



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) 2023**

CIVICS



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011 CIVICS

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FOREWORD

This is the report on Students' Item Response Analysis (SIRA) of the Form Two National Assessment for Civics subject, which was conducted in 31st October 2023. The purpose of the report is to give feedback to all stakeholders involved in education regarding the students' progress in terms of their knowledge and abilities related to the areas that were assessed, as well as the challenges that affected their performance.

The Form Two National Assessment (FTNA) is a formative evaluation tool designed to track students' progress and provide feedback on their learning to teachers, students and other relevant stakeholders. In other words, this report aims at helping every stakeholder to work on the challenges observed in the results and improve future performance.

The students' performance in the FTNA 2023 for the Civics subject was average as 335,202 (48.27%) out of the 695,243 students passed the assessment. Nonetheless, when compared to the FTNA 2022, there was a 17.15 percent increase, with 197,001 (31.12%) students passing. The majority of students who scored high marks demonstrated competence in the subject area being assessed, ability to recognise the requirements of each question and proficiency in the English language. Students with low grades, on the other hand, lacked these attributes.

The report further elucidates the reasons behind the good or poor responses given by certain students. Extracts supporting the students' performance are included for each example.

The Council believes that stakeholders, particularly teachers and students, will make use of the report, improve the processes of teaching and learning to meet the necessary learning goals. Finally, the Council is grateful to everyone who played part in the development of this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of students who sat for the FTNA in 2023 in the Civics subject. Using the Civics syllabus, the students were assessed the competencies they acquired in their two years of secondary education.

There were ten (10) questions on the paper, which were divided into sections A, B and C. Every question in each section had to be answered by the students. Section A was made up with two questions namely question one and two; question 1 was of multiple choice and was worth 10 marks, while question 2 was matching items type and was worth 5 marks. There were seven questions in Section B (short answer). Each question in this section carried 10 marks making 70 marks. Section C comprised of one question worth 15 marks.

There were 695,243 students who sat for the FTNA in the civics subject in 2023, and 335,202 (48.27%) of them passed. In 2022 there were 634,684 students who sat for the FTNA in this subject and 197,001 (31.12%) of them passed. The data in Table 1 illustrates that, in comparison to 2022, the number and rate of students' performance in 2023 increased by 138,201 students (17.15%): -

Table 1: Students' Performance in Comparison between Civics FTNA for 2022 and 2023

Year	Sex	Performance Grades					Passed	
		A	B	C	D	F	Number	%
2022	M	1,509	4,180	32,454	65,018	188,656	103,161	35.35
	F	1,651	3,878	27,541	60,770	247,438	93,840	27.50
	Total	3,160	8,058	59,995	125,788	436,094	197,001	31.12
2023	M	2,575	8,064	55,978	99,137	152,242	165,751	52.12
	F	2,432	7,454	49,819	109,746	206,929	169,451	45.02
	Total	5,007	15,518	105,797	208,880	359,171	335,202	48.27

The classification of the students' achievement in this assessment as shown in table 1 based on the following grade marks interval and remarks: A (75–100) Excellent, B (65-74) Very good, C (45–64) Good, D (30-44) Satisfactory, and F (0-29) Fail.

In this report, the tasks associated with each question as well as the students' areas of strength and weakness in answering the questions have been identified.

In order to support the justifications offered in the analysis, samples of excellent, good and poor responses were taken from the students' scripts. In addition, the percentages of scores for each question were displayed using graphs, tables, or charts. Lastly, the report summarises the students' overall performance and offers recommendations.

Furthermore, the percentages of the students' performance that range from 0 to 29 per cent, 30 to 64 per cent, and 65 to 100 per cent represented by the colours red, yellow, and green, respectively are considered to be "weak," "average," or "good." However, a summary of the students performed on each topic is shown in the appendix.

Finally, the National Examinations Council of Tanzania anticipates the teachers will find the analysis quite valuable since it highlights the areas that require close attention to guarantee the attainment of the learning goals. Also, the report will assist school administrators, quality assurance personnel, and other stakeholders in the education system in gathering sufficient and trustworthy data regarding the efficacy of teachers, the extent to which students have met the learning objectives and underlying issues so that they can take appropriate action. Likewise, it will be beneficial to students through showing them where they are falling short and how to make up.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

This part provides an analysis of the students' performance on each question by displaying the total number of students who attempted the question as well as an explanation of the calibre of their answers. Additionally, each question's performance is categorised as either good, average or weak for each student. This is done to display the performance level of the students based on the total number of marks assigned to each question.

2.1 Question 1: Multiple Choice Items

This question had ten multiple-choice items (i–x) drawn from different topics in the Civics subject syllabus. The topics covered were *Promotion of Life Skills*, *Road Safety Education*, *Responsible Citizenship*, *The Government of Tanzania*, *Family Life Education* and *Gender*. Under this question, students had to choose the correct response from the given four alternatives (A to D) for each item (i–

x) and write the letter corresponding to that response in the box provided. The analysis reveals that 695,243 (100%) students attempted this question.

The analysis further reports by demonstrating how well the students performed on this question. Specifically, 178,765 (25.71%) of students scored between 0 and 2 marks, 462,286 (66.49%) scored between 3 and 6 marks, while 54,192 (7.79%) earned between 7 and full marks, which were 10. Students' performance in question 1 is displayed in Figure 1.

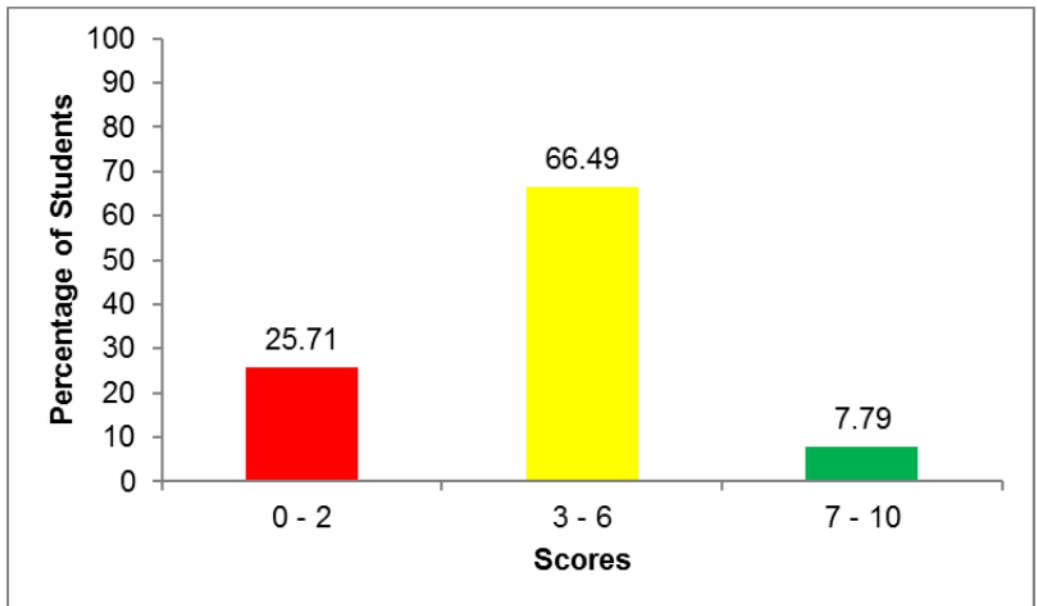


Figure 1: *Students' Performance Categories in Question 1*

The students' performance on question 1 is depicted in Figure 1, with 74.29 per cent of the students receiving marks from 3 to 10. The analysis of the responses from the students to this item is as follows:

Item (i) assessed the students' analytical skills by asking them to choose the correct response from the available options about the characteristics of social life skills. The right answer was C. Students who understood that social life skills are those that enable a person to interact with others and live up to social norms and values chose the response, "The ability of a person to live in peace with others." They understood that such skills support an individual's development of healthy connections with peers, friends, family, and the community at large. The skill also assists an individual to comprehend and live in peace and harmony with others.

Students who selected option A, "The ability of a person to know what he/she wants," and D, "The ability of a person to understand himself," were incorrect, though, as all of the distractors embrace the traits or attributes of a person with unique life skills. In other words, being able to identify one's desires and motivations and then take the appropriate but necessary steps to fulfil them indicates assertiveness. Similarly, a person possesses self-awareness skills if they can comprehend themselves, including their feelings, emotions, strengths, and flaws. Finally, students who selected option B, "The ability of a person to know something," were incorrect because critical thinking abilities depend heavily on knowledge or awareness of various topics. To analyse, assess, and synthesise new ideas to arrive at wise decisions, one must be able to process the information they have promptly.

Furthermore, item (ii) assessed the students' comprehension of various scenarios that may result in traffic accidents. After being shown a scenario of an accident that occurred shortly after a driver by the name of Mugi passed another car, they were asked to explain what led to the incident. "High speed" as option A, was the right answer. The students who chose this option were right because they understood that overtaking is a serious decision that require greater gravity for the faster traffic moves. Drivers frequently accelerate during and immediately after passing other cars, which can result in going over the posted speed limit on a particular road. In relation to the given scenario, these students were able to comprehend that speeding increases the likelihood of collisions, which can cause serious injuries and property damage because it reduces a driver's time to process information and take appropriate action, lengthens the stopping distance, and raises the risk of high collision speeds.

However, students who chose option B, "poor road conditions," and those who were drawn to option C, "bad weather," made incorrect choices because these two factors do not directly cause overtaking errors because they are not related to the dangers of potholes, uneven surfaces, broken concrete, exposed rebar, sinkholes, and cracks on the road. For example, when a driver hits a big pothole, the tyre may burst, forcing the car to veer into another lane, crash into another car, hit objects on the road and eventually fall or rollover. Similarly, inclement weather, such as strong winds, rain, snow, sleet, and fog, makes it more difficult to control a moving vehicle or obscures the driver's vision, which increases the risk of accidents. Finally, because road users bear the primary responsibility for road safety, the students who selected D, "Shortage of traffic police," were incorrect. Additionally, even though police officers' duties include directing

traffic flow on the road or stopping violators and providing them with notice and an official record of their offence, it is not feasible to station them everywhere overtaking occurs. To prevent collisions like the one that claimed Mugi's life, drivers must prioritise defensive driving and receive thorough training.

Moreover, the ability of the students to analyse the reasons behind the emergence of various special groups was assessed in item (iii). They were asked to choose an option from a list that did not justify the need for emergency of refugees in Africa. Students with sufficient knowledge chose option D, "Human resources," knowing that human resources are the people who work for an organisation, a company, an industry, or even the government. When human resources are effective and well-managed, they do not cause the emergence of refugees; rather, they support the expansion of an organisation and the national economy. On the other hand, students who chose options A for "Political conflicts" and B for "Religious conflicts," were incorrect. This is because, as we have seen in African nations such as Sudan, Central Africa Republic, Nigeria, Niger, Burkina Faso, and Libya, political, civil, and ethnic conflicts, like religious conflicts, have disrupted peace, killed and injured civilians, destroyed property, infrastructure, and the social and economic system. As a result, people flee to other locations or nations where they are taken in as refugees in order to survive.

Similarly, those who chose option C, "Natural resources," were not aware of the conflicts, controversies, and battles brought about by the struggle for possession, management, or access to natural resources in Africa, including minerals, oil, water, land, and forests. For instance, the Democratic Republic of Congo (DRC) has an abundance of natural resources, including forests and strategic minerals like diamonds, cobalt, copper, gold, coltan, zinc, uranium, tin, tantalum, and tungsten. These resources have led to the formation of armed groups and militias that are actively engaged in resource looting, particularly in the country's eastern provinces of Ituri, North Kivu, Southern Kivu and Tanganyika. In addition to human rights violations, political violence, and extrajudicial killings, conflicts between extremist groups have also resulted in civilian casualties, population displacement, and the need for refugees. These conflicts have been directed against the government and international peacekeeping forces. As an illustration, in June 2023, 11,531 Congolese asylum seekers crossed the borders into Tanzania through the Kigoma region and were relocated to the Nyarugusu Refugees' camp by the United Nations High

Commission for Refugees (UNHCR). Libya, Nigeria, Liberia, and Sierra Leone are other African nations where conflicts have arisen over natural resources. In these countries, domestic rebel groups have turned to quasi-criminal activities to extract benefits from the minerals.

Additionally, item (iv) tested the student's understanding of the development and the amendment of the United Republic of Tanzania's constitution of 1977. They were asked to identify the constitutional amendment, which introduced the simple majority electoral system as it has been used in Tanzania's general elections since 2000. The correct response A "The 13th amendment" was selected by students who were aware that, the constitution amendment made in 2000 introduced Article 41 (6) which states that "Any presidential candidate shall be declared duly elected President only if has obtained majority vote". In a simple majority electoral system, the highest number of votes cast for any candidate exceeds the second-highest number, while not constituting an absolute majority.

Conversely, students who chose option B, "The 14th Amendment," were unaware that this modification was made in 2005 in order to include 30% more women as members of parliament (special seats). Sub-article (1) (c) of Article 66, states that "Women members being not less than thirty per cent of all the members mentioned in paragraphs (a), (c), (d), (e), and (f) with qualifications mentioned in Article 67 elected by the political parties by virtue of Article 78, based on the proportion of votes.". The same article lists the categories of members of Parliament. Similarly, those who chose option C, "The 10th Amendment," were unaware that, before the passing of the 1993 amendments, Ward councillor elections were part of local government elections; instead, they became part of the general national election. Finally, as mentioned in article 47 (2), (3), a student who selected D, "The 11th Amendment," was unaware that such an amendment which was passed in 1994 established procedures for obtaining the vice president of the United Republic of Tanzania as he was to be the presidential running mate in general election as from 1995. As a result of this modification, the president of Zanzibar joined the cabinet and ceased his position as the vice president of the United Republic of Tanzania.

The knowledge of the students regarding various types of marriage was assessed by item (v). They were asked to choose the best phrase to characterise a marriage between Shida and Tabu, and Fungameza after being presented with a scenario involving their union. Students who understood that polygamy is a

marital relationship in which a man marries more than one wife, as Fungameza did, selected the correct response, B. Conversely, those students who found distraction C "Polyandry" appealing were unaware that the term described a type of marriage in which a woman marries multiple husbands. In the same vein, those who selected A for "Monogamy" and D for "Bigamy" were mistaken because bigamy is the crime of marrying someone while already married to another person, and monogamy is the practice of marrying or the state of being married to one person at a time; one husband and one wife.

