



**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) 2021**

**CIVICS**





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**011 CIVICS**

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## **FOREWORD**

Students Item Response Analysis Report (SIRA) for Civics subject provides feedback to students, teachers, policy makers, curriculum developers and other education stakeholders on the 2021 Form Two National Assessment (FTNA). It gives an analysis on how students responded on the assessment items in this subject. This is because the students' responses help to discover what they have achieved in Forms One and Two while they are still in the process of learning. It also shapes them on what comes next if they are ready to move on the right path.

Student's performance in Civics subject in FTNA 2021 was good as 428,023 (71.13%) students passed the assessment. When compared with that of FTNA 2020, the results show a declining trend by 14.44 per cent as a total of 514,217 (85.57%) students passed. The students who passed demonstrated adequate knowledge of the topics from which the questions were set. They identified the demands of the questions, had skills in answering questions related to comprehension and above all, they had adequate English language skills.

Nevertheless, the weak scores were due to students lack of adequate knowledge on the sub topics from which the questions were set. Likewise, some of them failed to identify the demands of the questions while others lacked specific skills in answering essays and comprehension questions. Also, poor proficiency in English language compounded this problem to some of the students. Finally, failure to adhere to specific question instructions, especially on how to respond to questions 1, 2 and 3 accounts to some students' weak performance.

The National Examinations Council of Tanzania expects that appropriate measures to enhance the performance of the students in Civics subject will be taken by various stakeholders given the feedback on students' performance analysis and the recommendations provided in this report.

Finally, the Council would like to thank the examination officers, subject examiners and all individuals who participated in the preparation and processing of data used in this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report analyses the performance of students in 011 Civics for Form Two National Assessment (FTNA) in 2021. The paper assessed students' competences (knowledge, skills and attitudes) according to the Form I and II Civics syllabus.

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

A total of 602,582 students sat for 011 Civics Form Two National Assessment in 2021. Out of these, 428,023 (71.13 %) students passed. In 2020, students who sat for Civics Form Two National Assessment were 601,389 out of which 514,217 (85.57%) passed. This indicates that the performance in 2021 has decreased by 14.44 per cent compared to the 2020 performance. The students' performance in FTNA 2021 is illustrated in Table 1.

**Table 1: Students' Performance in Civics Subject in the FTNA-2021**

SEX	GRADES					PASSED	
	A	B	C	D	F	Number	Percentage
M	15,983	16,522	66,124	107,459	69,512	206,088	74.78
F	11,456	12,139	59,942	138,398	104,205	221,935	68.05
Total	27,439	28,661	126,066	245,857	173,717	428,023	71.13

The analysis of performance in each question has been presented in this report. The analysis highlights the requirements of each question as well as the strengths and weaknesses of students' responses. The percentage of scores for each question is presented in graphs and charts. Furthermore, samples of good and poor responses extracted from the students' scripts are presented to illustrate some of the cases.

The standard grading system used in FTNA assessment is in five categories; namely, A, B, C, D and F whereas, grade A – D are pass grade. Grade A is awarded to a student whose scores are within the range marks of (75-100)

signifying “excellent” performance, B (65-74) “very good”, C (45-64) “good”, D (30-44) “satisfactory” and F (0-29) “Fail”.

In this report three categories of scores have been used to analyse students' performance in each question. Scores ranging from 0 - 29 marks illustrate weak performance, 30 - 64 marks is average performance and 65 - 100 marks show good performance. Students' performance in each question is presented in graphs and charts using colours. The green colour shows good performance, yellow colour shows average performance and red colour shows weak performance. A summary of students' performance in each topic and question in the FTNA 2021 is shown in the appendix.

Finally, the report provides a conclusion and recommendations which are useful to students, teachers, parents and other education stakeholders to improve teaching and learning of Civics particularly to those topics in which students had weak performance.

## **2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION**

This section analyses the performance of students in each question. It shows the number of students who attempted each question and explains the quality of their responses. Students' performance in each question is also categorized as good, average and weak.

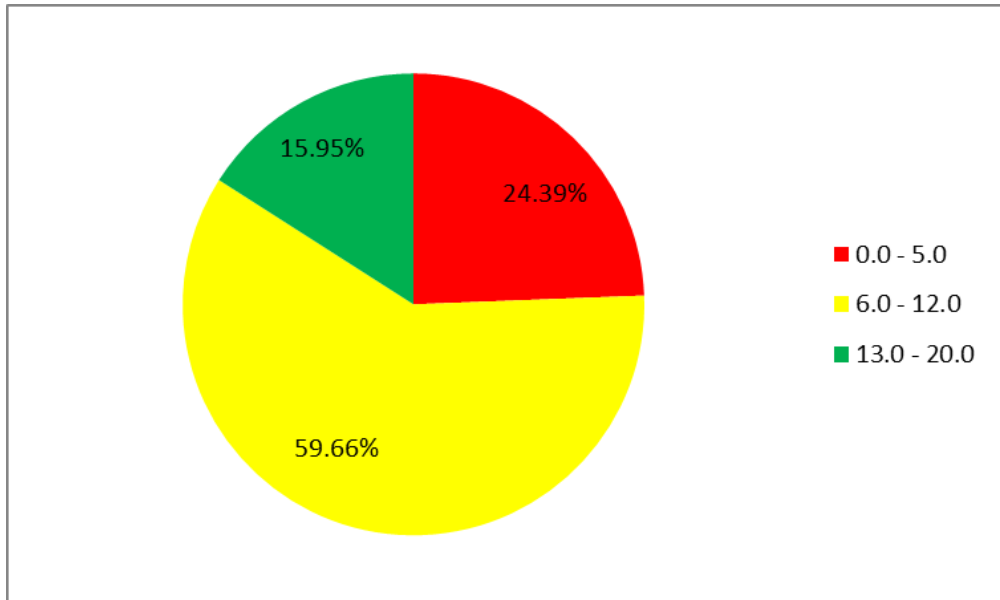
### **2.1 Question 1: Multiple Choice Items**

This question consisted of 20 multiple choice items derived from forms One and Two topics of the Civics syllabus. The topics are *Human Rights, Work, Government of Tanzania, Promotion of Life Skills, Responsible Citizenship, Proper behaviour and Responsible Decision Making, Family Life, Democracy, Road Safety Education and Gender*. In each of the items (i - xx), students were instructed to choose the correct answer among the four given alternatives (A-D) and write its letter in the box provided in the question paper. The items were intended to measure the students' understanding of concepts, events from various topics and their application in their daily lives.

The analysis of the students' performance in this question shows that 15.95 per cent of students had good performance by scoring from 13 to 20 marks, 59.66 per cent had average performance by scoring from 6 to 12 marks and only 24.39 per cent had weak performance with scores ranging from 0 to 5



marks out of the 20 marks allotted to this question. Figure 1 shows the performance of the students in question 1.



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

Figure 1 shows performance of the students in question 1 in which 75.61 per cent of the students scored from 6 to 20 marks.

The analysis of students' item responses is as follows: Item (i) tested students' knowledge on the meaning of human rights. Students with adequate knowledge on human rights issues opted for B "treatments and privileges for being a human being". These students were aware that human rights are the basic things that all human beings are entitled to because we exist as human beings. Also, these rights are not granted by any state because they are universal and inherent to every human being therefore, nobody should interfere with. On the other hand, students who opted for A "treatments and privileges for being a citizen of a given country", C "treatment and privileges for being a member of a political party" and D "treatments and privileges for being a citizen by birth in a given country" failed to recognise that human rights should be enjoyed by every human being irrespective of his or her citizenship, race, language beliefs, domicile, social, political and economic status or any other status.

Item (ii) tested student's ability to identify mental related works from the pairs of activities in the given four options. The students who opted for the correct answer A "banking and teaching" were aware that both banking and teaching do not involve much muscular energy. Banking is an act of handling money, credit and other financial transactions for individual customers and institutions. Teaching is the process of attending to students' needs, experiences, talents and abilities by involving them in the process of learning particular things, acquire new knowledge and develop new skills. Conversely, students who opted for B "fishing and farming" and C "mining and carpentry" failed to recognise that fishing, farming, mining and carpentry are not mentally demanding activities rather, they are more of physical works because they involve more use of physical strengths than mental skills. For example, fishing is the activity of catching fish and other aquatic animals for food, sport, hobby or business from different water bodies and farming is the activity or business of growing crops and raising livestock. Likewise, mining refers to the process or an industry which involves extracting metals and other valuable minerals from the earth or a mine. In addition, carpentry is the art of shaping and assembling structural wood work. Such students therefore, were not aware that carpentry refers to the activity or occupation of making furniture, buildings and other wood structures. The last option was D "communicating and mining". This option attracted some of ill-prepared students because it contained both physical and mental related activities. Communicating is a mental activity which involves sharing or exchange of information, news or ideas between or among destinations while mining is physical work related activity as seen before.

Item (iii) tested students' ability to identify the term referring to the process of making minor changes in the existing constitution from the given alternatives. Students who opted for the correct answer C "constitutional amendments" were aware that constitutional amendment is the process of modifying the existing constitution of a political organisation or other type of entity in order to cope with the demands of the current situation. On the other hand, those students who opted for incorrect options A, B and D were not aware that option A "writing constitution" refers to a process where by a formal document defining the fundamental principles that constitute the legal basis of a nation or organization is being written. Option B "constitutional suspension" was not a correct response because it refers to temporary stop or withholding a constitution from use or exercise until a further decision is

made. Those who opted for D “constitution proposal” were not aware that it refers to the suggested or drafted constitution bill for adoption or acceptance.

Item (iv) tested the students’ ability to differentiate individual/personal life skills from social life skills. The students were required to identify an option which is not a personal life skill among the four given alternatives. Students who were able to identify the correct answer D “empathy” had adequate knowledge that empathy is a social life skill which enables an individual to understand other people’s feelings and feel concerned about their problems. However, those students who opted for A “assertiveness”, B “self-esteem” and C “coping with stress”, did not recognise that the three skills are individual life skills. For instance, assertiveness, is individual’s ability to know what one wants and why and take necessary steps to achieve it. Likewise, self-esteem is an ability of a person to appreciate him/her-self and being confident about his/her appearance, personal abilities, competence and success in what he or she attempts and coping with stress refers to someone’s ability to master, minimize or tolerate challenges he or she is facing in life. These skills enable people to understand themselves better, that is, are concerned with knowing one’s strengths, weaknesses, knowing how one thinks, express opinions and feel.

In item (v) the students were required to choose from the given alternatives an option which refers to a name for an oath taken by the applicant in front of an official for being granted citizenship. Students who opted for the correct option B “affidavit” had adequate knowledge on the conditions to be fulfilled by an applicant in the process of granting citizenship in Tanzania. Likewise, they were aware that an affidavit is a written statement from an individual which is sworn to be true. It is an oath that what an individual is saying is the truth. Additionally, it is used along with witness statements to prove the truthfulness of a certain statements in court. Such students knew that an applicant is required to take an oath for the purpose of justifying his or her citizenship application. This oath serves as a declaration that he or she will be a good citizen and has denounced former citizenship. Students who chose the incorrect response A “certificate”, failed to understand that a certificate is a document that serves as evidence or as a written testimonial to justify the status, qualifications or the truth of something. Equally, option C “application” was incorrect because an application is a formal request of someone to be considered or to be allowed to do or have something like

citizenship submitted to an authority. These students, associated application with one of the conditions for being granted citizenship by registration or naturalization which requires a person to make an application to the Ministry of Home Affairs for being granted citizenship. Furthermore, the students who went astray by opting for D “referee” did not realize that a referee is a person who is willing to testify verbally or in writing about the character and ability of someone.

Item (vi) required the students to identify from among the given options, the means used to judge proper behaviours in the society. The correct response A “social norms of the particular society” was opted for by students who were aware that social norms are unwritten beliefs, attitudes and behaviours that are considered acceptable in a particular society. Such students were knowledgeable that norms are patterns of behaviour to be displayed by every member of a particular society through which bad or good behaviour is judged. On the other hand, students who opted for B “the constitution of a particular country” associated the basic principles and laws that govern the country which are found in constitution with standards of judging people’s behaviour in the society. Moreover, students who chose C “peer groups in the particular society” and D “elders in the particular society” lacked knowledge that peer groups and elders are not used to judge proper behaviour, rather they just influence it. For example, in some circumstances peer groups may lead to bad behaviour especially among the youths and cannot be used to judge the proper behaviour of a particular society. Similarly, elders, being a special group in the society, have influence in directing the behaviour of people because they are consulted in some decision-making due to their vast life experience.

Item (vii) required students to identify from the given alternatives a type of marriage whereby a couple becomes a husband and wife before the district commissioner. The correct response C “judicial marriage” was opted for by students who had adequate knowledge about family life; specifically types of marriages. They were aware that judicial marriage is done before the district commissioner. A good number of students opted for A “district marriage” as they were attracted by the word district used in the distracter and stem. Such students were confused by the fact that such marriages are officiated by the district commissioner. Those who opted for incorrect option B “early marriage” were unaware that this is a prohibited marriage as it is the union

between two people in which one or both partners are younger than 18 years of age. Also, they failed to differentiate between the types and legality of a marriage whereas such marriage cannot be officiated before a district commissioner or any other authority. Likewise, option D “traditional marriage” was incorrect answer because traditional marriage is a marriage conducted through traditional customary laws and regulations which differ from one society to another. That means it is a marriage officiated according to the historical norms of a given society usually for the primary purpose of establishing a family. It is mostly done under supervision of special group of people particularly elders of a given society and not officiated by the district commissioner.

