

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEMS RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2018**

011 CIVICS

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TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION...	2
2.1 Question 1: Multiple Choice Items	2
2.2 Question 2: Matching Items	12
2.3 Question 3: True and False Items	14
2.4 Question 4: Comprehension.....	17
2.5 Question 5: Definition of concepts and its effects	21
2.6 Question 6: Government of Tanzania	33
2.7 Question 7: Proper Behaviour and Responsible Decision Making	40
3.0 CONCLUSION.....	47
4.0 RECOMMENDATIONS.....	48
APPENDIX.....	49

FOREWORD

The National Examinations Council of Tanzania is pleased to issue a Students' Items Response Analysis Report (SIRA) on the performance of students for Form Two National Assessment (FTNA) 2018 for Civics subject. This report gives feedback to students, teachers, policy makers, curriculum developers and other stake holders on how the students responded on the assessment items in this subject.

The form two national assessments provide an evaluation of the effectiveness of teaching and learning of the two years secondary education provision. The students' responses to the assessment items is essentially a strong indicator of what the educational system was able or unable to offer to the students in their two years of secondary education.

The performance of students in FTNA 2018 for Civics subject was good as 72.07 percent of students who sat for the examination passed. The students who passed demonstrated adequate knowledge of the topics from which the questions were set, they showed ability to identify the demands of the questions, had skills in answering questions related to comprehension, and above all, they had adequate English language skills. On the other hand, the students who had poor scores lacked adequate knowledge of the subject matter. They failed to identify the demands of the questions, lacked skills in answering some of the questions such as essay type and questions related to comprehension, and above all, they lacked English language skills.

Despite an encouraging students' performance in FTNA 2018 for Civics subject, comparative analysis of students' performance for two consecutive years FTNA 2017 and 2018 indicate a downward trend, a situation which calls for immediate intervention by all stakeholders.

The National Examinations Council of Tanzania expects that the feedback provided and the suggested recommendations in the conclusion of this report will enable various stakeholders to take appropriate measures to enhance the performance of the students in Civics.

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



Dr. Charles E Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of students for the Form Two National Assessment (FTNA) 2018 in 011 Civics subject. The Civics paper assessed the students' mastery of the subject matter as stipulated in the syllabus.

The paper had 7 questions distributed in three sections; namely A, B and C. Section A comprised question 1, 2 and 3, Section B comprised of question 4 and 5 while Section C consisted of question 6 and 7. Students were required to attempt all question in section A and B. In Section C which had essay type questions students had to attempt only one question.

The report indicates that a total of 505,609 students sat for Civics Form Two National Assessment in 2018, of which 363,036 (72.07%) passed. In 2017, students who sat for the Civics Form Two National Assessment were 485,554 of which 381,214 (78.65%) passed. This indicates that the performance of the students in FTNA 2018 declined by 6.58 percent when compared with 2017 FTNA performance. The students' performance in FTNA 2018 is illustrated in Table 1.

Table 1: The performance of students in Civics FTNA in 2018

SEX	GRADES					PASSED	
	A	B	C	D	F	Number	Percentage
M	24,913	22,869	58,202	75,217	57,443	181,201	75.93
F	19,271	17,150	53,052	92,362	83,260	181,835	68.59
Total	44,184	40,019	111,254	167,579	140,703	363,036	72.07

However, data for FTNA performance for 2016, 2017 and 2018 show a continuing declining trend by 5.22 and 6.58 percent in 2017 and 2018 respectively. The trend in students' performance for three consecutive years is illustrated in Figure 1.

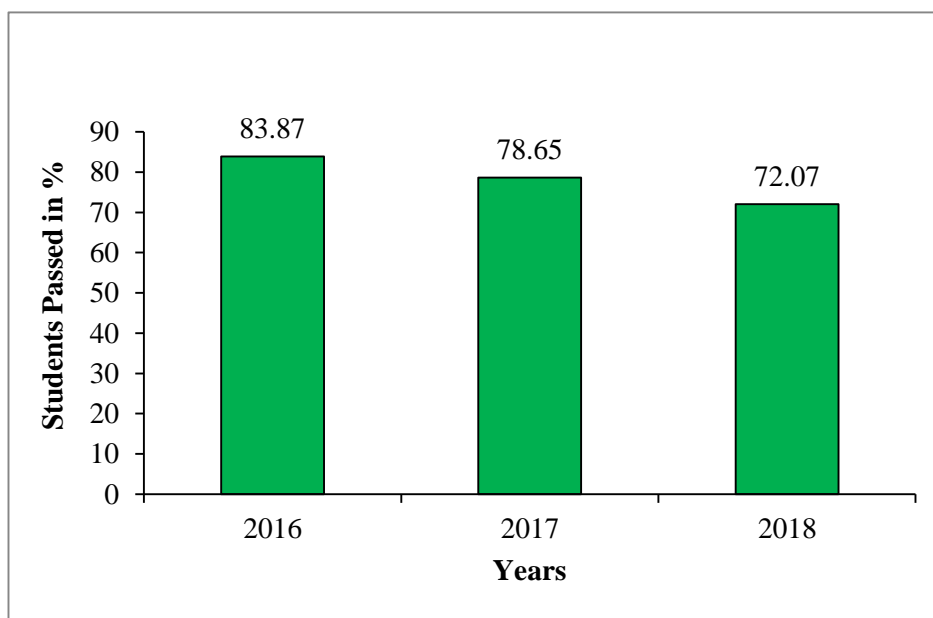


Figure 1: *Trend in students' performance for three consecutive years*

The analysis of an individual question is presented in the next section. The analysis highlights the demands of each question and the way students responded to it. Various extracts of good and poor responses are provided to illustrate the performance.