In item (vi), students were assessed on the ability to analyse the importance of preserving the union between Tanganyika and Zanzibar. After being presented with options, they were asked to choose one justification for maintaining that union. The response "To defend the sovereignty" (option B) was accurate. Students who chose this option knew that on April 26, 1964, Tanganyika and Zanzibar, two sovereign states, joined forces to form the United Republic of Tanzania to preserve political independence, territorial integrity, and sovereignty. Among other reasons, the need to defend Tanganyika and Zanzibar from both internal and external threats influenced their union. For example, Tanganyika experienced army mutiny in March 1964, and Zanzibar's fear of the counter-revolution that same year prompted them to unite with Tanganyika on April 26, 1964. Most of these students knew that the union had to be protected at all costs to keep the government's *de facto* administrative control over the nation and to prevent it from falling under the authority of any other group, government, or foreign sovereign state.

Students who selected options A, C, and D—"To protect the national language," "To protect the common currency," and "To promote tourism," respectively went astray because none of them addressed the fundamental justifications for these nations to surrender their sovereignty to the union. Even after the union disintegrates, it is feasible for each member state to keep Kiswahili as its official language, set up a central bank and advertise its tourism attractions. However, when national security is at risk, these actions become impossible.

Further still, students were assessed on their ability to analyse the characteristics of a good friend in item (vii). They were given a list of personal qualities and asked to identify one that should not be used as a guideline when selecting a good friend. The correct answer was D, "A person who is completely reliant on others." Students who chose this option were aware that having a friend who is

an adult and capable, but reliant, places a burden on one to help and serve him/her, in the sense that a dependent person is unable to take care of himself/herself without relying on others for making decisions, meeting basic needs, and survival. Furthermore, having lazy friends is unhealthy because they do not influence one to strive for self-development and respect, and they also lower confidence in one's abilities to do things without the assistance of others.

Nonetheless, students who chose A "A person who likes, respects, and trusts others," B "A person who listens and shares with others," and C "A person who allows others to grow" made a mistake because all options were characteristics of a good friend. For example, everyone needs to be close to someone who likes and loves him or her, who can build mutual trust by sharing hopes and fears, and who provides opportunities for intellectual and material development.

Students' comprehension of various gender concepts as they relate to the explanation of gender issues was assessed in item (viii). They were asked to choose a gender concept from a list that represented a situation in which society is equally allocating duties and responsibilities to the sexes in development activities. "Gender mainstreaming" was the appropriate response. The student who chose this option was aware that gender mainstreaming entails; involving men and women in planning, and creating laws, policies, and development programmes to take gender issues into account at all levels, from the family, community, and country.

However, since the term refers to gender perception or assumptions made by society towards a particular sex, students who chose distractor B, "Gender stereotyping," were incorrect. It is predicated on a rigidly held misconception about the qualities, traits, or roles that men and women should possess or carry out equally. In a similar situation, those who selected option C, "Gender discrimination," were incorrect since it describes the unfair treatment of men and women differently based on their sex. For example, due to their gender, women are often excluded from equal opportunities in education, work, and inheritance in many societies. Lastly, those who proposed D "Gender empowerment" were incorrect because gender empowerment emphasises on the process of making people of any gender stronger and more confident, especially in controlling one's life and claiming one's rights. Such students did not know that the concept also refers to initiatives for giving more voice and power to groups that are marginalised based on their sex.

In item (ix) students were tested on their ability to assess the effects of Female Genital Mutilation (FGM) and identify why it is discouraged. Students who understand the consequences of FGM chose the correct response C "It contributes to the spread of HIV/AIDS." These students were aware that female circumcision involves the use of unsterile tools that are shared during the procedure of cutting and removing the external female genitalia. Nevertheless, students who chose A "It increases the fertility of the excised woman" were unaware that female fertility is the ability of a woman to conceive a biological child, which can be maintained by modifying her diet, maintaining a healthy weight, reducing stress, and avoiding alcohol and caffeine intake, not by circumcising a woman.

Similarly, students who selected option B, "It increases sexual desire of the excised girl," were mistaken because female genital mutilation is carried out because it lessens women's desire for sexual activity, maintaining virginity and averting promiscuity. Lastly, those who chose option D, "It promotes a girl to womanhood," had no understanding on the importance of this process since it helps girls develop a strong sense of self, accept their bodies as they change over time, become confident, and be able to assume roles in their families and society at large.

Moreover, item (x) assessed students' knowledge of the various roles assigned to the National Electoral Commission (NEC) by the United Republic of Tanzania's 1977 Constitution. Students were asked to choose one of the options provided in this item to represent a function that is not the responsibility of NEC. "To ensure peace and security during elections" was the right answer, as C. Students who selected this option were aware that the Tanzania Police Force, not the national electoral commission, is in charge of maintaining order during election-related activities such as voter registration, candidate nominations, campaigns, voting, and results announcements.

Students' understanding of the roles played by the National Electoral Commission, however, was lacking for those who selected options A, "To supervise and coordinate the registration of voters," and B, "To supervise and coordinate the conduct of elections." They could not know that NEC is tasked with overseeing and coordinating the conduct of the presidential and parliamentary elections held in the United Republic of Tanzania, as well as making it easier for eligible citizens to enroll and cast ballots in general

elections. This information is provided by Article 74 (6) (a) and (b) of the constitution of United Republic of Tanzania. Finally, it should be noted that students who selected option D, "To review the boundaries and demarcate the constituencies," were incorrect because NEC is mandated by articles 74 (6) (c) and 75 (2), (3), and (4) of the same constitution, to establish constituency boundaries following the president's consent. NEC considers both the physical characteristics of the area to be included in the constituency and the accessibility of community members when determining the boundaries.

Finally, apart from the discussed strengths and weaknesses on the ability of students to choose the correct responses among the given alternatives, the analysis shows that; there were students who wrote irrelevant letters, which were out of the options and others left the boxes blank. Extract 1.1 is a sample of student's script with incorrect options on question 1.

1. For each of the items (i) – (x), choose the correct answer from the given alternatives and write its letter in the box provided.

(i) Which one among the following is true about social life skills?

- A The ability of a person to know what he/she wants.
- B The ability of a person to know something.
- C The ability of a person to live in peace with others.
- D The ability of a person to understand himself.

D

(ii) When he was driving his car, Mugi got an accident soon after overtaking another car. How would you describe the cause of such road accident?

- A High speed
- B Poor road conditions
- C Bad weather
- D Shortage of Traffic police

B

(iii) Which one is **not** a reason for emergence of refugees in Africa?

- A Political conflicts
- B Religious conflicts
- C Natural resources
- D Human resources

B

(iv) The Tanzanian general elections since 2000 are conducted by using the simple majority electoral system. Which constitutional amendment introduced such a system in the country?

- A The 13th amendment
- B The 14th amendment
- C The 10th amendment
- D The 11th amendment

C

(v) Shida and Tabu are both married to Fungameza. What is the best term to describe such a marital relationship?

- A Monogamy
- B Polygamy
- C Polyandry
- D Bigamy

A

(vi) Why the union between Tanganyika and Zanzibar should be maintained?

- A To protect the national language
- B To defend the sovereignty
- C To protect the common currency
- D To promote tourism

X

(vii) The given personal qualities are the guides to choose a good friend **except**:

- A A person who likes, respects and trusts others.
- B A person who listens and share with others.
- C A person who gives others a space to grow.
- D A person who depends on others completely.

A

(viii) How would you describe a situation whereby the society is assigning tasks and responsibilities to both sexes equally in development activities?

- A Gender mainstreaming
- B Gender stereotyping
- C Gender discrimination
- D Gender empowerment

C

Extract 1. 1: A part of an incorrect Student's Responses to Question 1

In extract 1.1 the student was not able to opt for correct answers, so he/she scored zero.

2.2 Question 2: Matching Items

The purpose of this compulsory question, drawn from the topic *Our Nation*, was to assess how well the students understood the various national holidays. Students were asked to write the letter corresponding to the right answer beneath the item number in the given table, and then match the explanation of various national festivals in List A with the corresponding dates in List B. The students' performance was as follows; 282,193 (40.59%) students scored from 0 to 1 mark, 261,847 (37.66%) students scored from 2 to 3 and 54,192 (21.75%) students scored from 4 to 5 marks. Generally, the students performed averagely, as evidenced by their scores which range from 02 out of 05 marks. Figure 2 shows the performance of the students.

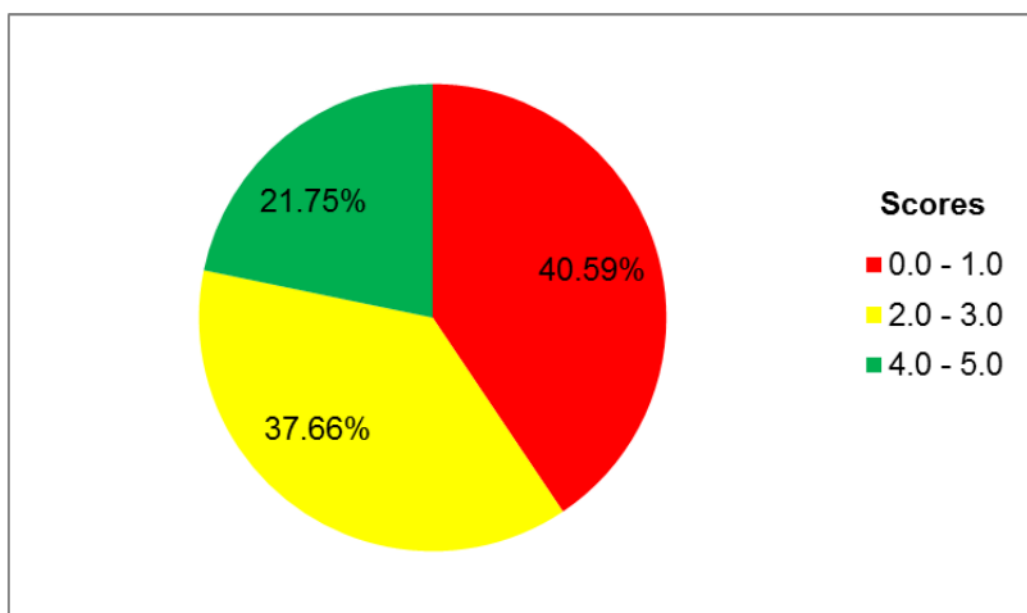


Figure 2: *Students' Performance Categories in Question 2*

Figure 2: shows average performance of the student in question 2. Such score on this question suggests that most students understood the national holidays and the dates on which they are observed.

Apart from such statistical account of students' performance as shown in Figure 2 above, the analysis of the students' performance in individual items is as follows:

In the first item, students were asked to determine the date of Tanzania's annual celebration honouring the country's farmers and peasants, which is held on

August 8. These students knew that Tanzania has been celebrating "Farmers' and Peasants' Day" since August 8th, 1993, in order to promote agricultural development in the nation. On this day, farmers display their agricultural products and services. Some students, however, mismatched it with the incorrect response, "12th January." These candidates were unaware that Tanzania observes the Zanzibar Revolution Day on January 12 every year. Additionally, a few students matched the item with C, which is May 1st, the day Tanzanians join the rest of the world in celebrating the accomplishments of labourers.

Secondly, in order to honour the workers' contributions to the country's development, students had to determine the date of Tanzanian celebrations in item (ii). The students who knew that Worker's Day is observed annually on May 1st as an international public festival chose correct answer C, which is 1st May. On this day, employees voice their complaints and demands to employers and the government, which demand the attention of national policy and decision-makers.

However, some students mismatched it with A for 12th January, D for 7th July, and G for 10th December. These students were unaware that Tanzania observes the 12th January as a public holiday in observance of the Zanzibar revolution. Furthermore, they were unaware that Tanzanians celebrate Sabasaba Day on 7th July each year to promote locally made goods and services whereas traders from within and outside Tanzania participate in the exhibitions. Formerly, the day was used to commemorate the formation of TANU on July 7th, 1954 and to honour workers' and farmers'. Equally, they were unaware that Tanzania does not observe a national holiday on December 10th.

Thirdly, in item (iii) students were required to choose an option that included a date on which Tanzanians celebrate the country's formation. When they selected option B, "26th April," most students showed that they understood the material. They knew that April 26 is Union Day, observed annually in Tanzania as a commemoration of the unification of Zanzibar and Tanganyika on 26th April 1964, which resulted in the United Republic of Tanzania. Government representatives speak to the public on Union Day, emphasizing how crucial it is to preserve the union.

Surprisingly, some students selected E, which stands for 8th August, as the day Tanzanians celebrate to remember the country's founding. These students did not know that this festival, known as Nanenane, was instituted in 1993. The day

is to honour the labours of farmers and peasants, and promote Tanzania's agricultural development. Typically, the national celebration is held in one zone within a particular region of the nation. Furthermore, some students chose F for 9th December, even though it is Tanganyika's Independence Day. Unexpectedly, a few students selected December 10th and 11th. Such students did not know that neither date is associated with a scheduled public holiday in Tanzania, even though only 10th December denotes minority independence of Zanzibar in 1963.

Next was item (iv), in which students had to determine the date Tanzania celebrated the day majority rule was established in Zanzibar. "12th January" was the right answer. Students who were aware that Zanzibar's majority rule came about as a result of a revolution on 12th January 1964, chose this option. Such students understood that the revolution toppled the sultanate government that marked the end of minority rule in Zanzibar. Similarly, Tanzanians observe a public holiday on 12th January in honour of the Zanzibar Revolution Day. Government officials give speeches to the public on this day to remember those who gave their lives in support of the revolution and to commemorate Revolution Day.