Item (viii) tested student’s knowledge on different forms of government. Students were instructed to identify from the given options the form of government in which the king or queen is both the head of state and government. The correct response was C “absolute monarchy”. Students who opted for this correct response had the adequate knowledge on the various forms of the government. On the contrary, students who lacked the knowledge about forms of government opted for the following incorrect responses; A “communist government”, B “constitutional monarchy” and D “constitutional government”. Option A was incorrect because a communist government is the one in which the state plans and controls all the major means of production. Moreover, communist governments believe in the common ownership of the major means of production with free access to social services and classless society. Similarly, option B was not correct because in constitutional monarchy a King or Queen (a monarch) shares power with a constitutionally organized government. In this regard, a king or queen is the ceremonial head of state whereas the prime minister is the head of the government. Lastly option D was equally incorrect because constitutional government is one which embraces the existence of a constitution as an accepted legal instrument for controlling the exercise of political power in the state. The constitution therefore, establishes documented rules or principles about legal limits of the government in power. In addition, this differentiates it from absolute monarchy whereas the unwritten rules and principles govern the government practices and the king or queen rule with unlimited powers.

Item (ix) tested students' ability to identify from the given four alternatives the term which refers to a kind of election held between the general elections to fill the parliamentary or councillors seat. Students who were able to provide the correct response B "by election" demonstrated an ability to differentiate various types of democratic elections conducted in Tanzania during and after general election. Such students had knowledge that; by election is done after general election to fill a vacant in a constituency or ward. On the other hand, students who wrongly responded for A "democratic election", were not aware that a democratic election is the kind of election which adheres to all principles of free and fair election to let the qualified and most voted candidate win. Therefore, both general and by elections need to be democratic. Similarly, those who chose C "constituency elections" were not aware that it is the kind of election conducted in a specified area where voters elect representatives to legislative body. Moreover, option D "referendum" was also incorrect as it refers to the voting process which can be conducted when necessary aimed at deciding on an important national issue. Usually, a referendum is used as a means of getting peoples' opinion or position in order to agree or disagree with a particular policy or some sensitive decision in the country by voting.

Item (x) required students to identify from the given four alternatives a statement which explains the reason for erecting traffic lights along the road. The students who chose the correct response B "to control the movement of vehicles and pedestrians" had adequate knowledge about the importance and functions of road signs. Students who opted for incorrect response A "to protect pedestrians and children" and D "to enable children and elders to cross the road" did not realise that road signs are not specifically meant to help only pedestrians; children and elders rather, are there to provide equal rights and access to all categories of road users. Students who opted for C "to beautify the city and towns" lacked the knowledge on the core motive of having traffic lights, which is to control the movement of all road users when using the road.

Item (xi) required the students to choose from the given four alternatives an option which is not among the steps in the problem solving process. Students with adequate knowledge on problem solving process were able to opt for the correct response D "writing a report". These students were able to realize that writing a report is not one of the steps in problem solving rather is a process

of preparing a concise document based on research that typically analyses a situation and sometimes makes recommendations or provide feedback to a targeted audience. Students with inadequate understanding of the various steps of problem solving opted for A “initiating mediation” B “information gathering” and C “defining the problem”. They did not know that the three options comprise of the correct steps in problem solving process whereby; initiating mediation is the first stage in problem-solving process whereby the problem-solver assumes the role of a mediator between conflicting parties in order to settle a dispute. It involves inviting a pursuant to an agreement between parties by talking to both and trying to find what they can both agree pertaining to the problem at hand. Information gathering is also incorrect response because it is the second stage in problem-solving process whereby a problem-solver collects information by listening to conflicting sides and do personal observations in order to realize what the problem is about. Likewise, defining the problem is equally incorrect because it is the third stage in the problem solving process whereby the problem-solvers understand and state the problem to solve it clearly. This step involves disorganising the situation so that the focus is on the real problem and not a mere symptom. Thus, it can be concluded that students who concentrated on these options had insufficient knowledge on the topic of Life Skills.

Item (xii) tested students’ ability to identify from the given four options a type of citizenship acquired by individual one parent of whom is a citizen of Tanzania. The correct response A “citizenship by descent” was opted for by students who had sufficient knowledge on types of citizenship applicable in Tanzania. These students were aware that, it is the kind of citizenship granted to a person born outside United Republic of Tanzania on or after the union day if one of his or parents is a citizen of Tanzania by birth or naturalization. Conversely, students who opted for B “citizenship by birth” were not aware that it is a type of citizenship acquired by being born in a particular country. Students who opted for C “citizenship by registration” and D “citizenship by naturalization” were not familiar that both are types of citizenship granted to foreign applicants who meet the required conditions and wish to become Tanzanian citizens by applying to the Minister responsible for Home Affairs. Citizenship by registration is granted only to applicants from Commonwealth countries while citizenship by naturalization is the process open for applicants from non-commonwealth countries.

Item (xiii) instructed students to choose from the given four alternatives an option which refers to the official document given to an individual or company to conduct a business. Knowledgeable students on the sources of government revenues were able to identify the correct response B “licence”. Besides that, some well-informed students could have transferred their knowledge and experience in answering this item by making reference to some activities done by local government authorities as they provide license to people to establish businesses in their localities. Conversely, students who opted an incorrect response A “affidavit” were not aware that affidavit is a written declaration from an individual which, upon oath, becomes the truth. Normally, it is made before an authorized official and can be used as proof in a court of law. In this regard, it is an oath that what an individual is saying is the truth. Likewise, students who selected option C “visa” were unfamiliar that it is an endorsement placed on passport indicating that the holder is officially allowed to enter, leave or stay for a specified period of time in a particular country. Similarly, those who opted for response D “passport” were not aware that it is an official document issued by an authorised official of a country to the country’s citizens for international travel and identification. Passport allows the citizens to travel in a foreign country in accordance with visa requirements and that requests protection for the citizen while abroad. Therefore, options A, C and D were wrong because affidavit, visa and passport do not authorise someone or company to conduct business.

Item (xiv) tested students’ ability to identify from among the given alternatives a response which is not a factor influencing human behaviour. Students who chose the correct response C “friction” had a good understanding that friction refers to the degree to which cultures differ from each other when measured by cultural factors such as language, art, customs, norms and traditions. As a matter of fact, it does not influence individual’s behavior because it requires someone to sacrifice or surrender his or her cultural values for the new ones something which is not easy to happen. Students who wrongly picked A “Culture”, B “Attitude” and D “Emotions” were not aware that all these options influence the way in which someone conducts or does things in a particular situation. For example, culture comprises of ideas, beliefs, customs and social behaviours of a particular group or society. These in one way or another shape the way we work and play, how we view ourselves and others, affects our values or what we consider right and wrong. Therefore, the society we live in influences our



choices which in turn can also influence others and ultimately help shape our society. The same influence applies to attitude as an evaluative response or a way of feeling towards a person, thing or situation and emotions, which refers to a strong feeling deriving from one's circumstances, mood or relationship with others.

Item (xv) tested students' understanding on the importance of road signs as they were instructed to select from the given options an alternative which explains why traffic signs and symbols are important. Students who opted for correct response C "they provide instructions to road users" had adequate knowledge of the importance of traffic signs that they provide crucial instructions and information to road users so that they can use the road properly and safely. On the other side, students who opted for response A "they provide information to drivers" and D "they provide warning to pedestrians" did not recognise that road traffic signs provide instruction and information not only to pedestrians and drivers but to all categories of road users. Likewise, students who opted for the incorrect response C "they provided good visual appeal to road user" lacked the knowledge about the purpose of the traffic signs.

In item (xvi) students were tasked to identify the statement which is not true about indirect democracy from among the given alternatives. The students who had adequate knowledge about distinctive features of indirect democracy opted for a correct response C "citizens elect their representatives in the parliament". Such students were aware that citizens do not elect their representatives in the parliament, instead, they elect them in constituencies to represent them in the parliament. Students who were attracted by incorrect responses A "it has limited room for direct citizens' participation", B "citizens rule through their elected representatives" and D "it is applicable in society with large population" failed to realise that all these options are characteristics of indirect democracy. Therefore, these were incorrect responses.

Item (xvii) required students to identify from the given alternatives the term which refers to a strong influence to behave in a certain way from friends or other people of the same social status. The correct response, D "peer pressure" was opted for by students who were knowledgeable on the social life skills. On the contrary, those who chose A "social pressure" did not

realise that social pressure is a combined influence from the members of the society that are around someone or exerted on a person or group in a day to day life. Thus, it is a product of the society as whole and not from peers alone. Similarly, students who opted for B “pressure group” were unfamiliar that it refers to an organised group of people who are trying to influence government or other authority to do something and in turn they try to influence government decision in favour of their group interests. In Tanzania for example, pressure groups include TGNP, TAMWA and TAWLA. Lastly, those who chose C “blood pressure” had limited understanding on the factors influencing human behaviour. As a result, they failed to realise that blood pressure as a matter of fact is the force of circulating blood on the walls of arteries.

Item (xviii) instructed students to identify from the given options the term referred to as the process of developing romantic relationship between a man and woman before marriage. Student who were able to identify the correct answer, A “courtship” were knowledgeable about family life: courtship and marriage matters in particular. Additionally, their understanding on courtship and marriage could have been a result of religious teachings pertaining to procedures of religious marriages officiated by religious leaders. This is because religious marriage is one of types of marriages covered in the syllabus. On the other hand, other students picked the incorrect response B “monogamy”. Such students failed to recognise that monogamy is not developed before marriage rather is a state of being married to only one partner at a time. Furthermore, students who opted for C “infidelity” were unaware that it refers to the act of having romantic relationship with the person who is not one’s wife or husband. For that matter, infidelity means being unfaithful to one’s spouse or partner; so, it is not correct in this context. Moreover, students who chose D “honeymoon” did not know that honeymoon is just a holiday spent together by a newly married couple which normally takes place immediately after wedding.

Item (xix) required students to identify from the given alternatives a term for a public instrument which shows how the country is governed. The correct response was C “the constitution”. It was opted for by students who understood that the constitution is the body of fundamental laws, rules and principles that govern a particular country or state. Conversely, students who opted for A “party manifesto” could not understand that party manifesto is a

publication issued by a political party before general election which contains party intentions, motives or views for development and set of policies that a political party stand for and would wish to implement if elected into power. Furthermore, the students who opted for B “by laws” could not recognise that by-law are regulations made by a local authority to be applied in its area contrary to constitutional laws which are applicable to the entire country. Likewise, students who selected D “the judiciary” fell in the same trap because the judiciary is not a public document; rather it is the system of courts that adjudicates legal disputes/disagreements, interprets, defends and applies the law and administer justice in a country. The judiciary as a state organ draws its mandate from the constitution.

Item (xx) tested students’ understanding on different gender concepts. The students were tasked to identify a concept defined as a situation whereby men and women are treated differently in the society. Students with adequate knowledge about gender concepts opted for the correct response C “gender discrimination”. These students were knowledgeable that gender discrimination involves unequal treatment between males and females henceforth leading to social, economic and political disparities in terms of power, status and benefiting opportunities. On the other hand, students who chose option A “gender analysis” did not realise that it refers to the systematic process of evaluating data based on gender matters. The aim is to understand whether there is gender equality in the society, roles of men and women, access to resources and constraints faced by both genders. The students who opted for B “gender roles” were not familiar that the concept refers to the socially constructed duties and responsibilities which the society expects to be played by the people on account of their sex. For example, in most African societies domestic roles are expected to be performed by females while males are engaged in economic ones. Additionally, those who opted for D “gender identity”. Were unaware that the concept refers to one’s self-identification as a man or woman; it is each person’s internal and individual experience of gender. Moreover, it is a person’s sense of being a man or woman. Therefore, it does not propagate gender disparities in terms of treatment.

Contrary to the instruction given on how to respond to this question, a few students responded by giving two letters instead of writing one letter of the correct answer. As a result, such students’ responses could not score any

mark. Extract 1.1 is an illustration of an incorrect student response. In addition, a few students skipped this question.

