



**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) 2025**

**LIFE SKILLS**  
**(VOCATIONAL STREAM)**



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## TABLE OF CONTENTS

|                                                                                              |    |
|----------------------------------------------------------------------------------------------|----|
| FOREWORD .....                                                                               | iv |
| 1.0 INTRODUCTION .....                                                                       | 1  |
| 2.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH QUESTION .....                                 | 2  |
| 2.1 Question 1: Multiple Choice .....                                                        | 2  |
| 2.2 Question 2: Building personality and character .....                                     | 14 |
| 2.3 Question 3: Building personality and character .....                                     | 18 |
| 2.4 Question 4: Building customer care ability .....                                         | 22 |
| 2.5 Question 5: Maintaining sexual and reproductive health .....                             | 27 |
| 2.6 Question 6: Maintaining interpersonal relationships and effective<br>communication ..... | 32 |
| 2.7 Question 7: Building personality and character .....                                     | 37 |
| 2.8 Question 8: Maintaining sexual and reproductive health .....                             | 42 |
| 2.9 Question 9: Gender concern .....                                                         | 47 |
| 2.10 Question 10: Developing negotiation and conflict resolution skills .....                | 52 |
| 3.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER TOPIC .....                                    | 60 |
| 4.0 CONCLUSION AND RECOMMENDATIONS .....                                                     | 61 |
| 4.1 Conclusion .....                                                                         | 61 |
| 4.2 Recommendations .....                                                                    | 62 |
| Appendix: Summary of Students' Performance per Competence in FTNA 2025 ...                   | 64 |

## FOREWORD

The Students' Item Response Analysis (SIRA) report on the 2025 Form Two National Assessment (FTNA) in Life Skills has been prepared to provide constructive feedback to students, teachers, curriculum developers, policymakers and all education stakeholders. The analysis underscores the National Examinations Council of Tanzania's commitment to ensuring that assessments are not only a measure of performance but also a basis for improving teaching and learning nationwide.

Life Skills subject was introduced in 2023 after the review of the National Education Curriculum, and it is a vital subject within the Vocational Stream. It equips learners with practical competencies, problem-solving skills and adaptability, preparing students for personal growth, employability and responsible citizenship. The inclusion of Life Skills underscores Tanzania's commitment to nurturing well-rounded individuals who can meet the challenges of a dynamic society and make meaningful contributions to national development.

This report highlights the factors that influenced students' performance, including the ability to understand the questions, follow instructions and demonstrate competence in key content areas. The findings are expected to inspire teachers to refine classroom practice, guide curriculum developers in strengthening content delivery and support policymakers in shaping strategies to improve students' learning outcomes nationwide.

The National Examinations Council of Tanzania extends its heartfelt appreciation to the examiners, subject specialists and all contributors whose dedication and expertise made this report possible. Their efforts ensure that the SIRA remains a valuable instrument for advancing educational quality and fostering a brighter future for our students and our nation.



Prof. Said Ally Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

The Form Two National Assessment (FTNA) in Life Skills was administered for the first time in November 2025, marking an essential step in implementing the 2023 revised National Education Curriculum. Life Skills, introduced as a compulsory support subject for Form I–IV students in the Vocational Stream, aims to equip learners with practical competencies that complement academic and vocational training, thereby nurturing capable, well-rounded individuals.

A total of 2,199 students sat for the Life Skills assessment, of whom 1,070 (48.66%) passed, and 1,129 (51.34%) failed. This outcome reflects an average performance in the subject. Grades were awarded in five categories: A (75–100 marks, Excellent), B (65–74 marks, Very Good), C (45–64 marks, Good), D (30–44 marks, Satisfactory) and F (0–29 marks, Fail). The majority of students received lower grades (D and F), with only a small proportion achieving Excellent or Very Good (A and B) results. This distribution emphasises a need to strengthen teaching and learning strategies to ensure students acquire the intended competencies. Table 1 summarises students' performance by grades in the 2025 FTNA Life Skills assessment.

**Table 1: Students' Performance in Life Skills by Grades**

| Year | Sex | Students who passed |            | Grades |     |     |     |       |
|------|-----|---------------------|------------|--------|-----|-----|-----|-------|
|      |     | Number              | Percentage | A      | B   | C   | D   | F     |
| 2025 | M   | 259                 | 33.33      | 6      | 22  | 122 | 109 | 518   |
|      | F   | 811                 | 57.03      | 33     | 144 | 416 | 218 | 611   |
|      | T   | 1,070               | 48.66      | 39     | 166 | 538 | 327 | 1,129 |

The Life Skills assessment paper comprised ten questions across three sections: objective questions, short-answer and essay, carefully designed to assess comprehension, application and critical thinking. This report provides a detailed analysis of students' responses, illustrating strengths and weaknesses through selected extracts of actual answers. Performance by topic is further summarised in graphical presentations, with green, yellow and red representing good, average and weak achievement, respectively.

By documenting the inaugural administration of Life Skills in the FTNA, this report offers valuable insights for teachers, curriculum developers and

policymakers. It emphasises the importance of Life Skills education in nurturing resilient, responsible and resourceful learners who can contribute meaningfully to Tanzania's national development.

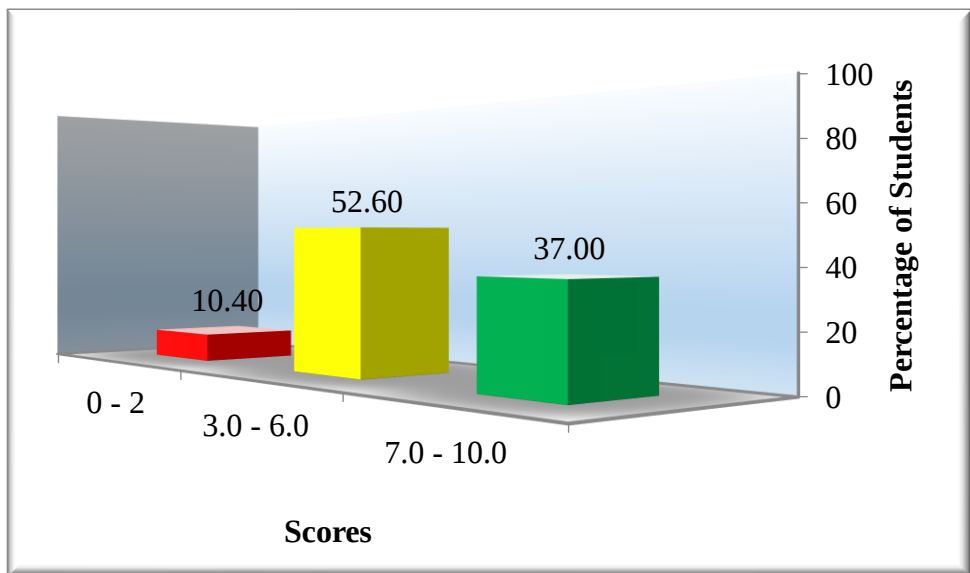
## **2.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH QUESTION**

The section presents the number of students who attempted each item and evaluates the quality of their responses. Performance is categorised as weak, average, or good, based on the marks allocated to each question. This approach provides a clear basis for identifying strengths and weaknesses across the paper.

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

Question 1 comprised ten (10) multiple-choice items designed to assess eight (8) key competencies: *Building personality and developing character; Developing negotiation and conflict-resolution skills; Enhancing creative problem-solving and effective decision-making; Maintaining interpersonal relationships and effective communication; Achieving career goals and vision; Addressing gender concerns; Developing referrals and linkages; and Fostering creative and critical thinking abilities*. Students were required to select the correct answer from four alternatives (A–D) and record their choice in the space provided.

A total of 228 (10.4%) students scored 0-2 marks, indicating weak performance and limited mastery of the assessed competencies. The majority, 1,158 (52.6%), scored 3 to 6 marks, representing average performance characterised by partial understanding and incomplete application of the required knowledge and skills. Encouragingly, 813 (37%) students achieved 7 to 10 marks, demonstrating strong competence in interpreting the items and providing accurate responses. Figure 1 illustrates the performance trend for Question 1, providing a visual summary of the score distribution and highlighting the contrast among weak, average and strong performers.



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

Figure 1 shows students' good performance, with 89.6 per cent scoring from 3 to 10 marks. This distribution provides an overview of how well students responded to the items in this question.

The analysis of students' responses to each item is presented as follows:

Item (i) assessed students' ability to identify the most common characteristics associated with high self-confidence, drawing on competence-building personality and developing character. The question was structured as follows:

*Which one of the following characteristics is most commonly associated with high self-confidence?*

- A Fear of failure in a new situation*
- B Avoidance of challenges*
- C Acceptance of constructive criticism*
- D Over- reliance on others for decision making*

Analysis of students' responses to Item (i) revealed varying levels of understanding of the concept of self-confidence. The correct response was option C- *Acceptance of constructive criticism*. Students who selected this option demonstrated an understanding that self-confident individuals trust in their abilities, qualities and judgment. They recognise their capacity to

accomplish tasks without relying on external approval to validate their existence, plans, or skills. Consequently, when faced with constructive criticism, they do not feel diminished or ashamed; instead, they welcome positive feedback as an opportunity for growth and improvement.

By contrast, students who chose options A, B, or D revealed misconceptions about self-confidence. Responses that reflect fear of failure in new situations, avoidance of challenges, or over-reliance on others for decision-making indicate low self-confidence. These traits suggest a lack of resilience and independence, both of which are essential to personal development and effective character-building.

Item (ii) assessed students' ability to apply appropriate support systems to address community problems. Specifically, it required them to identify the most suitable support system for resolving chronic land conflicts among villagers. The question was presented as follows:

*Which of the following support systems will be appropriate in solving endless land disputes among villagers in a certain community?*

- A Legal aid organisation*
- B Environmental-based organisation*
- C Social media forums organisation*
- D Community-based organisation*

The correct response was option A – *Legal Aid Organisation*. Students who selected this alternative demonstrated awareness that the nature and context of villagers' problems required a legal aid support system. They recognised that legal aid institutions, such as the Tanganyika Law Society (TLS), play a crucial role in facilitating access to justice and ensuring the fair dispensation of justice before the courts. Their responses also reflected an understanding that the judiciary has the mandate to adjudicate disputes between citizens and between citizens and the government and to render binding decisions.

Conversely, students who opted for B – *Environmental-Based Organisation*, C – *Social Media Forums Organisations*, or D – *Community-Based Organisation* held misconceptions about the appropriate support system for chronic land conflicts. While such organisations may raise awareness or mobilise public opinion, they lack the legal authority and enforcement mechanisms to resolve disputes formally. These incorrect choices suggest

limited knowledge of institutional frameworks and an overestimation of informal or advocacy-based structures in contexts that demand judicial intervention.

This analysis highlights the importance of enhancing students' understanding of the role of legal institutions in conflict resolution, particularly in cases that require formal adjudication and enforcement.

Item (iii) assessed students' ability to analyse creative thinking techniques used to address problems by developing new perspectives. The item presented a scenario in which villagers discussed solutions to water challenges, generated multiple ideas and then refined and evaluated them. Students were required to select the term that best described the villagers' actions. The question was presented as follows:

*The villagers discussed solutions to water problems and came up with various ideas, then refined and evaluated them. Which one of the following describes their action?*

*A Brainstorming*

*B Role playing*

*C Mind mapping*

*D Reverse thinking*

The correct response was option *A – Brainstorming*. Students who selected this alternative demonstrated awareness that brainstorming is a creative thinking technique in which individuals are encouraged to share ideas freely, without criticism, to generate as many solutions as possible. These ideas are subsequently refined and evaluated to identify the most effective approaches.

By contrast, students who selected other techniques demonstrated misconceptions. Option *B – Role Playing* involves adopting another's perspective to gain insights, not collective idea generation. Option *C – Mind Mapping* refers to visually organising concepts around a central theme, while Option *D – Reverse Thinking* entails challenging conventional assumptions to stimulate alternatives.

This item showed that many students had difficulty differentiating creative thinking techniques, often confusing brainstorming with other methods. It is therefore advised that more explicit guidance and structured practice be provided to strengthen learners' ability to apply each technique correctly.

Item (iv) assessed students' ability to apply the pillars of character building in different contexts. The question was presented as follows:

*How can fairness be practiced in classroom activities to enhance learning outcomes?*

- A By ensuring all students participate fairly without bias*
- B By prioritising the most talented students*
- C By selecting some students repeatedly for rewards*
- D By assigning tasks only to high-performing students*

The correct response was option A – *By ensuring all students participate fairly without bias*. Students who selected this alternative demonstrated awareness that fairness involves treating individuals equally, without favouritism or discrimination. When fairness is practised in classroom activities, it fosters good relationships, honesty and happiness among learners, all of which are essential to achieving positive learning outcomes.

On the other hand, students who chose option B – *Prioritising the most talented students*, C – *Selecting some students repeatedly for rewards*, or D – *Assigning tasks only to high-performing students* revealed misconceptions. Such practices discriminate against learners with lower ability, demotivate those striving to improve, create dependence on external reinforcement and encourage unhealthy competition for favour rather than inclusive participation.

The item showed that some students confused fairness with favouritism. Emphasising equitable treatment and inclusive participation can strengthen learners' understanding of fairness in character building.