Nonetheless, a few students mismatched it with H ("11th December"), D ("7th July"), and E ("26th April"). Those who chose E, 26th April were unaware that the two presidents of independent states, the late Sheikh Abeid Amani Karume of Zanzibar and Mwalimu Julius Kambarage Nyerere of Tanganyika signed an agreement that led to the creation of the United Republic of Tanzania on 26th April 1964. Furthermore, they were unaware that, starting 1993, with the implementation of the multi-party system in 1992, Tanzanians celebrate Sabasaba Day on 7th July. This day was originally observed as the day TANU was formed, but it was later renamed as Dar es Salaam International Trade Fair Day. The goal of the day is to promote locally produced goods and services. Traders are typically invited to participate in the exhibition, both from within and outside Tanzania. Equally, those who chose 11th December fall in the same trap since there is no scheduled significant national event celebrated on that date.

Lastly, students had to indicate the date on which Tanzanians celebrate their political sovereignty and independence in item (v). The students who knew that Tanzanians celebrate the independence of Tanganyika from British rule on 9th December 1961, chose the correct response, F, which is "9th December". A year later, on December 9, 1962, Tanganyika declared itself a republic. Tanzania has been successful in maintaining its independence and sovereignty thus far.

However, some students mismatched the answer with incorrect options, such as A "12th January," C "1st May," E "8th August," and H "11th December," due to their superficial knowledge of national holidays. These students were unaware that certain days are set aside to commemorate significant national holidays and events, while others are not dedicated to national celebrations at all. For example, option C, 1st May, is designated as Labour Day, a time to honour the labourers who have contributed to the development of the nation from both the public and private sectors, whereas option H, December 11th, is a day without any celebration. Extract 2.1 is a sample of correct responses.

Answers					
List A	(i)	(ii)	(iii)	(iv)	(v)
List B	E	C	B	A	F

Extract 2.1: A sample of the student's correct responses to question 2

2.3 Question 3: Comprehension

In order to answer this question with items (a – e), students were asked to carefully read the passage before attempting the questions. The passage was about the Central and Local Government in Tanzania. The purpose of the passage was to assess the students' comprehension skills on Civics-related information. By scoring from 0 to 2.5 out of the 10 total marks, 19.33 per cent of students had poor performance, 3 to 6 marks 69.55 per cent had average performance and 6.5 to 10 marks 11.12 per cent had good performance. Question 3 students' performance is illustrated in Figure 3.

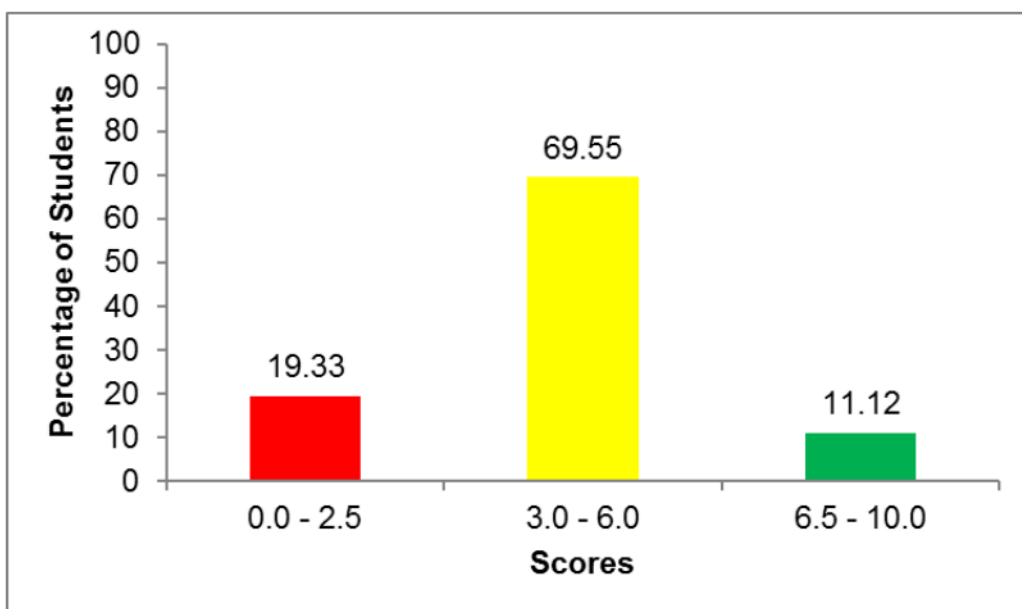


Figure 3: *Students' performance Categories in question 3*

Figure 3 shows good performance of students in question 3 as 80.67 per cent of the students scored from 3 to 10 marks.

In item (a), students were asked to recommend a suitable title for the text. During analysis of the students' responses, some students were able to create a title for the passage that was appropriate and relevant. The correct titles found on the students' scripts included THE GOVERNMENT, THE LOCAL AND CENTRAL GOVERNMENTS, TANZANIA'S GOVERNMENT, THE GOVERNMENT'S FUNCTIONS, AND THE ROLES OF THE GOVERNMENT. Students who correctly proposed the title showed that they understood the passage's main idea and had strong English language skills.

On the other hand, some students did not suggest the appropriate title for the text, while others did not follow the guidelines for title writing. A few of them jotted down civics concepts at random. Examples of titles that have been noted incorrectly are "OUR NATION, HUMAN RIGHTS and THE DEMOCRACY. In addition, there were students who wrote statements and phrases that had nothing to do with one another, like "LOCAL GOVERNMENT IS BETTER THAN CENTRAL GOVERNMENT." Some students went one-step further and chose few phrases from the passage to serve as the passage's title. For instance, one student wrote, "THE LOCAL GOVERNMENT AND DEMOCRATICALLY ELECTED BODY OF COUNCILLORS." All these

incorrectly given titles suggest that the students did not understand the theme of the passage.

Item 3(b) in response to the passage, students were asked to identify the roles played by the local government by providing two points. One student who understood the major arguments of the passage mentioned; *ensure that laws are enforced and promote democracy within their areas of jurisdiction*. Then other students added; *to uphold public safety/peace and order of a specific locality ensure development and enforce the law*.

In contrast, some students failed to extract main ideas from the passage and thus deviated to numerous irrelevant responses. One student for instance, copied some irrelevant parts of the passage as he/she wrote; *...it is concerned with a specified area and the central government use different arms to perform its function*. Similarly, other students copied some options from question 1, as one wrote; *Political conflicts and Human resources* which are option A and D of item (iii).

Additionally, in item 3(c) students were asked to list three organs that the central government uses to carry out its duties. One student, for instance, correctly identified *The legislature, The executive, and The judiciary*. These answers show that the student was able to grasp the essential concepts and was aware of many tools the central government uses to carry out its duties. Conversely, other students struggled with comprehension, which prevented them from realising the right answer to the question in this item. For instance, a few students concentrated on the first paragraph's discussion of local government and its responsibilities such as *Development, Administration and Maintenance of peace and order*. In the same trend, other students demonstrated weakness in responding to this question as some of them copied sentences aimlessly from the passage, for instance copied *Through maintenance of public safety, Through consolidation of democracy within the area*. Others surprisingly omitted this item contrary to the demand of the question.

Furthermore, students were asked to describe how local government implements grass-roots democracy in item 3(d). Students who were able to understand the material gave the right answer. For instance, one student wrote, *through democratically elected body of councillors*. Some students, however, wrote irrelevant responses that led them astray. One student for example, wrote; *By allowing all members aged 18 years old and above to participate in decision making*. Another student continued by *paying taxes and Volunteering for*

development. These students confused citizen responsibility with grassroots democratic practice. However, other students skipped this part of the question.

Lastly, item 3(e) required students to describe how local and central governments are related. Students who were proficient in both English and analysis were able to determine the relationship between the local and central governments. For instance, one student wrote; *Their relationship is that local governments are agents of central government, therefore they are essentially between the people and the central government.*

Conversely, some students were unable to understand the passage's themes, thus they chose to replicate passage parts, while other students answered by providing information that was entirely taken from the passage just like in the preceding items. For instance, one student wrote functions of the local government like *to ensure that the laws are enforced.* Another one inscribed; *the local government is the system of self-governance overseen by a democratically elected body of councilors.*

Generally, students who received high scores demonstrated comprehension abilities when responding to the question items. They gave a correct title and offered a logical explanation of the passage's content. In addition, they demonstrated strong English language proficiency. A good example of a response to question 3 is given in extract 3.1.

Questions	
(a) Suggest a suitable title for the passage.	THE GOVERNMENT OF TANZANIA
(b) According to the passage, what are the functions of local government? Give two points.	
(i)	To make sure that laws are enforced.
(ii)	To maintain the public safety.
(c) Which organs are used by the central government to perform its functions? Identify three organs.	
(i)	Legislature
(ii)	Executive
(iii)	Judiciary
(d) How is grass root democracy practiced at local government level?	By enabling the local citizen to get involved in decision making and electing leaders.

(e) How is the local governments related to the central governments?
 The local government is related to the central government because it creates a link between the local people and the government.

Extract 3 1: A Sample of the Correct Student's Responses to Question 3

On the other hand, students who had a score of 0 to 2.5 marks, demonstrated inadequate English language proficiency and were unable to respond to comprehension questions. As a result, several flaws were noted, including copying lines and phrases from the passage or question stems, writing any unrelated ideas, and skipping items. An example of such responses from a student is provided in extract 3.2.

Questions

(a) Suggest a suitable title for the passage.

.....

.....

(b) According to the passage, what are the functions of local government? Give two points.

(i) The local government which is concerned with a specified area. The central government use different arms to perform its functions.

(ii) The local government is a system of self-governance overseen by a democratically elected body of councilors.

(c) Which organs are used by the central government to perform its functions? Identify three organs.

(i) The central government is the government of the country.

(ii) The central government use different arms to perform its functions.

(iii)

(d) How is grass root democracy practiced at local government level?
 It is a system of performing various functions as directed from the central government or initiated from their specific area.

(e) How is the local governments related to the central governments?
 The local government is a system of self-governance overseen by a democratically elected body of councilors and government.
 central is The central government in Tanzania on the other hand deals with matters pertaining to the whole nation.

3. 2: A Sample of an incorrect Student's Responses to Question 3

2.4 Question 4: Work

In this question, students were asked to briefly describe the five social benefits of work as part of a test on their understanding of the value of work. Concerning results in this question, 391,727 (56.34%) students scored from 0 and 2.5 marks, 221,730 (31.89%) students scored from 3 to 6 marks and 81,777 (11.76%) scored from 6.5 to 10 marks. The data shows that 3 students omitted this question despite being compulsory. The performance of the students in question 4 is diagrammatically shown in Figure 4.

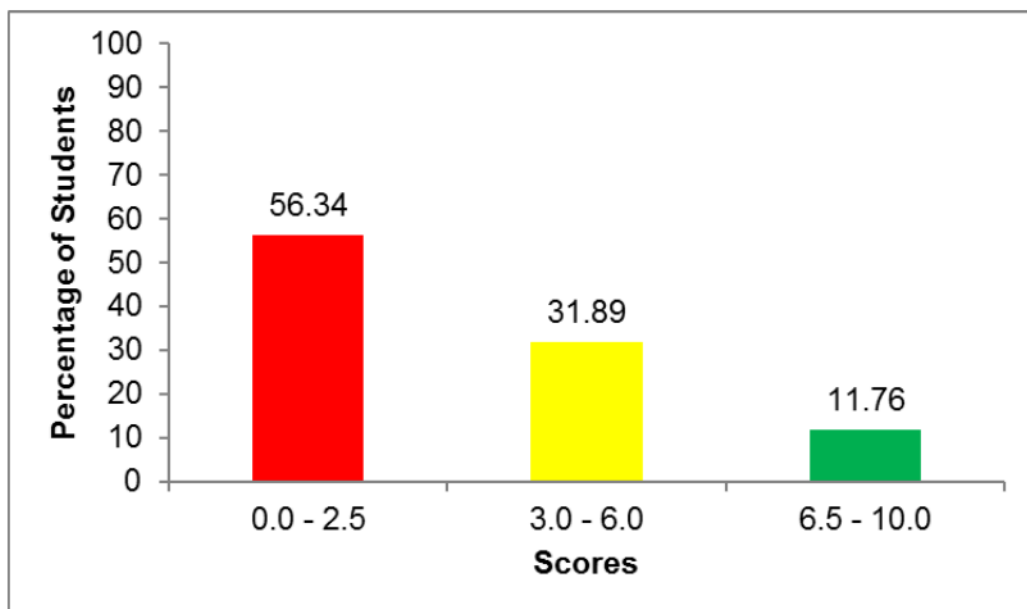


Figure 4: Student's Performance Categories in Question 4

The analysis of the students' responses to this question reveals that 56.34 per cent of those with scores ranging from 0 to 2.5 knew very little about the social benefits of work and were unable to recognise the question's demand. Some students misinterpreted the question to mean how the country benefits from its working citizens. For instance, one student wrote, *Source of foreign currency, Source of government revenue and Development of infrastructure such as transport and communication*. Such responses suggest that the student was unaware that these are financial rather than the social benefits of work. In the same manner, other students described work related activities as one of them wrote; *Farming, Mining, Livestock keeping and Banking*. Another student added *Fishing, Driving and Teaching* while the other one wrote *Agricultural activities and Trade activities*. Such students did not know that the question wanted them to explain the social benefits that can be gained out of those work activities.

Additionally, other students associated the social benefits of work with personal life skills like *Self-awareness*, *Self-esteem*, *Self-worthy*, *Self-confidence*, and *Assertiveness*. These students had no idea that having personal life skills can help one avoid risky behaviour at work and make logical decisions which can yield him/her various social benefits. Likewise, another student explained the steps involved in solving a problem by pointing out such points as *Identification of the problem*, *collecting information*, *Defining the problem*, *generating alternatives* and *Carrying out the evaluation*. Additionally, another student explained gender concepts like *Gender bias*, *gender discrimination*, *Gender mainstreaming*, *Gender empowerment* and *Gender stereotyping* instead of social benefits of work.

Apart from misconceptions, other students copied sentences from other questions to treat them as answers. One student for example; copied a sentence from the passage in question 3 and wrote *They depend on various sources of revenue to implement their responsibilities.....example; the income from taxes, loans, grants and licences*. Another student copied the sentences from question 2 items (ii) and (iv) *The date when the Tanzanians celebrate to appreciate the workers' contribution in the national development* and *The date when Tanzanians commemorate the day when majority rule was achieved in Tanzania*. Worse, enough, other students omitted this question even though it was compulsory. Besides that, poor level of English language skills featured weak performance of the students in this question. Extract 4 1 is a sample of incorrect response from one of the students in question 4.