1. For each of the items (i) – (xx), choose the correct answer from among the given alternatives and write its letter in the box provided.	
(i) Which of the following correctly define the concept of human rights? A Treatments and privileges for being a citizen of a given country. B Treatments and privileges for being a human being. C Treatments and privileges for being a member of a political party. D Treatments and privileges for being a citizen by birth in a given country.	DC
(ii) Which activities among the following are mental related works? A Banking and Teaching                      B Fishing and Farming C Mining and Carpentry                      D Communicating and Mining	BA
(iii) The process of making minor changes in the existing constitution is termed as A writing constitution.                      B constitutional suspension. C constitutional amendment.              D constitutional proposal.	AF
(iv) The following are personal life skills <b>except</b> A assertiveness.                      B self esteem. C coping with stress.                      D empathy.	CB
(v) An oath taken by the applicant in front of an official for being granted citizenship is called A certificate.                      B affidavit. C application.                      D referee.	BC
(vi) Proper behaviours in the society are judged through A social norms of the particular society. B the constitution of a particular country. C peer groups in the particular society. D elders in the particular society.	AD
(vii) A type of marriage whereby a couple become a husband and wife before the district commissioner is called A district marriage.                      B early marriage. C judicial marriage.                      D traditional marriage.	FB
(viii) A government whereby the King or Queen is both the head of state and government is known as A Communist Government.              B Constitutional Monarchy. C Absolute Monarchy.                      D Constitutional Government.	BA

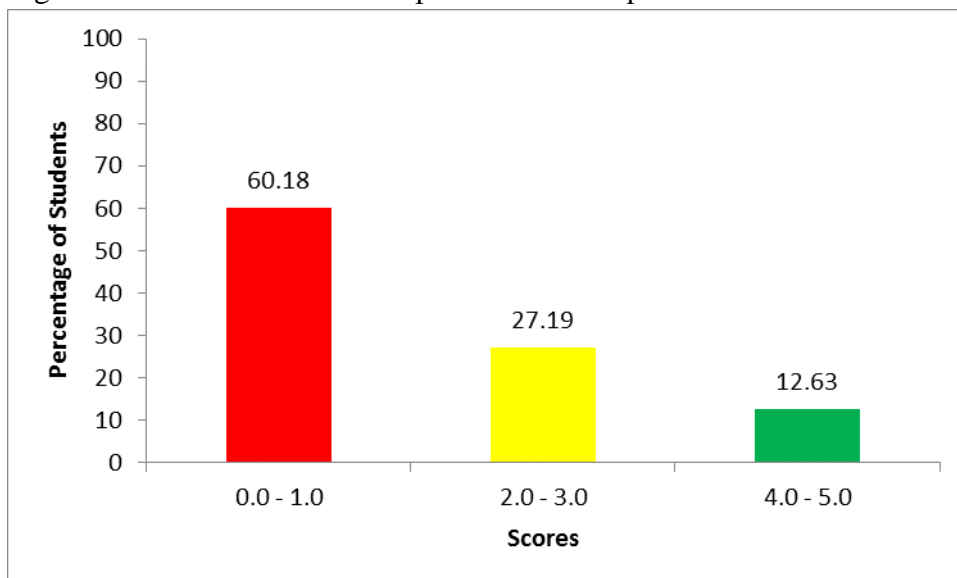
Extract 1.1 A sample of student's incorrect responses in question 1.

## 2.2 Question 2: Matching Items

The question required the students to match the descriptions on life skills in List A with corresponding life skills concepts in List B by writing the letter of the correct response below the corresponding item number in the table provided.

The analysis of the students' performance indicates that 12.63 per cent of the students had good performance with scores ranging from 4 to 5 marks, 27.19

per cent of students had average performance scoring from 2 to 3 marks and 60.18 per cent of students had weak performance scoring from 0 to 1 mark. Figure 2 indicates the students' performance in question 2.



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

Item (i) required the student to identify a correct response from list B that matches with the statement “ability to come up with new things or new ways of doing things differently from old ones”. The correct response B “creative thinking” was picked by students who were aware that creative thinking must involve ability to invent and create new ways of overcoming new challenges in daily life. As a matter of fact, these students proved to have adequate knowledge of various personal life skills. On the other hand, some students wrongly matched it with C “critical thinking”. Such students were unfamiliar that critical thinking is the ability of a person to develop a deep understanding of something which in turn enables an individual to make reasonable/rational judgement on a particular situation. Likewise, students who opted for D “Empathy” were wrong as they could not realise that empathy is the ability of an individual to understand other peoples’ problems and feel concern about them. Furthermore, students who chose E “emotions” lacked the knowledge that emotions are strong feelings such as fear, love, anger, shyness, disgust and the desire to be respected. In addition, those who opted for F “assertiveness”, G “peer resistance” and H “negotiation skills” were all incorrect for the fact that; assertiveness means individual ability to express own opinions or desire strongly and with confidence, peer resistance entails

one's ability to stand for his or her values, needs and benefits in face of conflicting ideas from peers, while negotiation skills refers to ability to agree on issues on a peaceful way without undermining others' principles.

In item (ii) students were instructed to match the concept from list B which is defined in list A as the ability to feel other peoples' experience and be concerned with their problems. The correct response was D "empathy". The students who matched it correctly had adequate knowledge about the types of life skills. Also, they were aware that empathy involves individual's ability to share some problems with fellows wisely and sensibly. These students knew that when you empathize, you imagine yourself in the other people's situation. In so doing, people share problems by supporting each other morally and materially. On the other hand, students who chose B "creative thinking" and C "critical thinking" were unable to distinguish between effective decision making skills with social skills. Likewise, students who matched with E "emotions" and F "assertiveness" were also wrong for the reason that they are both personal life skills.

In item (iii) students were required to match from list B the concept which in list A is referred to as the ability to stand up for one's values, need and benefits in the face of conflicting ideas and practice. The students with sufficient knowledge on different aspects of social skills provided the correct response G "peer resistance". Such students were aware that peer resistance entails an ability to take control of one's life by resisting negative influence from others. However, students who had insufficient understanding wrongly matched it with F "assertiveness". These could not recognise that the response was incorrect since it refers to ability of person to know what he or she wants and why and be able to take necessary steps to achieve it. Likewise, response H "negotiation skills", was also wrong as it described the ability to agree on issues without undermining or going against one's principles.

In item (iv) students were required to opt for the response from list B which matches with strong feelings such as fear, love, anger, shyness, disgust, desire to be loved or being accepted. The correct response E "Emotions" was opted for by students who had knowledge that such feelings are derived from one's circumstances, mood, or relationships with others. The same students knew that a person need to build the sense of good management and proper control of self-issues. Therefore, they were aware that a person without coping with

emotion skills is unable to handle strong feelings and actions. However, other students wrongly matched it with A “Life skills” and B “Creative thinking”. Such responses were incorrect because life skills refer to a person’s ability to live well in the society by managing his or her life properly and make it better. Likewise, creative thinking helps an individual to come up with solutions that other people had not thought of. In general, students who went astray lacked knowledge concerning different aspects of life skills.

In item (v) students were instructed to opt from list B a response which matches with the definition in list A that “the ability of a person to know what one wants and the reason for his choice”. Students with adequate knowledge on life skills concepts matched it with the correct response F “assertiveness”. Conversely, the students who wrongly matched it with incorrect responses D “Empathy”, F “negotiations skills” and G “Peer resistance” failed to differentiate between personal life skills like assertiveness and interpersonal life skills such as empathy.

However, further analysis of students’ responses reveals that failure to adhere to the question instructions contributed to the poor performance of some students in this question. Such students provided letters and numerals contrary to the instruction of the question as their responses to this question. For example, some wrote numerals like 1, 2, 3, 4, double letters such as AC, ED, FB while others wrote letters like J, O, Q and P contrary to the given instruction. All these were not given in the question responses. Extract 2.1 is an example of such cases. In addition, a few students skipped this question.

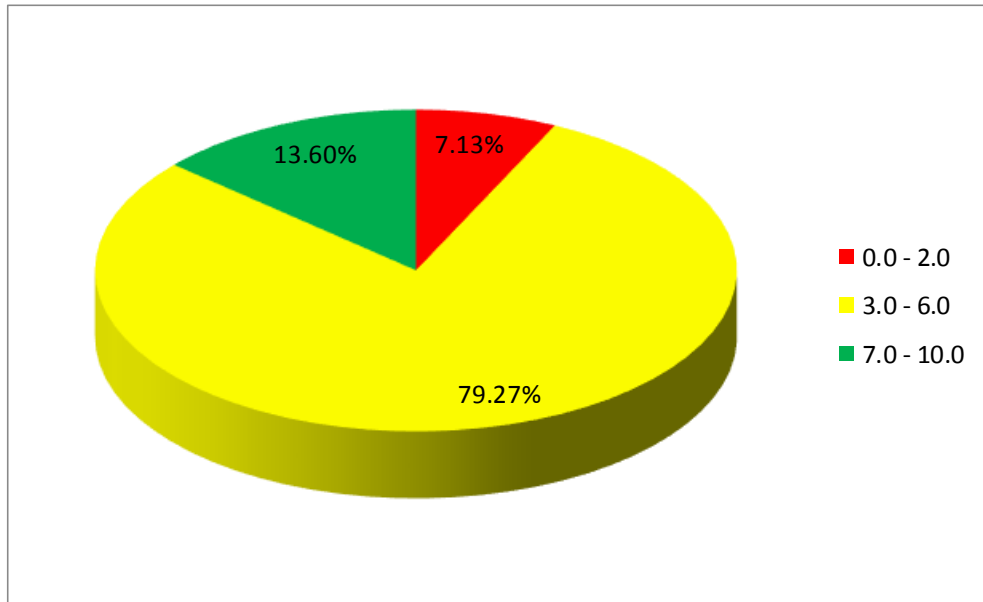
<b>Answers</b>					
<b>List A</b>	(i)	(ii)	(iii)	(iv)	(v)
<b>List B</b>	J	O	Q	P	M

Extract 2.1 is a sample of an incorrect response to question 2.

### 2.3 Question 3: True and False Items

The question consisted of ten (10) items covering the topics: *Promotion of Life Skills, Human Rights, Government of Tanzania, Democracy, Gender, Road Safety Education and Our Nation*. Students were required to write “True” if the statement is correct and “False” if the statement is not correct.

This was among the good performed question as 13.6 per cent of the students scored from 7 to 10 marks which is good performance, 79.2 per cent scored from 3 to 6 marks indicating average performance and only 7.13 per cent scored from 0 to 2 marks indicating weak performance. Figure 3 shows the performance of students in question 3.



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

Figure 3 shows good performance of the students in question 3 as 92.89 per cent of the students scored from 3 to 10 marks.

The analysis of the student's responses in each item is as follows:

Item (i) required student to write either true or false to the statement that "Both decision making and problem solving requires someone to make a choice and act on it" The students who were able to write the correct answer "True" demonstrated knowledge of the steps involved in both decision making and problem solving processes. They were aware that, both processes involve the step at which the one making decision or solving a problem has to make the best choice after carefully analysing possible solutions or options based on identified criteria and thereafter implementing the choice made. On the other hand, students who were unable to write a correct response lacked the knowledge on various steps involved in decision making and problem solving processes.



Item (ii) tasked students to write either ‘True’ or ‘False’ on the statement that “The bill of rights was included in the constitution of the United Republic of Tanzania in 1977”. The correct response was “False”. Students who were able to provide a correct response had adequate knowledge about constitutional developments in Tanzania especially the 5<sup>th</sup> constitutional amendments of 1984 when the bill of rights was included in the constitution of the United Republic of Tanzania. On the other hand, students who wrote “True” were unfamiliar with different constitutional amendments that the United Republic of Tanzanian Constitution has undergone since the adoption of the independence constitution in 1961. Therefore, they were unaware that 1977 was the year when the permanent constitution of the United Republic of Tanzania was enacted. Besides that, there were other amendments done before which include the adoption of the Republican constitution in 1962, the interim constitution of 1964 and the interim constitution of 1965.

Item (iii) required students to write either “True” or “False” on the statement that “the village chairperson is appointed by the village assembly”. The correct response was “False”. Students who were able to write the correct answer had knowledge on the functions of the village assembly and how local government leaders are obtained. They were aware that the village chairperson is not appointed by the village assembly; rather he/she is elected by the villagers during local government election. In the context of Tanzania, this election is held after every five years. For example, the last one was in 2019. On the other hand, those who wrote the incorrect response “True” were unfamiliar that the village assembly has no mandate to appoint the village chairperson. Instead, it is mandated to perform such functions as receiving implementation reports from the village council, receiving and discussing reports on village revenues and expenditures, discuss and pass by-laws proposed by village council, among others.

Item (iv) required students to write either “True” or “False” on the statement that “A type of representative democracy whereby the parliament and the cabinet are independent is known as presidential democracy”. Students with sufficient understanding of the forms of indirect democracy wrote the correct response ‘True’. They were conversant with the fact that in presidential democracy, people choose both the president who is the head of executive and the members of the parliament who form the legislature. Therefore, the executive and the parliament are independent from each other. Hence, checks

and balance is maintained. However, students who chose the incorrect response “False” had limited knowledge on the forms of representative democracy which are presidential, parliamentary and mixed representative democracy.

Item (v) instructed students to write either “True” or “False” to the statement that “Gender refers to the biological differences which define who is male and female in a particular society”. The correct response was “False”. Students who got the item correctly were familiar with various gender concepts. Such students were aware that gender refers to social relationship in terms of roles and behaviour between male and female in the society. This social relationship is not natural rather is socially constructed. On the other side, students who were unable to write the correct response, lacked the knowledge that, the biological differences which differentiate male and female is referred to as sex.

Item (vi) required the student to write either “True” or “False” to the statement that “The local government spends its money in operational costs, maintenance of assets and giving subsidies to the central government”. The correct response was “False”. Students who answered it correctly had adequate knowledge on local government expenditures. They were conscious that the local government executes development and recurrent expenditures. For example, the recurrent expenditures include operational costs, maintenance of assets, and paying salaries and wages for workers under local government. Students who were unable to write a correct response lacked knowledge that it’s local government that receives subsidies from central government and not the local government that provides subsidies to central government.

Item (vii) instructed students to write either “True” or “False” to the statement that “Types of road accidents include head on collision, side collision and multi-vehicle collisions”. The correct response was “True”. Students who provided the correct answer had adequate knowledge on road safety education and types of road accidents in particular. On the other hand, students who did not provide the correct response were not aware that road accidents include head on collision, side collision and multi-vehicle collisions.

Item (viii) instructed students to write “True” or “False” to the statement that “A day in which people vote in an election is called a polling day”. Students

who had adequate knowledge on democratic election procedures wrote the correct response “True”. Such students understood that, there is a specific day set by the responsible authority for people to cast their ballots. Nonetheless, students who were unable to provide the correct response lacked knowledge of democratic election procedures which include; demarcation of constituencies, registration of voters, candidates’ selection, organising and managing campaigns, voting, vote counting and announcing the results.