For the purpose of this analysis, the students' performance ranged from 0 to 29 percent is considered as poor, from 30 to 64 percent as an average performance and from 65 to 100 percent as good performance. These performances are shown using coloured figures and appendix; whereby red colour indicates poor performance, a yellow colour average performance and green colour stands for good performance.

Finally, the report provides the conclusion and recommendations which are useful to students, teachers, parents and other educational stakeholders to enhance teaching and learning process.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION

2.1 Question 1: Multiple Choice Items

This question comprised of 20 multiple choice items derived from form one and two topics of the Civics syllabus. The topics were; Our Nation, Human

Rights, Family Life, Proper Behaviour and Responsible Decision Making, Road Safety Education, Government of Tanzania, Democracy, Promotion of Life Skills and Gender. In this question, for each of the item (i–xx) students were required to choose the correct answer among the given alternatives (A to D) and write its letter in the box provided. The questions aimed at testing the students' understanding of different concepts, events from various topics and their applications in daily life.

The analysis shows that the students' performance was good as 26.2 percent of the students scored from 13 to 20 marks, 64.3 percent scored from 6 to 12 marks, and only 9.5 percent scored from 0 to 5 marks out of the 20 allocated marks for this question. Figure 2 illustrates the performance of students.

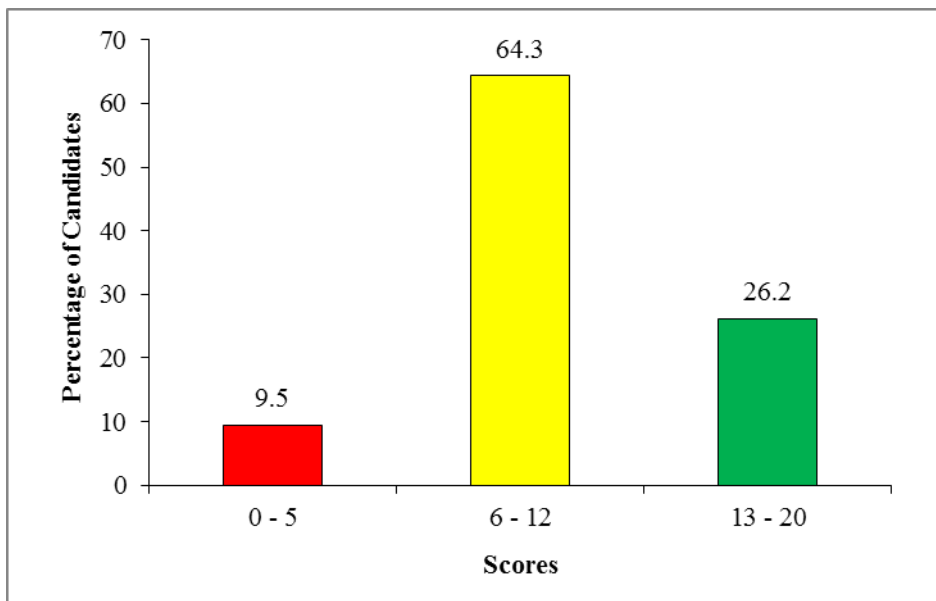


Figure 2: *The percentage of the students' performance in the categories of weak, average and good scores*

The analysis of students' item response is as follows;

Item (i) tested the students' knowledge of the constitutional development in Tanganyika especially the constitutional changes of 1962. Students with adequate knowledge of the constitutional development in Tanganyika opted for the correct response A "the Republic government". The students were aware that the constitutional changes in 1962 ushered in a republic form of government whereby Mwalimu J. K. Nyerere became the first president, who

served as the head of state and head of government of Tanganyika. The students who selected B "the federal government" did not realise that a federal government is formed when two or more sovereign states merge together and surrender some of their powers to the central government while remaining with some authority; and those who opted for C "the dominion government" were not aware that a dominion government is a form of government which recognize the Queen of the United kingdom as the head of state. Lastly, those students who opted for D "the local government" did not realize that a local government is a system of self-governance overseen by a democratically elected body of councilors.

Item (ii) tested the students' knowledge of the symbolic meaning of the blue colour in the Tanzania National flag. Students who were familiar with the symbolic meaning of the different colours in the national flag opted for the correct response D "water bodies". The students who opted for the incorrect response A "people" were not aware that the colour that represents people in the national flag is black while those who opted for B "minerals" did not realise that minerals are represented in the national flag by a yellow colour. Equally, other students went astray by opting for C "national freedom" which did not have any relation with the colours in the national flag.

Item (iii) required the students to give the name of the place where voting takes place. The students who were able to identify the correct answer D "polling station" were aware of the democratic electoral process and hence they were not attracted to other terms related to election. Those who selected the incorrect response A "election manifesto" did not realize that election manifesto are intentions, motives, belief, and policies issued by political parties during the election time to persuade voters and those who opted for B "voters register" were not aware that a voters register is a record which show the names of those who have been registered as voters in a particular locality. Furthermore, those who selected C "electorate" did not realize that this simply refers to the eligible voters.