4. In five points, briefly explain the social benefits of work.

(i) High speed

(ii) Bad weather

(iii) Poor road conditions

(iv)

(v)

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

In extract 4.1 the student mentioned the causes of road accidents instead of giving brief explanations on the social benefits of work. In addition, the student was not able to supply responses to roman (iv) and (v).

Moreover, the students' average performance was due to some weaknesses like a mixture of correct and incorrect responses. Some students mixed the social benefits of work with the economic benefits of work, which were incorrect responses. One student for instance, wrote social benefits of work like *It provides basic needs such as food, clothes and Shelter and it reduces poverty.* He/she provided the economic benefits such as *It is a source of Foreign currencies, Source of investment and production and It reduces unemployment.*

In addition, some students repeated some points. One student, for example, considered *It helps people to fulfil their wants*” and *It helps people to get their basic needs such as food, clothes, and shelter* as independent points while they mean the same. This student was not aware that needs and wants bear the same meaning. Another one treated; *It promotes peace and security in the society* and *it ensures order and tranquillity in the society* as two separate points while the presence of order and tranquillity in the particular society implies the presence of peace. Other noted weaknesses were the presentation of a few points less than the demanded, while others supplied points without explanations.

However, the students who scored high marks (6.5 to 10 marks) provided relevant responses, which indicates that they had adequate knowledge about the subject matter. One student, for example, presented points like *It keep someone busy*, as work tends to make one full of activity, and concentrate on productive issues. This gives an individual the challenges and means to personal development. The second point was *It gives someone a sense of pride, identity and personal achievement*. The student was aware that; people are identified based on what they do and they are proud of it. For instance, one can be identified as a teacher, lawyer, peasant, pastoralist, engineer and doctor. Moreover, *working develop someone’s skills and knowledge*. Working places offer continuous learning environments for acquiring various skills; both technical and social. This contributes not only to personal growth but also enhances one’s values within the broader social context.

Furthermore, another candidate wrote; *It ensures security from a steady and reliable income* in the sense that, if everyone in the community works, the number of unemployed decreases. Likewise, social crimes such as drug abuse, prostitution and theft also decrease. He/she proceeded with the next one; *ensure increased self-esteem due to a daily purpose and contribution to a society*. This means that through work, individuals often feel respected, self-worthy and valued because they contribute to society by providing goods, services or expertise. Another point was; *it increases happiness due to sense of belonging and it enables someone to socialize, build contacts, and find support*. Thus, the student was aware that, a good working environment makes one enjoy working especially when co-workers have good relationships. For instance; when activities are done through teamwork, workers are likely to build a bond and help each other in different issues. Lastly, *It improves someone’s physical and mental health*: a person who does work that requires mental or physical efforts develops physical fitness, and a sense of psychological satisfaction and his or

her mind becomes active. Likewise, he/she was aware that, working encourages innovations especially when one is performing hard, complex, challenging or competitive activities. One becomes innovative to simplify the task, save time, get customers or compete with others. Finally, clear explanation, good organisation of ideas and mastery of the English language demonstrated by students in this category contributed to high scores in this question. Extract 4.2 is a sample of the correct responses from one of the students in question 4.

4. In five points, briefly explain the social benefits of work.

- (i) It helps to promote and maintains one's health. When the people in the society work it will help them to get the salaries and wages in which they will enable them to live in peace and harmony. One's health can be affected by different life factors such as: Stress, excessive poverty and also the excessive intake of alcohol and drugs can lead to bad health.
- (ii) It helps to build an ^{social} identity in the society. Also work helps to build a social identity of different people within the society in which they are living in. When the people works in a specific organization for example; works as a mechanical Engineer, it will enable him/her to be known by different people in the society and to be well identified.
- (iii) It helps to reduce social crimes and offences in the society. Work enable different people to get salaries and wages due to their mental and the physical effort within that organization. This will help people to live well in the society. But when people do not do any work in the society it can result to excessive poverty which leads to the social crimes.
- (iv) It helps to the development of the nation. Work also plays a great role in the development of the nation. Simply because when the people do work well in the nation it can lead to the raise of standard of living thus will enable the people within that nation to live very peace and happy and there will be no poverty.
- (v) It helps to build good relationship and respect among the people in the society. Also work helps to bring about respect and build good relationship in the society because when the people work for each other in the nation I mean employee and employed person it will enable them to have a good relationship and respect.

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

In extract 4.2 the student was able to explain the social benefits of work.

2.5 Question 5: Proper Behaviour and Responsible Decision Making

This question tested the students' ability to illustrate steps required for rational decision-making. Students were instructed to explain briefly the five guiding steps to follow to reach a better decision for their future careers. This is one of the poorly performed questions as majority of students 645,914 (92.91%) scored from 0 to 2.5 marks, while fewer students 41,030 (5.90%) scored from 3 to 6 marks and only 8,292 (1.19%) students scored from 6.5 to 10 marks. The data shows that 7 students did not attempt this question despite being compulsory. Figure 5 illustrates the students' performance in question 5.

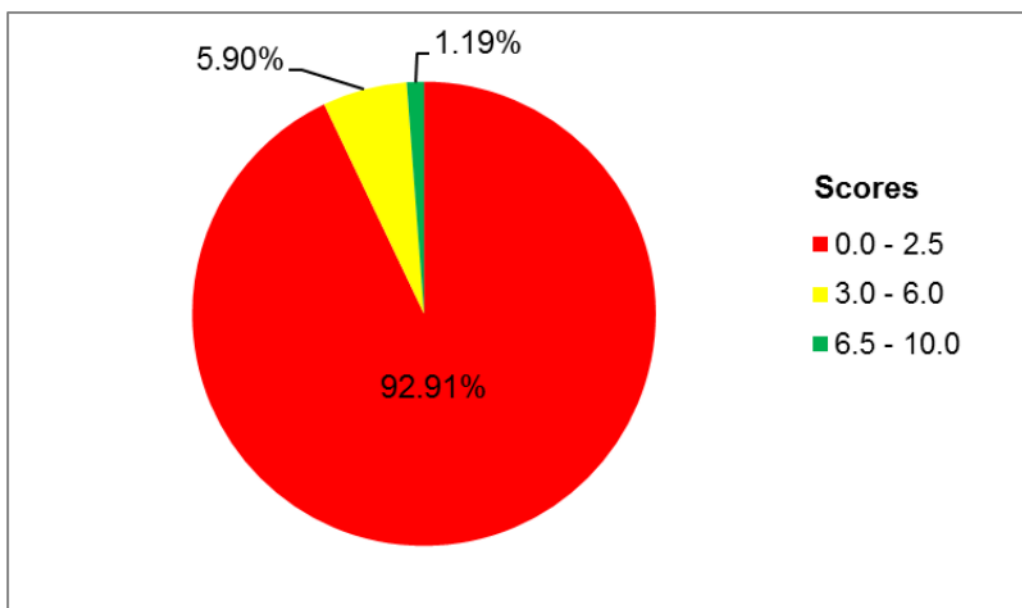


Figure 5: Student's Performance Categories in Question 5

Figure 5, shows weak performance of the students in question 5 as only 7.09 per cent of the students scored from 3 to 10 marks.

The analysis of students' responses shows that the responses of the students who scored 0 to 2.5 marks had limited knowledge about the subject matter and demonstrated inability to analyse guiding steps to follow when making rational decision for better career choice. For instance, some students explained methods, used to gather information for problem solving as one wrote points like *observation, interview, questionnaire* and *documentary review*. Likewise, other students associated decision-making steps with the importance of making proper decisions. For example, one student elaborated that; *Promote development, promote cooperation, promote peace and harmony, enhance good*

leadership and reduce crimes. Additionally, other students gave individual life skills while others presented interpersonal life skills. For example, one student wrote *Self-awareness, Assertiveness, Self-confidence and Self-esteem.* Another one added; *Negotiation skills, Empathy, Sympathy, communication skills and forming good friendship.*

Nonetheless, other students pointed out social problem solving techniques like *working hard, reading various document, Seeking guidance and counselling.* Additionally, other students went further associating steps for rational decision with basic skills for entrepreneurship. Some students, for example, presented points such as; *creativity, risk taking, interpersonal skills, creative skills, critical thinking skills and decision making skills.* In the same vein, other students explained various sources of life skills like *friends, religion, schools, family and reading books.* Likewise, other students shifted their attention towards mentioning different human rights and fundamental freedoms such as; *freedom to make decision, freedom of expression and freedom of worship.* Surprisingly, some students related the demands of the question with ways to avoid improper behaviour. For instance, some wrote points like *respecting laws, abiding to religious teachings, abstaining from sexual intercourse and being hard working.*

Moreover, other students misinterpreted the question to denote different gender concepts. For instance, one student wrote about *Gender discrimination, Gender mainstreaming and Gender stereotyping.* Equally, some students referred it to concepts of democracy as one of them explained; *respect for human rights and equality, multiparty system, peoples' participation and election.* Furthermore, some students linked it with the factors for family stability. For example, one student suggested some tips for a stable family *peace, good relationship and cooperation.*

Additionally, other students suggested the qualities of attainable goals, as it was noted from one of the student's script who wrote, it should be; *specific, measurable, achievable, reliable and time bound* instead of analysing how one can arrive to a better decision for future career. In the same vein, another student lost focus by explaining the three arms of the government namely *Parliament, Judiciary and Executive* while the other one pointed out some local government authorities, such as; *village government, ward government, district council, town council and municipal council.*

Finally, other weaknesses noted was coping some parts of sentences of questions from this assessment. For example, one student, wrote *loans, grants, income taxes* and *licenses*. This was copied from the last sentence of the passage from question number 3. Some were constrained by English Language proficiency skills, which caused their failure to interpret the demands of the question. Other students omitted this question while it was compulsory. Extract 5.1 is a sample of incorrect responses in question 5.

5. Briefly explain the five guiding steps to follow in order to reach a better decision for the future career?

(i) Family obligation:- In order to get a better career for future must observe your family obligation for this career. If it is good go to continue with this career.

(ii) External motivation:- Through the external mean outside of your you must get a better decision for the future career.

(iii) Healthy status:- You must observe your health status is good for your future career and to protect your health for your better decision for the future career.

(iv) Financial resource:- Through financial resource (money) of your want must guiding to follow in order to reach a better decision for the future career development.

(v) Age:- Person must observe his or her age can allowed him or her to do a certain career this must be observe in order to reach a better career.

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

In extract 5.1 the student failed to explain the steps guiding the choice of better future career by explaining the factors which may influence the choice of career, such as; family obligation, external motivation, health status, financial resources and age.

Nevertheless, the analysis of the responses of students with moderate performance reveals both strengths and weaknesses. The analysis done in students' scripts revealed that some students failed to analyze all steps chronologically. For instance, one student, explained the first, second and fourth steps correctly, then she/he mixed up with incorrect steps, the third and fifth.

Similarly, other students listed the guiding steps without further explanations hence they scored average marks.

Moreover, other students under this category provided a mixture of a few relevant steps with irrelevant ones. For example, one student elaborated *Identification of the problem* and *Establishment of different solution* then he/she added two irrelevant points, which are related to law making processes namely *assenting the bill* and *passing the bill*. Lastly, some students did not finish the required steps. One student, for example, wrote *identification of the problem, establishing different alternatives* and *stating some criteria for evaluation and focusing on your interest*.

On the other hand, students who scored 6.5 to 10 marks were able to interpret the demands of the question. They were able to explain step by step what to follow to reach a better decision for their future career. One student explained; *identification of the subject matter, which you want to make decision about*, is the first step. This student was aware that; the first step towards a rational decision for a better career is to work out to know yourself (knowing oneself) / to identify the subject matter one has to decide about. This step is important because each person has different goals, values, interests and talents. Making self-assessment promotes the making of proper decisions in choosing a satisfying career. He/she continued with the second; *listing careers of your interest / to establish different solutions*. This student knew that, one should find information on different careers and work-related activities in his/her community based on his/her goals, values, interests, ambitions and talents.

Moreover; steps three, four and five can be cited from the student who wrote; *Thirdly, to identify options*. This entails stating some criteria to be used in judging the relevance of option one has established in previous step. The student knew that one should find detailed information about procedures, conditions and other important requirements for each career. For instance; if you want to be an engineer find out what skills, education and values an engineer needs to have. He/she continued by writing; *Step four; to evaluate all options / careers and work-related activities identified in step three to choose which one is best*. At this stage, the decision maker should make sure that the career matches his/her interests, values, competencies, strengths and talents.

Finally, the student finished by recommending the fifth step as; *to make a decision by choosing the best career/option and be focused*. This student was aware that, at this stage, the decision beneficiary should not get distracted by

other people's opinions as long as the choice suits his/her values, abilities and desires. When one focuses on the career of his/her choice, he/she increases the chance of achieving his/her dreams.

Generally, such responses suggest that the students under this category were aware that, the rational decision is made through systematic procedures; thus, one should follow steps to ensure better decisions for future career. They were also aware that the later step depends on the decision made previously. Another noted strength in the students' response was a good command of the English Language. Extract 5.2 is a sample of a good response to question 5.

5. Briefly explain the five guiding steps to follow in order to reach a better decision for the future career?

- (i) Assess yourself. Know yourself what you are able to do and what you are not able to do. What you want and what are your goals and plans as an individual.
- (ii) List the careers of your choice. An individual might want to be a successful person. He or she may have many careers that he or she like so he/she has to list down all his/her choices.
- (iii) Identify the option. Make follow up and get more information about each option of career in your list so as you may be able to choose the best option suitable for you.
- (iv) Narrow down the list of careers. Choose the best career you would like and with reasons cancel down the careers in the list which don't suit you well due to various purposes like health status.
- (v) Be focused. Have plans and goals on what you chose and have a good mindset on how to achieve it. Don't be discouraged or disturbed by people stand on your decision and work hard.

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

2.6 Question 6: Democracy

This question tested students' ability to analyse steps, which should be followed for the successful implementation of a democratic general election in Tanzania. In this question, the student's performance was weak as 665,929 (95.79%) scored from 0 to 2.5 marks, 21,058 (3.02%) scored from 3 to 6 marks and 8,246

(1.19%) scored from 6.5 to 10 marks. However, 10 students omitted this question. Figure 6 shows the students' performance in question 6.