Item (ix) required students to write either “True or “False” to the statement that “In a democratic government the state is accountable to the citizens” The correct response was “True”. The students who got it correctly were conscious that a state is a nation or territory considered as organized political community under one government. Therefore, they were aware that a democratic government is formed under a democratic state which is a political system governed by representatives who are elected by the people. Also, such students were aware that accountability of the government to its citizens means that the government takes responsibility of those who are affected by its decisions and actions. Therefore, it ought to make decisions and perform the duties according to the wishes of the people. Otherwise, the government may be voted out of power in the next election. Students who chose incorrect response did not know that in a democratic state power is held by the people or exercised on their behalf by elected representatives. Therefore, democratic governments come into power by being democratically elected by the citizens. Likewise, the government may be removed from power in case of failure to fulfil the interests and wishes of its citizens.

Item (x) instructed students to write “True” or “False” to the statement that “In Tanzania Sabasaba day is celebrated as a day for farmers on 7<sup>th</sup> July each year”. The correct response was “False”. Students who responded correctly to this item had adequate knowledge on the national festival and public holidays. They knew that on 7<sup>th</sup> July every year Tanzania commemorate Sabasaba day whereas trading activities and exhibitions are conducted in several parts of the country; for example, at the Dar-es-salaam International Trade Fair Grounds. Students who went astray lacked the knowledge that farmer’s day is celebrated on 8<sup>th</sup> august and not on 7<sup>th</sup> July every year.

Likewise, weak performance in this question was contributed to failure of some students to abide to the specific question instructions. For instance, some students copied words from multiple choice items, matching items and others

wrote both TRUE and FALSE as their response to this item contrary to the given question instructions. Extract 3.1 illustrates this case in point.

<p>3. For each of the following statements write <b>True</b> if the statement is correct or <b>False</b> if the statement is not correct.</p> <p>(i) Both decision making and problem solving requires someone to make a choice and act on it. .... <u>TRUE</u> <u>FALSE</u> .....</p> <p>(ii) The bill of rights was included in the constitution of the United Republic of Tanzania in 1977. .... <u>TRUE</u> <u>FALSE</u> .....</p> <p>(iii) The village chairperson is appointed by the village assembly. .... <u>TRUE</u> <u>FALSE</u> .....</p> <p>(iv) A type of representative democracy whereby the Parliament and the Cabinet are independent is known as Presidential democracy. .... <u>TRUE</u> <u>FALSE</u> .....</p> <p>(v) Gender refers to the biological differences which define who is a male and female in a particular society. .... <u>TRUE</u> <u>FALSE</u> .....</p> <p>(vi) The local government spends its money in operational costs, maintenance of assets and giving subsidies to the central government. .... <u>TRUE</u> <u>FALSE</u> .....</p> <p>(vii) Types of road accidents include head on collision, side collision and multi-vehicle collisions. .... <u>TRUE</u> <u>FALSE</u> .....</p> <p>(viii) A day in which people vote in an election is called a polling day. .... <u>TRUE</u> <u>FALSE</u> .....</p> <p>(ix) In a democratic government the state is accountable to the citizens. .... <u>TRUE</u> <u>FALSE</u> .....</p> <p>(x) In Tanzania, Sabasaba day is celebrated as a day for farmers on 7<sup>th</sup> July each year. .... <u>TRUE</u> <u>FALSE</u> .....</p>
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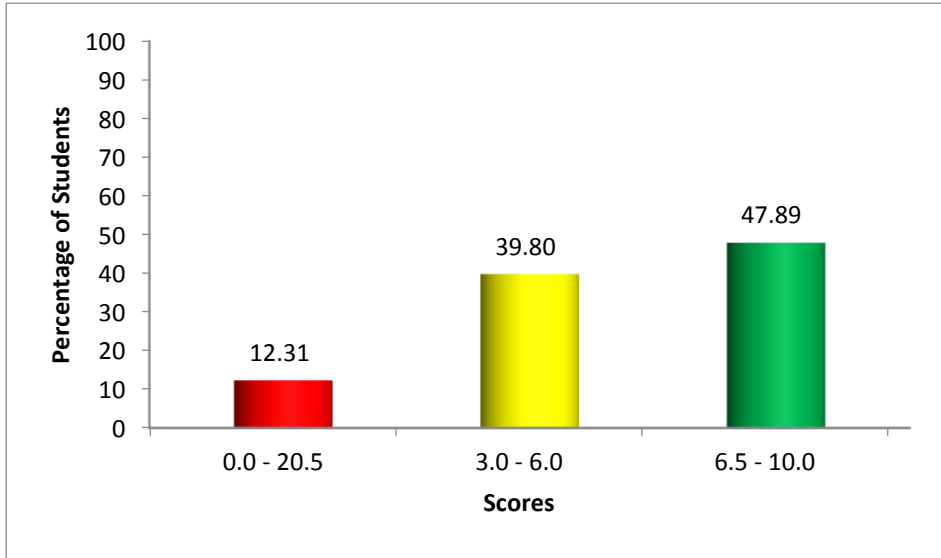
Extract 3.1 A sample of an incorrect response in question 3.

In extract 3.1 The student failed to observe the question instructions to identify the correct responses to all items (i) - (x). Hence he/she scored zero mark out of all the allotted marks to this question.

## 2.4 Question 4: Comprehension

The question required the students to read the passage carefully and answer the questions that followed. The passage was about effects of female genital mutilation. The intention of the passage was to test the students' comprehension skills in information related to civics.

The students' performance was good as 47.89 per cent of the students scored from 6.5 to 10 marks, 39.80 per cent scored from 3 to 6 marks and only 12.31 per cent scored from 0 to 2.5 marks out of the 10 marks allotted to this question. Figure 4 illustrates the students' performance in question 4.



**Figure 4:** *Students' Performance in Question 4*

Figure 4 shows good performance of students in question 4 as 87.69 per cent of the students scored from 6.5 to 10 marks.

The analysis of the student's responses in each item is as follows: Item 4 (a) required students to suggest the suitable title of the passage. The correct title of the passage could either be, EFFECTS OF FEMALE GENITAL MUTILATION or FEMALE GENITAL MUTILATION. The students who provided correct title demonstrated sufficient knowledge in answering comprehension questions and had good English language command as well. On the other hand, there were students who failed to suggest the suitable title of the passage. This might have emanated from their inability to understand the passage's main idea or they were unacquainted with the technique of finding the passage title. One of these techniques requires a reader to read the passage thoroughly twice or thrice in order to grasp the key concept of the passage. In addition, the analysis of students' responses in this category showed that some students were unable to communicate in English language. Some of the incorrect titles of the passage suggested by students included; HIV/AIDS, SOCIAL CULTURAL PROBLEMS, MALE AND FEMALE, DISEASES and HEALTH PROBLEM. Furthermore, there were students who copied words or phrases from the passage and some words from question's instruction and treated them as titles for the passage contrary to the demand of the question. For example, some students copied the response

from the passage like; MARITAL CONFLICT AND REPRODUCTIVE HEALTH PROBLEMS and SUGGEST THE SUITABLE TITLE FOR THE PASSAGE. Another student copied the question's instruction as follows; CAREFULLY AND THEN ANSWER THE QUESTION THAT FOLLOWS.

Item 4(b) instructed students to give two effects of practising female genital mutilation according to the passage. Some of the correct responses from the students were; *the loss of lives of women due to prolonged bleeding, HIV/AIDS infection and other sexual transmitted diseases/infections, psychological disturbance, marital conflicts and reproductive health problems*. Students who managed to provide relevant response showed that they clearly understood the passage and used daily life experiences because the practise is condemned throughout different media in the society. On the other hand, other students failed to provide correct answers from the passage hence, ended up providing irrelevant responses such as; *female genital mutilation is bad and must be discouraged, they provide visual appeal to road users and constitutional amendment and because practice is done in unsafe conditions, including the use of unsterilized knives*. Similarly, other students who performed poorly in this category relied on what they know rather than what was in the passage. One student, for example, listed: *other related socio-cultural problem, discouraging female genital mutilation for health Tanzania*. These students provided irrelevant responses which indicate that they lacked skills of answering comprehension questions; as a result, they failed to understand the requirements of this question.

Item 4(c) instructed students to give the reason for discouraging female genital mutilation. The students who understood the passage provided relevant and logical reasons. One student for example, provided the following reason as; *to prevent girls and women from death and other related social cultural problems*. On the contrary, students who lacked skills in answering comprehension questions provided irrelevant responses such as; *because it prevents girls and women from death, women who are mutilated develop feelings of anxiety and depression which in turn cause psychological maintenance*. Another student argued that *reproductive health problems are common* while, the other one listed various sexually transmitted diseases which could not be reflected in the passage such as *gonorrhoea and syphilis*.

Item 4(d) instructed students to show how female genital mutilation transmits HIV/AIDS. The correct response provided by some students was; *female genital mutilation transmits HIV/AIDS through unsafe conditions such as the use of unsterilized knives*. Students who were able to provide such correct response demonstrated skills in tackling comprehension questions and they could have transferred their prior knowledge on how HIV/AIDS can be transmitted as experienced in their societies or from other sources. On the other hand, students who were unable to grasp the main idea of the passage provided irrelevant responses such as; *sexual transmitted diseases, diseases, thus must be discouraged and led to loss of lives due to prolonged bleeding*. Additionally, despite being a compulsory item, some students did not attempt it at all while others just copied some inappropriate phrases from the passage and used them to answer this item. This suggests that these students had English Language barrier and/or insufficient skills in answering comprehension questions.

Item 4(e) required students to identify two kinds of feelings developed by genitally-mutilated women. Students who were able to grasp the main idea of the passage, provided the correct answers as; *anxiety and depression*. On the other hand, other students were unable to read and grasp the theme of passage; as a result, they provided incorrect responses like; *female genital mutilation is bad thus must be discouraged*”, *peace and love, respect and order*. Some students relied on different sentences within the passage rather than interpreting what was asked. One of the students, for example, provided answers such as *the practice can also lead to loss of live due to prolonged bleeding*. Another student argued *The practice is done in unsafe conditions and the use of unsterilized knives*. Moreover, other students, went further by responding on what he/she knows rather than what was in the passage thus wrote *it is the bad thing, It must be discouraged*. Likewise, some students suggested measures to be taken to combat female genital mutilation instead of mentioning the feelings developed by mutilated women. For example, one student suggested; *provision of education to the people about effects of female genital mutilation*. All in all, the students who failed to address the demands of the item lacked the basic skills in tackling comprehension questions. This was aggravated by lack of basic literacy skills to some of the students.

Therefore, student who scored good marks (7 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 4.1 is an illustration of a good response.

Questions	
(a) Suggest the suitable title for this passage.	The suitable title is <u>FEMALE GENITAL MUTILATION.</u>
(b) According to the passage, what are the effects of practicing female genital mutilation? Give two points.	(i) The practice of Female genital mutilation lead to loss of lives due to prolonged bleeding. (ii) The practice of Female genital mutilation lead to the transmission of HIV/AIDS and other sexually transmitted disease.
(c) Why female genital mutilation should be discouraged?	Female genital mutilation should be discouraged in order to prevent female from death or other related social cultural problems.
(d) How does female genital mutilation transmit HIV/AIDS?	Female genital mutilation transmit HIV/AIDS through sharing unsafe conditions including unsterilized knives.
(e) What kind of feelings do mutilated women develop? Give two points.	They develop feelings of anxiety and The feeling of depression.

Extract 4.1 A sample of a student's good response in question 4.

On the other hand, students who scored poor marks 0 to 3 lacked skills in tackling comprehension question and they had poor English language command. In addition, some students copied parts of sentences from the passage or question stem while others attempted some items while others did not attempt any at all. Extract 4.2 is an illustration of a student's poor response.



**Questions**

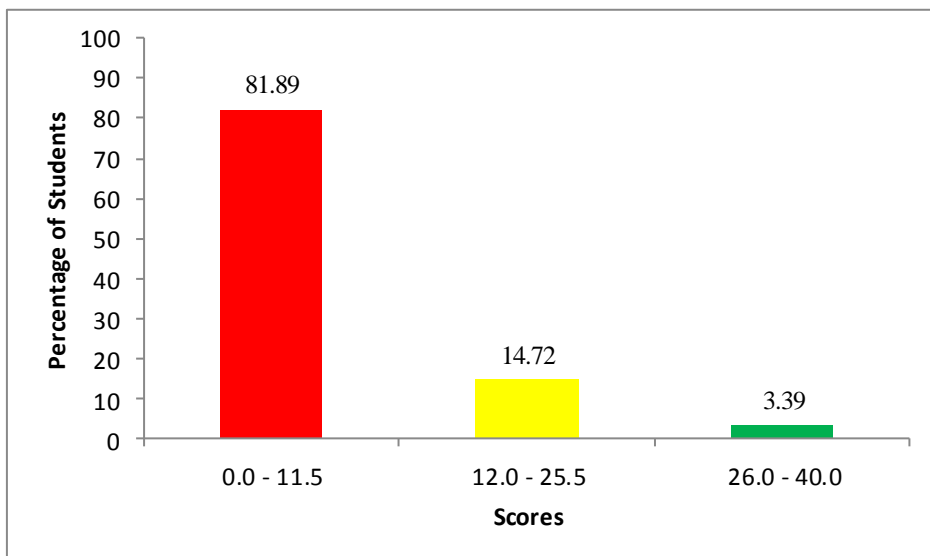
- (a) Suggest the suitable title for this passage.  
..... DEATH OF PEOPLE.....  
.....
- (b) According to the passage, what are the effects of practicing female genital mutilation? Give two points.  
(i) ..Because the practice is done in unsafe conditions, including the use of unsterilized knives.....  
(ii) ..Others suggest that female genital mutilation is bad.....
- (c) Why female genital mutilation should be discouraged?  
..... Thus must be discouraged.....  
.....
- (d) How does female genital mutilation transmit HIV/AIDS?  
..... And other sexually transmitted diseases/infections.....  
.....
- (e) What kind of feelings do mutilated women develop? Give two points.  
..... From death.....  
..... Related social cultural problems.....