Item (v) assessed students' mastery of the steps involved in systematic problem-solving. The question was presented as follows:

*What should be the first step when you encounter a challenge or an obstacle?*

- |                                 |                                 |
|---------------------------------|---------------------------------|
| <i>A Evaluate the outcomes.</i> | <i>B Identify the problem</i>   |
| <i>C Generate solutions</i>     | <i>D Monitor the situation.</i> |

The correct answer was option *B – Identify the problem*. Students who selected this response recognised that clearly identifying and defining a problem helps one understand its magnitude and focus on finding appropriate solutions.

Conversely, some students who were not aware that problem-solving requires systematic procedures chose incorrect responses. Those who selected options *A – Evaluate outcomes*, *C – Generate solutions* and *D – Monitor the situation* were wrong, since solutions are generated only after determining the problem's root causes. At the same time, monitoring and evaluation take place after the chosen solution is implemented.

The item showed that some students lacked understanding of the logical sequence in problem-solving. Emphasising the identification and definition of problems as the first step can strengthen systematic problem-solving.

Item (vi) assessed students' ability to apply strategies for preventing and managing drug and substance abuse. The question asked:

*What is the most effective strategy for preventing substance abuse among young people in a school environment?*

- A Excluding all students suspected of substance use*
- B Organise peer support and education programs*
- C Encouraging isolation from social groups*
- D Allowing students to explore substance use freely*

The correct response was option *B – Organise peer support and education programmes*. Students who selected this alternative demonstrated understanding that peer support and education initiatives help raise awareness of the risks of substance abuse, promote healthy choices, strengthen resistance to peer pressure and provide guidance on avoiding harmful behaviours.

Conversely, students who opted for the distractors revealed misconceptions. Option *A – Excluding all students suspected of substance use* and Option *C – Encouraging isolation from social groups* are unsuitable, as they risk stigmatising learners, weakening social bonds and exposing them to more harmful influences. Option *D – Allowing students to explore substance use*

*freely* is equally inappropriate, as it removes necessary supervision and exposes learners to dangerous experimentation.

This item showed that some students lacked awareness of effective prevention strategies. Peer-led education and supportive programmes should be promoted as the most effective approaches to managing substance abuse in schools.

Item (vii) assessed students' ability to apply skills for maintaining effective interpersonal communication to achieve positive results. The question asked:

*Imagine you are a part of a team facing communication challenges. Which approach will best demonstrate assertiveness in that situation?*

- A Allow others to dominate conversation to avoid conflict*
- B Use "I" statements to express opinions respectively*
- C Interrupt others to ensure your opinion are heard*
- D Suppress your opinion to maintain harmony*

The correct response was option *B – Use 'I' statements to express opinions respectfully*. Students who selected this alternative demonstrated awareness that assertiveness involves expressing one's views confidently while respecting others. The use of "I" statements allows individuals to take ownership of their opinions, avoid blame, reduce defensiveness and maintain politeness. It also prevents unnecessary conflict, fosters empathy and enables emotions and feelings to be expressed without undermining others.

However, students who selected options A, C, or D revealed misconceptions. Assertiveness does not mean remaining silent, interrupting others, or suppressing opinions to maintain harmony. Instead, it requires expressing thoughts, needs and feelings clearly while considering other people's perspectives. It also involves standing up for one's own rights while respecting others' rights.

The item showed that some students misunderstood assertiveness as either silence or confrontation. The use of respectful communication strategies, particularly "I" statements, should be promoted to strengthen students' interpersonal skills.

Item (viii) assessed students' understanding of techniques for handling peer pressure. The question was presented as follows:

*How can adolescents effectively handle peer pressure?*

- A    Avoid making decisions altogether*
- B    Follow peer to gain acceptance and cooperate positively*
- C    Communicate assertively and set personal boundaries*
- D    Ignore all interactions and discussions with peers*

The correct response was option *C* – *Communicate assertively and set personal boundaries*. Students who selected this option recognised that handling peer pressure requires confidence in making personal decisions, learning to say “no” respectfully and being clear with peers about reasons for not participating in negative behaviours.

By contrast, students who chose options A, B, or D revealed misconceptions. Avoiding decisions leaves one vulnerable to negative influence, following peers for acceptance risks exposure to harmful behaviours and ignoring all interactions overlooks the positive role peers can play in promoting academic achievement, healthy habits and community development.

The item showed that some students misunderstood effective strategies for resisting peer pressure. Assertive communication and boundary-setting should be promoted as key skills for adolescents in managing peer influence.

Item (ix) measured students' ability to analyse different gender concepts and apply them to describe gender issues. The question asked:

*A teacher guided a classroom discussion on the social responsibilities assigned to individuals based on their sex. What was the discussion all about?*

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| <i>A    Gender roles</i>          | <i>B    Gender bias</i>           |
| <i>C    Social responsibility</i> | <i>D    Social stratification</i> |

The correct response was option *A – Gender roles*. Students who selected this alternative recognised that gender roles are socially constructed responsibilities assigned to individuals based on their sex. These roles include behaviours, attitudes and expectations that society considers appropriate for men and women.

In contrast, some students selected option *B – Gender bias*, revealing misconceptions. Gender bias refers to positive or negative attitudes towards men or women, often involving a preference for one sex over the other. For example, in some cultures, boys are considered more valuable than girls, while in others the reverse is true. Similarly, students who chose option *C – Social responsibility* were mistaken, as social responsibility is a moral obligation performed in accordance with social rules, such as promoting fairness, equality, justice, environmental protection, patriotism and support for vulnerable groups. In the same vein, those who selected option *D – Social stratification* misunderstood the concept, which refers to the division of society into groups or statuses based on factors such as sex, education, or economic level.

The item showed that some students confused gender roles with other social concepts. The distinction between gender roles and related ideas such as bias, responsibility and stratification should be clarified to strengthen students' understanding of gender issues.

Item (x) examined students' ability to apply effective strategies for addressing career setbacks. The question was presented as follows:

*While pursuing career goals, you encounter repeated setbacks. Which strategy best helps you to overcome these challenges?"*

- A Ignore setbacks and move forward*
- B Reassess your plans and adapt based on lessons learned*
- C Abandon your goals for easier alternatives*
- D Avoid seeking feedback from others*

The correct response was option *B – Reassess your plans and adapt based on lessons learned*. Students who selected this option knew that setbacks provide opportunities to identify contributing factors and to adjust future strategies, thereby reducing the likelihood of similar challenges recurring.

On the other hand, students who chose option *A – Ignore setbacks and move forward* were unaware that neglecting setbacks may lead to long-term problems with adverse effects on career development. Those who selected *C – Abandon your goals for easier alternatives* overlooked the importance of persistence, commitment and resilience in overcoming obstacles. Finally, students who opted for *D – Avoid seeking feedback from others* did not appreciate that constructive feedback from mentors, peers and supervisors can highlight areas for improvement that may otherwise go unnoticed.

The item showed that some students misunderstood effective strategies for managing career setbacks. Resilience, adaptability and the constructive use of feedback should be fostered to strengthen students' career development skills.

Overall, performance on this question was good, with over one-third of students achieving high scores. This distribution suggests that while a significant proportion of students demonstrated mastery of the competencies, many were unable to apply their knowledge consistently across all items. The results highlight the need for targeted instructional support to strengthen students' analytical skills, decision-making abilities and understanding of interpersonal and gender-related issues. Extract 1 illustrates a student's incorrect responses to Question 1.

**SECTION A (15 Marks)**

Answer **all** questions in this section.

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 of the following characteristics is most commonly associated with high self-confidence?

- A Fear of failure in new situation
- B Avoidance of challenges
- C Acceptance of constructive criticism
- D Over-reliance on others for decision-making

A

(ii) Which of the following support system will be appropriate in solving endless land disputes among villagers in a certain community?

- A Legal aid organisation
- B Environmental based organisation
- C Social media forums organisations
- D Community based organization

C

(iii) The villagers discussed solutions to water problems and came up with various ideas, then refined and evaluated them. Which one of the following describes their action?

- A Brainstorming
- B Role playing
- C Mind mapping
- D Reverse thinking

C

(iv) How can fairness be practiced in classroom activities to enhance learning outcomes?

- A By ensuring all students participate fairly without bias
- B By prioritising the most talented students
- C By selecting some students repeatedly for rewards
- D By assigning tasks only to high-performing students

C

(v) What should be the first step when you encounter a challenge or an obstacle?

- A Evaluate the outcomes
- B Identify the problem
- C Generate solutions
- D Monitor the situation

A

(vi) What is the most effective strategy for preventing substance abuse among young people in a school environment?

- A Excluding all students suspected for substance use
- B Organise peer support and education programs
- C Encouraging isolation from social groups
- D Allowing students to explore substance use freely

C

**Extract 1:1:** A sample of student's incorrect responses to Question 1

In Extract 1, the response is characterised by a guessing strategy, as the student consistently alternated between alternatives A and C, resulting in incorrect answers to all items.

Conversely, some competent students demonstrated a clear mastery of the tested concepts by analysing each item critically and selecting the correct options. Their performance stands in sharp contrast to that of those who relied

on a guessing strategy, reflecting adequate preparation and understanding of the subject matter. To illustrate this high level of performance, a sample of a correct response is presented in Extract 1.2.

**SECTION A (15 Marks)**  
Answer **all** questions in this section.

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 of the following characteristics is most commonly associated with high self- confidence?  
 A Fear of failure in new situation  
 B Avoidance of challenges  
 C Acceptance of constructive criticism  
 D Over-reliance on others for decision-making

**C**

(ii) Which of the following support system will be appropriate in solving endless land disputes among villagers in a certain community?  
 A Legal aid organisation  
 B Environmental based organisation  
 C Social media forums organisations  
 D Community based organization

**A**

(iii) The villagers discussed solutions to water problems and came up with various ideas, then refined and evaluated them. Which one of the following describes their action?  
 A Brainstorming  
 B Role playing  
 C Mind mapping  
 D Reverse thinking

**A**

(iv) How can fairness be practiced in classroom activities to enhance learning outcomes?  
 A By ensuring all students participate fairly without bias  
 B By prioritising the most talented students  
 C By selecting some students repeatedly for rewards  
 D By assigning tasks only to high-performing students

**A**

(v) What should be the first step when you encounter a challenge or an obstacle?  
 A Evaluate the outcomes  
 B Identify the problem  
 C Generate solutions  
 D Monitor the situation

**B**

(vi) What is the most effective strategy for preventing substance abuse among young people in a school environment?  
 A Excluding all students suspected for substance use  
 B Organise peer support and education programs  
 C Encouraging isolation from social groups  
 D Allowing students to explore substance use freely

**B**

**Extract 1.2:** A sample of student's correct responses to Question 1

## 2.2 Question 2: Building personality and character

This item was designed to assess students' understanding of actions associated with different pillars of character. Learners were required to match the descriptions of actions provided in *List A* with the corresponding pillars of character in *List B* by writing the letter of the correct response beside each item number in the table provided. The question was presented as follows:

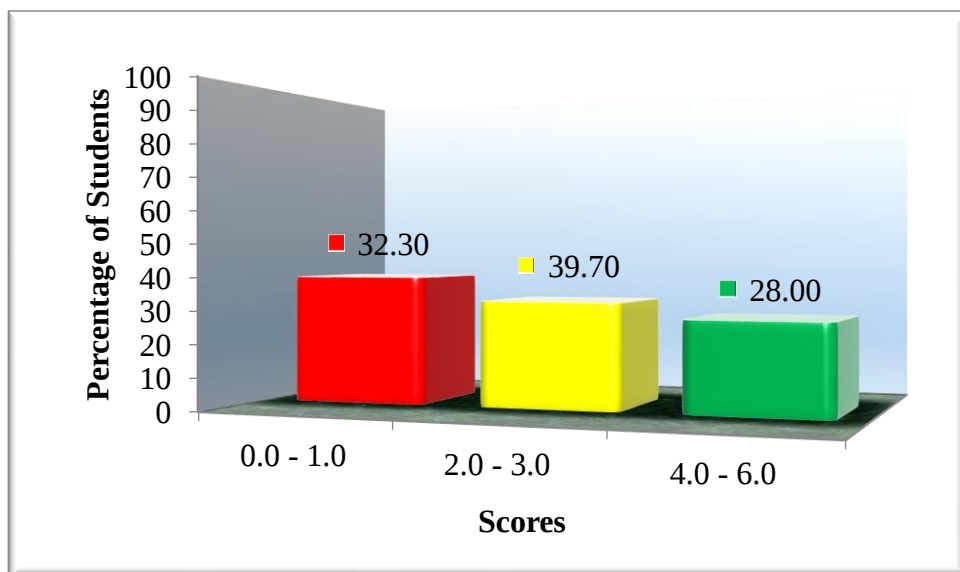
2. Match the appropriate actions in **List A** with their corresponding pillar of character in **List B** by writing a letter of the correct response below the item number in the table provided.

| <b>List A</b>                                                | <b>List B</b>                  |
|--------------------------------------------------------------|--------------------------------|
| (i) Helping a fellow student who is struggling academically. | A Trustworthiness<br>B Respect |
| (ii) Listening attentively to a teacher's instructions.      | C Responsibility<br>D Caring   |
| (iii) Completing assignments by the deadline.                | E Citizenship<br>F Empathy     |
| (iv) Volunteering to participate in a school cleanup.        | G Tolerance<br>H Resilience    |
| (v) Telling the truth even when admitting a mistake.         |                                |

Student performance on Question 2 was generally good, with scores evenly distributed across the achievement ranges. Specifically, 32.3 per cent of students scored 0-1, indicating a considerable proportion of students who demonstrated only a partial understanding of the question's requirements. A further 39.7 per cent scored 2-3, suggesting that the majority grasped the core concepts and provided moderately accurate responses. Notably, 28 per cent of students scored 4-5, indicating a smaller but significant group that demonstrated strong mastery of the subject matter and produced comprehensive, well-structured answers.