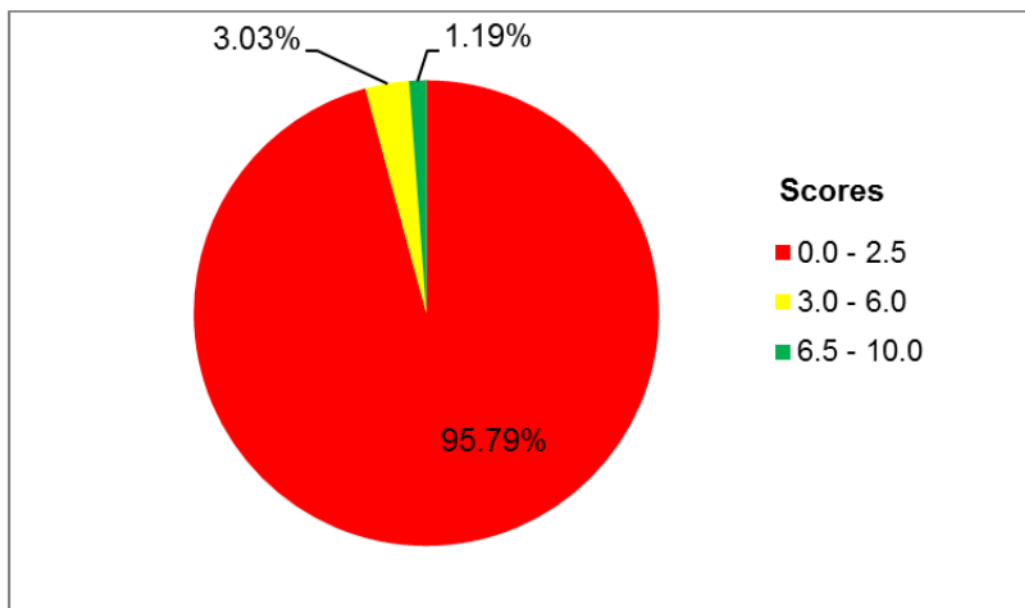


Figure 6: *Students' Performance Categories in Question 6*

Figure 6: shows weak performance of the students in question 6 as 4.21 per cent of students scored from 3 to 10 marks.

The data shows that the majority of students (95.79%) who scored 0 to 2.5 marks failed to analyse the steps to be followed for a successful implementation of a democratic general election in Tanzania. In this category, some students failed to meet the demand of the question because of their misconception on the subject matter. For instance, some students associated steps for the successful implementation of a democratic general election and features of democracy. One student, for example, gave such answers as; *accountability, transparency, free and fair election and political tolerance* and another one wrote *multipartism, rule of law, transparency and separation of power*. These students were not aware that the steps for a democratic election are different from the characteristic features of democracy.

Furthermore, some students misconceived the question as they analysed features of free and fair elections instead of analysing steps to be followed to ensure successful free and fair elections as the question required. One student, for example, wrote; *free and fair campaign, equal opportunities to political parties, equal access to mass media and transparency*. These students failed to

understand that the features of democratic elections are different from the steps for democratic general elections. Moreover, some students explained various functions of the National Electoral Commission (NEC) to mean procedures for realising a democratic general election. One student, for instance, wrote; *supervising and coordinating the conduct of election, supervise and coordinate registration of voters*. Another one added, *to allocate voting centres, review boundaries and to demarcate constituencies*. These students lacked knowledge of steps for democratic elections.

Additionally, some students misconceived the question to mean qualifications of voters as one of them wrote; *have 18 years, a person should be mentally fit, a Tanzanian and he should be a resident in a particular place*. Similarly, some students went further mentioning the qualifications of candidates for presidential posts. One student, for example, wrote; *a person should be a member of registered political party, should have forty years and above, should be able to speak both English and Swahili language, should not have any criminal case and should be a citizen of Tanzania by birth*. These candidates did not know that conditions for contesting are observed at the stage of nomination of candidates; so further processes are required to ensure that all qualified contesters are treated fairly during the election process.

Nonetheless, other students misinterpreted the question to mean steps for the law-making process in Tanzania. One student, for example, listed out *pre-legislative scrutiny, introducing the bill, debating the bill, voting the bill, passing the bill, and assenting the bill*. In the same manner, other students focused on various negative cultural aspects such as; *early marriage, widow inheritance and female genital mutilation*. Similarly, another student presented responses such as *monogamy, polygamy, bigamy and polyandry*, which are types of marriages. Such responses are contrary to the demand of the question that indicate the limited knowledge of the subject matter.

Moreover, some students mistakenly analysed various sources of government revenue contrary to the demands of this question. For example, one student, pointed out; *loans, taxes, grants and licences*. Similarly, some students treated the qualities of a good leader as steps for conducting a successful democratic election. One student, for example, explained *hardworking, honest, being responsible, creativity and respect*. Such a student did not know that these are among the important characteristics considered by voters in electing the required candidate. Likewise, some students presented problem-solving techniques like *initiating mediation, gathering information, defining the*

problem and generating alternatives. Another student listed out methods of data collection for social problem solving such as *observation, questionnaire and documentary review.*

In addition, other students presented pillars of the state namely *the executive, the president and judiciary.* In the wrong way, other students mentioned procedures that voters are supposed to follow when they arrive at a polling station on a polling day. For instance, one student wrote; *entering the polling station, crosschecking voters name in voter's registration book and casting vote by putting a tick in space provided in the ballot paper beside the candidate's name and picture.* Then added *placing the ballot paper in the special box, to ink mark the finger to avoid the possibility of voting twice and leaving the station.*

Finally, some students copied some parts of questions from this assessment examination while others skipped it. One student, for example, copied options of question 1 item (iv) which are *the 14th amendment, the 10th amendment, the 13th amendment and the 11th amendment* then treated them as answers to this question. Another student wrote *the union of Tanganyika and Zanzibar should be maintained* which is part of question 1 item (vi). Students in this category were unable to provide responses that were in line with the demands of the question. At any rate, such responses did not merit any mark because all of them were not steps that should be followed for the successful implementation of a democratic general election in a country like Tanzania. Surprisingly, some students omitted this question while it was compulsory. As a matter of fact, they scored no mark. Besides, students' responses were characterized by limited mastery of English language proficiency, which also contributed to their weak performance. Extract 6.1 is a sample of incorrect response in question 6.

- (iii) You should not have any ~~historical~~ information or any bad event like being a prisoner because when you have a bad record which will make a person to not qualify in practicing general election.
- (iv) You should have an identity card of election process. For a person to success in democratic general election in a country like Tanzania he/she should have the identity card of the election process because for every person who want to success should have an identity card.
- (v) You should have all qualification of practicing general election. One you need to success in implementation of a democratic general election in a country like Tanzania you should have all qualification of practicing general election in the nation. If you have no qualification you will not be considered.

Extract 6.1: A Part of an Incorrect Student's response to Question 6

In extract 6.1, the student suggested conditions for participating in the democratic election contrary to the demands of this question.

The data further show that 3.02 per cent of students had moderate performance in this question as their score ranged from 03 to 06 marks. Analysis of their response revealed that they had both strengths and weaknesses. For instance, some students' performance was affected by the failure to present the steps in their order of sequence to make them meaningful for a successful implementation of a democratic election. One student, for instance, mixed step one and step two as he/she wrote *registration of qualified contestant* as step one instead of step two and *registration of qualified voters* as step two instead of step one. This means, the student was not aware that the nomination of candidates is preceded by the registration of voters' exercise. The remaining three steps namely *election campaign, voting and counting* and *declaration of results* were presented by the same student in their sequential order. In the same vein, another student, correctly wrote step one as; *registration of voters* then wrongly placed step three, which is *election campaign* to omit step two.

Moreover, some students provided a mixture of relevant responses and irrelevant points. For instance, one student, explained *registering the names of voters, voting* and *announcing the winners* which were correct, then he/she continued with *announcing the names of voters* and *Polling stations* which was incorrect. Additionally, some students were not able to exhaust all the required steps for achieving a meaningful democratic general election. One student, for example, wrote three steps only: *registration of voters, nomination of candidates, and election campaigns*. These students partly knew the subject matter, which enabled them to provide some correct responses.

Few students (1.19%) scored 6.5 to 10 marks. These students had a good understanding of the steps that should be followed for the successful implementation of a democratic general election in a country like Tanzania. For example, one student analysed *registration of voters* as the first step, followed by *nomination of candidates* then presented *election campaign by the nominated candidates*, as the third one. This candidate was aware that qualified voters should be registered for presidential, parliamentary and councillors' elections to qualify for voting. Registration of voters helps to know the age, locations and number of voters. Also, he/she was aware that, each political party is required to nominate contestants for different posts based on the consent of the majority of the party members. Then parties' nominees are sent to the electoral commission for formal nomination and approval. Similarly, he/she had an understanding that; each nominated candidate with party manifestos, sell the policies and ambitions they wish to accomplish if elected. The campaigns are normally conducted in a free and fair environment to allow contesters to introduce themselves and communicate with their voters, and also to allow voters to assess those contesters.

Furthermore, another student presented fourth and fifth steps as *voting by all qualified voters* and *counting votes and declaration of results* respectively. The student was aware that voting by all qualified voters is the fourth step, where all voters are making decisions or choices on the candidates of their choice. Voters are free to cast their votes secretly and without any interference. Also, he/she knew that the final stage of the general election, was the counting of votes and declaration of results. At this stage, respective returning officers count votes in each respective area in a constituency and results are announced. In this exercise, each political party involved in the election must have an observer to witness the counting exercise. This student proved to have a good mastery of procedures for running a free and fair election. Such students knew all the steps,

for a democratic general election. Interestingly, they were aware of the proper sequence of the steps as they managed to analyse them from the first to the last one without mixing them or omitting them. Moreover, their responses were well presented in English language, which indicates that they had adequate English language command. Extract 6.2 is a sample of correct student responses for question 6.

<p>6. Briefly analyse five steps which should be followed for a successful implementation of democratic general election in a country like Tanzania.</p> <p>(i) Registration of voters; before the implementation of democratic general election in a country the registration of voters must be done as the voters must be 18 years old and above</p> <p>(ii) Nominating of candidates; in this the candidates are being nominated from their specific political parties in which these will be the representatives to be elected</p> <p>(iii) Free and fair campaigns; the free and fair campaigns are done after the candidates are nominated from their political parties also the campaigns can be done by moving almost the whole country to reflect their suitable policy-like which favours a citizen</p> <p>(iv) Voting; the voting process is achieved after the candidates are doing their campaigns where by the voters get to vote according to their leader they want to lead them</p> <p>(v) Counting of votes and announcing of results; The counting of votes is done after the voting process done earlier in which after the certain time the national electoral commission announces the results of the election done in the country</p>
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Extract 6.2 is a sample of a correct student's response for question 6.

2.7 Question 7: Human Rights

This question assessed students' understanding of the importance of promoting and protecting human rights as it tasked them to explain the need for people to respect and value the individual human rights in their societies. Student's performance in this question was weak as 564,615 (81.21%) students scored 0 to 2.5, 104,784 (15.07%) scored from 3 to 6 marks and only 25,844 (3.72%) scored 6.5 to 10. Figure 7 illustrates students' performance categories in question 7.

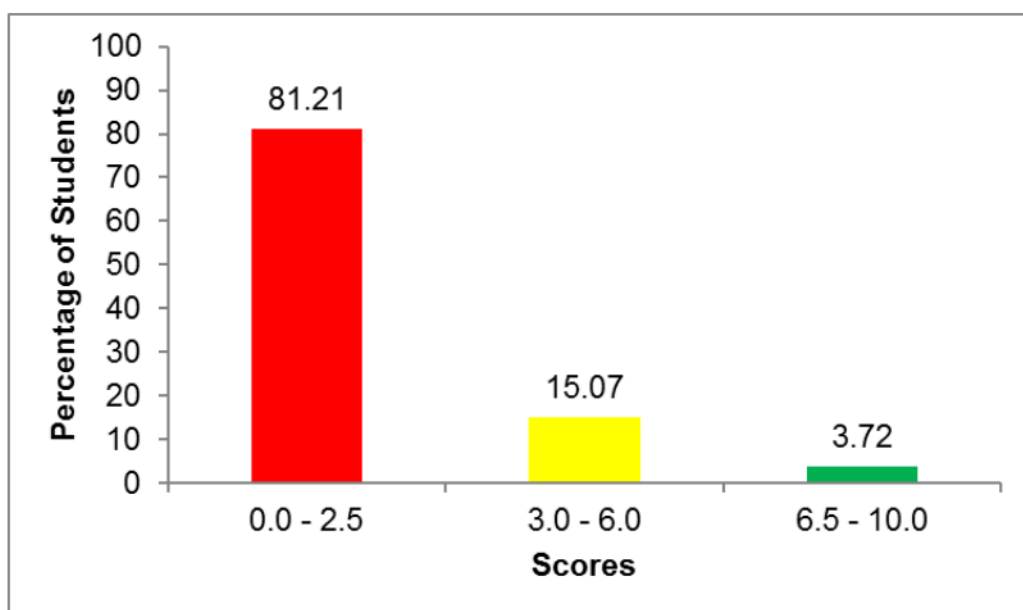


Figure 7: Students' Performance Categories in Question 7

The analysis done in the students' script suggests that 81.21 per cent of students who scored 0 to 2.5 marks failed to explain clearly why people should respect and value individual human rights in their societies. Different misinterpretations and misconceptions were observed in students' responses. For instance, some students misinterpreted the need for people to respect and value individual human rights to mean ways to promote and protect human rights. One student, for example, explained points such as; *educating the people on the need to protect other people's right, enacting strict laws, administering severe punishment and formation of institutions to make a follow-up and report instances of human rights abuse*. Also, other students went astray by relating the demand of the question with examples of human rights, as they mentioned; *freedom of association, right to education, right to security/protection, right to*

be respected, right to work and right to marry and form a family. Moreover, there were, students that associated the demands of the question with different categories of special groups. One student, for example; explained *refugees, women and children, elders, disabled and street children.* Similarly, other students misconceived the demand of the question to mean basic human needs, such as; *clothes, food, shelter, health and education.* Others presented factors for economic production such as *human resources, land, capital and entrepreneurship.*

Likewise, other students focused on the sources of life skills such as *family, society and religious institution* while others, focused on the functions of the electoral commission, such as; *it supervises elections at all levels, it is the one responsible to register voters and it approves nominated contesters.* Moreover, other students concentrated on the negative social and cultural practices as one of them wrote *early marriage, female genital mutilation, and widow inheritance.* This candidate was not aware such social cultural practices violates human rights especially women's rights. Apart from misconceptions, other students rephrased sentences from the passage to make them answers for question 7 as it was quoted from the candidate who wrote; *the central government is the government of the country as whole from a political centre, as opposed to the local government which is concerned with the specific area.* Such observed weaknesses on the student responses, suggest a low level of competence and inadequate knowledge on the topic of human rights; especially on the importance of promoting and protecting individual human rights. Besides, their responses were characterised by few relevant points, which prevented them from scoring above 2.5 marks. In addition, the responses were expressed in poor English language whilst some responses were repetitive. Extract 7.1 is a sample of poor responses to question 7.