Extract 4.2 A sample of a student's incorrect response in question 4.

**2.5 Question 5: Definition of Concepts and their Importance**

This question had ten (10) items (A-J). The items were set from five topics of forms one and two syllabus. The topics were: *Democracy, Government of Tanzania, Promotion of Life skills, Gender and Road Safety Education*. Students were required to define concepts and provide two importance for each concept.

The performance was very weak as 81.89 per cent of the students scored from 0 to 11.5 marks, out of whom 20.78 scored a zero mark. Also, 14.72 per cent scored from 12 to 25.5 marks while only 3.39 per cent scored from 26 to 40 marks out of the 40 marks allotted to this question. The performance in this question is summarized in figure 5 below.



**Figure 5:** *Students' Performance in Question 5*

Figure 5 shows the weak performance of the students in question 5 as 81.89 per cent of the students scored from 0 to 11.5 marks.

The analysis of student's responses in each item is as follows: In item 5 (a) students were required to define "representative or indirect democracy" and give its two importance. Students with adequate knowledge on types of democracy were able to define it as one student wrote *a type of democracy were elected persons represent a group of people in governance and decision making. Unlike direct democracy representative democracy places power in the hands of representatives who are elected by the people.* Another one wrote *a political system in which citizens elect people to represent them in making decision on their behalf in different state organs like parliament.* Similarly, another student defined it as: *the type of democracy where by few people are chosen to represent other people in parliament and making decision on their behalf.* Additionally, one student defined representative democracy as *the type of democracy in which few members are being chosen to represent others on their behalf. It was being practiced first in Britain.* On the importance of representative democracy these students provided relevant points; for example, one wrote *it promotes good governance and it is suitable to communities with large population.* Another student pointed out that: *it helps to place in office the government of their choice and it promotes clear separation of power among the pillars of state which strengthens democracy.*

Another student explained that *it helps to remove unaccountable leaders and get good leaders who will lead according to the will of citizens and it promotes freedom of assembly, press, association and choice.* The relevance of responses provided by these students indicated that they had adequate knowledge on democratic issues. Extract 5.1 is a sample of a good response from the script of a student who provided relevant responses in this question.

5. Define the following concepts and for each, give two points on its importance.  
(a) Representative democracy  
Definition... *Representative democracy refers to the democratic system whereby citizens elect representatives to make most of the government decisions on their behalf. It is usually practiced in areas with large population.*

Extract 5.1: A sample of a student's good response in question 5 (a)

On the other hand, the students with insufficient knowledge on democracy provided incorrect responses on both definition and importance of representative democracy. One student, for example, defined representative democracy as; *the type of government whereby everyone has the right to do anything.* As a matter of fact, such a government never existed on earth. Other students defined democracy instead of representative democracy. For example, one students wrote *the type of democracy where the supreme power belongs to the people.* This shows that such a student failed to differentiate between the meaning of democracy and its types. Other students wrongly defined representative democracy to mean a totalitarian government; for instance, one student wrote *the type of democracy whereas the country is ruled by one political party and the power is in the hands of one political leader.* Equally, other students failed to differentiate representative democracy from direct democracy, as one student wrote *the type of democracy which is done or conducted in area with small population, it can be performed in area like class room.* Furthermore, some students misinterpreted representative democracy to mean its types. One student for example, explained a *type of democracy where the parliament and cabinet are independent.* This response explains the presidential form of representative democracy and not the meaning of representative democracy.

Besides, these students also showed weak understanding on the importance of representative democracy. Their response on the importance of representative democracy were as follows; *it is used in area with small*

population and it help to solve problems. The other student mentioned *Social norms of particular society and the constitution of a particular country*. Another student added *have small area with few representatives and have the specific direction of representatives*. In addition, there were students who skipped this item which indicated that they either lacked knowledge on the subject matter or had insufficient English language skills. Extract 5.2 is a sample of an incorrect response from the script of a student.

5. Define the following concepts and for each, give two points on its importance.  
 (a) Representative democracy  
 Definition... This is the type of democracy which is done or conducted  
 ... in an area with small population. It can be perform in areas  
 like a classroom.

Extract 5.2 A sample of a student’s incorrect response in question 5(a)

Item 5 (b) instructed students to define “a court” and to provide two points on its importance. Students with adequate knowledge of the subject matter were able to give the correct definition of court. One student, for example, defined a court as *an organ of the government which interprets the law of the country and administers justice in the society*. Similarly, another student referred to it as *the pillar of the government whose main functions is to interpret the laws and also to solve disputes in the society*. Likewise, some referred to it as *an arm of the judiciary whose main role is to interpret the laws and to solve disputes in the society*. Additionally, one student defined court as *an organ of the government whose main function is to interpret laws made by the parliament and punish those who break the law*. Such relevant responses suggest that these students were aware that the system of courts forms the judiciary which is one of the state organs. Therefore, the courts adjudicate legal disputes/disagreements, interpret, defend and apply the law and administer justice in a country.

Moreover, there were some students who provided relevant responses on the importance of a court. Some of sampled students’ responses include; *ensure and maintain the rule of law and it is responsible in interpreting the law hence make it easier to understand the law*. Another student wrote *It promotes human rights and it helps to punish law breakers thus, settles disputes in the society*. Other student mentioned *it promotes justice and equality and it implements laws made by the parliament*. Moreover, others

wrote *it protects state constitution and it administers oath*. Extract 5.3 presents one of the relevant response from a candidate's script.

(b) A court

Definition..... A court is the organ of the government which settles disputes in the country and provides justice by solving the cases. A court is also known as judiciary.

Importance

(i) Court helps to solve cases and settle disputes in the country. The cases include murder cases mostly solved by high court.

(ii) Court helps to provide justice to the people and prevents common conflicts from district level, ward level or even village level.

Extract 5.3 A sample of a good response in question 5 (b)

On the other hand, students with inadequate knowledge on the Judicial system failed to provide the correct definition of a court. The samples of students' incorrect definitions are as follows; Some equated a court with the Coat of arms thus defined it as *the government logo or emblem and it is composed of two human figures, sea, wave, cotton and cloves, spear and axe, national flag and so on* while the other one gave out its importance such as *it identifies our country and it shows unity of our country*. Another one associated it with courtship as a result wrote *the period when two people male and female carefully study each other for preparation of marriage* while the other student mentioned its importance like *it helps to know each other, prepare for marriage, it develops self-discipline*. Moreover, some students went astray by referring to it as a constitution. One student, for example, described a court as *the system of law and basic principles which govern the organisation*. Nevertheless, some copied some words from other questions and presented them as their definition of a court. For example, one student wrote *The ability to come up with new things or new ways of doing things from old ones*. These words were copied from the matching items in List A (i). Similarly, the other student added *A type of marriage whereby a couple becomes a husband and wife before the district commissioner*. The words were copied from a multiple choice question (vii) to mean a definition of a court.

Furthermore, these students failed to identify the importance of a court. One student for example wrote *it is the source of income* and it is used as a seal the government. One more student wrote: *it is a place where laws are made*,

and it help to know the country so it is the national identification. Similarly, another student claimed *It helps to create good relationship with other country and it is good to have court relation in Tanzania.* Moreover, another student gave wrong responses such as *It help people to get basic needs example food shelter and clothes* and *It help people to have good relationship.* Some students in this category skipped this item. This indicates that they either lacked knowledge of the subject matter or requisite skills on English language proficiency. The Extract 5.4 is a sample of an irrelevant response from the script of a student.

(b) A court	
Definition.....	<i>Is refer to the official stamp or seal for government badge or logo</i>
Importance	
(i) .....	<i>It helps to introduce the nation</i>
(ii) .....	<i>It helps make citizen to be proud of their country</i>

Extract 5.4 A sample of a student’s poor response in question 5(b)

Item (c) instructed the students to define “election campaigns” and give two points on its importance. Knowledgeable students on electoral procedures were able to provide the correct meaning of election campaigns. One student, for example, defined election campaigns as *a sequence of political meetings aimed at influencing voters to vote for a political party or a candidate in order to win the election.* Similarly, another student referred to it as *a means by which candidates and political parties prepare and present their ideas and positions on issues to the voters.* Also, one student defined election campaigns as *political session held in order to allow different candidates from different parties to give out their policies so as they can get a popular vote.* Furthermore, another student defined the term as *a series of campaign done by a particular political party or an individual candidate to win voters* Additionally, one student defined it as *special meetings done by a particular political party or contestants for the aim of wining more votes during the general election.*

Moreover, these students provided relevant points on the importance of election campaigns. Some of the sampled students’ responses include, *it*

enhances free and fair elections and give room for contestants/political parties to declare their policies, promises and programmes. Another one wrote *It help the citizens to ask questions to the candidates for clarifications and it helps people to know a good leader who to choose during election* Such relevant responses indicate that the students had adequate knowledge on democratic issues. Therefore, they were aware that election campaigns enable citizens to understand the policies and promises of the contestants for better choice. Extract 5.5 is a sample of a good response from the script of a student.

(c) Election campaigns	
Definition...	are political meetings conducted so as to win voters. example the late President Magufuli conducted election campaigns in various places such as Mwanza and so on until finally he got majority support from voters and won the election.
Importance	
(i)	promotes free and fair elections: since every leader can express his or her thoughts views to the people about the country

Extract 5.5 A sample of a student's good response in question 5(c).

On the other hand, students who lacked sufficient knowledge on democracy were not able to define election campaigns. Some failed to differentiate between election campaign and a by-election whereas one student defined it as *election that held to fill a vacant position after general election*. Another student stated it as a free and fair election which need to be inclusive thus wrote *is the type of election which involves election by gender equality in the government*. Furthermore, other students defined it by copying words from the matching item question in list A (i) *is the ability to come up with new things or new ways of doing things differently from old one*. Moreover, other students in this category wrongly defined it to mean government by defining it as *an organ which administer the state*.

Besides, these students failed to identify the importance of election campaigns. For example, one student wrongly stated the following points as the importance of election campaigns: *election campaigns help to collect revenue for the development in our country and it bring good relationship between two people*. Likewise, another student went astray and pointed out: *it helps to develop proper behavior and it help to provide peace in the government*. Similarly, another student gave the importance of a coat of arms

by pointing out *it help in representing a nation and it help to provide unity*. Additionally, one student added *it help to understand our culture and it help to understand our life*. These incorrect responses suggest that these students were not conversant with the subject matter. The extract 5.6 is a sample of incorrect responses from one of the student script.

(c) Election campaigns
Definition..... <i>Election held between the general electi</i>
<i>ons to fill a parliamentary or Councilors</i>
<i>Seat</i>

Extract 5.6 A sample a student’s incorrect response in question 5(c)

In item 5 (d) students were instructed to define “peer resistance” and give two points on its importance. Students who had knowledge on the topic of life skills were able to provide the correct definition of peer resistance. Some students defined peer resistance as; *the ability to stand for one’s value, needs and benefits in the face of conflict and practises from peer or friends*. Likewise, another student wrote *the ability of a person to be able to resist against bad influences from different people of the same status such as age mates, school mates, neighbours and others*. Correspondingly, another student added *it refers to the ability of one to refuse and reject any negative and bad influence from people of his or her age*.

On the importance of peer resistance, one of the knowledgeable students wrote *it promote good behaviour and it helps individual to develop self-confidence*. This student was conscious that peer resistance helps a person to avoid or refrain from doing crimes and it gives a person freedom to do anything one is interested in. Another student argued *it encourages an individual to make proper decision for his or her benefit and it helps one to develop his or her values in the society*. Such good responses indicate that these students were aware that peer resistance serves as the basis for proper decision-making like choosing good friends and improves one’s status and respect in the society. Moreover, some students pointed out *it increases one’s trustfulness*. Therefore, these students were aware that peer resistance encourages cooperation among the people in the society and it facilitate easy solving of conflicts in the society. Extract 5.7 is a sample of correct response for question 5(d).



(d) Peer resistance

Definition: Refers to the ability of an individual to stand up for his/her own values, need and benefit in the face of conflicting ideas and practices by opposing influence from the peer groups. Peer groups are groups of people with the same age and behaviours.

Importance

(i) Peer resistance encourage an individual to make proper decisions for his/her benefit.

Extract 5.7 A sample of good student's response in question 5 (d)

On the other hand, students with insufficient knowledge on life skills provided irrelevant responses on definition of peer resistance. For example, one student confused it with pressure groups thereafter wrongly defined it as *the group of people who enforce the government to provide human rights to her people*. Such definition suggests that the student could not see the difference between the meaning of human rights activists and peer resistance. On the similar vein, some students defined peer group instead of peer resistance; for instance, one student wrote *the group of people who have the same age and social position* while the other one associated it with peer pressure as a result explained *a strong influence to behave in a certain way from friends or other people of the same status*. In addition, another student associated peer resistance with sympathy as; *the situation whereby a person feeling sorry on someone's problem*. Yet, another student wrongly defined the term peer resistance to mean assertiveness by defining it as *the ability of a person to know what we/she what and the reason for his choice*.

