uhuru torch.* Some of the sampled irrelevant responses on the importance of the National Anthem include *it is a source of bless Tanzania, source of freedom of Tanzania, it is entertainment, it stimulate the development by encouraging citizens to work hard, it is a nice song when sung and it stimulates the tradition of Tanzania.* Some of them reproduced some verses of the National Anthem which is an indication that they did not understand the requirements of the question.

In item 5 (iii) students were required to define the term social skills and give two importances. One student who provided a relevant definition argued that *social skills refer to the ability to understand and live in a*

peace and harmony with others. On the importance of social skills, the sampled responses from the students scripts include *social skills give an individual knowledge to live according to the standard of a society, it helps an individual to take control of his or her life by resisting negative influence from others.* The relevant response is an indication that the students had adequate knowledge of the concept of social skills and its importance.

On the other hand, some students confused the definition of the concept of social skills with that of life skills by defining social skills as the ability of an individual to apply mental and physical efforts so as to control an environment and society at large. Other sampled responses defined social skills as *those social skills are skills and knowledge accepted by the whole society, the ability of person commodity changes for other commodities, the ability of the people to satisfy their environment.*

On the importance of social skills, one of the students who did poorly argued that *the social skills it help to mangos, it help to chicken and it help to change, provides social services like roads, water and hospital.* By and large, students who failed to provide relevant responses lacked knowledge of the subject matter and had poor English Language proficiency.

Item 5 (iv) required the students to define the term limitation of human rights and give two importances. One student who was knowledgeable provided the following definitions: *limitation of human rights as the restrictions put up by the law for sole purpose of securing due recognition and respect of the rights and freedom of others the aim is to meet the just requirements of morality, public order and the general welfare in a democratic society.*

On the importance of limitation of human rights some of the students' sampled responses include *limitation of human rights help to protects the rights of the disadvantaged groups such as children, disabled, elderly and women, to ensure peace and order are maintained in the society, to allow the state organs to conduct lawful acts and to control the government from abusing its powers to the extent of interfering the*

rights of other people and it helps to reduce power of government and its political leaders to its people of a certain country.

Some of the students who went astray had problems in English Language and they did not master the topic on human rights. Some of them reproduced an item from question 3 which was related to item 5 (iv) that is, *limitation of human rights is aimed at making the citizens fearful of their leaders*. Another candidate defined limitations of human rights as *the problems facing the human rights especially women human rights and limitation of human rights refers to the process of unfair provision of rights to people of special groups*.

On the importance of limitations of human rights, the following were some of the sampled irrelevant responses; *the right to work, the right to life, the right to washing, to encourage clear separation of powers so as to avoid anyone being above the law*.

Item 5 (v) demanded the students to give a definition of the term local government and give two importances. Some of the students' responses on the definition of local government include;

The system of self-governance overseen by a democratically elected body of councilors. It is responsible for the development, maintenance of peace and order and administration of a specific locality

OR

Local government is a sub – regional administrative unit which is an agent of the central government but also has authority over its locality.

On the importance of local government, some of the sampled students' responses include;

promotes social services and economic welfare of all people within the area of its jurisdiction, consider, regulate and coordinate projects and plans, make by laws in their localities, promote peace and order in their localities, provides democratic and accountable government for local communities and collect proper utilization of revenue in providing important services such as health and education.

The relevant responses demonstrated that the students had knowledge of the subject matter.

On the other hand, some of the students who were not conversant with the concept provided various irrelevant definitions of local government. Such as *the group of people responsible for controlling the country or state*. Other sampled definitions included *local government is a group of people living together*; *Local government is a legally organized group of people whose major intention is to influence government policies and decisions on specific issues*; and

Local government is a national assembly that is made up of two categories, district authorities and regional authorities in a country.

On the importance of local government, one student argued that *it enables citizens who are 18 years and above to vote for their representatives, solve small cases like man beat his wife and helps to get free and fair election and helps to control our votes*. All in all, students lacked adequate knowledge of the local governments.

Item 5 (vi) required the students to define the term family and give two importances. One of the sampled responses from a knowledgeable student defined a family as *the group of people who are related by blood, marriage or adoption*. On the importance of family, the following varieties of responses were provided by students *the unit through which children are taught the customs of their society e.g. different types of work like farming and fishing; it provided an environment where children learn useful knowledge; desirable attitude, values and skills, and it helps to ensure the continuity of human being, that is as a setting where children are born and reared*.