7. By using five points, briefly explain the need for people to respect and value the individual human rights in our societies.

(i) Self-awareness. Self-awareness is the ability of some one to know him self and what he or she want. so self awareness is important for people in order to improve and respect individual life skills in our society.

(ii) self-worth. Self-worth is the ability of some to who your and how ~~you~~^{you} value in the society. Having self-worth can make some one to respect himself in different affairs such as decision making and others therefore self-worth is important for someone respect individual life skills in the society.

(iii) Assertiveness. Assertiveness is the ability of someone to recognize and know what she or he want and why and took procedure to perform it. the assertiveness is important due to when some one here could respect him self and so that lead to respect of individual life skills in the society.

(iv) Self-esteem. Self-esteem is the ability of an individual to value his self and value what he or she do. self-esteem is also important in the society because when some value him or her self and value what he or she do in the society may lead to the 'respect' on of individual life skills in the society.

(v) Coping with emotion - Emotion is the strong feeling such as desire to be accepted etc. the one should copy his emotion in order to make her to reduce and handle some problems which facing him to so ones may make the individual life skills to be valuable in the society.

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

Further analysis shows that students whose performance was average, demonstrated moderate ability in explaining the necessity of respecting and valuing individual human rights in their societies. Their responses were characterised by replication of points, some mixed correct responses and

incorrect ones, and others suggested few points compared to the demand of the question. One student, for example, pointed out, *help to promote peace* and *help to reduce conflicts among people*. These two points were treated as different though they carry the same meaning. Another example is a student who mentioned, *help to promote equality* and *help people to be treated fairly without double standards* as separate ideas but they hold the same meaning. Meanwhile, another student treated points like *help to promote the provision of social services* and *help to promote the provision of education as separate points* while they both mean to ensure access to education and other social services like health care, water and the like.

Other observed weaknesses in students' responses were giving points without clearly explanation to make them meaningful. For example, one student listed the following points without explanations; *help people to live in peace*, *Promote the provision of basic social services*, *help to maintain the rights of others* and *promoting of equality*. These points are correct but a student did not explain them thoroughly and hence scored lower marks. In the same line, others presented a fewer number of points, for instance; one student, suggested only two correct points; *ensure provision of social service like education* and *help to promote peace and stability in a society*. Other students mixed correct and incorrect points. Such weaknesses affected students level of performance resulting to score less than 6 marks out of 10.

However, the students who scored 6.5 to 10 marks managed to focus on the demands of the question. They had adequate knowledge of the need for people to respect and value individual human rights in their societies, which in other words implied the importance of promoting and respecting individual human rights in their societies. For instance, one candidate analysed; *help to promote a persons' freedom to decide the type of life he/she want without breaking the law*. This student was aware that everyone has the right to live in freedom and safety as a human being. Likewise, added; *it helps to promote the freedom of an individual to engage in any lawful income generating activity of his/her choice*. Thus, he/she knew that a person is free to choose any work according to his/her qualifications and has the right to work for fair wages/remuneration in a safe environment and to join trade unions. The same student added; *it helps to promote an individual's development in terms of material wellbeing*. The candidate knew that everyone has the right to own property and possessions either privately or in association. He/she went further providing the fourth and the fifth point as; *helps to promote a person's freedom of association and*

peoples' participation in political activities. The student knew that respect for human rights ensures the freedom of association, for example; joining trade unions, political parties and any lawful organization. Likewise, the student was aware that, everyone has the right to speak and give or receive information. Thus, a person is free to participate in political activities.

The other noted correct responses from students' scripts were; *it helps to promote justice in the society, promote the political and social integration and prosperity, promote peoples' freedom to participate in religious activities, ensure an individuals' access to education and other social services, ensure social existence and cultural heritage.* Such responses indicate that these students were aware that basic social privileges such as worshipping, water supply, education, healthcare, and others are part and parcel of people's rights. Besides the responses were well presented in English language. The good English language command was an added advantage in interpreting the question and providing meaningful clarifications. Therefore, the students were competent enough to assess the importance of respecting and valuing human rights in society. Extract 7:2 is a sample of a student's good responses to question 7.

- (iii) It enables citizens to engage in various economic activities without any obstacle in the society since there will be peace and security. When we respect each other's human rights there will be peace and harmony and thus providing a suitable environment to engage in economic activities.
- (iv) It enables people to participate in decision making activities. When everyone has an equal opportunity with others, it will enable everyone to participate in decision making and thus coming up with good and profitable decisions, thus leading to the development of people through the right decisions made.
- (v) It enables to maintain and promote national peace and security. When we respect each other's rights there would be no conflicts arising, but peace, security and harmony will be in the nation. And this will enable to create a favourable condition of people to participate fully in economic activities.

Extract 7.2: A Part of a Student's Correct Responses to Question 7

2.8 Question 8: Responsible Citizenship

This question tested the ability of the students to give brief analysis of the five factors contributing to the rise in the number of street children in Tanzania. In response to this question, the students performed as follows: 455,859 (65.57%) scored 0 to 2.5 marks, 171,545 (24.67%) scored 3 to marks, and only 25, 844 (9.76%) scored 6.5 to 10 marks. The data shows that 1 student skipped this question. In summary, this performance is depicted in Figure 8.

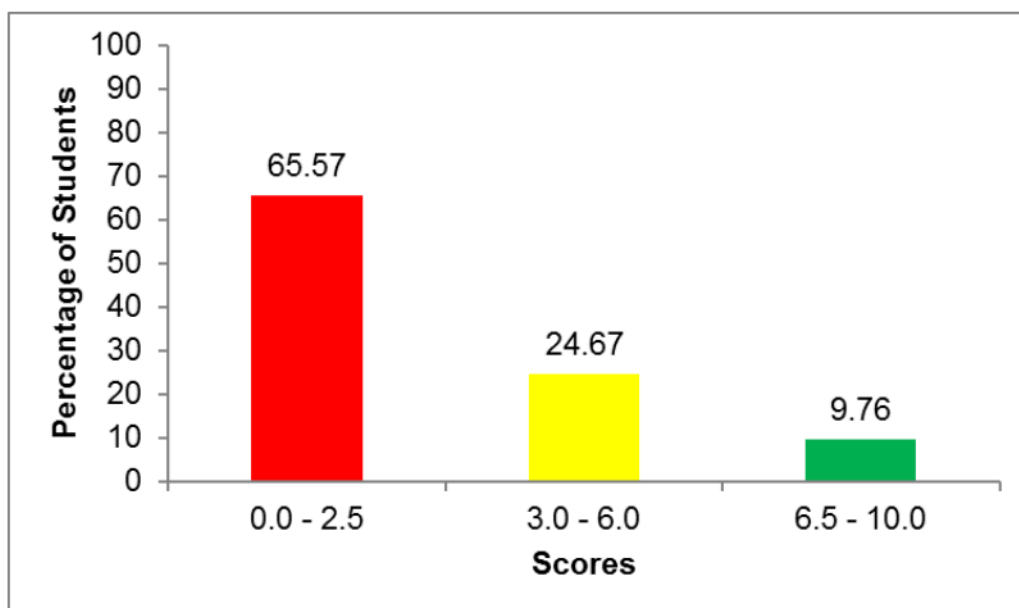


Figure 8: Students' Performance Categories in Question 8

The analytical findings show that the major challenge faced the students who scored 0 to 2.5 marks was misconception as they failed to meet the demands of the question. Some students, for example, suggested ways to help street children. One student, for example, explained points such as; *ensuring basic needs to them, giving them hope, solving problems and challenges that face them into street*. In the same manner, other students came up with the effects of street children such as; *it leads to abuse of children rights, street children miss the right to education, conflicts with their parents and girls are likely to get pregnancy*.

Likewise, some students failed to interpret the demand of this question as they concentrated on explaining unrelated concepts in this question. For instance, one student wrote; *identification of the subject matter, establishing different solutions, identifying options, evaluating options and decision-making*. Other

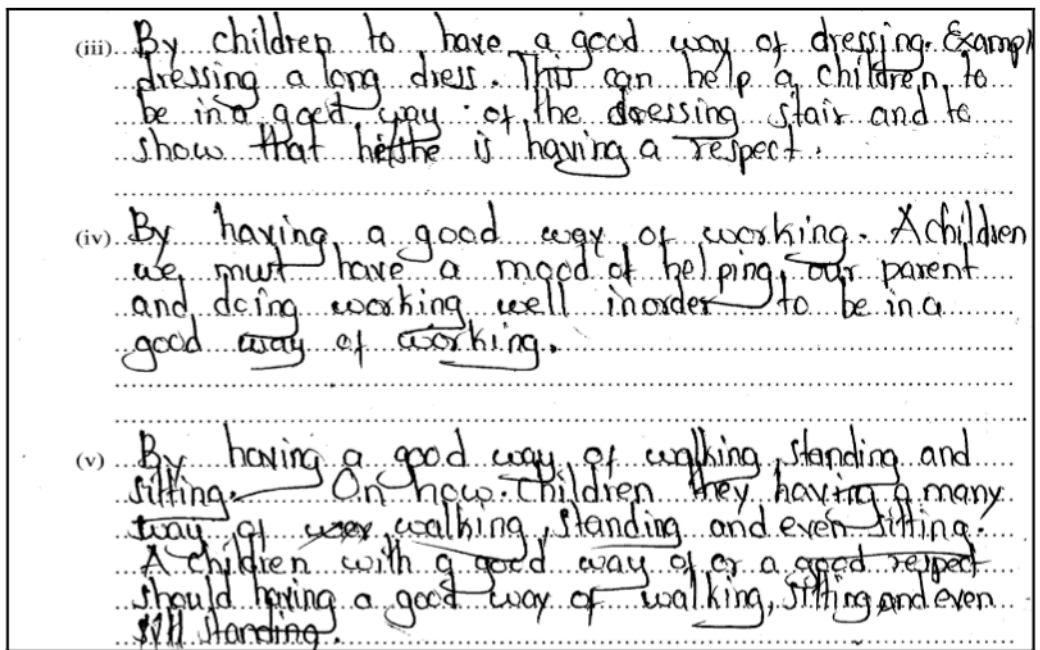
students who lost focus were those who mentioned the indicators of democracy such as; *free and fair election, promoting of human rights, citizen participation and rule of law*. Remarkably, another student connected the rise in homeless children to elements that contribute to auto accidents, including; *bad weather, defected vehicles, poor road condition, over speed and shortage of road signs*.

Furthermore, some students incorrectly suggested the pillars of a stable family such as *respect, love, companion, peace and proper behaviour*. Similarly, some students lost out by mentioning the national symbols like nation flag, national anthem, uhuru touch, coat of arms and Kiswahili language. Besides, one student focused on gender concepts by mentioning gender mainstreaming, gender discrimination, gender development, gender empowerment and gender stereotyping. In summary, a significant proportion of students exhibited inadequate knowledge and inability to analyse the factors contributing to the rising number of street children. The responses that were given seem to indicate a lack of comprehension of the subject matter. Extract 8.1 is an example of a student's incorrect answers to question 8.

8. Street children are increasing at an alarming rate in Tanzania. Briefly analyse five factors that has led to an increase of such problem in the country.

(i) By children having a good respect to other. On how some children have a good respect to the elder. But some of other children they don't have a good manner they don't respect their elder that it is not a good manner.

(ii) By children having a good communication with people. On how when children will having a good communication with others they will having a knowledge of many thing about a good manner.



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

In Extract 8.1 the student lost out by suggesting the good behaviours which can make the street children acceptable members of the society.

Moreover, the responses of 24.67 per cent of students whose performance was moderate had both the strength and weaknesses. The responses reveal partial knowledge of the causes of the increased rate of street children and good organisation skills. On the other side, a portion of students were characterised by failure to meet the number of the required points, mixing correct and incorrect responses, repetition of some points and mentioning points without explanations. For instance, one student mixed the reasons for the increase in the rate of street children like; *poverty* and *family conflicts* with the negative cultural practices such; *as early marriage, forced marriage* and *widow inheritance*. More or less the same points were given by the students who listed examples of negative social cultural practices like *bride price* and *female genital mutilation*, and two accurate points *family breakups* and *death of parents*.

Meanwhile, other students mentioned similar correct points. For instance, one student wrote *lack of food* and *lack of shelter* as two separate points while both refer to lack of basic needs. Another student presented *family conflicts, which lead to family instability* and *misunderstanding between family members*, while they connote the same thing. On the same note, another student suggested

poverty and *lack of basic needs like food* as independent responses, while the fact is; that lack of basic needs refers to absolute poverty. Moreover, a good number of students listed points but they did not manage to explain them comprehensively to merit good scores.

On the contrary; 9.76 per cent of the students who scored from 6.5 to 10 marks, indicated impressive performance and the highest level of understanding. They demonstrated adequate knowledge of the causes or reasons for the increased rate of street children in the country. For instance, one student presented points, such as; *family breakup* and *poverty*. The student was aware that, when a family breaks up for various reasons like divorce, it sometimes leaves children caught between divorced parents; therefore, their life become misery. If the situation persists it may force children to leave their homes and opt for street life. In addition, some parents and guardians are unable to provide basic needs for their children due to poverty, so sometimes they force children to go to the street to find basic needs for themselves. The same student added; *child abuse and harshness of parents or guardians*; thus, some children are mistreated by their guardians or parents by subjecting them to severe beatings, tortures and sometimes rape. To avoid such miseries, they may decide to leave their homes for the streets.