Furthermore, some students in this category failed to provide correct responses on the importance of peer resistance. Some explained the importance of pressure groups such as *help all citizen to get their rights, help to promote transparency and help to promote democracy*, Other students presented the importance of life skills education as they wrote, *help to gain knowledge about problem solving help to maintain peace and love among people and it enhances good or accepted morals and behaviour*. Additionally, some students gave out the importance civil society organisations like *help citizen to have unity, it helps to gain knowledge about diseases or infection, provide social services*. Moreover, there were also students that skipped this item which was an indication of inadequate

knowledge of the concept and lack of English language skills. Extract 5.8 is a sample of an irrelevant response from the script of a student.

(d) Peer resistance  
Definition... *is the ability of a person to know what one-wants and the reasons for his choice*

Extract 5.8 A sample of the student's incorrect response in question 5(d)

Item 5(e) required students to define “non-governmental organisations” and give two point on its importance. Students with sufficient knowledge on the way non-governmental organisations operate were able to provide correct definitions and importance. One student, for example, defined non-governmental organisation as *institutions that are made by individual firms or non-governmental so as to promote different agenda like guidance and counselling and promotion of human rights*. Another student wrote *it refers to the non-profit making organizations which are not affiliated to the government. Such groups or institutions operate voluntarily and independently from the government normally with a social mission*. In the same category, another student defined the term as; *an organization formed legally by people in order to assist the government in provision of social services*. On the importance of non-governmental organisation, the students explained that *it provides guidance and counselling to different people like youth, couples and people living with HIV/AIDS, promotes human rights status, provides social services provision like education and health care*.

Likewise, other students further put out that: *They provide civic education to the people and they provide employment opportunities in various projects and programs they undertake*. Therefore, these students were aware that, non-governmental organizations foster development by forcing or pressurizing the government to achieve or implement a certain programme. Also, they speak on behalf of the marginalized groups such as street children, orphans, the disabled, refugees and HIV/AIDS victims. Extract 5. 9 is part of student's good response in this item.

Importance  
(i) *Provide guidance and counselling to different people example youths, couples, people living with HIV/AIDS and so on.*  
(ii) *Promote human rights.*

Extract 5.9 A part of the student's good response in question 5 (e)

In contrast, students with inadequate knowledge of Non-Governmental Organisations provided incorrect responses. One student for example, misconceived the concept to mean a democratic government and thus defined non-governmental organisation as *the type of government which is obtained by free and fair election*. Likewise, another student failed to distinguish between non-governmental organisation and a monarch government by defining it as *the government in which the head of a country is a king or queen*. Similarly, some students associated it with the term government as they wrote *the group of people who are responsible for controlling a country or state*. Moreover, one student defined dictatorship government to mean non-governmental organisation as *the type of government which come into power through force without majority will; the form of government whose political power are not determined by popular vote*. Surprisingly, other student confused non-governmental organization with the Tanzania Revenue Authority (TRA) by defining it as; *an organization which has been collecting revenue in the country*. All in all, such misconceptions testify that these students lacked knowledge on non-governmental organizations which is covered under the topic of gender. That explains why were easily attracted by the word government which is exhaustively taught in the topic of government of Tanzania.

On the importance of non-governmental organisations students in this category failed to provide relevant points on its importance as a result gave several irrelevant responses. Most students embarked on the features of both democratic and non-democratic governments. For example, some student wrote the characteristics and importance of a democratic government like *it helps leaders to be chosen, there is free and fair election, it helps to promote rule of law, help to choose good leaders in the government, there is separation of power, it helps the government to provide law, order and security and help the country and its citizen to defend themselves from internal and external enemies*. Other students explained the characteristics of non democratic government such as *there is no free and fair election, there is reduced competition among political parties, there is no separation of power, reduced national sovereignty, leaders stay in the state power for a long time and there is no popular power to vote or elect*. Other students skipped this item which was an indication of inadequate knowledge of the concept. Extract 5.10 is a sample of an irrelevant response from the script of a student.

<p>(e) Non-governmental organizations</p> <p>Definition..... <i>is the type of government which comes into power through force without security with.</i></p>
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Extract 5.10 A part of a student’s incorrect response in question 5 (e)

Item 5(f) demanded the students to define the term “licence” and give its two importance. Students who had knowledge on the various sources of government revenue were able to provide the correct definition of the term licence and gave two points on its importance. One student, for example defined licence as *an official document which validates properties or business owned by someone*. Another knowledgeable student defined the term as *an official document given to the companies or individual to conduct business*. Similarly, another student defined the term as *one among the source of income of the central government and it is a document issued for company or even business to be conducted officially*. On the importance of license such students were able to provide the relevant responses. Some of the student’s responses were; *it is a source of government revenue, it acts as document of allowing a particular firm or company to operate and it is used as an identity in some offices and gives mandate for an individual or group to own a certain property*. Such good responses suggest that these students were aware that a license as an official document gives legal freedom for someone to conduct a business.

Conversely, student with inadequate knowledge on the sources of government revenue associated licence with multiparty system; for example, one student defined it as *the political system whereby the country has many political parties*. Some of the students misunderstood licence to mean gender as one student wrote *is a social relationship between man and women*. Besides, these students failed to identify the relevance or importance of license. For instance, one student provided the following wrong importance as *it helps a person to listen carefully a topic and it helps a person to understand everything that another person talks*. Another student pointed out; *license help in law making and it help to provide human rights*.

Item 5 (g) required students to define the meaning of “rule of law” and to give two points on its importance. Students who had knowledge on the various principles of democracy were able to provide the correct definition

and importance of rule of law. The following are the sampled definitions of rule of law provided by students: *Rule of law is a state or a situation in which all people are subjected equally before the law.* Another one wrote *is the situation where by all people are equal under the law.* Another student wrote *is the principle of democracy which is mostly practised by democratic state that no one is above the law and everyone is equal before the law.* In general, these students understood that rule of the law refers to a system of governing in which all people are subjected equally before the law.

Moreover, they were able to provide relevant responses on the importance of rule of law. Some of the sampled student responses include *it maintains peace and order in the government as well as the nation at large* and *Helps in enforcing law equally, fairly and consistently.* Another student stated that *it protects the national constitution and Helps to ensures independency of the Judiciary from other pillars of the state.* Likewise, another student added; *It ensure that no one is above the law and ensures that all people obey law.* In view of the above responses, it is evident that these students were knowledgeable that good governance, equality and fairness and human rights are likely to flourish in the society since no one is above the law.

In contrast, some students provided incorrect definitions of rule of law such as; *is the list of laws that allows freedom of opinions to the people* and *the law that is used by the people all over the nation (constitution) or mother law.* In the second definition the student failed to discriminate rule of law from the national constitution. Another student defined gender discrimination instead of rule of law *as the situation whereby men and women are treated differently in the society.* Also, other students associated it with rights and fundamental freedoms by defining it as a *list of laws that allow freedom of opinion to the people* while the one mixed it with a bill hence, wrote *the rule/law that is proposed by members of parliament.* Surprisingly, some students associated rule of law with the concept of local government as; *the local authority that has power over village, ward, municipal and urban.*

On the other side, some students provided irrelevant responses on the importance of rule of law such as *helps to understand gender identity, helps to understand gender role, helps in gender analysis, it promotes social services, it helps to understand functions of parliament, it eliminates human rights, is the basic principle of a country, it brings respect to the country.* Extract 5.11 is a sample of incorrect response for question 5(g).

(g) Rule of law

Definition *is the situation where by men and women are treated differently in the society.*

Importance

(i) *it help to understand gender roles.*

(ii) *it help to understand gender identities.*

Extract 5.11 A sample of a student's incorrect response in question 5 (g)

In item 5(h) students were required to define “a by-law” and give two points on its importance. Students who were familiar with local government were able to provide correct definitions of a by-law. For example, one student defined a by-law as *the law or principles that are enacted by local government such as a town council and administer or regulate the life of people in that specific locality only*. Another student referred it as a *law or regulation made by a certain local authority like the village government to be obeyed by the people in that specific area*. Conversely, these students had in mind that by-laws are a rules or regulations enacted by various local authorities or communities to regulate themselves in discharging their main functions of maintaining peace and order and administration of their specific localities.

On the importance of by-law, these students pointed out relevant points such as; *used for settling disputes between the people and other offices, protect human rights of its people, it helps in providing justice in local government authorities and help to promote the common good, i.e supporting mother-law that protect the right of the people to equal opportunity*. Another student also stated *they help in supervising development activities at local level and promotes democracy and good governance as well*.

In contrast, students who lacked sufficient knowledge on local government provided incorrect responses. For example, one student misconceived a by-law to mean rule of law and therefore defined it as *no one is above the law and no leader or anyone who is above it*. Similarly, some students defined a bill instead of by-law as *a proposal for a new law. It is proposed by member*

of parliament in parliament awaiting the president to sign. Likewise, other students associated it with the national constitution hence ended up defining it as; *the public instrument which shows how the country is governed.*

On the other hand, some students' irrelevant responses on the importance of by-law are as follows: *it helps the parliament to make the law, help children to maintain proper behaviour, help children to follow their tradition and culture, it helps people to express their opinion and help in governing the state or country.* Furthermore, another one wrote *it help to understand judiciary and gives ample time for president to think about it and accept it to become law.* Extract 5.12 is a sample of incorrect response for question 5(h).


(h) A by-law
Definition... <i>Is the public instrument which shows how the countries governed.</i>
Importance
(i) <i>it help to understand by-law</i>
(ii) <i>it help to understand the judiciary.</i>

Extract 5.12 A sample of incorrect responses in question 5(h)

Item 5 (i) instructed students to define the term “road signs” and give two points on its importance. Students with sufficient knowledge on road safety education were able to provide the correct responses. The following are samples of the correct definitions of road signs provided by students: *Are signals placed or erected near the road in order to give information or instructions to road users and symbols that are drawn or posted along the road so as to instruct the road users on how to use the road safely.* Another student defined the term as, *are signals, notice and markings along or on the road to give information or instructions to road users* Therefore, these students had clear understanding that the symbols, signals and markings on or along the road tell road users on what to do and what not to do when using the road in order to ensure road safety to all road users. Extract 5.13 is an illustration from one of the students whose response was irrelevant.

(i) Road signs

Definition: Are signs that are located beside the road so as to guide the road users while using the road.

Example:  → No parking.

Importance

(i) It helps to reduce the loss of lives of people.

(ii) It helps to reduce the loss of properties of people.

Extract 5.13 A sample of a student's correct responses in question 5 (i)

Moreover, such students proved their mastery of the subject matter by outlining the importance of obeying road signs such as *they reduce traffic jam, they direct road users on what to do when using the road, they help to minimize road accidents since they help road users to use the road carefully, they provide equal rights to road users when using the road and they inform road users on using the road effectively*. Such responses demonstrate that, they were aware that road signs give information to the road users and make road users aware of what is ahead.

In contrast, students with insufficient knowledge of road signs and its importance provided wrong answers. Some of these students' responses, for example, referred to road signs as road safety thus defined it as *the situation where road users are free to accidents*. Another student associated road signs with a road thus defined it as *a prepared way to allow easy travel of people and vehicles between two or more destinations*. Some of them copied phrases from other questions as one student copied from question 2 iv and wrote *the ability of a person to know what one wants and reasons for his choice*. Interestingly, is one student who defined proper behaviour instead of road signs as; *is the behaviour that are acceptable in the society*. These responses indicate students' lack of knowledge on road signs and inability to identify the demands of the question.

Furthermore, these students failed to identify the importance of road signs by providing the following wrong importance; *they help to beautify the towns, it brings gender analysis, it brings gender discrimination, it helps human rights along signs, transmitted HIV/AIDS Transmitted sexual diseases*. Other students outlined the categories of road signs such as *danger warning signs, priority signs, mandatory signs, restrictive signs and information signs*. Some



of them listed the informative signs like *bus stop, tax parking, pedestrian crossing, parking and one way*. These incorrect responses suggest that these students were not conversant with the subject matter. Some of these students either skipped this item or wrote incomprehensible sentences. Other students copied some phrases from other questions and presented them as responses for this item.

Item 5(j) instructed the students to define “separation of powers” and give two points on its importance. Knowledgeable students defined separation of power as *the division of government responsibilities into distinct branches to limit any one branch from exercising the core functions of another and the division and distribution of power among three organs of the government that is judicial, legislature and executive*. Likewise, some other students defined it as *the constitutional principle which involves separation of power among the organs of the state to ensure checks and balance in the country*. Such responses indicate that the students knew that the essence of separation of power is to prevent the concentration of power and provide for checks and balances among the Legislature, Executive and Judiciary.

Furthermore, some students provided relevant points on the importance of separation of power. The following are some of these sampled student’s responses; *ensures accountability among the state organs, promotes transparency and good governance, ensures that power is not concentrated to a single organ of the state, gives room for the organs to control and check each other, enhances efficiency and smooth running of the government activities and makes coordination and administration easy*. In this regard, it is evident that these students had good mastery of the subject matter. Moreover, if clear separation of power is practiced, the country’s democracy, administrative efficiency and development will be guaranteed while abuse of power will be controlled.