This distribution shows that while a substantial number of students performed at an average level, there is scope to enable more learners to reach the highest performance band. The results suggest that many students possess foundational knowledge but require further support in developing analytical depth, elaborating on ideas and responding to examination questions with

precision. Strengthening these areas could help bridge the gap between average and high achievers. Figure 2 provides a visual representation of this distribution, offering clearer insight into the comparative performance levels and highlighting areas where improvement is most needed.



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

Figure 2 demonstrates commendable student achievement in Question 2, with 67.7 per cent attaining scores of 2.0-5.0.

The analysis of students' responses to each item is presented below.

In item (i), students were required to identify from List B the pillar of character corresponding to the statement "Helping a fellow student who is struggling academically." Those who selected option *D – Caring* demonstrated an understanding that caring involves showing concern for others' challenges and willingly offering support within the community. Conversely, students who chose incorrect options such as *F – Empathy*, *G – Tolerance*, or *H – Resilience* showed limited understanding of the concept, failing to recognise that the action described reflects caring, which entails actively assisting others in need.

In item (ii), students were asked to identify the pillar of character demonstrated by listening attentively to a teacher's instructions. Those who selected option *B – Respect* understood that respect involves treating others

with dignity, attentiveness and consideration. They effectively related the concept to the school environment, where learners are expected to show respect for their teachers by listening, greeting and cooperating. However, students who selected incorrect options, such as *A – Trustworthiness* or *F – Empathy*, misunderstood the concept. Trustworthiness refers to honesty and moral courage, while empathy involves understanding others' feelings and experiences.

In item (iii), students were asked to match the action *Completing assignments by the deadline* with the appropriate pillar of character. Those who selected option *C – Responsibility* demonstrated a clear understanding that responsible individuals are committed, punctual and accountable for their duties. These students understood that responsibility involves making positive decisions and fulfilling obligations on time. In contrast, students who selected incorrect options such as *D – Caring*, *E – Citizenship*, or *H – Resilience* showed confusion about the distinctions among the pillars of character. Citizenship relates to civic duty and patriotism, while resilience refers to the ability to recover from challenges.

In item (iv), students were required to identify the pillar of character exemplified by volunteering to participate in a school clean-up. Those who selected option *E – Citizenship* provided the correct response, demonstrating an understanding that citizenship involves fulfilling civic duties, respecting public property and contributing positively to the community. Some students, however, chose inappropriate options such as *A – Trustworthiness*, *F – Empathy*, or *H – Resilience*. For instance, empathy was incorrectly selected, even though it refers to emotional understanding rather than active civic participation.

Lastly, item (v) tasked students with selecting a pillar of character associated with *telling the truth even when admitting a mistake*. Those who selected option *A – Trustworthiness* demonstrated a correct understanding that trustworthiness involves honesty, sincerity and moral integrity. Other students incorrectly selected options such as *D – Caring*, *E – Citizenship*, *F – Empathy*, or *H – Resilience*, indicating a lack of understanding of the assessed concept. These responses revealed that such students were unable to distinguish between honesty and other character traits.

The analysis of Question 2 revealed that while many students demonstrated an accurate understanding of the pillars of character, a significant proportion confused related concepts such as empathy, resilience and citizenship. This denotes the need to strengthen instruction on the distinctions among these pillars, ensuring that learners can apply them appropriately in both academic and social contexts. Extract 2 presents a sample of students' incorrect responses to Question 2.

2. Match the appropriate actions in **List A** with their corresponding pillar of character in **List B** by writing a letter of the correct response below the item number in the table provided.

| List A                                                       | List B            |
|--------------------------------------------------------------|-------------------|
| (i) Helping a fellow student who is struggling academically. | A Trustworthiness |
| (ii) Listening attentively to a teacher's instructions.      | B Respect         |
| (iii) Completing assignments by the deadline.                | C Responsibility  |
| (iv) Volunteering to participate in a school cleanup.        | D Caring          |
| (v) Telling the truth even when admitting a mistake.         | E Citizenship     |
|                                                              | F Empathy         |
|                                                              | G Tolerance       |
|                                                              | H Resilience      |

**Answers**

| List A | (i) | (ii) | (iii) | (iv) | (v) |
|--------|-----|------|-------|------|-----|
| List B | T   | F    | F     | T    | F   |

**Extract 2:1:** A sample of student's incorrect responses to Question 2

In Extract 2, the student was unable to understand the requirements of the matching format and therefore provided True or False responses, which were not among the provided options.

Conversely, some students clearly understood the matching format instructions and accurately paired the actions with their corresponding pillars of character. Their correct choices reflect a solid grasp of core values like respect, responsibility and citizenship. A sample of this accurate performance is presented in Extract 2.2.

2. Match the appropriate actions in **List A** with their corresponding pillar of character in **List B** by writing a letter of the correct response below the item number in the table provided.

| List A                                                       | List B            |
|--------------------------------------------------------------|-------------------|
| (i) Helping a fellow student who is struggling academically. | A Trustworthiness |
| (ii) Listening attentively to a teacher's instructions.      | B Respect         |
| (iii) Completing assignments by the deadline.                | C Responsibility  |
| (iv) Volunteering to participate in a school cleanup.        | D Caring          |
| (v) Telling the truth even when admitting a mistake.         | E Citizenship     |
|                                                              | F Empathy         |
|                                                              | G Tolerance       |
|                                                              | H Resilience      |

**Answers**

| List A | (i) | (ii) | (iii) | (iv) | (v) |
|--------|-----|------|-------|------|-----|
| List B | D   | B    | C     | F    | A   |

**Extract 2:2:** A sample of student's correct responses to Question 2

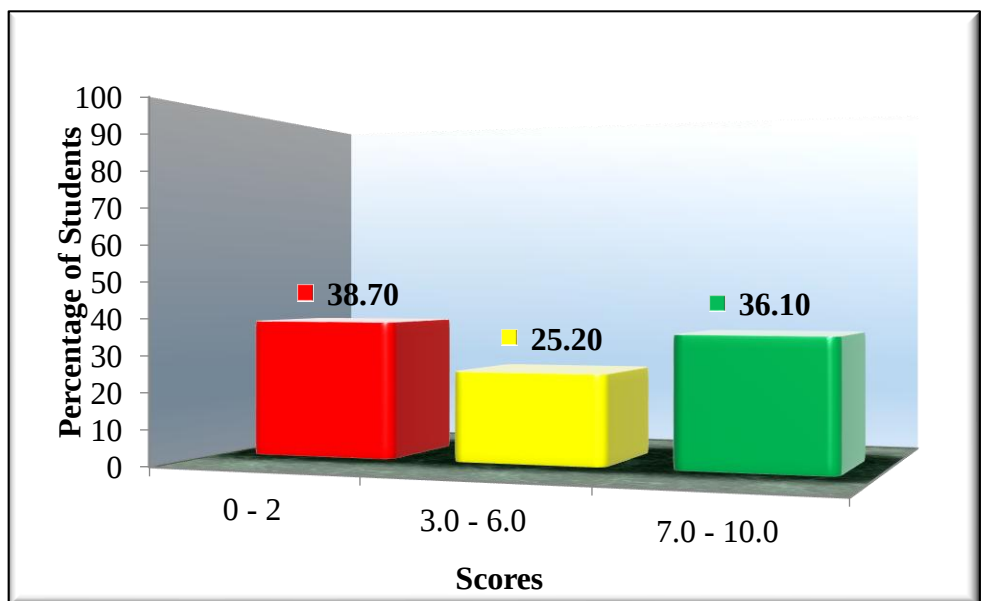
### 2.3 Question 3: Building personality and character

This question was designed to assess students' understanding of techniques for developing high self-esteem. Learners were presented with the following scenario:

*Jomo feels affected by people's negative perception of his weak academic performance and sees himself as less worthy than others. Briefly explain five key strategies that can help him rebuild his self-esteem.*

Overall, students' performance on this question was average, with scores distributed across all achievement levels. A considerable proportion, 850 students (38.7%), scored from 0 to 2 marks, reflecting limited understanding of the concepts assessed. Another 556 students (25.2%) received 3 to 6 marks, suggesting that, while these students demonstrated a partial grasp of the requirements, their responses lacked the depth and accuracy needed for higher scores. Encouragingly, 793 students (36.1%) scored 7-10 out of 10, indicating a significant group that demonstrated strong mastery of the subject matter and provided comprehensive, well-structured answers.

This distribution shows that although most students fell within the lower- to mid-performance bands, a notable proportion achieved high scores. The results suggest that although foundational knowledge was evident among many students, further emphasis on analytical skills, clarity of expression, and the application of concepts could help more students progress into the top performance category. Figure 3 illustrates the distribution of students' performance in Question 3, providing a clear visual representation of these trends.



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

Figure 3 presents the average performance of students on Question 3, with 61.3 per cent attaining scores of 3.0-10.

The analysis indicates that students who scored 7-10 demonstrated commendable competence in interpreting the given scenario and proposing appropriate measures for Jomo to adopt to rebuild his self-esteem. Their responses demonstrated both accuracy and depth, connecting theoretical understanding with practical strategies for personal development.

High-scoring students recommended a variety of strategies, including: *Taking care of both body and mind; following good examples and learning from positive role models; recognising and focusing on personal strengths and positive qualities; cultivating self-acceptance by avoiding unnecessary*

*comparisons with others; celebrating achievements while drawing lessons from setbacks; developing and practising talents through active participation in extracurricular activities; and learning to forgive others as a means of fostering emotional resilience.* These strategies were consistently accompanied by precise elaborations, demonstrating that students understood the holistic nature of self-esteem and its role in shaping behaviour and attitudes.

Overall, these responses showed that students in the top performance band recognised that individuals with high self-esteem consistently strive for self-improvement and are better equipped to overcome negative criticism or setbacks. Their ability to articulate practical measures, supported by thoughtful explanations, underscores their mastery of the competence tested. Extract 3.1 provides a representative example of a correct response from one of the students, illustrating the quality of reasoning and clarity of expression that characterised this group.

1. Jomo feels affected by people's negative perception of his weak academic performance and sees himself as less worthy than others. Briefly explain five key strategies that can help him rebuild his self-esteem?

- (i) Jomo should focus on his strengths, for example his kindness or creativity, to feel confident.
- (ii) He must avoid comparing himself with others because everyone is unique eg not measuring his grades against friends.
- (iii) He should celebrate small achievements like passing a test and learn from mistakes instead of regretting.
- (iv) He needs to care for his health by eating well, exercising, and sleeping enough to boost confidence.
- (v) He should follow role models such as successful people in his community to gain inspiration.

**Extract 3.1:** A sample of the student's correct response to Question 3

Extract 3.1 demonstrates the student's ability to identify and describe key strategies to foster self-esteem, highlighting practical approaches that contribute to personal growth and confidence.

Moreover, students who attained moderate performance scored from 3 to 6 marks. Their responses showed a general understanding of the question and an ability to identify strategies for rebuilding self-esteem. However, repetition of ideas limited their achievement. For example, one student listed *seeking exposure from role models* and *seeking advice from well-developed people* as separate points, though both conveyed the same idea. Other weaknesses included failure to exhaust all required points, limited elaboration and weak organisation of ideas. These shortcomings prevented them from reaching higher marks despite some relevant knowledge.

On the other hand, students who performed poorly scored from 0 to 2 marks. Their answers were marked by misinterpretation of the question, insufficient mastery of the subject matter and limited English language proficiency. Many confused strategies for rebuilding self-esteem with the importance of self-confidence. One student, for instance, wrote: *It enables Jomo to try new things without worry; it influences success in doing things without giving up; Jomo will get skills and strategies to cope with challenges in life; he will be likely to resist peer pressure*. While these statements reflect the benefits of self-confidence, they did not address the required strategies. Other irrelevant responses included analysing study strategies, presenting factors affecting self-confidence, or associating the question with self-identification. A few students skipped the question altogether, possibly due to inadequate preparation or lack of confidence.

Generally, the analysis of Question 3 shows that many students found it challenging to demonstrate effective strategies for rebuilding self-esteem. While a few provided well-developed responses, the majority displayed repetition, misinterpretation, or limited elaboration. This indicates the need for strengthened instruction on practical approaches to self-esteem development, greater clarity in question interpretation and enhanced language support to help students elaborate their ideas more effectively. Extract 3.2: A representative example of an incorrect student response, highlighting the challenges observed in this group.

3. Jomo feels affected by people's negative perception of his weak academic performance and sees himself as less worthy than others. Briefly explain five key strategies that can help him rebuild his self-esteem?