Moreover, another student exemplified, *high birth rates* and *death of parents*. The student had knowledge that, sometimes parents bear many children whom they cannot manage to handle. This situation is triggered by ignorance, traditional and some religious beliefs, which encourage their followers to bear many children as possible or polygamous life thus causing street children. Likewise, the death of parents results in children being orphans and if they are not taken care of, they end up in the streets to search for basic needs.

Other relevant points cited from the student's responses are *peer pressure* and *endless conflicts in the family*. This student understood that some children are influenced by their friends to leave their homes to go to the street to search for jobs and just roam. Likewise, he/she knew that some families experience prolonged conflicts among members of the family. When this happens, the first victims become children. Children who fail to bear the situation may decide to opt for street life. Generally, these students demonstrated competence in understanding and analysing the factors for the increased rate of street children in Tanzania. Extract 8.2 illustrates this case in point.

8. Street children are increasing at an alarming rate in Tanzania. Briefly analyse five factors that has led to an increase of such problem in the country.

- (i) *Lack of parental care: This is one of the major factor that has led to the increase of street children in our country. The children who are roaming randomly in streets have got poor care from their parents and it may be the parents are not living together or the children have only one parent or have no any parent (Orphan). The orphan if are not taken care by other people they can choose to be street children.*
- (ii) *Poverty in the family: Another factor that led to the increase of the street children is the poverty from their families. The children experiences a hard life in their families where they can't get even their basic needs such as food, shelter and clothes. This can make them to decide that to start roaming around the street and borrow people so that they can get some food to eat and other needs.*

Extract 8. 1: A Part of the Correct Student's Responses to Question 8

2.9 Question 9: Government of Tanzania

This question assessed the students' knowledge of how the government operates. They were asked to give brief explanation (in five points) on how the Tanzanian government achieves its legitimate objectives. The students' performance in this question was weak, with 571,149 (82.15%) scoring from 0 to 2.5 marks, 101,305 (14.57%) scoring from 3 to 6 marks, and only 22,787 (3.28%) scoring from 6.5 to 10 marks. However, the data shows that 2 students skipped the question. Figure 9 shows the students' performance in question 9:

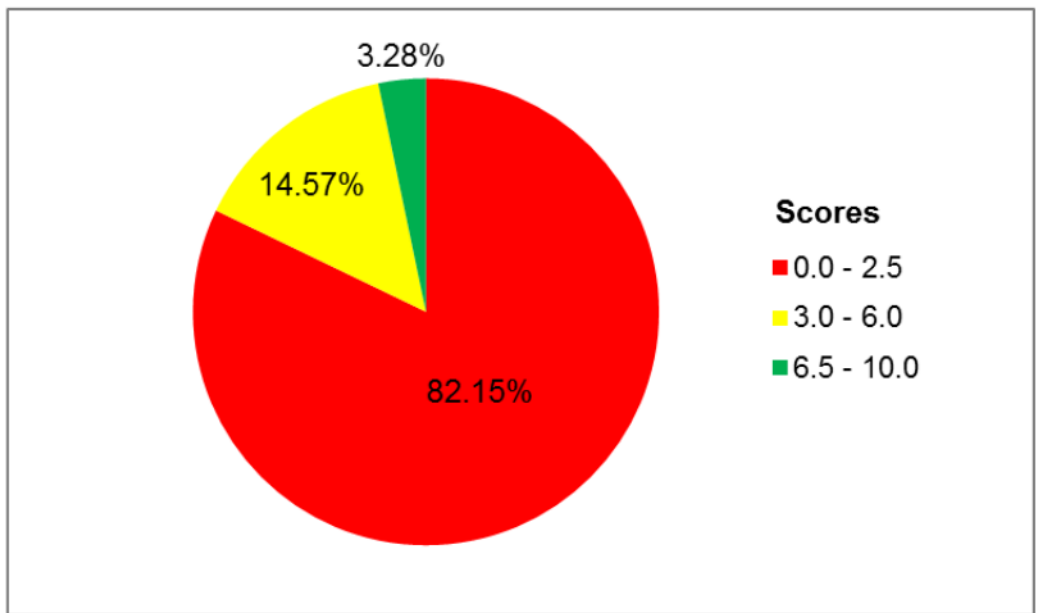


Figure 9: *Students' Performance Categories in Question 9*

Figure 9 shows weak performance of the students in question 9 as 17.85 per cent of the students scored from 3 to 10 marks.

The analysis of the students' performance in this question shows that 82.15 per cent of students who scored from 0 to 2.5 marks failed to explain how the government of Tanzania meets its legitimate objectives. The analysis shows a diversity of misconceptions from students as they were unable to meet the demands of the question. For example, some students misinterpreted the question to mean the functions of the president. With this view, for instance, one student explained the different roles of the president, such as; *signing bills to become laws, to appoint prime minister, to dissolve the parliament, and signing international treaties.*

Moreover, some students analysed the structure of the government of the United Republic of Tanzania as one wrote the *central government and local government*. Another one illustrated the three pillars of government, namely *the legislature, executive, and judiciary*. Other students focused on demonstrating the role and significance of the legislature, as noted from the student who wrote; *it helps to pass the government's budget, it helps the government to pass laws, it addresses citizens' problems, approve the appointment of government leaders and advise ministries on different issues.* Other students gave factors for the Union of Tanganyika and Zanzibar. One student elucidated; *common language,*

common history and culture, influence from Pan Africanism and maintain of peace and security, while another student gave the importance of it by pointing out; *stabilization of economy, maintaining sovereignty and security*. Other students described different forms of government like *totalitarianism, union government, federal government and dictatorship*.

Surprisingly some students diverted from the question by mentioning events, which may summon the government leaders. For instance, one student wrote; *during national festivals, workers' day, the national assembly meeting national celebration and burial of leaders*. The other students centred his/her attention on places where various government leaders meet. For example; places like *in the parliament, at a court of appeal, village office, in the village meeting, government office and president's office*.

Furthermore, some students mistakenly linked the question with the law-making process. For instance, one student presented; *pre legislative scrutiny, introducing the bill, debating the bill, voting the bill, passing, and assenting the bill*. Similarly, other students pointed out the major development of the constitution in Tanzania such as; *the independence constitution of 1961, the republic constitution of 1962, the interim constitution of 1964, the interim constitution of United Republic of Tanzania of 1965 and the constitution of United Republic of Tanzania of 1977*. Equally, other students went astray by explaining how the constitution is related to the government of Tanzania. For example, one student wrote *taking oath of leaders, showing tenure of office for political leaders, roles of state power, forms of government and the practice of multiparty democracy*. Another student focused on the way of safeguarding the constitution such as; *existence of clear separation of powers, dissolving all organs involved in constitution making, no law should contradict the constitution and taking the oath to defend the constitution*. These students failed to distinguish the legitimate objectives of the government from the relationship between the constitution and the government; this is due to weak understanding of the subject and limited English language proficiency.

Additionally, other students shifted their attention to principles of democracy as noted from the student who wrote; *transparency, equality, accountability, and fairness* and who outlined *multiparty system, rule of law, transparency and separation of power*. Such responses reveal that these students were not aware that principles of democracy exist to guide democratic processes and practices, contrary to the demands of the question. In the same manner, some students explained the concepts relating to democratic processes and practices. For

example, one student wrote indicators for democratic elections such as; *abiding to the agreed code of conducts, absence from intimidation, equal access to mass media, free and fair election campaign and multiparty system*. These students were not aware that conducting a democratic election makes the government in power legitimate and respecting principles of democracy makes it to be trusted.

Besides, some students dwelt on analysing the responsibilities of the citizens such as; *voting for the leaders, helping the special groups, volunteering in various activities, defending the constitution and participating in economic activities*. Others focussed on common steps applied in addressing various social problems like *identification of the problem, collecting information, defining the problem, generating alternatives, and agreeing to the solution*. Generally, the analysis shows that poor English language proficiency skills and understanding of the content among students were a barrier to interpret the demands of the question and providing relevant responses. Extract 9.1 is an illustration of a student's incorrect response.

9. In five points, briefly explain how the government meets its legitimate objectives.

1. By people paying taxes (Taxation)
Taxation also helps the government to meet its legitimate objectives.
2. By engaging in economic activities (User charge)
Economic activities e.g. fishing, agriculture and mining.
3. Grants
Is the money given as considered as help to another nations, (donor).
4. Loans.
Is the money which is borrowed from another in pay to return.
5. Through licences.
Also this way it helps the government to meet its legitimate objectives.

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

In extract 9.1 the student explained the sources of the government revenue contrary to the demands of the question.

Furthermore, the students' moderate performance (3 to 6 marks) was due to a diversity of limitations, including; repetitions, inability to exhaust knowledge and mixture of correct and incorrect responses. For instance, some students had an insufficient number of correct responses but had several repetitions of those correct points. One student wrote only three, correct points, such as; *promote human rights by allowing formation of different non-governmental organizations like TAMWA, by providing social service such as education and maintaining rule of law*, then added *by promoting democracy*, which was the repetition of point number one. He/she continued *equality before the law* as an independent point separate from *maintaining rule of law*. This student was not aware that the last two points emanate from the previously explained points.

Nonetheless, other students presented few points. For instance, one student wrote only two points namely *providing social services like hospitals and schools* and *by promoting rule of law to ensure peace and security* instead of five points. Furthermore, some students under this category just outlined points without thorough explanation, contrary to the demands of the question, which instructed students to give brief explanation on how the government of Tanzania meets its legitimate objectives. Such mistakes affected their performance to make them not to score above 6 marks.

However, the analysis of the responses of the students who scored 6.5 to 10 marks revealed that they were able to identify the demands of the question and had reasonable mastery of the English Language. For instance, one student presented the following points; *by providing social services to people, constructing infrastructures and maintenance of peace*. Students who explained this kind of responses were aware that the government is responsible for providing citizens with social services like health care, education and safe water. In addition, it constructs and maintains infrastructures like roads, railways, airways, ports, telecommunication and electrical facilities and other strategic infrastructures to boost socio-economic development. Likewise, they had knowledge that, the government maintains peace and order in the country by providing security for citizens with their properties through the police and army.

Some other students also added the following points: *initiates and maintains relationship with other countries, protects the individual rights to the citizens, guides the country by preparing and implementing good policies and it resolves conflict and disputes that may arise between institutions or international conflicts.* These students understood that the government fulfils its role by sending ambassadors to friendly countries like Zambia and China, as well as by initiating and maintaining diplomatic relations through inter-presidential visits. They also understood that the government uses various ways, including having a constitution, promoting the rule of law and human rights commission. Lastly, these students knew that Tanzania's government has a history of sending peacekeepers and serving as a mediator to help bring peace to various nations across the globe. Most students in this group demonstrated proficiency in English language. An example of proper student's response is shown in extract 9.2.

9. In five points, briefly explain how the government of Tanzania meets its legitimate objectives.
- (i) Through provision of social services. The government of Tanzania gives social services in all the areas of the country. Example of such social services include security, electricity, water supply and health services.
 - (ii) Through protecting people and their properties. The government of Tanzania uses different military forces such as FFU and Police to ensure the safety of people and their properties. FFU stands for Field Force Unit.
 - (iii) Through protection of natural resources.

The government of Tanzania has taken measures to defend natural resources from enemies. Example: The government has anti-poaching agencies

(iv) Through making, enforcing and interpreting various laws. The government of Tanzania has legislature for making laws, executive for enforcing laws and the Judiciary for interpreting various laws

(v) Through promoting good relations with other countries. The government of Tanzania has Ambassadors and Embassy to strengthen good relations between it and other countries and it allows investment and trading activities among it and other countries

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

In Extract 9.2, the student managed to give a brief explanation on how the government of Tanzania performs its basic functions.

2.10 Question 10: Proper Behaviour and Responsible Decision Making

The question tested the understanding of the students on the importance of making rational decisions as it tasked them to explain in essay format the five points on why it is important to make responsible decisions. The analysis of the students' performance in this question shows that 562,609 (80.92%) of the students scored 0 to 4 marks, 110,876 (15.95%) scored from 4.5 to 9.5 marks and 21,746 (3.13%) scored 10 to 15 marks. According to the data, 12 students did not attempt this question. Generally, the performance was weak. Figure 10 illustrates the students' performance in question 10.

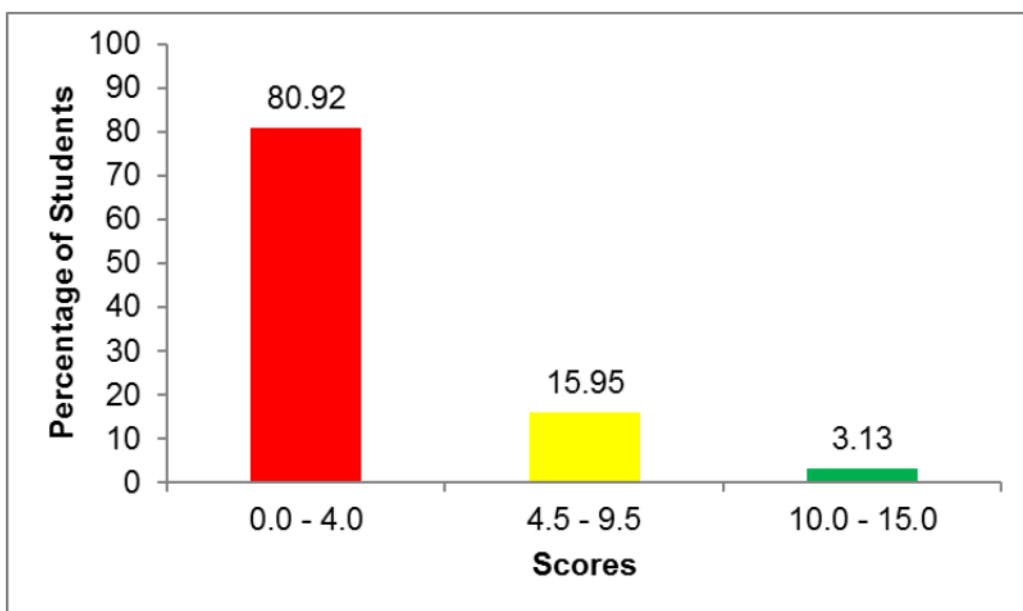


Figure 2: Student's Performance Categories in Question 10

Figure 10: shows weak performance of the students in question 10 as 19.08 per cent of the students scored from 4.5 to 15 marks.