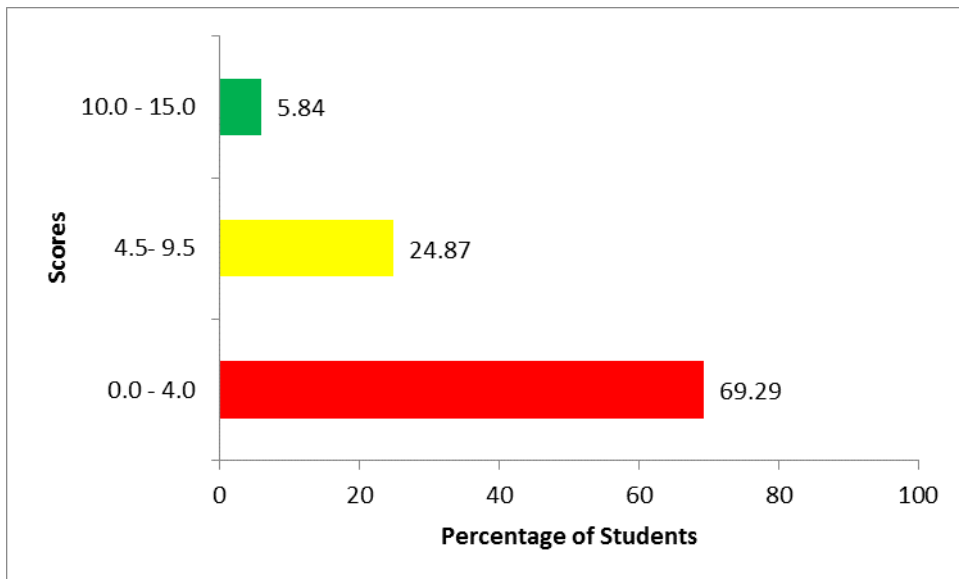
In contrast, students with inadequate knowledge on the principles of democracy provided incorrect definitions. One student, for example, defined sovereignty instead of separation of power as *the ability of a nation to govern itself without having interference from other nations*. Likewise, one student defined the federal government to mean separation of power as *the situation at which a country has two governments namely the national and other small governments*. Furthermore, another student defined it as *the process of grouping people according to the worthiness and power from the highest*

*rank to the lowest rank.* In addition, some students associated it with human rights as *basic things that all human beings are entitled to and nobody should interfere with.* Similarly, another student mistook the unitary government of Tanzania for separation of powers thus defining it as *the process whereby the two governments are ruled at different system example Zanzibar and mainland.* Surprisingly, some of students copied statement from question 1(i) and presented them as their meaning on separation of power, as one student wrote *treatment and privileges for being a citizen of a given society* Additionally, some students defined “work” instead of separation of power as *a lawful activity that a person does to earn a living* while the other one defined division of labour as *the process of dividing some tasks to different people without any gender discrimination.* All these misconceptions alert that the students lacked the required knowledge on principles of democracy and did not understand the focus of the item.

On the other side, some students provided irrelevant points on the importance of separation of power such as; *it has limited room for citizen’s participation, it is applicable in society with large population, maintains good relationship and cooperation among people, it help all people to have confidence and know how to control in a certain place, it helps to make laws, it helps to interpret laws, it help to get food, it help to get foreign currency, it keeps people busy, it provides basic needs, it brings respect, it improves economy, it help to know internal and external enemies, it help to be free from the government power.* Moreover, some explained the roles of non-governmental organisations like *they provide social services, it helps in women development and they promote human rights.* Furthermore, another student claimed that separation of powers is important because *it helps people to not live equal and all powers are given to one person.*

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

The question required students to analyse six effects of improper behaviour in the society. This was the popular question as 511,634 (84.9%) students attempted it whereas 29,856 (5.84%) scored from 10 to 15 marks, 127,266 (24.87%) scored from 4.5 to 9.5 marks and 354,512 (69.29%) scored from 0 to 4 marks. Generally, the performance in this question was average as 157,122 (30.71%) students scored from 4.5 to 15 marks. The students’ performance in this question is illustrated in figure 6 bellow.



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

Marks ranging from 0 to 4 were scored by students who provided irrelevant responses and who demonstrated several weaknesses in their responses. Some of these weaknesses include inability to identify the demand of the question and lack of essay writing skills. With regards to misconceptions, some students associated the demand of the question with proper behaviour. For example, one student defined, proper behaviour to mean improper behaviour as *the characteristics of a person which are morally accepted by the society*. Another student defined creative thinking instead of improper behaviour as *the ability to think and come up with new ideas and new ways of doing things*.

In the main body, some students deviated from the demands of the question by citing different social life skills such as: *empathy, negotiation, forming friendship and peer resistance*. Likewise, other students analysed the sources and the importance of life skills. One student for example, pointed out; *schools, religion, family, peer groups and technology, and help to understand ourselves, help to understand our responsibility and help to understand our society* to mean the effects of improper behaviour. Similarly, some students argued on the basic principles of democratic government such as *transparency, economic freedom, the bill of rights, rule of law and equality*. In similar vein, another student focused on the importance of road sign such as *help to control the movement of vehicles and enable children and elders to*

*cross the road* safely. Equally, some students focused on examples of improper behaviour such as *drug abuse, robbery, rape, stealing, terrorism, and prostitution* instead of their effects in our society.

Furthermore, others analysed the elements of improper behaviour like; *drug abuse, bad language, robbery, arrogance, improper dressing and prostitution*. Moreover, some of them analysed factors influencing improper behaviour such as *bad influence of friends, copying bad behaviour from the parents, not adhering to religious teaching, lack of education and listening to education institutions and peer resistance*. Others analysed the functions of government such as *maintenance of peace and order, provision of social services, protection of human rights, promoting good international relationship and source of employment*. Likewise, some associated improper behaviour with pillars of family stability as one student for example explained point like *good behaviour, respect, good manner and love*. Such misinterpretations could be attributed to some students' inadequate knowledge of the subject matter. Surprisingly, some students copied some sentences and phrases from different questions and items then used them as responses to this question. For instance, one student wrote *marital conflicts and reproductive health problems are common in the societies which practices female genital mutilation*. These words were copied from the first paragraph of the passage.

On the whole, some students could not score above 4 marks because of mentioning points without giving clear explanations, mixing correct and incorrect points, failure to provide the required number of points, grammatical errors and repetition of some points, lack of plausible introductions, conclusions and inadequate English language skills. This, in turn, contributed adversely to poor students' performance in this question. Extract 6.2 is an sample of a response from the script of the student who failed to address the demands of the question.

Improper behaviour are the characteristics of a person which are morally accepted in the society. The following are the effects of improper behaviour to the society.

**Poor family upbringing:** Parents and you do not raise their kids well until the kid have bad manners and improper behaviour which are not morally accepted in the society.

**Bad influence of friends:** When a person has bad friends who have improper behaviour is likely to have bad behaviour because of having bad friends but if a person has good behaviour and him also is likely to have good behaviour which are morally accepted in the society.

**As Getting behaviour from parents:** When a person is having bad parent who have bad behaviour e.g. drinking alcohol the person will also acquire characteristics of drinking alcohol but if parents have proper behaviour a person will also copy the parents behaviour.

**Not Adhering to religious teaching:** When a person do not adhere to the religious teaching which are gave out by religious people and institution a person is likely to perform bad behaviour which are not accepted in the society.

**Lack of Education and listening to education institution:** If a person lacks education he/she cannot know what he/she is doing is right or wrong and sometimes it is the ignorance of person because he/she gets education and knowledge but he/she does not adhere to them leading

him or her to have improper behaviour.

**Peer resistance:** lot of people these day have no resistance when their told thing they cannot resist they just do them, when friend tell them bad things like stealing they just steal they don't resist the influence from friends thus they have improper behaviour.

Therefore these are the effects of improper behaviour in our society but these can also be prevent by taking measure in our lives.

Extract 6.1 A sample of a students' incorrect responses in question 6

Moreover, the responses of the students who scored 4.5 to 9.5 had average performance. The students demonstrated a good knowledge on identifying the demand of the question and good organizational skills in terms of adhering to essay writing format. They also had a reasonable mastery of English language though could not exhaust all the required points. In some students' essays, repetitions of some points were noted. For instance, one student treated *conflict in the society* and *family instability* as two separate points which were the same. Additionally, others could not exhaust all the required points, mixed up correct and incorrect points and elaborations while some lacked good introduction and conclusion. For example, one student analysed responses like *conflict among the people*, *spread of diseases like HIV/AIDS* and *poverty* as correct points while the rest of the responses were irrelevant.

Few Students (5.84%) were able to score marks ranging from 10 to 15. These provided relevant points coupled with exhaustive elaborations. Above all, they wrote legible English sentences and observed essay writing rules. For instance, one student defined improper behaviour as *the behaviour that is not acceptable by the family, institutions and society at large*. Another, student went far by providing the detailed introduction as *the kind of behaviour which is not acceptable in the society. Examples of improper behaviour are laziness, the use of drugs, corruption, fighting, smoking, selfishness and others. Improper behaviour may be caused by mass media, poverty, peer group and others*.

In the main body, they analysed detailed responses on the effects of improper behaviour in the society such as *separation of family, spread of sexually transmitted diseases like HIV/AIDS, poverty, increase of early marriage and unplanned pregnancies among young girls, marginalization and loneliness, increase of crimes and insecurity, Poor student's performance and school dropout*. Furthermore, some students provided relevant conclusion which made them to score higher marks. For instance, one student wrote *Apart from the effects caused by improper behaviour, there are ways which can be used to solve these problems. There is a need to adhere to religious teachings about how to behave in a good manner and mass media education in order to educate the people in the society*. Extract 6.1 is a sample of a relevant response from the script of a student.

6. Improper-behaviour is the behaviour that is not morally accepted in the family, community and even society at large. Improper-behaviour can be like arrogance, use of abusive-language, alcoholism, laziness, stubbornness and so forth. Improper-behaviour is usually caused by poverty, lack of parental care as well as guidance, improper use of technology, bad peer-groups and wealth richness and superiority. All these factors can cause improper-behaviour of which has several-effects as listed below:-

Unexpected- pregnancies; behaviours such as sexual-promiscuity can lead to unexpected-pregnancies. This is because one engages in sexual-relations and ends up finding oneself pregnant without intending to be. Also, corruption can be given in form of sexual-relations, thus one can find herself pregnant in a split-second. There are also several other behaviours that can expose an individual to unexpected-pregnancies such as prostitution, drug-abuse, alcoholism and so forth.

Increased-rate of crimes. Behaviour such as stealing is a crime. If several people within the society are adapted to the behaviour it leads to the increased-rate of crimes. Also, if there is severe-poverty among people in the society it can accelerate theft and so increasing crimes. Also due to richness-superiority crimes such as corruption have emerged. The more the people earned in the society, the more the rate of corruption increased. Thus, improper behaviour has led to the increase in crimes in the society.

Loneliness due to discrimination. In the society not everyone behaves the same. Most of the time, majority of the people have good-behaviour and a small-minority have the one that is not acceptable in the society. Therefore, most of the time due to discrimination people who behave antagonistically to the norms of the society are isolated. Thus, improper-behaviour can lead to loneliness since people who are not well-mannered are isolated by members of the society.

Misunderstandings among families. As previously-stated, an ideal-family is the one whose members are well-disciplined and whose behaviours are accepted by the whole of the society. If it happens, one or some of its members are against it then it can erupt to misunderstandings since the pillars of the family <sup>lay</sup> on good-behaviour. Thus, improper-behaviour can lead to misunderstandings among family-members.

It may lead to school-dropouts. In an education-institution such as a school or university, there are rules to be followed. Most of the time these rules lay on the fact that indiscipline-cases which include to improper-behaviours such as stealing, use of abusive-language, drug-abuse and so forth should be avoided. When such mistakes are committed, it can make one subjected to direct-school dismissal and so leading to school-dropouts.

Spread of STD's; diseases such as HIV/AIDS which are spread through sexual-intercourse can be as a result of exposure to improper-behaviour. Improper behaviour such as prostitution, drug-abuse and improper use of technology can drive someone into having sexual-intercourse and so making themselves subjects of STD's like AIDS, gonorrhoea, syphilis and so forth.

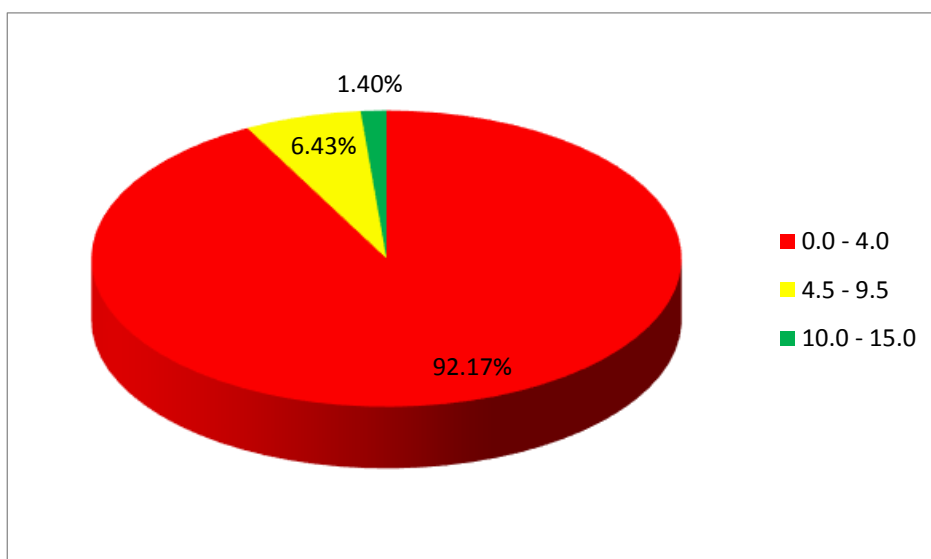
Conclusively; there are several other effects of improper-behaviour apart from the mentioned above. Therefore, different measures could be taken to fight against improper-behaviour such as through: creating-employment opportunities, parental care and guidance, provision of civic-education as well as encouraging preaching from religious institutions.