Item (iv) required the students to select from among the given alternatives a response which explains the importance of courtship before marriage. Students with knowledge of marriage procedures were able to identify the correct response B "it gives partners time to evaluate each other". The students who opted for A "it is a sign of love and joy to the partners" were misguided because the response did not address the focus of the question which was the

importance of courtship. Those who opted for C "it prepares the partners for honey moon" were equally wrong because honeymoon is a vacation taken by newlyweds shortly after their wedding. Furthermore, those who chose D "it gives partner time to mature" thought that courtship is a transition stage from young age to maturity.

Item (v) instructed the students to identify from the given alternatives one of the qualifications for voters in Tanzania. The students who chose the correct response D "must have 18 years of age or above" had knowledge of the qualifications for voters in Tanzania. Students who opted for A "must be a member of a political party", B "must have ability to read and write" and C "must have 40 years of age or above" failed to distinguish between the qualifications for contestants and those for voters.

Item (vi) required the students to identify an appropriate way to assist HIV and AIDS victims. Students with knowledge of life skills were able to choose the correct response B "guidance and counseling". Guidance and counseling services help a HIV/AIDS victim to accept and use information and advice so that she or he can solve ones' present problem or cope better with the situation. Students who opted for A "guidance and self-esteem" and C "self- awareness and counseling" were not aware that self-esteem and self-awareness are personal life skills which enable an individual to develop good relations with other members of the society. Furthermore, the students who chose the incorrect response D "effective decision making" did not realize that effective decision making refers to the process through which alternatives are selected and then managed through implementation to achieve certain objectives and therefore it is not relevant to the focus of the question.

Item (vii) required students to identify the types of Tanzania national currencies from the given alternatives. Students with knowledge of the Tanzania national currencies chose the correct response C "coin and bank notes". Those who opted for A "bank notes and foreign currencies" and B "foreign currencies and coin" failed to differentiate between Tanzanian national currencies with other types of currencies. Equally, option D "US dollar and pound" was not a correct response because the US dollar is the United State of America currency and the pound is the currency of Great Britain.

In Item (viii) students were required to identify the smallest unit of Tanzania local government administrative structure from the four given alternatives. Students who chose the correct answer A "village government" had knowledge of the structure of the local government, particularly the rural authorities. The student who opted for the incorrect response B "village assembly" were not aware that the village assembly is the supreme organ of the village government while those who opted for C "village council" did not realize that the Village Council is an executive arm of the village government in charge of day to day running of the village government activities headed by Village Executive Officer who is a District Council appointee. Furthermore, option D "village committee" was not a correct response because village committees are formed in the village government to facilitate execution of day to day activities of the village council.

Item (ix) required the students to identify the name of the public holiday marked every year on the 7th of April in Tanzania. The students with adequate knowledge of national festivals chose the correct response A "Karume Day". Option B "Nyerere Day" was not a correct response because Nyerere day is marked on the 14th october, likewise option C "Farmers Day" was not a correct response because the farmers day is marked every year on the 8th August. Furthermore, option D "Union Day" was also not a correct response because a union day is celebrated every year on the 26th April.

Item (x) required the students to choose from the four given alternatives preventive measures of road accidents in Tanzania. Students with adequate knowledge on road safety measures opted for the correct response B "observing traffic regulations". Observing traffic regulation is an important aspect of road safety measures and it includes avoiding over speeding, regular maintenance of vehicles, observing road signs etc. Students who chose the incorrect response A "construction of tarmac roads" were not aware that there are many tarmac roads in Tanzania but the incidence of road accidents is still high. Likewise, the students who opted for C "employing well trained Traffic Police" and D "employing more magistrates" did not realize that employment of those personnel do not have a direct impact on the control measures of road accidents in Tanzania.

Item (xi) instructed the students to identify proper terms for the non-biological roles performed by men and women in a society. The correct response was D "gender roles" which was opted by students who were knowledgeable on the

meaning of different gender concepts. Response A "parental role" was wrong because parental roles refers to child rearing responsibilities performed by parents aiming at optimal growth and personality development of a child. Gender roles are social roles encompassing a range of behaviours and attitudes that are generally considered acceptable, appropriate or desirable for people based on their actual or perceived sex. Those who selected the incorrect answer B "gender equity" were not aware that, the concept refers to fairness of treatment for women and men, according to their respective needs. For example, equal treatment in terms of rights, benefits, obligations and opportunities. Likewise, those who chose C "gender mainstreaming" were equally wrong since gender mainstreaming means the process of assessing the implications for women and men of any planned action, including legislation, policies, projects or programmes in all areas and at all levels.

Item (xii) tested the students' knowledge of the kind of behaviour that is normally acceptable to all members of the family, community and society. Students who were able to choose the correct response C "proper behaviour" demonstrated their ability to distinguish good behaviours like honesty, kindness, openness, obedience and cooperation from bad ones. Students who wrongly responded for A "aggressive behaviour", B "impulsive behaviour" and D "improper behaviour" were not aware of the kind of behaviours which are desirable and which are not. Again, aggressive and impulsive behaviours are just elements of improper behaviours. For example, impulsive behaviour is a kind of behaviour that occurs quickly characterized by little or lack of forethought, planning, control or consideration of the consequences. This kind of behaviour is normally driven by immediate positive effects like relief from emotional pain.