On the other hand, the sampled varieties of the definition of family provided by ill prepared students include *family as the smallest unit of production in the society, father, mother and children of common the local government, is the smallest unit at the leadership whereby it is the one which is the source of good morals*. On the importance of family the following are sampled wrong responses: *family is the smallest unit in*

national development, family of the children what the father of the mother my name is the family, it helps people to come with new ideas or to be a creative thinking. These responses indicate that the students were not conversant with the concept of family and its importance. The situation was compounded by poor English Language proficiency.

Item 5 (vii) required the students to define the term free and fair election and give its importance. One student who provided a relevant response defined free and fair election as *an election which gives all competitors an equal chance for campaigning and eventually winning or losing the election in a secret ballot.*

As for the importance of free and fair election, the students provided such responses as *free and fair election helps to establish a legitimate government, helps to strengthen, democracy in a country as the leadership is changed peacefully, guarantees continuous representation and accountability of elected leaders to the society and promote a viable multiparty system.*

On the other hand, one student who failed to provide clear definition of free and fair election stated that free and fair election *is the process of choose leaders of political meetings designed to win voters for a certain candidate or political party*, another student argued that *free and fair election is the place where voting takes place.* One notable observation is that some students because of inadequate knowledge and poor English language skills reproduced some of the items from question 2 matching items as definition of free and fair election as follows *free and fair election is election conducted to fill in a vacant position of the parliament.*

On the importance of free and fair election, one of the sampled irrelevant responses from the students' scripts was *it helps people to speak problems for government or in the village government and to help me problems in my life.* The students who failed to provide relevant responses had inadequate knowledge of the topic on free and fair election. Furthermore, such students were not conversant with English Language.

Item 5 (viii) required the students to define the term citizenship and its importance. One student defined citizenship as *the legal right of a person to belong to a particular country*. As for the importance of citizenship, the sampled responses include; *citizenship enables a person to exercise his or her legal rights in the country, it allows a person to participate in civic activities such as voting, it enables a citizen to get protection and legal rights from his/her country and it entitled a person to own certain types of properties e.g., land*.

On the other hand, the following are samples of irrelevant responses on the definition of citizenship from the students' scripts;

the system of being safe and live peaceful life in the nation without any fear, is the people who live in the city and then that people have mother or father before dead on the city and is the period when a man and woman become friend and partners for purposes of marrying each other and prepare for a happy and helps to face a fair judgment..

On the importance of citizenship the following are samples of responses from the scripts of students who went astray;

it promotes peace and love between culture and culture, it helps to reduce their different language in the country and helps us to know how the country is governed, is one of the things which can make a national big and have many people, helps partners to understand each other weakness and problems about what a man or woman doesn't like eg selfishness, prostitution and helps for partners to prepare for a happier life and face a fair judgement about their marriage----

Inadequate English Language skills were also a contributing factor for the poor performance. One would expect that many students could be able to respond well to this question given the fact that it is one of the topics which can easily be learned from different sources.

Item 5 (ix) required the students to define the term problem solving techniques and give two importances. One student with adequate knowledge defined it as;

Problem solving techniques as the ways that a person or community deals with a difficult situation. This usually involves analyzing a problem to determine the best way of reducing or eradicating it.

As for the importance of problem solving technique the sampled responses include;

Problem solving techniques helps to make constructive decision and tackle problems which seem to be complete for the betterment of the society at large; helps to minimize conflicts, stress, frustrations and misunderstandings; Helps to ensure that all members of the society or community are treated equally and fairly; and it helps to improve the living standards of the society i.e by improving housing and health services.

On the other hand, one student who was not knowledgeable defined problem solving techniques as *the ability to think and come up with new ideas*. On the importance of problem solving techniques the sampled responses include: *it helps to get good friends, it helps to undergo stress in the human body, to help of change mind by election, ensure all member to the society are treated fairly, helps a person to gain respect, it protect the nation*. The students who failed to provide relevant responses; they lacked knowledge on the subject matter and had poor English Language proficiency.