- (i) Message  
→ This is the first method where explain the main content or main idea you want to send to another
- (ii) Sender  
→ Is the second method which express the person who sends the message to a receiver
- (iii) Channel  
→ Is the third method which express the device and approaches used to send a message from a sender to a receiver
- (iv) Receiver  
→ Is the fourth method which express a person who receive the message
- (v) Feedback  
→ Is the fifth method which express the approach send back from the receiver to a sender about behaviour or main content

**Extract 3.2:** A sample of the student's incorrect response to Question 3

Extract 3.2 illustrates an incorrect response in which the student mistakenly explained the components of communication as strategies for rebuilding self-esteem, thereby misinterpreting the question's demands.

## 2.4 Question 4: Building customer care ability

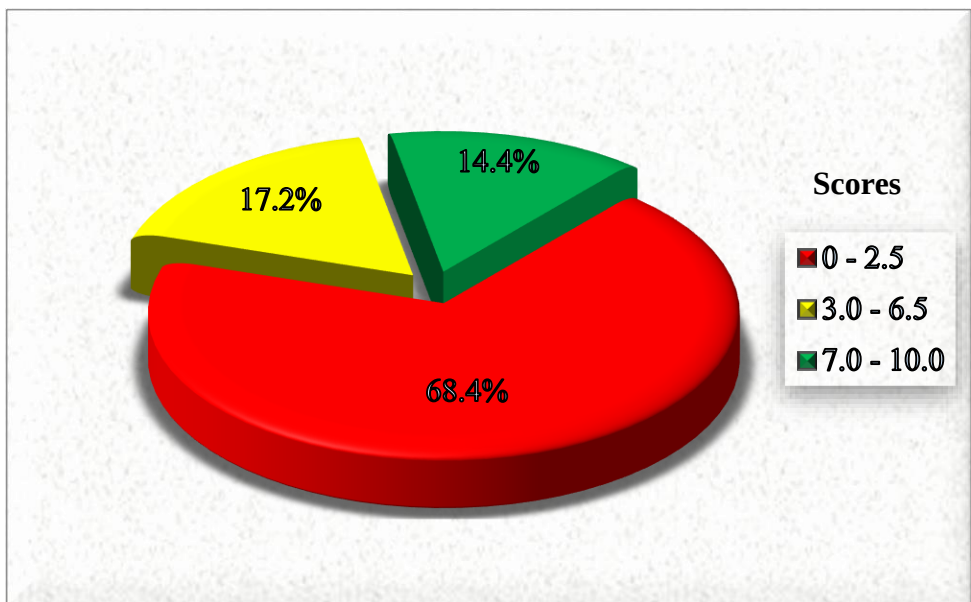
This question was designed to assess students' ability to apply their understanding of customer care by identifying methods service providers can use to obtain client feedback. Learners were presented with the following scenario:

*Chiku and Mboka want to expand their business to a national level. What five methods can they use to collect valuable feedback from their customers to guide their business expansion?*

The analysis of students' performance data shows that all 2,199 students (100%) attempted this question, underscoring its relevance and accessibility. Of these, 695 students (31.6%) achieved a pass mark, while the majority, 1,504 students (68.4%), scored from 0 to 2.5 marks. This indicates that a significant proportion of students had limitations in demonstrating adequate understanding of the assessed concepts.

A further 378 students (17.2%) achieved scores ranging from 3 to 6.5, reflecting average performance and indicating partial comprehension of the requirements. Encouragingly, 317 students (14.4%) achieved 7-10 marks, representing good performance and highlighting a smaller but notable group that demonstrated strong mastery of the subject matter and provided well-structured, accurate responses.

Overall performance on this question is average, with a clear need for targeted interventions to help the majority of students move beyond the lower performance band. Greater emphasis on conceptual clarity, analytical skills and examination techniques could help bridge this gap and enable more students to achieve higher scores. Figure 4 illustrates the distribution of students' performance in Question 4, providing a visual representation of these trends.



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

Figure 4 illustrates the average performance of students on Question 4, with only 31.6 per cent attaining scores of 3.0-10.

The analysis revealed that students who scored 7-10 demonstrated strong competence in meeting the demands of Question 4. Their responses reflected a clear understanding of the question and provided relevant methods for collecting customer feedback. High-scoring students identified a variety of practical approaches, including *using questionnaires, leveraging social media platforms, installing feedback boxes, engaging marketing research agencies, utilising mobile applications, conducting group discussions, engaging in direct social interaction with customers, using customer review platforms and implementing loyalty programmes and reward systems*.

Furthermore, the analysis confirmed that these students were conversant with the subject matter, as they consistently supported their points with plausible elaborations. They demonstrated how each method operates in practice, explaining how these mechanisms enable service providers to capture customer perceptions, evaluate satisfaction levels and identify areas for product or service improvement. Their responses highlighted both the theoretical relevance and practical application of customer feedback strategies, underscoring their ability to connect knowledge to real-world business contexts.

Collectively, students in this performance band demonstrated mastery of the competence tested, recognising that effective feedback collection is integral to enhancing service quality and customer relationship management. Extract 4.1 presents a representative example of a correct response to Question 4, illustrating the depth of understanding and clarity of explanation achieved by students in the top performance category.

4. Chiku and Mboka want to expand their business to a national level. What five methods can they use to collect valuable feedback from their customers to guide their business expansion?

- (i) They can use surveys with questionnaires or interviews to get structured opinions, e.g. Online Google forms
- (ii) They can place feedback boxes in their shops so customers can drop suggestions or complaints anonymously.
- (iii) They can interact directly with customers through calls, emails or live chats to hear their views
- (iv) They can use social media like Facebook or Instagram to read customers' comments and review instantly.
- (v) They can use their official business websites where customers leave ratings and suggestions about services.

**Extract 4.1:** A sample of the student's correct response to Question 4

Extract 4.1 shows a correct student response, clearly demonstrating understanding of methods for collecting customer feedback.

Students with moderate performance, scoring from 3 to 6 marks, generally understood the demands of the question but failed to provide a complete set of relevant methods or offered limited elaboration. Many of these students listed only two or three correct strategies, such as questionnaires or feedback boxes. Still, they did not extend their responses to include modern approaches like mobile applications or customer review platforms. In several cases, repetition of ideas was observed, for example, presenting *using social media platforms* and *using online communication tools* as separate points when they essentially refer to the same method. This repetition reduced the breadth of

their answers and limited their scores. Furthermore, their explanations were often superficial, with students stating methods without clarifying how they contribute to gathering meaningful customer feedback.

On the other hand, students who performed poorly, scoring 0 to 2.5 marks, demonstrated significant challenges in interpreting the question. Some confused customer feedback with unrelated business strategies such as *advertising, promotion, or pricing*. Others provided irrelevant responses, for example, suggesting that *Chiku and Mboka should work hard to improve their products or train their workers*, which, while necessary for business growth, do not directly address methods of collecting customer feedback. Limited English proficiency also contributed to weak responses, as some students could not express their ideas clearly, resulting in vague or incomplete answers. Some students skipped the question entirely, indicating either a lack of confidence or insufficient preparation on this topic.

The analysis of Question 4 showed that while some students demonstrated a strong understanding by identifying diverse and relevant methods for collecting customer feedback, many struggled with repetition, superficial explanations, or misinterpretation. To improve performance, students should be guided to clearly distinguish among different feedback-collection methods, avoid repetition and provide deeper explanations supported by practical examples. Integrating case studies and real-life scenarios into instruction can strengthen students' ability to apply theoretical knowledge to practical contexts. Extract 4.2 illustrates an incorrect response.

1. Chiku and Mboka want to expand their business to a national level. What five methods can they use to collect valuable feedback from their customers to guide their business expansion?

- (i) Expand the capital  
→ Try to expand your business capital by using different ways whether loan, deferred payment and so on.
- (ii) By sell their goods in different places.  
→ Sell your goods in different places by look the payment and your goods is how much compare with other seller.
- (iii) By supply and announce their goods in different place.  
→ While selling supply and announce your goods in different place and tell customers the quality of your goods.
- (iv) By grow the quality of their goods.  
→ While you produce your goods try to grow the quality of your goods you can see how you can expand the business.
- (v) By finding the places and customers.  
→ This helps to places that have many customers with your goods and the capital of the business will grow faster.

**Extract 4.2:** A sample of the student's incorrect response to Question 4

Extract 4.2 illustrates a misinterpretation: the student explained techniques for increasing and retaining customers rather than identifying methods for collecting valuable customer feedback, as required by the question.

## 2.5 Question 5: Maintaining sexual and reproductive health

This question was designed to assess students' ability to analyse the factors and behaviours that facilitate the transmission of HIV/AIDS. Learners were asked:

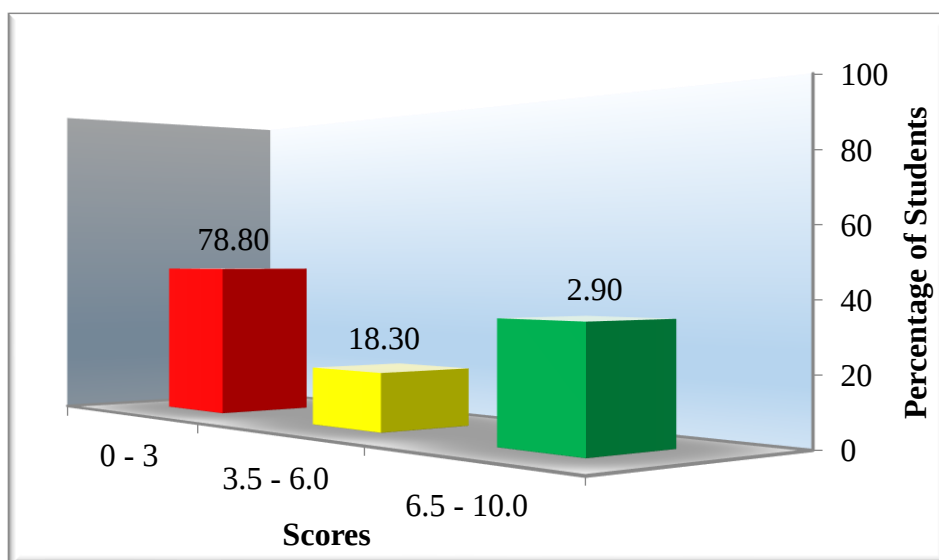
*Briefly explain five factors that facilitate the transmission of HIV/AIDS.*

Student performance on this question was notably weak, with the majority failing to demonstrate adequate mastery of the concepts assessed. Of the

2,199 students who attempted the question, only 64 (2.9%) scored 7-10, reflecting a tiny proportion who provided comprehensive, well-structured responses. A further 403 students (18.3%) obtained scores of 3-6, indicating partial understanding and moderate performance. However, the overwhelming majority, 1,732 students (78.8%), scored from 0 to 2.5 marks, underscoring significant challenges in grasping the requirements of the question.

This distribution shows a clear performance gap, with most students clustered in the lowest band. The results suggest that many were hindered by limited content knowledge, difficulty applying concepts, or an inability to organise their answers effectively. The limited number of high achievers further emphasises the need for targeted instructional support, particularly to strengthen foundational understanding, improve analytical skills and enhance examination techniques.

Overall, the performance trend points to a pressing need for pedagogical interventions to bridge the gap between weak and strong performers. Figure 5 illustrates the distribution of students' performance on Question 5, providing a visual representation of these disparities.



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

Figure 5 shows the poor performance of students on Question 5, with only 21.2% attaining a score of 3.0-10.

The analysis revealed that students who scored 7-10 demonstrated strong mastery of the assessed competence. Their responses reflected a clear understanding of the subject matter and correctly explained the key factors that facilitate the transmission of HIV/AIDS, as required by the question. High-scoring students provided accurate and relevant points, including: *the presence of other sexually transmitted infections (STIs); engagement in unprotected sexual intercourse; having multiple sexual partners; lack of education and awareness about HIV; drug and alcohol abuse; stigma and discrimination; involvement in commercial sex; and harmful cultural practices.*

These factors were not only listed but also accompanied by detailed explanations of how each contributes to increased vulnerability and the risk of infection. For example, students highlighted that *untreated STIs compromise the immune system and increase susceptibility to HIV*, while *stigma and discrimination discourage individuals from seeking testing or treatment, thereby perpetuating transmission*. Similarly, harmful cultural practices and a lack of awareness were identified as systemic barriers that increase individuals' risk.

Generally, students' responses in this performance band demonstrated both factual accuracy and analytical depth. They demonstrated familiarity with the subject matter, the ability to link theoretical knowledge to practical realities and the capacity to explain the broader social and behavioural dimensions of HIV/AIDS transmission. Their ability to provide structured explanations underscored their competence in addressing the demands of the question. Extract 5.1 presents a representative example of a correct response to Question 5, illustrating the quality of reasoning and clarity of expression achieved by students in the top performance category.

5. Briefly explain five factors that facilitate transmission of HIV/AIDS.

- (i) Presence of other STIs like syphilis creates wounds that make HIV enter the body easily.
  - (ii) Women are biologically more vulnerable because of the larger surface area of vaginal mucosa during sex.
  - (iii) Harmful cultural practices, such as early marriage or widow inheritance, expose people to unsafe sexual relations.
  - (iv) Having multiple sexual partners increases the chance of meeting someone who is HIV-positive.
  - (v) Unprotected sex without using condoms makes transmission more likely, especially with casual partners.
- education, eg. learning about safe family planning methods.