Item (xiii) measured the students' knowledge of the other name for the parliament from the given alternatives. The right response was B "the legislature" which was opted for by most students. These students proved to be knowledgeable on the organs of the state. They were also aware that the parliament is called the legislature because it discusses and passes legislations for a country. The response A "the executive" and C "the cabinet" were not correct because the executive is the branch of the government that is responsible for the day to day management of the state while the cabinet is a body of high ranking state officials, typically consisting of the top leaders of the executive branch. Nevertheless, students who opted for the incorrect response D "the judiciary" could not make a distinction between the law

making organ and the system of courts that interprets and applies the law in the name of the state.

In item (xiv) students were required to identify from the given alternatives the factor that can promote proper behaviour among the youth. The students with adequate knowledge on the factors which influence proper behaviours opted for a correct response A "religious teaching". This is an indication that, these students were aware of the role of religious teachings in molding the youth due to strong power of religious doctrines such as love, honesty, respect, cooperation among other aspects. Those who went astray by selecting B "the police", C "the judiciary" and D "the prison" had perception that, coercive power can be effective for promoting proper behaviour.

Item (xv) tested the students' knowledge of the proper term for the ability to think and come-up with new ideas and ways of doing things. The correct response B "creative thinking" attracted the students who were knowledgeable on the concepts of Life Skills particularly effective decision making skills. Those who chose A "critical thinking", C "decision making skills" and D "negotiation skills" lacked knowledge of the types of life skills. They did not know that critical thinking is the way of thinking in which a person come up with objective analysis and evaluation of an issue in order to form a well thought out judgment. Decision making skills is the ability to make the best choice out of many available options, and negotiation skills is the ability to compromise on issues without deviating from one's principle.

In item (xvi) students were required to identify from the given alternatives the type of government formed after the unification of Tanganyika and Zanzibar. Students who were able to opt for the correct response C "union government" were knowledgeable on the different forms of governments and, historical and political development of Tanzania. The United Republic of Tanzania was born after the union of Tanganyika and Zanzibar in 26th April 1964. On the contrary, students who lacked this knowledge opted for the incorrect responses A "federal government", B "communist government" and D "Dominion government". For example, those who opted for A "federal government", were not aware that the Federal government is formed when two or more states unite and surrender some of their powers to the central/ national government which shares sovereignty with them. Each former state remains with autonomy (its own government) to perform its domestic functions. Equally, option B "communist government" was not correct because a

communist government is a form of government in which the state plans and controls the economy and a single often authoritarian party holds power. Normally, it is associated with public ownership of property and the major means of production which is not a case in Tanzania. Lastly, option D "Dominion government" was not correct because a Dominion government is a semi-independent government under the British Empire. This applied to most former British colonies and territories like New Zealand, Canada, Australia, South Africa, and India before they became republics.

Item (xvii) required the students to identify from the given alternatives a type of government which exists in Great Britain. The correct response was D "a constitutional monarchy". The students with enough knowledge of different forms of government were aware that a constitutional monarchy exists where the king or queen is the ceremonial head of state and the head of the political party with the majority seats in the parliament becomes the Prime Minister who form and heads the government. On the other hand, students who opted for the incorrect response A "a federal government" were not aware that a federal government is a form of government whereby the central government shares power and sovereignty with the small (local or provincial) governments after two or more states joining together while option B "a Republic government" could not be a correct response because a republic government is a form of government headed by an elected executive president who is both the head of state and head of government. Likewise, the candidates who opted for C "an absolute monarchy" were misguided because an absolute monarchy refers to a form of government headed by a king or a queen who rule with unlimited powers.

Item (xviii) tested the students' knowledge of the composition of the executive branch of the Tanzanian government by requiring them to identify from among the four given alternatives one of the parts of the executive. The students with sufficient knowledge about Tanzania government structure were able to choose the correct response D "Regional Commissioners". These officials are presidential appointees who represent the Tanzanian president at regional level in discharging the day to day government affairs within their areas of jurisdictions. The students who opted A "the parliament" and B "the Judiciary" failed to differentiate the executive from other two independent state organs which exercise checks and balances to the Executive. Furthermore, option C "political parties" was incorrect since a political party

is a group of people legally organized with the purpose of capturing and exercising state power. Therefore they cannot form part of the executive.

Item (xix) tested the students' knowledge of human rights concepts by requiring them to select from the four given alternatives an option which explains the act of killing suspected criminals without giving them a fair trial in the court of law. Students who chose the correct response C "human right abuse" had knowledge of different forms of human rights abuses. On the other hand, students who opted for the incorrect response A "limitation of human rights" did not realise that limitation of human rights refers to a situation when human rights are exercised within certain restrictions or boundaries. Human rights can be restricted if they interfere with the rights of other people. Moreover, option B "natural justice" was not a correct response because natural justice is one of the principles of rule of law which gives an individual the right to be heard before justice is dispensed and procedures that govern the adjudication of disputes between persons while option D "peoples power" is a political term denoting the populist driving force of any social movement which involves the authority of the grassroots option and willpower, usually in opposition to that of conventionally organized political forces.

In item (xx) students were required to identify among the given alternatives a source of government income from outside the country that must be paid back. Students who were able to opt for the correct response A "loan" had an understanding that unlike other sources, a loan must be paid back to the loan provider. The students who went astray opted B "grant" which are non-repayable funds given to the government, C "income tax" which is a tax that government impose on taxable income generated by business and individuals within their jurisdiction and D "direct tax" which is a tax which is levied on the income or profits of the person who pay it rather than on goods or services. Normally, it is paid directly to the government by the tax payers (individuals or organizations).