The analysis of the scripts of students (80.92%) who scored 0 to 4 marks shows that their responses were characterized by several weaknesses including misconceptions and inability to organize their responses in essay format. Also, poor English language skills and listing points without explanation affected their performance. Above all, most of those who wrote essays gave poor introduction and conclusions. In addition, copying sentences and phrases from other parts of the question paper was observed to some students' work.

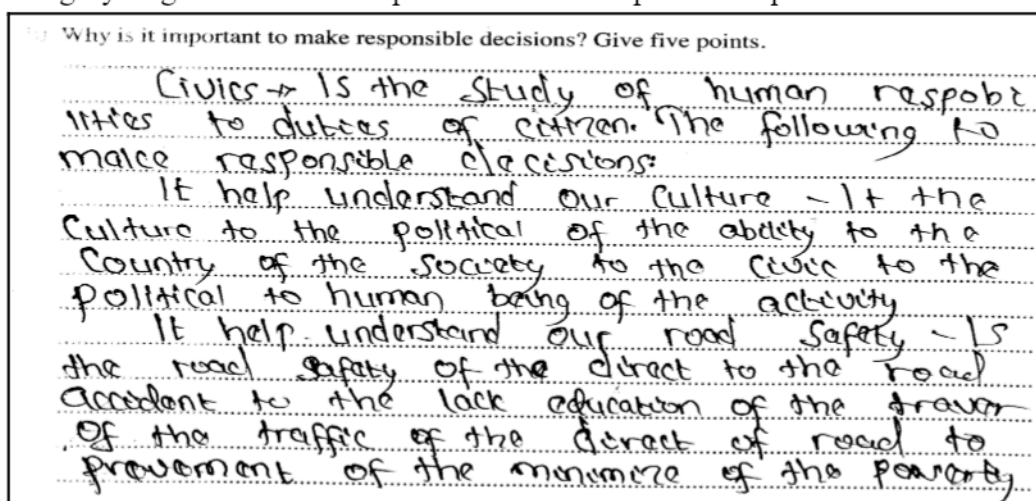
On the case of writing poor introductions, some students failed to define the key terms. One student wrote; *decision is the way a person do something in wrong way*. Likewise, another student stated that; *responsible decisions are decisions made with responsibility to do something else* and the other one wrote; *responsible decision is anything that a person does to earn living in the society*. Such poor introduction indicates the weak understanding of the subject matter hence affecting the plausibility of the response in the main body.

Furthermore, in the main body, some students misinterpreted the demands of the question to mean different concepts of civics subject. One student, for instance; explained various terms relating to family life education, such as; *nuclear family, divorce, stable family, extended and single parent family*.

Another student concentrated on different elements of culture like *norms, arts, traditions, customs and crafts* to treat them as reasons for deciding responsibly. Besides, one student mentioned the sources of life skills like; *Society, religion, family and government*.

Furthermore, some students diverged the question to mean the functions of government. One student, for example, explained the basic functions of government, such as; *maintenance of peace in the society, protects human rights, provision of services and develops infrastructures*. On top of that, other students associated the importance of making responsible decisions with the principles of democracy such as *rule of law, respect of human rights equality and multiparty system*. In the same vein, another student wrote the importance of democracy such as; *democracy has led to good governance, has led to peace, democracy promotes citizen participation and democracy led to freedom of expression*. The given responses demonstrate the inability of the students to meet the demands of the question, which were the importance of the responsible decision.

Lastly, other students in this category copied the sentences from other parts of this question paper. For instance, one student copied; *the central government is the government of the country..... they depend on various sources of relevant to implement their responsibilities* from the last paragraph of the passage that is question 3. In addition to that, another student dealt with one part of this question, which was the introduction and omitted the main body and the conclusion while other student avoided this question completely. Generally, inadequate English Language skills led to weak scores of students in this category. Figure 10.1 is a sample of incorrect responses to question 10.



It help to Understand our Society - Is
 the Country of particular of Society of the
 human being to the Atmosphere of the nature
 to proper of the togher of the economic acti
 vities of the partccalar of social, Culture.
 It help to understand our human dutie
 s of citizen - Is the ability to a person to
 belong of the particular to respobilities
 of the Country to improper to behaviour of
 the study of civic of principles of
 the Culture to the government, history
 language, Culture to know to other
 It help to human respobilities of
 human - Is the respobilities of human to
 abundance to the something to do well to
 the principle to the fairness of the
 that people of the country
 Generally is it important to make re
 sponsible decision is the Understand to the
 Society of Culture, government, history, lang
 uage to other to the human respobilities

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

In Extract 10.1 the student in very poor English, went astray by explaining the importance of studying Civics instead of explaining the importance of making responsible decisions.

The students who scored from 4.5 to 9.5 marks had moderate knowledge of the subject matter, repetition of some points, giving fewer points than required and, mixed irrelevant with relevant responses. For instance, one student provided only two responses, which are; *to reach the targeted goal* and *reduce conflict in the society*. Another one explained three points namely *enable a person to choose the best alternatives*, *it enables a person to handle and solve different matter easily* and *it enables individual to reach the intended goal*. Regarding repetition of points, one student wrote *makes one demonstrate ethical behaviour* in the first paragraph and *helps people to be ethical* in the third paragraph while both points mean the same thing. The other student treated *effective use of available resources* and *to avoid the misuse of resources* whereas they refer to the same thing. Similarly, some students provided correct points without elaborations hence they scored low marks.

Students who scored from 10 to 15 marks had adequate knowledge of how it is important to make a responsible decision, provided good introduction and conclusion and their responses were supported with comprehensive explanations. For example, one student wrote in the introduction; *responsible decision-making is an ability to make constructive and respectful choices about personal behavior and social interactions. Thus, it is a process of making a careful selection out of many choices and act on the selected choice.* This student was aware that these choices normally are based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions and wellbeing of self and others.

Moreover, in main body, another student wrote that; *decision making enables a person to make the best choice out of several options as a solution to the existing problem, ensures the effective use of the available resources and enable the person to easily achieve his/her intended goal.* This student was aware that, through the process, a person gathers important information that will enable him/her to have the best solution to the existing problems in society. In addition, a responsible decision made by a person with limited resources can have better results compared to the one with a lot of resources. For example, a business person is likely to run bankrupt if he/she uses the profit for luxurious expenditures or even useless things like excessive drinking of alcohol and lavish life. Moreover, he/she knew that; rational decision-making enables the person to easily achieve his/her intended goal in a given time. For example, a student in school can perform well if he/she decides to concentrate on her studies rather than the one who does not concentrate.

Another example is the candidate who provided the following points; *responsible decision can also build a sense of togetherness and teamwork in a group or community, it is democratic and inclusive, it ensures equal participation and makes one to demonstrate ethical behaviour.* The student knew that responsible decision paves the way to collective responsibility in performing various community tasks. These tasks might be any national development activities like building a school, constructing a road and campaigns against disease. In addition, he/she knew that decision-making is not congregative but inclusive. It is inclusive and ensures equal participation as it respects others' opinions before reaching a judgment as people share their views freely in the process of decision making. Responsible decision-making builds confidence among people who were involved in the process and makes sense of

ownership of the decision reached. Lastly, the student knew that the responsible decision helps one to follow and observe the values of the community he/she is living in. By making good decisions, an individual avoids bad acts, which are not pleasant in society. Generally, students under this category confirmed mastery of the subject matter, ability to identify the demands of the question, essay writing skills and English language skills. Extract 10.2 is a sample of correct response to question 10.

10. Why is it important to make responsible decisions? Give five points.

Responsible decisions these are decisions that one make after a careful examination or analysis of the available options and using a best criteria to make good decisions. Responsible decisions can be made by undergoing various steps such as identification of a problem, gathering relevant information, developing alternatives, evaluating alternatives, take action and reviewing decision you have made. The following are the advantages of making responsible decisions:

Responsible decisions enables one to refrain from various risk behaviours such as prostitution and drug abuse. When one makes responsible decisions, he or she avoids himself or herself from engaging in bad behaviours that may cause him or her to get negative impacts such as diseases and even death.

Responsible decisions ensures efficiency and enhances development. When one makes responsible decisions in his or her life, he or she tends to perform various activities in a good way with great efficiency which makes him or her to attain development in any activity that he or she tends to do or perform.

Responsible decisions enables a person to be able to solve any challenge or problem which he or she tends to face. When a person undergoes the implementation of responsible decisions, he or she is able to solve and overcome any challenges or difficulties that he or she tends to face in his or her daily life.

Responsible decisions promotes and shows the sense of commitment. When one makes responsible decisions, he or she tends to develop the sense of fulfillment of any task or duty that he or she has to perform or do in his or her day to day life.

Responsible decisions ensures proper utilization of the available resources. When a person makes responsible decisions, he or she is able to use various available resources present in the environment carefully without attaining any loss when he or she uses them to fulfill a particular duty or activity.

Conclusively, failure to make responsible decisions can result to various negative impacts to person's life example spread of diseases such as HIV/AIDS due to engaging in various risk behaviours such as prostitution & exposure to stress since one won't be able to solve problems which he or she faces and decline of efficiency and underdevelopment.

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

3.0 ANALYSIS OF STUDENTS' PERFORMANCE TOPIC WISE

The analysis of students' performance topic wise indicates that six topics tested in question 1 had good performance of 74.3 per cent of students who scored 30 per cent marks and above out of the 10 marks allotted for this question. The topics were *Promotion of Life Skills*; *Road Safety Education*; *Responsible Citizenship*; *Government of Tanzania*; *Family Life* and *Gender*. These topics featured in ten multiple-choice items. Such performance alerts that the students were able to choose the correct answers from the given alternatives.

Further analysis shows that three topics were averagely performed. These are *Our Nation* (59.41%), *Government of Tanzania* (49.25%), *Work* (43.66%) and *Responsible Citizenship* (34.43%). The topic of *Our Nation* was tested in question 2 (matching item) and that of *Government of Tanzania* in question 3 (comprehension) and 9 (short answer). Likewise, *Work* featured in question 4 (short answer) while *Responsible Citizenship* covered question 8 (short answer). Such performance suggests that the topics had moderate percentage of students who scored 30 per cent marks and above. In addition, it shows that many students had reasonable competences on how to respond to comprehension items and short answer questions.

The weak performance was noted in four topics tested in question 6, 5, 7 and 10 respectively. For example, the topic of *Democracy* tested in question 6 (short answer) was not well understood by most students as (95.79 %) who attempted it scored below 30 per cent of all the marks allotted in this questions. Other topics and their respective questions with majority of students who scored below 30 per cent are *Promotion of Life Skills* (92.91%) in question 5 (short answer) and *Human Rights* (81.21%) set in question seven (short answer). Lastly, is *Proper Behaviour and Responsible Decision Making* (80.92%) in question 10 (Essay). This undesirable performance signifies that majority of the students lacked the required knowledge of some sub-topics and topics in which the questions were set (*see the attached Appendix*).

4.0 CONCLUSION

According to the analysis of the Civics Subject in the Form Two National Assessment (FTNA) 2023 students performed averagely. As noted earlier, when the overall student performance in this subject is compared between FTNA 2023 and FTNA 2022, it shows a 17.15 per cent of improvement in FTNA 2023.

Generally, 48.27 per cent of students who passed the assessment had sufficiently understood the topics from which the questions were derived. They were proficient in the English language and adept at answering requirements such as multiple-choice questions, matching items, short answer questions, and essay-type questions. However, it was noted that, the majority (51.73%) students' performance was generally weak. The main difficulties include insufficient subject-matter knowledge, misunderstandings on the questions' requirements, disregarding the rules of essay writing and limited command of the English language.

5.0 RECOMMENDATIONS

In general, the National Examinations Council of Tanzania recommends the following to raise students' performance in Civics upcoming national assessments:

- (a) In order to reinforce students' understanding of challenging topics, teachers should use a variety of teaching and learning strategies, depending on the topic, time, environment, and availability of teaching and learning materials. Some of these tactics include inviting guest speakers, such as magistrates, police officers, or elderly people. Additionally, use role-playing during lessons on topics like Proper Behaviour and Responsible Decision-Making, and Democratic Election to help students become familiar with steps, systematic procedures, applications, and benefits. Equally, in order to raise students' competence, study tours, debates, and project works should be used.
- (b) Prior to beginning the next topic, competence-based assessments, individual homework and group projects should be administered at the end of topic to ensure students' good mastery of the topics. In addition, as soon as these assignments are marked, students should receive feedback. With this

practice, they can assess their learning in each topic and broaden their understanding.

- (c) Teachers should facilitate collaborative learning, that is, learning in groups. This can be achieved by organising and directing group projects and discussions. Through the sharing of information, concepts, and experiences, this will enable students to learn from one another as a team. It is important to practice collaborative learning, particularly on the topics where performance is weak.
- (d) The English-speaking campaign should be emphasized, focusing on how students use the language in their daily interactions both inside and outside the school grounds. Teachers should also support and closely monitor their students' participation in Civics debate clubs to help them develop their vocabulary, grammar, writing, and ability to comprehend the subject matter.

APPENDIX

A Summary of Students' Performance in Each Topic on FTNA 2023

S/N	Topic	Question number	The percentage of students who scored 30% and above	Remarks
1	Promotion of Life Skills; Road Safety Education; Responsible Citizenship; Government of Tanzania; Family Life and Gender	1	74.29	Good
2	Our Nation	2	59.41	Average
3	Government of Tanzania	3 and 9	49.25	Average
4	Work	4	43.66	Average
5	Responsible Citizenship	8	34.43	Average
6	Proper Behaviour and Responsible Decision Making	10	19.08	Weak
7	Human Rights	7	18.79	Weak
8	Promotion of Life Skills	5	7.09	Weak
9	Democracy	6	4.21	Weak