**Extract 5.1:** A sample of the student's correct responses to Question 5

Extract 5.1 shows a student who successfully explained the factors that facilitate HIV/AIDS transmission, demonstrating a clear understanding of the question requirements.

Furthermore, the analysis indicates that students who performed at the average level scored 3-6 marks, indicating only superficial mastery of the content. For instance, their answers often repeated points. One student, for example, wrote *Low level of education about HIV* and *Lack of awareness and misinformation on HIV*, although these refer to the same idea. Other observed weaknesses included mixing correct and incorrect facts, providing fewer factors than required and giving unrelated explanations to correct points.

Finally, the analysis suggests that students who scored 0-2.5 marks performed poorly due to insufficient subject-matter knowledge, misinterpretation of the question and limited English proficiency. For instance, some students confused social factors that facilitate HIV transmission with the methods of transmission. Others failed to address the focus of the question; instead, they presented whatever they knew about HIV/AIDS. For example, some wrote *Strategies for preventing HIV/AIDS such as abstinence, use of condoms and voluntary testing*; others focused on The stages from HIV infection to AIDS, including *the window period, asymptomatic stage and full-blown AIDS*. At the same time, some discussed Problems facing people living with HIV, such as *stigma, discrimination and lack of access to treatment*; in contrast, others elaborated on the social impacts of HIV/AIDS, including *family breakdown, economic hardship and increased orphanhood*. These responses indicate that these students possessed random and unfocused knowledge of HIV/AIDS rather than addressing the specific strategies required by the question.

The analysis of Question 5 revealed that while high-performing students provided accurate, well-elaborated explanations of the factors facilitating HIV/AIDS transmission, many others encountered challenges with repetition, superficial mastery, or misinterpretation. Overall performance was average, highlighting the need for more explicit teaching on both the biological and social dimensions of HIV/AIDS transmission. Extract 5.2 is an example of an incorrect response to Question 5.

5. Briefly explain five factors that facilitate transmission of HIV/AIDS.

- (i) To prevent to share teeth stick
- (ii) For not sharing blood
- (iii) For prevent to share a teeth brush
- (iv) To use condom before to make asexual
- (v) For not sharing things which are not safety

**Extract 5.2:** A sample of the student's incorrect responses to Question 5

Extract 5.2 shows a student who attempted to suggest ways to avoid HIV transmission rather than explain the five factors that facilitate its transmission, as required by the question.

## 2.6 Question 6: Maintaining interpersonal relationships and effective communication

This question was designed to assess students' competence in applying appropriate principles to build strong interpersonal relationships across different settings. Learners were presented with the following scenario:

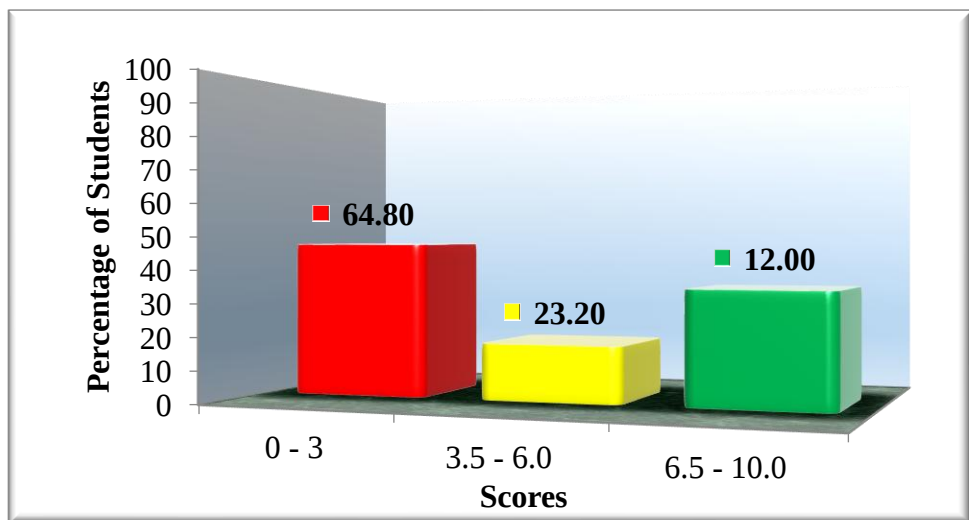
*Daudi, as a new employee at a company, wants to build a strong interpersonal relationship with co-workers. What five principles should he follow to maintain this?*

The analysis of students' performance on this question reveals mixed results, with most students performing poorly. Of the 2,199 students who attempted the question, 1,425 (64.8%) scored 0-3, indicating limited understanding of the assessed concepts and challenges in applying the required knowledge

effectively. A further 510 (23.2%) obtained scores ranging from 3.5 to 6 marks, reflecting average performance and suggesting partial comprehension of the question requirements. Encouragingly, 264 (12%) achieved 6.5-10 marks, which was considered good performance, as these students demonstrated strong mastery of the subject matter and provided well-structured, accurate responses.

Summative performance on this question was average, with 774 (35.2%) students scoring from 3.5 to 10 marks. This distribution shows that while a significant proportion of students reached the passing and good performance bands, the majority remained clustered in the lower range. The results suggest that many students were hindered by conceptual clarity, analytical depth, or examination techniques, which limited their ability to achieve higher scores.

To improve future outcomes, emphasis should be placed on strengthening foundational knowledge, enhancing problem-solving skills and guiding students in structuring their responses more effectively. Figure 6 provides a visual summary of students' performance on Question 6, offering a more precise representation of these trends.



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

Figure 6 shows the average performance of students on Question 6, with 35.2% attaining scores from 3.5 to 10.

The analysis revealed that students who scored 6.5-10 performed well, mainly due to their mastery of the tested element, accurate interpretation of the question and provision of relevant points supported by clear and appropriate explanations. Their responses demonstrated both theoretical understanding and practical application, reflecting competence in interpersonal and workplace relationship skills.

High-scoring students suggested several pertinent principles for building strong relationships within a new team. These included: *being genuine and straightforward in interactions; listening actively to fellow workers and leaders; applying practical conflict resolution skills to address disagreements constructively; showing empathy and sympathy to foster compassion among colleagues; accepting and tolerating co-workers even in times of disagreement; maintaining a positive attitude towards others; and practising reciprocity* as a means of strengthening interpersonal bonds.

Such responses were consistently accompanied by elaborations that explained how these principles contribute to harmonious workplace relationships and effective teamwork. Students in this category demonstrated awareness that successful integration into a new team requires not only technical competence but also emotional intelligence, respect and adaptability. Their ability to explain these principles with clarity underscored their firm grasp of the subject matter. Extract 6.1 provides a representative example of a correct student response, illustrating the quality of reasoning and depth of understanding achieved by those in the top performance band.

6. Daudi, as a new employee at a company, wants to build strong interpersonal relationship with co-workers. What five principles should he follow to maintain this?

- (i) He should practise empathy by understanding how co-workers feel in different situations.
- (ii) He should show sympathy when others face problems eg comforting a colleague who is sick.
- (iii) He must be tolerant by respecting different opinions, cultures, and attitudes in the workplace.
- (iv) He should keep a positive attitude by appreciating others and staying optimistic in interactions.
- (v) He should accept people with both strength and weakness to build respect and harmony.

**Extract 6.1:** A sample of student's correct responses to Question 6

Extract 6.1 presents a student who suggested appropriate strategies for building strong interpersonal relationships.

On the contrary, the analysis indicates that students with moderate competence in the assessed subject scored from 3 to 6.5. Their responses often presented fewer than the required techniques, mixed correct with incorrect strategies and failed to elaborate on the points raised, thereby reflecting a partial understanding of the basic factors necessary for maintaining good relationships with others. For instance, some students listed *showing respect to peers* alongside *avoiding conflicts at work*, which are relevant but incomplete without further explanation. Others mixed correct strategies, such as *listening attentively to colleagues*, with incorrect ones, such as *ignoring people when they are angry*, showing confusion in distinguishing between constructive and destructive approaches. Another observed challenge was repetition of the same strategy; for example, one student treated *genuineness* and *honesty* as two separate points, even though they convey the same idea. Similarly, another student presented *cooperating with co-workers* and *working together in group discussions* as distinct

strategies, even though both involve collaboration. These examples illustrate the tendency of moderately performing students to provide partially correct but underdeveloped responses, limiting their ability to achieve higher marks on the question about Daudi's interpersonal relationships.

The last category comprises students who performed poorly on this question, as they did not score above 2.5. Factors such as weak English proficiency, inability to understand the question and lack of competence in the assessed content were identified as leading causes of weak performance. Misinterpretations included students who thought the question referred to ways to avoid career setbacks and those who wrote about the importance of observing traditional or general principles of life.

Additionally, some students incorrectly emphasised the importance of good interpersonal relationships without identifying principles, while others focused on unrelated scenarios in which interpersonal relationships are experienced. For instance, one student listed *family relationships, student relationships, husband-and-wife relationships, seller-and-customer relationships and work relationships* as principles for building strong interpersonal relationships. There were also cases where students copied parts of questions directly from the examination paper and presented them as answers. For example, one student wrote: *Brainstorming, Role playing, Mind mapping and Reverse thinking*, which were alternatives to Question 1 item (iii).

The analysis of Question 6 revealed that students with high competence correctly interpreted the scenario and applied appropriate principles for maintaining interpersonal relationships and effective communication. Average performers demonstrated partial mastery, often repeating points or failing to elaborate, while low performers struggled with misinterpretation and gave unrelated responses. Generally, performance in this question was average, showing that many students could apply interpersonal relationship principles in workplace contexts. However, further emphasis is needed on clarity, elaboration and accurate interpretation of questions. Extract 6.2 is a sample of an incorrect response to Question 6.

6. Daudi, as a new employee at a company, wants to build strong interpersonal relationship with co-workers. What five principles should he follow to maintain this?

- (i) Seek feedback: through seeking feedback in your company from customers this can build strong interpersonal relationship.
- (ii) Build a professional networking: through building a professional networking to your customers it can enhance to strong interpersonal relationship
- (iii) Assess your current situation: through assessing your current situations and experience this can lead to good interpersonal relationship
- (iv) Stay persistent and motivated: through staying persistent and motivated to your customers this can build strong interpersonal relationship.
- (v) Set clear and specific goals: to his company setting goals this can lead to having strong interpersonal relationship with customers

**Extract 6.2:** A sample of student's incorrect responses to Question 6

Extract 6.2 presents a student who incorrectly focused on how Daudi could help his company retain customers rather than explaining the principles for maintaining strong interpersonal relationships with co-workers, as required by the question.

## 2.7 Question 7: Building personality and character

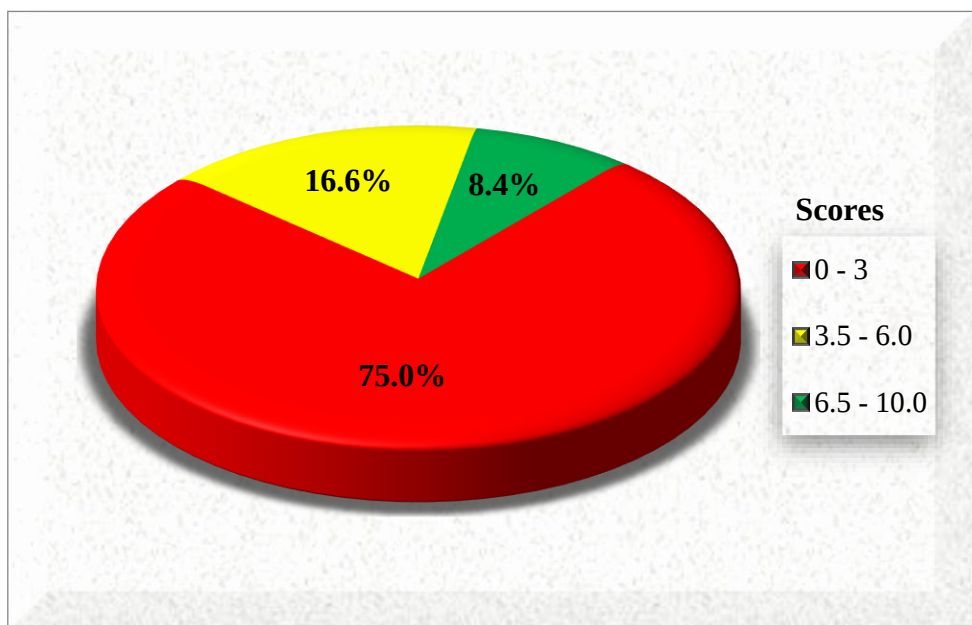
This item was designed to evaluate students' competence in analysing how personal values influence an individual's behaviour. The question was set as follows:

*The teacher told her students, 'Your values shape your behaviour.' Briefly explain the truth of this statement using five points.*

The analysis of students' performance data indicates that all 2,199 students (100%) attempted Question 7, underscoring its relevance and accessibility. Of these, only 549 students (25%) achieved a passing grade, while the majority, 1,650 students (75%), scored from 0 to 3. This reflects general weak performance and indicates significant challenges in addressing the demands of the question. A further 364 students (16.6%) obtained scores of 3.5-6, indicating average performance and partial understanding of the assessed concepts. Encouragingly, 185 students (8.4%) scored 6.5-10, which was considered good performance, demonstrating clear competence and providing well-structured responses.