However, some students went astray as they provided some letters and numerals which were not given as alternative like E, F, G, L and O and 1, 2, 3, 4 and 8. One of the students wrote E from item (i) - (xx) as responses for question 1. Furthermore, few students did not provide any response in this question. Extract 1.1 illustrates the case.

Extract 1.1

1. For each of the items (i)-(xx), choose the correct answer among the given alternatives and write its letter in the box provided.

(i) The constitutional changes of 1962 in Tanganyika laid the foundation of

- A the Republic government. B the Federal government.
C the Dominion government. D the Local government.

E

(ii) What does the blue colour in the Tanzania national flag represent?

- A People. B Mineral deposits.
C National freedom. D Water bodies.

E

(iii) A place where voting takes place is known as

- A election manifesto. B voters register.
C the electorate. D polling station.

C

(iv) Why is courtship an important stage before marriage?

- A It is a sign of love and joy to the partners.
B It gives partners time to evaluate each other.
C It prepares the partners for honey moon.
D It gives partners time to mature.

F

(v) Which one of the following is the qualification for voters in Tanzania?

- A Must be a Member of a political party.
B Must have ability to read and write.
C Must have 40 years of age or above.
D Must have 18 years of age or above.

A

(vi) What is an appropriate way of assisting HIV and AIDS victims?

- A Guidance and self-esteem.
B Guidance and counselling.
C Self-awareness and counselling.
D Effective decision making.

G

(vii) Tanzania national currencies include

- A bank notes and foreign currencies. B foreign currencies and coin.
C coin and bank notes. D US dollar and pound.

A

(viii) The smallest unit of Tanzania local government administrative structure is

- A village government. B village assembly.
C village Council. D village Committee.

E

Page 2 of 16

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Extract 1.1: Answers of the student who wrote letters which were not given in the multiple choice items.

2.2 Question 2: Matching Items

The question required the students to match the items in List A with the correct responses in List B by writing the letter of the corresponding responses in the table provided. List A had definitions or descriptions of concepts related to the topic of Responsible Citizenship while List B contained terminologies of citizenship.

The performance in this question was good as 36.8 percent scored from 4 to 5 marks, 38.8 percent scored from 2 to 3, and only 24.4 percent of the students scored from 0 to 1 mark. The performance in this question is illustrated in Figure 3.

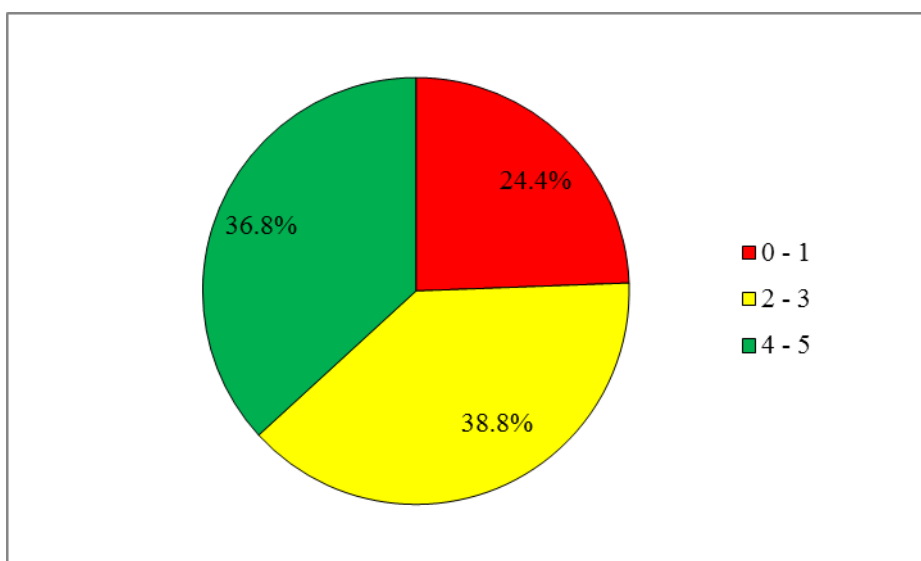


Figure 3 *The percentage of the students' performance in the categories of weak, average and good scores*

In item (i) students were required to identify the correct response from List B that matched with a person who is a member of a country. The correct response was C "Citizen". Some students wrongly matched it with B "Citizenship", D "Citizenship by birth" and E "Citizenship by descent". Students who opted for B "Citizenship" failed to distinguish between being a citizen and citizenship because citizenship is a status of being a citizen of a certain country, with the rights and duties that go with such a status. Other students who matched it with D "Citizenship by birth" and E "Citizenship by descent" failed to understand that they both refer to types of citizenship which differ with place of birth. For example, citizenship by birth is acquired by

being born in a certain country while citizenship by descent is when one acquires the citizenship of one or both of his or her parents while being born outside of his or her parents' country of origin. In Tanzania, this kind of citizenship has to be confirmed legally before one is above 18 years old.