Extract 6.1 A sample of good students' response in question 6



## 2.7 Question 7: Human Rights

The question required students to describe six ways that can be used to control the abuse of human rights in Tanzania. The question was optional and was selected by few students as 90,673 (15.05%) students attempted this question. of all the students. The performance in this question was very weak as 83,573 (92.17%) students scored from 0 to 4 marks, 5,827 (6.43%) students scored from 4.5 to 9.5 marks and only 1,273 (1.4%) students scored from 10 to 15 marks. The data further show that 66,332 (73.16%) of all the students who attempted this question scored a zero mark while, only 7.83 percent were able to score from 4.5 to 15 marks out of the 20 allotted marks. Figure 7 shows the performance of students in question 7.



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

The analysis of the students' responses who scored 0 to 4 marks revealed several weaknesses. A zero mark was unavoidable to students who provided a range of misconceptions and incorrect responses. For example, in their introductions a good number of students concentrated on defining human rights instead of human rights abuse by explaining that *human rights are principles of fairness, justice benefits that human being are born with*. Some of them focused on defining Civics instead of Human rights abuse as *he study of human rights and responsibilities of citizens*. Such misconceptions affected the plausibility of their introductions.

Thereafter, in the main body some of them explained various examples of human rights stipulated in the national constitution and other international instruments on human rights. For example, some students pointed out *right to education, right to life, right to worship, right to merry, freedom of association, freedom of assembly, right to work, civil and political rights and environmental*. Other students presented points related to basic needs, wants and services as one student wrote *housing, education, clothes at home and food*. Furthermore, some students presented the importance of protecting human rights such as *it enhances trust, it promotes peace and security, it enhances good relationship with other people, it promotes provision of good social services, it protects human rights, it brings respect, help the people to get their basic need*. Similarly, other students discussed various economic activities carried out in different sectors. For example, two students pointed out *agriculture, fishing, farming and mining*. Besides, some students explained sources of behaviour or socialization agents like *parents, society, family, community, religion, school and friends*. Another student discussed points related to causes of human rights abuse such as *lack of basic needs, lack of education, spread of diseases, the conflicts in the society and lack of human rights protection*. Another deviation noted was from a student who focused on variety of concepts related to civics and components that make up a nation such as *government, executive, language, culture, language and country*.

Furthermore, some students in this category enumerated factors for economic development by pointing out *availability of labour, availability of market, availability of capital, improve education and communication and improve science and technology*. Likewise, other students described steps in problem solving process like *defining the problem, information gathering, initiating mediation, analysing the solutions and selecting the best solutions*. Similarly, another student described some life skills concepts such as *social life skills, peer resistance assertiveness and empathy* to mean the ways of controlling human rights abuse in Tanzania. Another deviation noted was on special groups while some students offered advice to the society on how to treat such special groups. One student for example, described points like *women, children, albinos, old aged and girl's children* and thereafter suggested *do not abuse elderly, not abuse street children, not abuse people with HIV/AIDS and do not abuse people with disabilities*. Astonishingly, some students could not distinguish human rights abuse from national symbols. One student, for

instance, pointed out national symbols like *the national anthem, Coat of arms, National flag and Uhuru torch.*

Other noted weaknesses from the students' responses were failure to supply the required number of points and elaborations, insufficient English language skills and inability to organise their responses in essay format as some just listed points without exhaustive elaborations. Some of them copied some sentences and phrases from other questions. Such irrelevant students' responses prevented them to score above 4 marks out of the 15 allotted marks. It can be concluded that, most of students who attempted this question could not grasp the task of the question and lacked knowledge of the subject matter. Extract 7.1 is a sample of a incorrect response from the script of a sampled student.

Human Right is the Fundamental aspect of justice freedom so that all human being must enjoy of get. But  
It Abuse of human rights this is the abusing of right which can lead to abuse of rights of human being. and abuse of human rights has some of the ways that can be used to control them in Tanzania and their has follows:-  
It causes under development of the country:- Drug abuse cause under development of the country because when someone buy drugs and sell to people the money he get he can not give it to the government he uses it for different purpose.  
It causes health problem:- The drugs that you take cause health problems most especially in the lungs they are affected by the drugs like cigarettes.  
It leads to diseases:- These drugs lead to diseases like the malaria or weevil.  
The use of drug abuse can lead to death:- The use of drug abuse can lead to death of many people like those who are some of the pastors.  
Cause mental disabilities:- When you take much drugs you will get mental disabilities like being a mad person even leading to death.  
In conclusion:- I advised people not to continue eating those drugs.

Extract 7.1 A sample of a student incorrect response in question 7.

In extract 7.1 above, the student associated abuse of human rights with drug abuse. He/she described effects of drug abuse in the society contrary to the demand of the question.

Students who scored averagely (4.5 to 9.5 marks) had relatively good knowledge of the subject matter and on identifying the demand of the question. They also, had reasonable mastery English language though they could not attain higher marks due to several weaknesses in their responses such as failure to provide the required number of points as some of them presented three to five points out of six required. Some presented points without exhaustive explanations while others repeated some points. Some of them even presented implausible introduction and conclusions.

However, marks ranging from 10 to 15 were scored by students who gave plausible introduction and conclusions, and who presented factual arguments and good organizational skills. For example, one student in the introduction wrote *is unlawful act or behaviour that prevents a person from enjoying his/her entitled constitutional rights*. These students convincingly proved to have recommendable knowledge on the ways to control abuse of human rights by discussing such points as *provision of civic education on human rights, ensuring independence of state organs, maintaining rule of law, establishing and strengthening various institutions which promote human rights, providing basic social service to people on time, economic empowerment to the disadvantaged groups, enhancing accountability and transparency and inclusion of bill of rights in the constitution*. Moreover, some students in this category wended up their essays with a good and recommendable conclusion. For instance, one student concluded that *generally, human rights abuse has many effects to people and that's why they are to be controlled. Some of the effects are spread of HIV/AIDS, poverty, injury and sometimes death and also ignorance to the society*. Such commendable responses from some of students in this question indicate that they were well prepared for the assessment and had sufficient understanding concerning the topic of human rights. Extract 7.2 is an illustration of good student's response.

Human rights abuse refers to the denial of an individual to enjoy his/her rights as they are outlined in the constitution. Human rights are basic aspects of equality, fairness and justice entitled to every human being, regardless of age, colour, tribe, race, ethnic group or historical background. Human rights abuse can be influenced by selfishness among the rulers. Human rights abuse is very dangerous since it denies other people's rights. There are ways to control abuse of power human rights. The following are the ways that can be used to control the abuse of human rights in Tanzania.

**Educating the society:** Providing mass education to individuals on human rights abuse can help to control human rights abuse in Tanzania. This is because some individuals abuse other people's rights in practices such as child labour and killing of albinos without awareness that it is a form of human rights abuse. The provided education should be based on the effects of the practice. This will help to solve the problem in Tanzania.

Severe punishments should be given to the law breakers; In order to control the abuse of power in Tanzania, there should be the operation of severe punishments to people who violate or abuse people's rights intentionally. These may include those who engage in child labour and sometimes mob justice. These punishments may include payment of fines among the people involved or even imprisoning the actors.

**Allowing the formation and operation of pressure groups and Non-governmental organizations:** Allowing the existence of pressure groups and Non-governmental organizations can help to control human rights abuse in Tanzania. Pressure groups act by influencing the government's plans and policies to the people. Examples of Non-governmental organizations (NGOs) in Tanzania include Haki Elimu, Tanzania Women Lawyers Association (TAWULA) and Tanzania Gender Network programme (TGNP). All these are against human rights abuse.

**Encouraging transparency:** Encouraging transparency can help to reduce and control human rights abuse. Transparency refers to the situation whereby the government performs its duties and activities with openness. Transparency will help people (citizens) to know the rights they are entitled to and prevent their rights from being violated. Transparency is also a measure for overcoming abuse of power in Tanzania.

In conclusion, there is a need to control the abuse of human rights in Tanzania due to its effects, including inequality among people in the society. Tanzania has taken a step forward in controlling the abuse of human rights through allowing the existence of Non-governmental organizations and through providing mass education. All these have intended to control human rights abuse in Tanzania.

Extract 7.2 A part of a relatively good response in question 7.

### 3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The FTNA 2021 Civics paper had 7 questions that were set from eleven (11) topics. The assessed topics are *Our Nation, Promotion of Life Skills, Responsible Citizenship, Human Rights, Work, Family Life, Proper Behaviour and Responsible Decision-Making* and *Road Safety Education* covered in Form One. The topics of *Government of Tanzania, Democracy* and *Gender* are covered in Form Two. However, the topic of *promotion of life skills* is covered in both Forms one and Two.

The analysis of students' performance indicates that three questions (3, 4 and 1) were well performed with high percentage of students who scored 30% marks and above out of the total marks allotted for each question. Question 3 ranked the first with 92.89 per cent of student performance. It involved ten True and False items set from 7 different topics of the syllabus. This evidences that most students managed to identify the true and false statements. The second question was question 4 (Comprehension) with 87.69 per cent which was set from the topic of Gender. Such performance shows that many students had competences on how to respond to comprehension items. The third one was question 1 with 75.61 per cent. It covered ten multiple choice items set from 10 different topics of the syllabus. This shows that the students were able to choose the correct answer from the given alternatives. The questions which were averagely performed were question 2 (39.82%) and 6 (30.71%). Question 2 (Matching Items) was set from the topic of *promotion of life skills* while, question 6 (Essay) featured in the topic of *proper behavior and responsible decision making*.

However, the weak performance was observed in question 5 and 7 whereas majority of students scored below 30 per cent of all the marks allotted in those questions. Question 5 (Short Answer) featuring in 5 topics of the syllabus registered weak performance of 18.11 per cent. Likewise, question 7 (essay) which originated from *human rights* had 7.83 per cent. See the attached Appendix.

The students with good performance demonstrated knowledge of the subject matter, ability to interpret the demands of the question, good English language command, ability to read passage and respond to comprehension questions, factual arguments and good organizational skills. Nevertheless, the major reasons noted for the weak performance include: Lack of in-depth

knowledge of those topics from which the questions were set, inability to interpret and identify the task of the question, inadequate skills in attempting the comprehension items, poor English language skills and failure to adhere to essay writing principles. In addition, some students' weak performance was due to mentioning points without exhaustive elaborations, giving fewer relevant points and gross repetition of points particularly in questions 6 and 7. With regard to the weak performed topics, all stakeholders are needed to take efforts towards overcoming the observed challenges.

#### **4.0 CONCLUSION**

Students' performance in civics subject in FTNA 2021 was good as 428,023 (71.13%) students passed the assessment. This indicates a downward trend by 14.44 per cent when compared with that of FTNA 2020 in which 514,217 (85.57%) students passed. The good performance was noted in question 3, 4 and 1 while the average performance was in question 2 and 6, and weak performed questions were 5 and 7. Most of the students had relatively higher performance in objective questions compared to short answers and essay questions. Good performance in some questions was mainly contributed by students' ability to identify the task of the questions and adequate knowledge in the topics from which the questions were set and proficiency in English language. The weak performance in question 5 and 7 signifies that the students lacked the required knowledge of some sub-topics and topics in which the questions were set (see Appendix). For example, the topic of *Human Rights* tested in question 7 was not well understood by most students as (84.95%) of all the students set for this paper skipped it whereas those who attempted it (73.16%) scored zero mark. Apart from that, other problems noted for students' weak performance were inability to provide exhaustive explanations to points due to poor proficiency in English language, mixing up of correct and incorrect points, lack of essay writing skills and failure to observe examination instructions.

#### **5.0 RECOMMENDATIONS**

In order to improve the students' performance in Civics subject, the following are recommended:

- (a) Teachers to make coverage of the syllabus and conduct remedial teaching for all challenging topics such as *Human Rights* in order to give students the room for extensive revision. This is because the analysis has revealed that those topics recorded a weak performance.

- (b) Teachers 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 in teaching and learning the meaning, forms, effects and ways to control abuse of human rights. The same can be done to other topics to attain better student mastery of the subject matter.
- (c) 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. Also, this will enhance their skills in preparing and administering quality test items and examinations to prospective students for the upcoming National assessments. This will help to bridge the gap on the students' inability to respond correctly to some questions.
- (d) School based assessments to enhance the prospective students' ability and confidence in attempting and responding correctly to National Assessment questions. This is because 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.
- (e) Students to be encouraged to read extensively a variety of sources like journals, newspapers, supplementary books and internet sources in order to expand their knowledge and skills in various Civics topics. This will help them to enrich their mastery of those topics as the analysis shows some of them lacked in-depth knowledge on the topics from which the questions were set.
- (f) Schools to make sure that students English language proficiency is improved to help them be able to understand the demand of the question and respond clearly and exhaustively in English language.



**APPENDIX**

<b>S/N</b>	<b>Topic</b>	<b>Question number</b>	<b>The percentage of students who scored 30% or above</b>	<b>Remarks</b>
1	<i>Promotion of Life Skills, Human Rights, Government of Tanzania, Democracy, Gender, Road Safety Education na Our Nation</i>	3	92.89	Good
2	<i>Comprehension: Gender</i>	4	87.69	Good
3	<i>Human Rights, Work, Government of Tanzania, Promotion of Life Skills, Responsible Citizenship, Proper behaviour and Responsible Decision Making, Family Life, Democracy, Road Safety Education, na Gender</i>	1	75.61	Good
4	<i>Life Skills</i>	2	39.82	Average
5	<i>Proper Behaviour and Responsible Decision Making</i>	6	30.71	Average
6	<i>Democracy, Government of Tanzania, Promotion of Life skills, Gender na Road Safety Education</i>	5	18.11	Weak
7	<i>Human Rights</i>	7	07.83	Weak