General performance on this question was weak. While many students could identify values, they found it difficult to link them to behavioural outcomes. Few high achievers were noted, highlighting the need for targeted support to strengthen conceptual clarity, sharpen analytical skills and improve the structuring of responses that connect theory with real-life applications.

Figure 7 summarises the distribution of students' performance in Question 7, providing a visual representation of these trends and highlighting the disparity between weak and strong performers.



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

Figure 7 shows students' weak performance on Question 7, with only 25 per cent attaining scores ranging from 3.5 to 10.

The analysis indicates that students who scored 6.5-10 demonstrated strong competence in meeting the demands of the question. Their responses revealed an accurate interpretation of the task and a solid grasp of how values shape individual behaviour. These students exhibited clarity of thought, logical organisation and the ability to connect theoretical concepts with practical behavioural outcomes. Their answers were not only correct but also supported with appropriate explanations, reflecting a comprehensive understanding of the tested element.

In particular, high-scoring students presented a wide range of valid points, such as: *values regulate our total way of life; values influence relationships and how we treat others; values guide responsibility and discipline; values inspire goals, determination and ambitions; values influence decisions and choices; values guide moral judgement; values shape our view of life; values affect our understanding of the world; and values stimulate love and social harmony*. These points were explained with precise elaborations, showing that values naturally shape behaviour, often without conscious awareness.

The quality of these responses underscores the students' ability to integrate knowledge with critical reflection, demonstrating both depth and breadth in their understanding. Their work emphasises the importance of values as foundational principles that shape personal conduct, social interactions and broader life perspectives. Extract 7.1 provides a representative example of a well-developed response from one of the students, illustrating the level of competence achieved by those in the top performance band.

7. The teacher told her students, "Your values shape your behaviour." Briefly explain the truth of this statement using five points.

- (i) Value influence decision and choices because people act according to what their community believe e.g honesty make one avoid cheating
- (ii) Value guide moral judgement by helping us know right from wrong. eg. respect stop us from insulting elders.
- (iii) Value shape our view of life since they determine what we see as important eg valuing education makes us study hard
- (iv) Value affect our understanding of the world by shaping how we judge situations eg valuing peace makes us avoid fights
- (v) Value determine our culture because they control traditions and practices eg valuing unity makes people celebrate together.

**Extract 7.1:** A sample of the student's correct response to Question 7

Extract 7.1 illustrates a student's correct response, showing how personal values directly influence individual behaviour.

The analysis further indicates that most students scored moderate marks. Those who scored 3-6 generally grasped the question but were unable to achieve higher scores due to several factors. Some combined correct and incorrect points within the same response, for example, listing *respect for others leads to cooperation*, alongside *being selfish helps one succeed*. Others provided fewer than the required five points, such as writing only that *honesty builds trust* and *hard work brings success* without adding more. Several students listed points without elaboration; for instance, some stated *discipline controls behaviour* without explaining how discipline guides

actions. Some responses were repetitive, such as presenting *honesty* and *truthfulness* as separate points, even though they convey the same idea. In other cases, students mentioned points without any clarification, like writing that *values influence decisions* without showing how this shapes behaviour. Collectively, these shortcomings placed the students in this category.

On the other hand, students who scored 0-2.5 were unable to address the question as required. Their weak performance was attributed to inadequate subject knowledge and a failure to recognise the question's demands. For example, some focused solely on the introductory statement, explaining the instructions and warnings they typically receive to guide their conduct, rather than demonstrating how values influence behaviour as the question required. Typical responses included statements such as *Teachers tell us not to be late for class, Parents warn us against playing with bad groups, we are instructed to dress properly at school and " We are told not to fight with others.* While these examples reflect external instructions and warnings, they do not show how internal values such as honesty, respect, or responsibility shape behaviour, which was the central demand of the question.

Similarly, other students mistakenly presented examples of common destructive behaviours such as *robbery, prostitution, drug abuse, theft and alcoholism* found in their communities as evidence of how personal values dictate behaviour. These responses were incorrect, as they described social problems rather than showing how values shape behaviour. Additional cases included students who suggested unrelated ways to cope with emotions, such as *taking a walk when angry, listening to music to calm down, sharing feelings with friends, or practising deep breathing when stressed.* While these techniques may help in managing emotions, they did not address the central demand of the question, which was to explain how values influence behaviour.

Generally, the analysis revealed that high-performing students demonstrated clear competence by correctly linking personal values to behavioural outcomes with well-elaborated points. Average performers showed partial mastery, often mixing correct and incorrect ideas or failing to provide sufficient explanations, while low performers misinterpreted the question and diverted to unrelated issues. In general, performance was weak, highlighting the need for greater emphasis on accurate interpretation, elaboration and

subject mastery. Extract 7.2 provides a sample of an incorrect response to Question 7.

7. The teacher told her students, "Your values shape your behaviour." Briefly explain the truth of this statement using five points.

- (i) Parent; There are two important leaders in a family that looks a child starting when birth, grow stage to avoid bad behaviours
- (ii) Religion; Institution deals with God's laws and educate people about God's will. It help also in guarding children to leave under faith of God.
- (iii) Community laws; Are rules that guides individuals in a certain community. Community law prevent risk behavior like drunker, <sup>drugs</sup> ~~drugs~~ <sup>a</sup> ~~bus~~.
- (iv) Friends; Are very important people in one life who can build or destroy ones behavior.
- (v) Culture; Also culture is among of factors that hinder effective personal value. Culture laws and norms like dressing code, language.

**Extract 7.2:** A sample of the student's incorrect response to Question 7

Extract 7.2 presents a student's incorrect response, focusing on general factors influencing behaviour rather than demonstrating how values shape behaviour as required by the question.

## 2.8 Question 8: Maintaining sexual and reproductive health

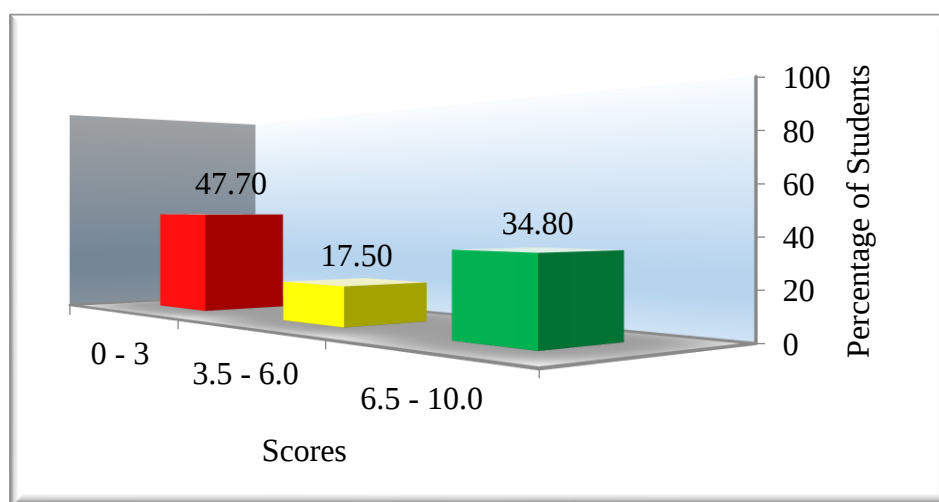
This question aimed to assess students' competence in identifying and explaining the rights of People Living with Human Immunodeficiency Virus (PLHIV) when accessing sexual and reproductive health services. It was set as follows:

*Briefly explain five rights entitled to People Living with HIV in accessing sexual and reproductive health services that ensure them equitable and non-discriminative care.*

The analysis of students' performance data indicates that all 2,199 students (100%) attempted Question 8, reflecting full participation. Of these, 766 students (34.8%) scored from 6.5 to 10, demonstrating strong competence and a clear understanding of the rights and obligations of People Living with HIV (PLHIV). Their responses were well-structured, accurate and presented a practical application of knowledge.

A further 384 students (17.5%) obtained scores between 3.5 and 6, indicating average performance. This group displayed partial comprehension of the question requirements, with responses that were generally correct but lacked depth or sufficient elaboration. In contrast, the majority of students (1,049, 47.7%) scored 0-3, indicating weak performance. These students were unable to interpret the question accurately and provided limited or incomplete responses, suggesting gaps in both conceptual understanding and application.

In summary, performance on this question was average, with 1,150 students (52.3%) scoring between 3.5 and 10. While a significant proportion of students demonstrated satisfactory to strong mastery, nearly half remained in the lowest performance band. This distribution reflects the need for targeted instructional support, particularly to reinforce students' understanding of the rights and obligations of PLHIV and to guide them in explaining their responses with greater clarity and precision. Figure 8 summarises the distribution of students' performance in Question 8, providing a visual representation of these trends and underscoring the disparity between high achievers and those who struggled.



**Figure 8:** *Students' Performance on Question 8*

Figure 8 presents the average performance of students on Question 8, with 52.3% attaining scores of 3.5-10.

The analysis revealed that students who scored 6.5-10 demonstrated apparent mastery of the assessed competence. Their responses reflected a strong understanding of the question's demands, coupled with accurate interpretations and well-reasoned explanations. These students not only identified the relevant rights and obligations of People Living with HIV (PLHIV) but also explained them with clarity and coherence, thereby showcasing both knowledge and analytical ability.

For instance, their scripts highlighted a wide range of correct points, including: *the right to dignity and respect; the right to counselling and psychosocial support; the right to accessible and affordable services; the right to privacy and confidentiality; the right to informed consent; the right to participate in decision-making; the right to equal employment opportunities linked to reproductive health; the right to information and education; the right to non-discrimination; and the right to access quality healthcare*. These points were consistently supported by appropriate elaborations, demonstrating that students could connect theoretical knowledge to practical implications.

Collectively, high-scoring students exhibited awareness that PLHIV are entitled to the same fundamental rights as all individuals. Their responses emphasised that access to sexual and reproductive health services should be free from stereotyping, discrimination, or neglect. This reflects not only competence in the subject matter but also sensitivity to the broader social and ethical dimensions of the issue. Extract 8.1 provides a representative example of a correct response to Question 8, illustrating the depth of understanding and quality of explanation achieved by students in the top performance band.

8. Briefly explain five rights entitled to people living with HIV in accessing sexual and reproductive health services that ensures them equitable and non-discriminative care.

- (i) Right to be given a quality treatment  
- People living with HIV have to access a fair treatment as to others.
- (ii) Right to privacy and confidentiality  
- People living with HIV their information should be kept in a privacy and a confidential way.
- (iii) Right to non-discrimination  
- The HIV victims should not be discriminated in any matter that cannot transmit HIV.
- (iv) Right to education  
- HIV victims should be given education about the nutrition and reproductive health systems.
- (v) Right to participation  
- HIV victim should be involved in various issues related to their health like participation in decision making

**Extract 8.1:** A sample of the student's correct response to Question 8.

Extract 8.1 presents a student's accurate response, effectively outlining the rights of People Living with HIV (PLHIV) to access sexual and reproductive health services.

The analysis shows that students with average performance demonstrated basic mastery of the subject matter, which explains their scores of 3-6. Examination of their scripts revealed several reasons for this medium performance. Some students provided fewer relevant points than required, such as listing only the *right to non-discrimination*, the *right to privacy* and the *right to education* without completing the full set. Others offered points with superficial clarification, for instance, stating that *people living with HIV should be treated well* or *they should not be isolated* without specifying the legal or ethical rights involved. Some mixed ideas without coherence, such

as combining the *right to participation* with unrelated notions like *being given food* or *being loved by others*. These shortcomings, limited scope, vague explanations and conceptual confusion directly placed the students in the average category.

In contrast, students who scored 0-2.5 exhibited weak performance. Their responses reflected incompetence in the subject matter and failure to meet the requirements of the question. For example, some misinterpreted the question to mean the effects of human rights abuse, citing issues such as *conflicts among family members, disputes between citizens and government, oppression of the less fortunate and denial of basic needs*, as quoted from one student. Others wrongly linked the demands of the question to categories of human rights, such as *civil and political rights, economic, social and cultural rights, environmental rights and developmental rights*.

Additional misconceptions were observed among students who wrote about problems facing people living with HIV, explanations of how HIV is transmitted, or discussions of sexual infections and gender discrimination, which were mistakenly presented as rights entitled to PLHIV in accessing sexual and reproductive health services. Finally, some students did not respond to this item, resulting in a score of 0.

The analysis of Question 8 revealed that high-performing students demonstrated clear competence by correctly identifying and explaining the rights of PLHIV in accessing sexual and reproductive health services. Average performers showed partial mastery, often providing incomplete or superficial responses, while low performers misinterpreted the question or diverted to unrelated issues. On the whole, performance in this question was average; greater emphasis is needed on accurate interpretation, elaboration and clarity to ensure students fully understand the rights of PLHIV and their application in health service contexts. Extract 8.2 provides a sample of incorrect responses to this question.