In item (ii) students were instructed to match from List B a type of Tanzania citizenship acquired when one of the parents is a Tanzanian by birth. The students with adequate knowledge on the types of citizenship matched it with the correct response E "Citizenship by decent". On the contrary, some students wrongly matched it with D "Citizenship by birth" which is acquired by being born in a particular country while others matched it with A "Dual citizenship" which is a status of having citizenship of two countries at same time. Indeed, this type of citizenship is not allowed in Tanzania. The notable ones were those who seem to be confused with the statement that one of the parents is a Tanzanian thus, matched it with G "Migrants" and H "Immigrants". The migrants are people who are forced to leave their place of origin due to prevailing undesirable political, social, economic or environmental conditions while Immigrants refers to types of migrants who move in from another country.

In item (iii) students were required to identify from List B, the correct response which match with the statement that "the legal right of a person to belong to a particular country". Those who matched correctly opted for B "Citizenship". However, other students mistakenly matched it with A "Dual citizenship", C "Citizen", and F "Non citizenship". All these options were not correct because A "Dual citizenship", is a type of citizenship and not a status of belonging to a certain country, C "Citizen" is a person who legally belongs to a particular country and F "Non citizenship" occurs when an individual is not a national of a state in which he or she is present.

Item (iv) required the students to identify from List B a type of citizenship which match with a statement that "a situation where a person owes his/her loyalty to two countries". In this item the correct response was A "Dual citizenship", other incorrect responses provided by students were H "Immigrants" and G "Migrants". Both were not correct because immigrants are people who move in from another country while Migrants are people who either move in or out of one country.

In item (v) students were required to match from List B a type of Tanzanian citizenship acquired when both parents are Tanzanian by birth. The correct response D "Citizenship by birth" was matched correctly by Students who had enough understanding on the types of citizenship particularly in Tanzania. On the other hand, students who went astray matched it with A "Dual citizenship", C "Citizen", E "Citizenship by decent" and F "Non citizenship". Response A "Dual citizenship" was not correct because is a state of having citizenship of two countries, C "Citizen" is a person who is a member of a given country and E "Citizenship by decent" is a kind of citizenship acquired when one is born outside of his or her parents country of origin. Those who matched it with F "Non citizenship" had inadequate knowledge of concepts related to the topic of Responsible Citizenship.

2.3 Question 3: True and False Items

The question consisted of ten (10) items covering the topics of Work, Life Skills, Government of Tanzania, Gender, Road Safety Education and Democracy. The students were required to write "True" if the statement is correct and "False" if the statement is not correct.

The performance of students was very good as 31.9 percent of the students scored from 7 to 10 marks, 65.7 percent scored from 3 to 6 marks and only few students (2.4%) scored from 0 to 2 marks. The performance of this question is illustrated in Figure 4.

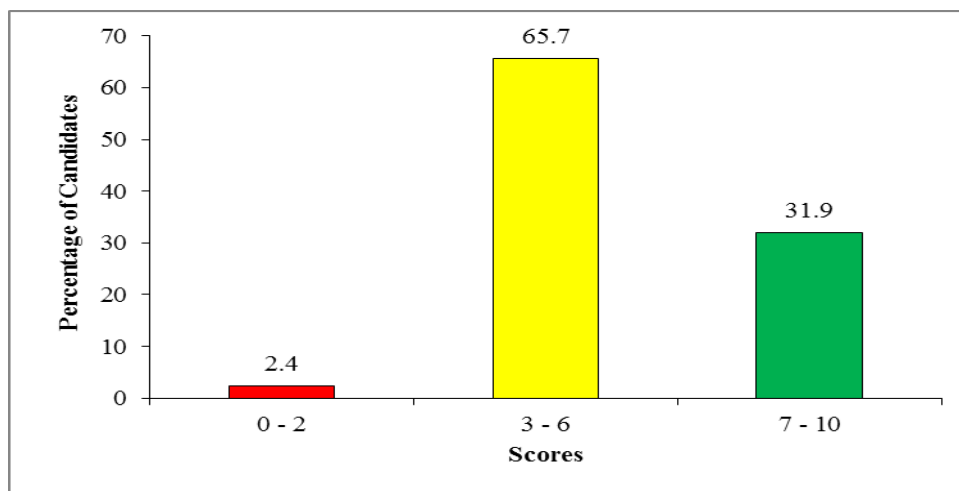


Figure 4: *The percentage of the students' performance in the categories of weak, average and good scores*

Item (i) required the students to write true or false to the statement that work promotes selfish attitude. The correct answer was 'False', students who were able to provide the correct answer demonstrated knowledge on the importance of work to human being. Work does not promote selfish attitude on the contrary it promotes cooperative attitude, it is a measure of human dignity, it helps people to improve the standard of living in the community. However, the students who failed to choose the correct response had inadequate knowledge of the concept of work.

Item (ii) required the students to write true or false on the statement that one of the aspects of social skills is peer resistance. The correct response was 'True'. Students with adequate knowledge of aspects of social skill were able to write a correct response. Other aspects of social skills include communication skills, relationship skills, negotiation skills and empathy. Students who went astray did not understand the meaning of peer resistance which is the ability to stand up against ones unvalued behaviour such as drug abuse among others that are being influenced by peer group.

In item (iii) students were instructed to write true or false to the statement that one of the sources of local government revenue is development levy; the correct response was 'False'. The students who were able to provide a correct answer had knowledge on sources of local government revenue like rent, licenses, duties, grants, loans among others. Students who went astray were not aware about the changes in the source of local government revenues. The government abolished development levy because it was very unpopular among the people and proved difficult to collect it.