Item 5 (x) required the students to define the term legislature and give its importance. One student who provided a correct relevant response defined legislature as;

The law making organ of the government. In a democratic state it composed of elected representatives who make decision on behalf of the citizens.

As for the importance of the legislature, the sampled responses from the scripts of students include:

Legislature makes and amends Laws; it discusses and approves the government budget; It ratifies international treaties and agreements entered between the government and international organization or countries; it represents peoples' will in the governance of the state; and it approves the appointment of the Prime Minister.

On the other hand, the following are varieties of irrelevant definitions of legislature provided by students: *the type of central government which to make decision in the government; is the type of central government which deals with interpret and obey laws to criminals.*

On the importance of legislature, some of the sampled varieties of irrelevant points were; *legislature make a country to be with security all the time without fear of war, It is a source of group of people, sources of academic, sources of transport and sources of good, it makes the people to live comfortable because it helps to make security in the city and also in the country, it ensure that the law are obeyed, helps to reduce criminals by fighting criminals.* This narrow conception of legislature is an indication that students superficially learned this sub-topic.

3.0 CONCLUSION

The analysis of the students performance questionwise shows good performance since the percentage of students with 30 percent marks and above was high in the assessment. The questions were set from the following topic; Our Nation, Promotion of life skills, Human rights, Responsible citizenship, Family life, Road safety Education, Government of Tanzania, Democracy and Work.

Question number 3 (True and False items) had excellent performance of 97.5 percent. The topics tested in this question were; Government of Tanzania, Road Safety Education, Promotion of Life Skills, Human rights, Family Life and Democracy. Question number 1 (Multiple choice questions items) ranked second (88.1%), question number 4 (Comprehension) on Government of Tanzania ranked third with 82.4 percent, Question number 2 (Matching items) featuring the topic on

Democracy ranked fourth with 51.4 percent and question 5 (definition of concepts and its importance) had an average performance (33%).

Furthermore, for clarity of analysis in the appendix a green colour indicates good performance (50-100%), yellow colour average performance (30-49%) and red colour indicates weak performance (0-29%) *see appendix*.

Despite the notable good performance by many students, comparison between FTNA 2014 and FTNA 2015 Civics performance indicates that the FTNA 2015 Civics performance declined (*see figure 1.1*). The students' performance for question 5 for example, has been average for two consecutive years with the FTNA 2015 performance showing a negative trend from the average of 42.3 percent in 2014 to 33 percent in 2015. This is not a healthy development and it necessitates concerted efforts to improve the teaching and learning of Civics subject. Another important observation noted is poor English Language skills among most of the students. Some students could have performed better but due to English Language barriers their performance was somehow affected.

4.0 RECOMMENDATIONS

In order to improve the students' knowledge and sustainably maintain their performance it is recommended that:

- (a) Teachers should be encouraged to effectively cover the stipulated topics in the syllabus so that students can be in a better position to tackle all questions set from the syllabus.
- (b) The students should read carefully the assessment questions in order to be in a better position to identify the requirements of each question.
- (c) Teachers should employ a variety of teaching and learning techniques so as to encourage their students to develop keen interest in the Civics subject. This may include study tours and invitation of guest speakers.

- (d) Assessments set at school level should be of acceptable standards and quality. For example matching item questions should be from a homogenous topic or content.
- (e) Civics clubs and inter-school debating clubs should be encouraged so as to broaden students' knowledge of cross cutting issues and improve their English Language proficiency.
- (f) School administrations and managements should avail to students enough Civics and other relevant text books and at the same time a reading habit should be cultivated to students.

Appendix

ANALYSIS OF STUDENTS' PERFORMANCE PER QUESTION

SN	Topic	Question number	The percentage of students who scored 30% and above	Remarks
1	Government of Tanzania, Our Nation, Road safety Education, Promotion of life skills, Human Rights, Family life and Democracy	3	97.5	Good
2	Human Rights, Our nation, Government of Tanzania, Democracy, Family life, Road safety Education, Promotion of life skills, Work and Gender.	1	88.1	Good
3	Comprehension – Government of Tanzania	4	82.4	Good
4	Democracy	2	51.4	Good
5	Our nation, Promotion of life skills, Human rights, Government of Tanzania, Family life, Democracy and Responsible Citizenship	5	33	Average