8. Briefly explain five rights entitled to people living with HIV in accessing sexual and reproductive health services that ensures them equitable and non-discriminative care.

(i)

To use condom after trying sexual transmission.

(ii)

For check your health  
- Its must to check your health every week

(iii)

Eating well  
You must be to eat well example fruits

(iv)

To believe your self  
- You must have believe your self because  
if to you believe your self you will give the hope.

(v)

To find ways alternative to solve the problem.

**Extract 8.2:** A sample of the student's incorrect responses to Question 8

Extract 8.2 illustrates a student's incorrect response, focusing on actions following Voluntary Counselling and Testing (VCT) rather than outlining the five rights of People Living with HIV (PLHIV) in accessing sexual and reproductive health services.

## 2.9 Question 9: Gender concern

This question was designed to assess students' ability to evaluate the adverse effects of gender roles on social life. It was set as follows:

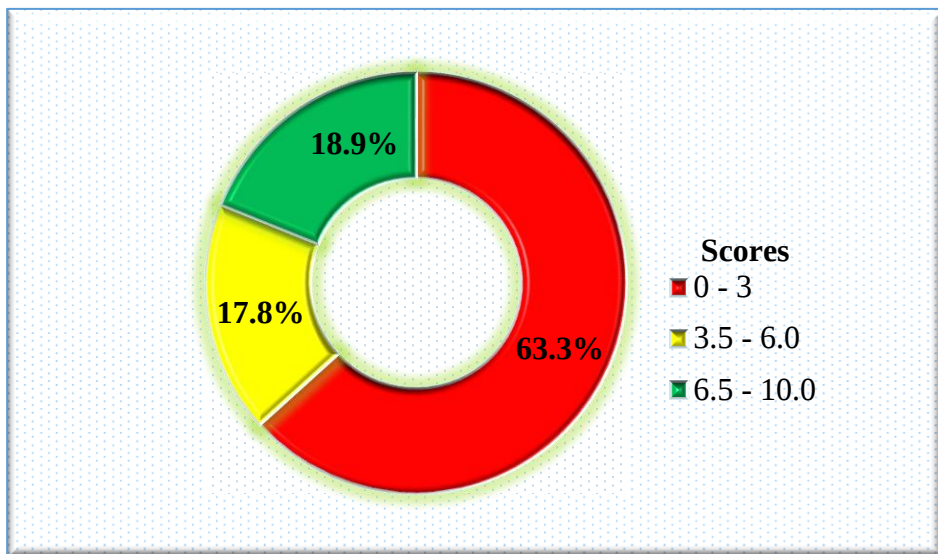
*In five points, explain how gender roles negatively affect the social aspects of society.*

The analysis of students' performance on Question 9 revealed average results, with a significant proportion failing to demonstrate adequate mastery

of the assessed competence. Of the 2,199 students who attempted the question, 1,392 (63.3%) scored 0-3. This indicates a limited understanding of the concepts tested and an inability to meet the demands of the question, as their responses were often superficial and lacked critical engagement.

A further 391 students (17.8%) obtained scores between 3.5 and 6, reflecting average performance. These students displayed partial knowledge of the subject matter, but their explanations were often shallow and insufficiently elaborated, suggesting difficulties in linking theoretical knowledge to practical implications. Encouragingly, 416 students (18.9%) scored 6.5-10, demonstrating mastery of the competence tested. Their responses were well-structured, comprehensive and supported by relevant points with precise elaborations, showing the ability to critically analyse the negative impact of gender roles on social life.

Overall, performance on this question was unsatisfactory, with most students falling into the lower and middle categories. The results suggest that many found it difficult to critically examine how gender roles perpetuate inequality, limit opportunities, and affect social interactions. This underscores the need for targeted instructional support, particularly to strengthen students' analytical skills, encourage more profound reflection on social issues and guide them to offer responses that go beyond descriptive accounts. Figure 9 summarises the distribution of students' performance in Question 9, offering a visual representation of these trends and underscoring the disparity between weak, average and strong performers.



**Figure 9:** *Students' Performance on Question 9*

Figure 9 presents the average performance of students on Question 9, with 36.7 per cent attaining scores of 3.5-10.

The analysis indicates that students who scored above 6.5 performed commendably, demonstrating a clear understanding of the question and sufficient knowledge of the effects of gender-role socialisation on individuals and society at large. Their responses were well-structured, accurate and supported by appropriate explanations, which enabled them to secure higher scores.

These students provided a range of insightful points. For instance, one student highlighted that *gender role socialisation contributes to the foundation of misconceptions, harassment, violence, work overload, reinforcement of stereotypes and low self-esteem*. Another student emphasised that *rigid gender roles can lead to restricted educational opportunities, increased mortality and the suppression of talents and innovation*. These responses reflected not only factual accuracy but also critical engagement with the broader social implications of gender roles.

By and large, students in this category demonstrated awareness that gender role socialisation plays a significant role in perpetuating stereotypes by reinforcing inappropriate traditional beliefs about roles and behaviour. They recognised that such practices have serious consequences, often

disadvantaging one sex and limiting opportunities for equality and social progress. Their ability to connect theoretical knowledge with practical outcomes underscores their mastery of the competence tested. Extract 9.1 presents a sample of a correct response to Question 9, illustrating the depth of understanding and analytical ability achieved by students in the top performance band.

9. In five points, explain how gender roles negatively affect the social aspects of the society.

- (i) They create misconceptions eg saying men cannot cook or do housework.
- (ii) They cause harassment and violence, especially against women in workplaces or homes.
- (iii) They lead to unjust power in decision-making where men dominate leadership and women are excluded.
- (iv) They cause unequal workload distribution eg women doing childcare and farm work while men rest.
- (v) They lower self-esteem, as people who fail to fit roles feel undervalued and lose confidence.

**Extract 9.1:** A sample of student's correct responses to Question 9

Extract 9.1 demonstrates a student's response, explaining the negative impact of gender roles on society's social aspects.

However, not all students achieved high scores. Several factors contributed to reduced performance, ultimately resulting in moderate achievement

ranging from 3 to 6. For instance, some students provided only one or two of the five required points. An example was drawn from a student who wrote two points: that gender roles cause work overload for women and lead to an *unequal distribution of resources*. Similarly, other students mentioned points without explanation, which led them to lose marks. In addition, some failed to complete all the factual points and instead added incorrect ones, thereby weakening the quality of their responses.

Conversely, some students performed poorly, scoring from 0 to 2.5. The analysis indicates that several factors combined to hinder performance in this category. One primary reason was a poor understanding of the tested element, which led students either to skip the question or to provide vague and illogical responses. For example, one student wrote: *help men to study science, but women study art; help women stay home and men in offices; help men not do work at home like cooking; and help men with wife inheritance*.

Another prominent factor was the failure to comprehend the demands of the question. Some students misinterpreted the question to refer to the roles of men and women in society, while others focused on identifying cultural issues affecting women. Some students diverted to gender concepts or wrongly related the question to the adverse effects of peer pressure. These misconceptions and misinterpretations placed them in the lowest performance category.

The analysis of this question revealed that while a few students demonstrated mastery of the competence tested, the majority could not provide accurate, well-elaborated points. Moderate performers often presented incomplete or superficial responses, whereas weak performers misinterpreted the question or diverted to unrelated issues. In general, performance in this question was unsatisfactory, underscoring the need for strengthened teaching and learning strategies that emphasise critical analysis of gender roles and their adverse effects on society. Extract 9.2 presents a sample of a student's incorrect response to Question 9.

9. In five points, explain how gender roles negatively affect the social aspects of the society.

- (i) Men should not cry because they are strong. so this can affect the society. by following gender roles.
- (ii) Tough work are for men and not for women. this also can affect people at the society. people they can leave doing works.
- (iii) Men are not allowed to do home work. and this also can affect the people at the society. because any one can do any work if he/she want to do it.
- (iv) Science Subject are for men only while Arts Subjects are for women. This can affect the society because at the community people they need help. so any work should be done by any kind of gender.
- (v) Women should not do tough works. should and must stay at home for looking up for children and men should go out to do work.

**Extract 9.2:** A sample of student's incorrect responses to Question 9

Extract 9.2 displays a student's incorrect response, listing general gender stereotypes rather than clearly explaining how gender roles negatively affect social aspects of society.

## 2.10 Question 10: Developing negotiation and conflict resolution skills

This question was designed to assess students' ability to analyse the procedures individuals should follow when they misunderstand each other to resolve their conflict and restore good relations. To guide their responses, students were provided with the following scenario:

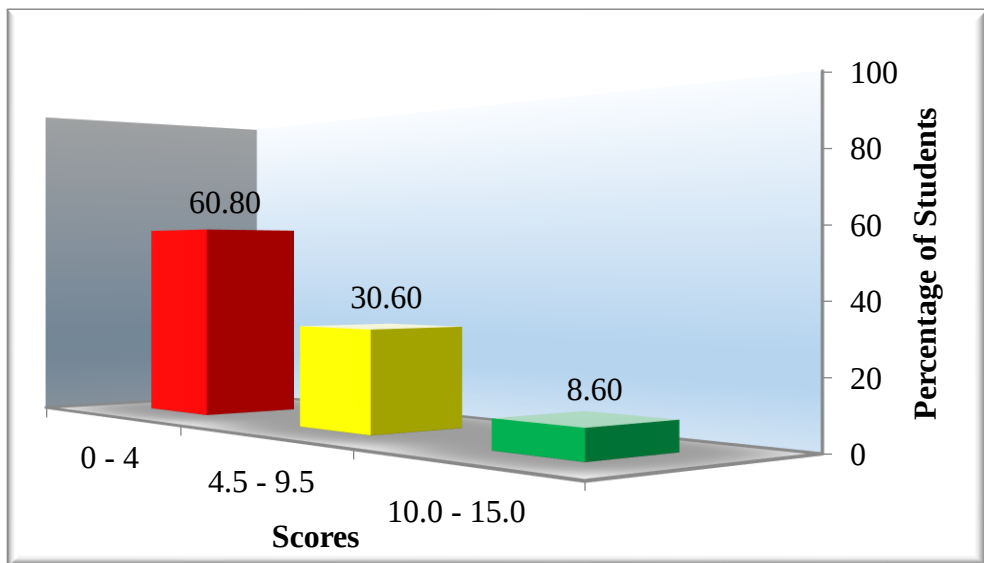
*Manju and Naki were close friends but had a fight a month ago, and now they no longer speak to each other. Analyse six steps you would take to help them resolve their conflict.*

The analysis of students' performance revealed that all 2,199 students (100%) attempted this question, reflecting full engagement with the item. Broadly,

performance was average, though the distribution of scores shows notable disparities in competence levels. A total of 190 students (8.6%) scored 10-15, demonstrating strong mastery of conflict resolution procedures and the ability to apply them effectively to the given scenario. Their responses were well-structured and comprehensive, and they showed a clear understanding of negotiation and reconciliation processes.

A further 673 students (30.6%) obtained scores between 4.5 and 9.5, indicating moderate performance. This group displayed partial knowledge of the required steps, but their responses were often incomplete or lacked sufficient elaboration, suggesting difficulties in linking theoretical knowledge with practical application. In contrast, the majority of students, 1,336 (60.8%), scored from 0 to 4. This indicates weak performance, mainly attributable to inadequate knowledge of the tested competence and failure to meet the question's demands. Their responses were generally superficial and unstructured and failed to demonstrate a coherent understanding of conflict-resolution procedures.

In general, the performance pattern suggests that while a small proportion of students demonstrated strong competence in negotiation and reconciliation, a significant majority were not successful in providing structured and comprehensive analyses. This points to the need for targeted instructional support, particularly to strengthen students' grasp of conflict-resolution principles, improve their ability to apply these concepts to practical scenarios and guide them in presenting responses with logical sequencing and elaboration. Figure 10 illustrates the distribution of students' performance in Question 10, providing a visual representation of these trends and underscoring the gap between high achievers and those who struggled.



**Figure 10:** *Students' Performance on Question 10*

Figure 10 shows the average performance of students on Question 10, with 39.2% attaining scores of 4.5-15.

The analysis revealed that students who scored between 9.5 and 15 demonstrated adequate knowledge of negotiation and conflict-resolution skills. Their responses were characterised by coherence of ideas, comprehensive elaboration of points and adherence to essay-writing conventions, all of which contributed to their good performance.

For instance, one student introduced the essay by stating: *Negotiation is a process of discussing and bargaining between two or more people or groups before reaching an agreement on a particular issue.* Another student argued along similar lines, noting that: *Negotiation refers to the part of the problem-solving process in which two or more people voluntarily discuss their differences and attempt to reach a joint decision on their common concern.* Analytically, these students demonstrated awareness that negotiation is the process by which individuals with differing views come together to reach an agreement on a contested issue.

In the main body, high-scoring students correctly analysed the problem-solving steps in sequential order. For example, one student outlined the following: *preparation and planning for negotiation; defining ground rules to guide the process; clarifying and justifying concerns arising from*

*misunderstanding; bargaining in good faith to resolve the problem; closure and implementation of agreed solutions; and reviewing the process with feedback to prevent similar conflicts in the future.* Likewise, other competent students applied these problem-solving steps directly to the scenario involving Manju and Naki, thereby demonstrating both relevance and analytical skill.