Item (iv) required the students to write true or false to the statement that the mayor of the Municipal Council is a presidential appointee. The correct response was 'False'. Students who were able to provide a correct response were familiar with the procedures of filling the vacancy of the municipal mayor, as a matter of fact; a municipal mayor is elected from among the councilors of the respective Municipal Council. On the other hand, students who were unable to write a correct response lacked knowledge on how some of the local government leaders are obtained.

In item (v) students were instructed to write true or false to a statement that positive peer pressure can lead to good performance in school. The correct response in this item was 'True'. Students with enough knowledge of life

skills were aware that positive peer pressure enables one to perform better in his or her studies and be able to develop positive attitude towards studies, hard work, good behaviour and good morals that influence good performance. Those who failed to provide a correct response had inadequate knowledge about the importance of positive peer pressure and its contribution to good performance in school.

Item (vi) required the students to write true or false to a statement that work is any physical activity that a person does to earn a living. The correct response was 'False'. The students who were able to provide a correct response were aware that the definition of work was not comprehensive enough hence it was false. A comprehensive definition of work should acknowledge the fact that the type of work should not only be mental or physical activities but legal. One may be engaged in illegal activities such as drug trafficking, should such kind of activities be described as work? Therefore, the students who wrote True failed to read between lines the sentence and discover the fact that the definition missed some important aspects of work.

Item (vii) required the students to write true or false to a statement that, female genital mutilation promote child spacing. The correct response was 'False'. The students who provided the correct response were familiar with the effects of negative socio cultural values therefore they could not be misled by the statement. The effects of genital mutilation include difficult child birth, transmission of HIV/AIDS infections and marital problems. Students who failed to provide the correct response lacked knowledge on the effects of female genital mutilation.

Item (viii) required the students to write true or false to the statement that the head of the judiciary is the chief justice. The correct response was 'True'. Students who chose the correct response were knowledgeable about the structure of the judiciary. According to the constitution of the United Republic of Tanzania, the chief justice is the head of the judiciary. On the other hand, the students who chose false had inadequate knowledge on structure of the judiciary in Tanzania.

Item (ix) required the students to write true or false to the statement that obeying road signs reduces traffic jams on the roads. The correct response was 'True'. Students who were able to write the correct answer had knowledge of the importance of road signs. Road signs inform the road users on how to use

the road safely. Students who went astray had inadequate knowledge of road signs and road safety education.

Item (x) required the students to write true or false to the statement that all people who are eligible voters are called the electorate. The correct response was 'True'. The students who provided the correct response had adequate knowledge on the electoral process which stipulates the qualifications of voters. Students who opted for the incorrect response lacked civic education. Likewise, unexpected responses were given by some students which were irrelevant words as shown in the Extract 3.1 below.

Extract 3.1

3. For each of the statement (i) - (x), write **True** if the statement is correct or **False** if the statement is not correct.

- (i) Work promotes selfish attitude *Migrants*
- (ii) One of the aspects of social skills is peer resistance *Immigrants*
- (iii) One of the sources of local government revenue is development levy *Village government*
- (iv) The mayor of the Municipal Council is a Presidential appointee *The electorate*
- (v) Positive peer pressure can lead to good performance in school *Government*
- (vi) Work is any physical activity that a person does to earn a living *parliament*
- (vii) Female genital mutilation promotes child spacing *Road accident*
- (viii) The head of the judiciary is the Chief Justice *village* *assembly*
- (ix) Obeying road signs reduces traffic jams on the road *Road safety*
- (x) All people who are eligible voters are called the electorate

Extract 3.1: A sample of a response from one of the students who failed to write either TRUE or FALSE

2.4 Question 4: Comprehension

This was a compulsory question that instructed the students to read the passage carefully and answer the questions that followed. The passage was about loitering or street children. The intention of the passage was to assess the student ability to comprehend information related to Civics.

The performance in this question was average as 22.4 percent of the students scored from 7 to 10 marks, 36.6 percent scored from 3 to 6 marks and 41 percent scored from 0 to 2 marks. The performance in this question is illustrated in Figure 5.

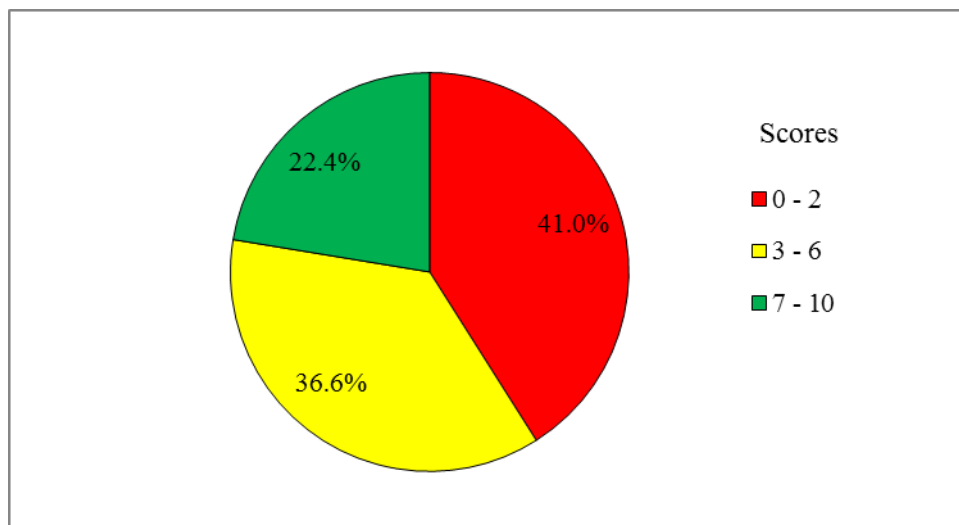


Figure 5: *The percentages of the students' performance in categories of poor and good scores*