Finally, plausible conclusions and a strong command of the English language were observed in this category of students, further reinforcing the quality of their responses. Extract 10.1 presents a sample of a student's correct response to Question 10.

**SECTION C (15 Marks)**

Answer question **ten (10)**.

10. Manju and Naki were close friends but had a fight a month ago, and now they no longer speak to each other. Analyse six steps you would take to help them resolve their conflict.

Negotiation is a peaceful way of solving disagreements between two people or groups. It helps them to talk, listen, and agree on solutions without fighting. In the case of Manju and Naki who were close friends but stopped talking after a fight, negotiation can help them rebuild their friendship. The following six steps show how they can resolve their conflict.

Preparation and planning, before starting, both Manju and Naki should think about what caused the fight. They need to understand each other's feelings and choose a good time and place to talk.

Definition of ground rules, they should agree on rules to guide their discussion. For example, they must speak politely, listen without interrupting and

respect each other's opinions.

Clarification and justification, each friend should explain their side of the story clearly. Misunderstandings must be corrected so that both know the real cause of the conflict.

Bargaining and problem-solving, Manju and Naki should suggest possible solutions and compromise where necessary. They must show honesty and openness to reach a fair agreement.

Closure and implementation, once they agree, they should accept the solution and promise to follow it. This shows commitment to ending the conflict.

Review and feedback, later they should reflect on the process and learn from it. This will help them avoid similar fights in the future and strengthen their friendship.

In conclusion, negotiation is not about winners and losers but about understanding and compromise. By following these six steps, Manju and Naki can solve their conflict, rebuild their friendship, and live peacefully respect for one another.

**Extract 10.1:** A sample of the student's correct response to Question 10

Extract 10.1 presents a student's response analysing six key steps for effective negotiation.

The analysis indicates that students who scored from 4.5 to 9 demonstrated moderate performance due to several factors. These included the inability to arrange negotiation steps in chronological order, listing points without

developing them into detailed paragraphs, mixing correct and incorrect steps and failing to exhaust all six required steps. Furthermore, some students in this category did not adhere to essay-writing conventions; for example, some essays lacked an introduction or conclusion, which weakened the overall structure and coherence of their responses.

However, a proportion of students scored low marks, ranging from 0 to 4.5. Their responses revealed incompetence in the assessed content, failure to meet the requirements of the question, disregard for essay-writing rules and poor command of the English language. For instance, one student introduced the essay by writing: *A negotiator is a person who engages in negotiation on behalf of others*, a definition that did not address the question, which focused on the steps of negotiation towards conflict resolution. In the main body, a variety of misconceptions were observed. Some students focused on negotiation methods and the qualities of a good negotiator, while others concentrated on the advantages of negotiation rather than the required steps. In some instances, essays were concluded with irrelevant statements that could not merit any marks.

The analysis of this question shows that high-performing students demonstrated mastery of negotiation and conflict resolution skills by presenting well-structured essays with coherent ideas, comprehensive elaboration and adherence to essay-writing rules. Moderate performers displayed partial competence, often failing to organise their points or provide sufficient details. In contrast, low performers misinterpreted the question, diverted to unrelated issues, or neglected essay-writing rules altogether. Generally, performance on this question was average, calling for the need to enhance teaching strategies that emphasise structured essay writing, the critical analysis of negotiation steps and the practical application of conflict resolution skills. Extract 10.2 provides a sample of a student's incorrect response to this question.

10. Manju and Naki were close friends but had a fight a month ago, and now they no longer speak to each other. Analyse six steps you would take to help them resolve their conflict.

Critical thinking is the ability of make a reason before making a good decision. example fighting. Therefore these action of Manju and Naki to fight is a critical thinking. Have the many challenges like them can't speak for long time. Also it help to solve the challenges. This situation have the many ways that they use in order to be the close friends as long time ago. The following are among of the ways they use to resolve their conflict.

Self-esteem. This is the self kind that someone to know where is can make a mistake and to know that we needed to live in the society with the good ways in order to be safe and to don't have any problems between two or more people. So when they have self esteem they could be a close friend because everyone could know can make a mistake and they could live with the good care fullness in order to don't fight again.

Accept when you do a mistake. This will help someone to rebuild their relation when someone accept that he/she do a mistake and then to be a good friends. So that they could speak again and help them to rebuild their friendship that they are loss at a time ago.

Tell another sorry when you do mistake. This can motivate another people who you do mistake to continue to believe you in the something that they have at a time ago before to do a mistake. So this can help them to be in one direction so as to rebuild the strong relationship with your friend.

Identify the problem. This is the first step you could needed to follow when have the any problem at any place. When you know the problem you could needed to find the ways of solving the required problem.

Ways of solving. This is the step where you could needed to know which way is easy to use in order to solve the required problem or challenge. Because they needed to rebuild their friendship you needed to find ways that you may use in order them to be the real friends again.

Making a meeting with them. This you can cause them to meet and to speak again and then they could rebuild their friendship and relationship again.

All the above are the ways of solving the problems. So when you may face challenges you may needed to follow this to solve problems easily.

**Extract 10.2:** A sample of the student's incorrect response to Question 10

Extract 10.2 shows a student's incorrect response: failing to analyse the steps of the negotiation process for conflict resolution and instead offering random ideas for maintaining good relationships.

### **3.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER TOPIC**

The 2025 Life Skills Assessment for the Form Two National Assessment (Vocational Stream) consisted of ten questions, each designed to assess one of the ten key competencies covered in the syllabus from Form One to Form Two. These competencies included: *Building personality and developing character*; *Developing negotiation and conflict resolution skills*; *Enhancing creative problem solving and effective decision making*; *Maintaining interpersonal relationships and effective communication*; *Achieving career goals and vision*; *Gender concerns*; *Developing referrals and linkages*; *Building customer care ability*; *Maintaining sexual and reproductive health*; and *Fostering creative and critical thinking abilities*.

An analysis of students' performance across the ten competencies revealed varied outcomes. The first question, which was an objective item comprising ten multiple-choice questions, assessed a broad range of competencies such as *Building personality and developing character*; *Developing negotiation and conflict resolution skills*; *Enhancing creative problem solving and effective decision making*; *Maintaining interpersonal relationships and effective communication*; *Achieving career goals and vision*; *Gender concerns*; *Developing referrals and linkages*; and *Fostering creative and critical thinking abilities*, performance was encouraging, with 89.6 per cent of students scoring 3-10, indicating satisfactory mastery of foundational skills.

The competence, *building personality and developing character*, which featured in Questions 2, 3 and 7, recorded average performance, with 51.3 per cent of students scoring from 3 to 10. Similarly, *maintaining sexual and reproductive health*, assessed in Questions 5 and 8, showed average performance, with 36.75 per cent of students achieving scores in the same range. Other competencies that demonstrated average performance included *Gender concerns* (36.7 per cent), *Developing negotiation and conflict resolution skills* (39.2 per cent), *Maintaining interpersonal relationships and effective communication* (35.2 per cent) and *Building customer care ability*, which recorded the lowest average performance at 31.6 per cent. These

results suggest that, while students demonstrated partial understanding of the subject matter, many were unable to provide comprehensive, well-elaborated responses.

Generally, the variation in performance across competencies was attributed to students' ability to interpret the demands of the questions and their proficiency in applying the skills tested. Those who performed well demonstrated clarity of thought, logical organisation and adherence to essay-writing rules. In contrast, students with weaker performance struggled with comprehension, lacked factual knowledge and failed to apply the required skills effectively.

The overall distribution of students' performance across the ten competencies is summarised in the Appendix. In the presentation, green indicates competencies with good performance, while yellow represents competencies with average performance. This colour-coded summary provides stakeholders with a clear visual representation of the strengths and weaknesses observed in the Life Skills subject, thereby offering valuable insights for targeted instructional interventions and curriculum improvement.

## **4.0 CONCLUSION AND RECOMMENDATIONS**

### **4.1 Conclusion**

The general performance of students in Life Skills (FTNA) 2025 was average, with 1,070 (48.66%) passing the assessment by scoring grades A to D. The analysis indicates that this good performance was mainly due to students' adequate knowledge and skills in the competencies tested. In particular, students who performed well demonstrated the ability to correctly interpret the questions, provide relevant and clear explanations and apply Life Skills concepts to real-life scenarios. Their mastery of essay-writing conventions, logical organisation of ideas and practical application of knowledge further contributed to their success.

On the other hand, students with weak performance lacked some of the identified skills and knowledge. Misconceptions, misinterpretations of questions, superficial explanations and a poor command of English characterised their responses. In some cases, students failed to adhere to essay-writing rules or skipped questions altogether, placing them in the lowest performance category.

Generally, the findings suggest that while the majority of students demonstrated competence in Life Skills, there remains a need for strengthened teaching and learning strategies. Emphasis should be placed on improving students' analytical skills, enhancing their ability to interpret questions accurately and reinforcing essay-writing techniques. Such measures will help ensure that all students are better equipped to apply Life Skills knowledge in both academic and real-life contexts, thereby contributing to their personal development and societal well-being.

## **4.2 Recommendations**

To sustain and further improve performance in the Life Skills subject in the coming years, the following recommendations are proposed:

- (i) Adoption of interactive teaching and learning strategies. Teachers should employ participatory approaches such as brainstorming, think-pair-share, role-play, debates, group discussions and study tours to make Life Skills lessons more engaging and relatable. These strategies allow students to observe and practice real-life situations, stimulate critical thinking, develop analytical skills and enhance long-term knowledge retention. By integrating experiential learning, students are more likely to connect theoretical concepts with practical applications, thereby strengthening competence acquisition.
- (ii) Strengthening English-language mastery. An English-language mastery campaign should be prioritised, with emphasis on how students use English in daily interactions both inside and outside the classroom. The school community should closely monitor students' participation in Life Skills lessons, debate clubs and essay-writing competitions to help them improve vocabulary, grammar and writing skills. This will not only enhance their command of the language but also deepen their understanding of subject content, enabling them to express ideas more clearly and confidently in examinations and real-life contexts.
- (iii) Promoting active student engagement and self-study. Students' seriousness and involvement in the learning process are critical factors in achieving positive academic outcomes and behavioural change. Learners should be encouraged to participate actively in Life Skills lessons by asking questions, sharing insights and engaging in collaborative activities. In addition, they should dedicate time to private

study and make use of supportive learning resources such as current journals, textbooks and web-based materials. This will help them to consolidate classroom learning, broaden their perspectives and deepen their understanding of complex concepts.

- (iv) Alignment with assessment criteria. Teachers and students should pay close attention to the assessment criteria prescribed in the Life Skills syllabus. These criteria serve as effective benchmarks for evaluating the quality of learning activities and the level of competence gained. Teachers are encouraged to design competence-based items during continuous assessment to ensure that students are adequately prepared for national examinations. This alignment will foster consistency, fairness and accuracy in measuring students' progress.
- (v) Strengthening stakeholder involvement. Improving students' performance in Life Skills requires a collaborative effort involving students, teachers, parents and other educational stakeholders. Parents should provide supportive environments at home, while schools should foster partnerships with community organisations to enrich the learning experience. Educational authorities should also ensure adequate resources, training and monitoring mechanisms. Such collective responsibility will create a holistic support system that empowers students to excel in Life Skills and apply the competencies in their daily lives.

## Summary of Students' Performance per Competence in FTNA 2025

| S/N | Competencies                                                                                                                                                                                                                                                                                                                                                                                                                  | Number of Questions | Percentage of Students who Scored 30 per cent and Above | Competence Average Performance (%) | Remarks |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------|------------------------------------|---------|
| 1.  | Building personality and developing character;<br>Developing negotiation and conflict-resolution skills;<br>Encouraging creative problem-solving and effective decision-making;<br>Maintaining interpersonal relationships and effective communication;<br>Achieving career goals and vision;<br>Addressing gender concerns;<br>Developing referrals and linkages; and<br>fostering creative and critical thinking abilities. | 1                   | 89.60                                                   | 89.60                              | Good    |
| 2.  |                                                                                                                                                                                                                                                                                                                                                                                                                               | 2                   | 67.70                                                   | 51.30                              | Average |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                               | 3                   | 61.30                                                   |                                    |         |

| S/N | Competencies                                                         | Number of Questions | Percentage of Students who Scored 30 per cent and Above | Competence Average Performance (%) | Remarks |
|-----|----------------------------------------------------------------------|---------------------|---------------------------------------------------------|------------------------------------|---------|
|     | Building personality and developing character.                       | 7                   | 25                                                      |                                    |         |
| 3.  | Developing negotiation and conflict resolution skills.               | 10                  | 39.20                                                   | 39.20                              | Average |
| 4.  | Maintaining sexual and reproductive health.                          | 5                   | 21.20                                                   | 36.75                              | Average |
|     |                                                                      | 8                   | 52.30                                                   |                                    |         |
| 5.  | Gender concern.                                                      | 9                   | 36.70                                                   | 36.70                              | Average |
| 6.  | Maintaining interpersonal relationships and effective communication. | 6                   | 35.20                                                   | 35.20                              | Average |
| 7.  | Building customer care ability.                                      | 4                   | 31.60                                                   | 31.60                              | Average |