Item 4 (a) required the students to suggest a suitable title of the passage. The correct titles of the passage were; LOITERING CHILDREN, STREET CHILDREN, CAUSES OF STREET CHILDREN IN CITIES AND TOWNS. The students who provided correct title demonstrated enough knowledge in answering comprehension questions and they had adequate English language skills. On the other hand, students who failed to suggest suitable title of the passage had limited knowledge and communication skills. For instance, such students who suggested incorrect titles of the passage wrote THE NUMBER OF CHILDREN, HIV/AIDS, ECONOMIC PROBLEM POLITICAL AND ECONOMIC PROBLEM and CHILD ABUSE among others. Other students copied words, full sentences from the passage and some words from other questions of this paper and presented them as their responses of this part contrary to the instruction of the question. For example, one student copied the response from question 1 (xii) alternative D "Improper behaviour".

Item 4 (b) students were instructed to give two causes for the increased number of street children in cities and towns. The correct responses were (i) *Lack of parental care*, (ii) *Death of parents or guardians*. Students who managed to

provide relevant responses clearly understood the passage and had experiences, along with the knowledge of the causes of loitering children in cities and towns. On the other hand, other students failed to provide correct answers from the passage, hence, ended up with irrelevant responses such as *quality Education, safe living environment, Marriage, HIV/AIDS, Due to their incapability to provide water and Their number has greatly increased nowadays*. These responses indicate that students could not read between the lines to understand the information from the passage so that they could provide correct answers.

Item 4 (c) students were instructed to display knowledge in explaining the meaning of an orphan. The students who understood the passage and who might have knowledge about special groups provided relevant and plausible meaning of an orphan as *is a child who has lost both parents due to death*. On the contrary, the students who lacked skills in answering comprehension questions failed to give the meaning of "an orphan". They provided irrelevant responses such as *Is the move away from home soon after the death of their parents*. Other students ended up picking sentences or words from the passage which made the responses to be irrelevant.

Item 4 (d) instructed the students to identify two types of children found in the street. The correct responses were (i) *Orphan (whose parents/guardians died)*, (ii) *Children with parent (from single parent families)* the students who were able to provide correct responses demonstrated skills in tackling comprehension questions. On the other hand, there were irrelevant responses like, *children cities, children towns and families headed by too young and poor mother*. This is an indication that some students failed to understand the content of the passage.

Item 4 (e) required the students to establish two possible solutions for the problem of street children. Students who were able to grasp the content of the passage provided the correct answer as (i) *The government should find a place for the street children to live* (ii) *Discourage early marriage* and (iii) *Improve the welfare of the people*. On the other hand, some students were unable to read and grasp the content of the passage. One student for example, provided reasons for loitering children like *death of parents or guardian, Lack of parental care*. Some students copied words from other questions like *Self-awareness and counseling* from Question 1(vi)-C.

The students who scored good marks from 7 to 10 marks demonstrated skills in answering comprehension questions. They provided relevant title, made plausible interpretation of the concepts and used their knowledge of street children to respond to some of the items. Extract 4.1 is an illustration of a good response.

Extract 4:1

Questions

- (a) Suggest a suitable title for the passage.
..... STREET CHILDREN
- (b) Give two causes for the increased number of street children in cities and towns?
(i) Death of parents and guardians
(ii) Single parent families
- (c) Who is an orphan?
Is a person under 18 years who has lost both parents
- (d) According to the passage, identify two types of children found in the streets?
(i) Orphans whose parents have died
(ii) Children whose parents can not provide for them
- (e) Give two possible solutions for the problem of street children.
(i) Building houses for them to live like orphans
(ii) Providing them with basic needs like quality education

Extract 4.1: Responses from one of the students who was able to provide relevant answer to the comprehension question.

On the other hand, students who scored poor marks lacked skills in tackling comprehension questions and they had inadequate mastery of the English language. In addition, some students copied parts of some sentence from the passage and others from different questions of this paper. Extract 4.2 is an illustration of a student who failed to answer a comprehension question.

Extract. 4:2

Questions

- (a) Suggest a suitable title for the passage.
.....NUMBER OF CHILDREN.....
- (b) Give two causes for the increased number of street children in cities and towns?
(i)Mothers.....
(ii)Family.....
- (c) Who is an orphan?
.....He is orphan of ground father.....
- (d) According to the passage, identify two types of children found in the streets?
(i)Since.....
(ii)Sun.....
- (e) Give two possible solutions for the problem of street children.
(i)Father and Mother.....
(ii)Family.....

Extract 4.2: Response from one of the students who failed to provide a relevant answer.

2.5 Question 5: Definition of concepts and its effects

This question had ten items (a – j) covering topics in form one and two syllabus. Students were required to define concepts and give two points on their effects. The question was poorly performed as 72 percent of the students scored from 0 to 11.5 marks, out of which 139,129 (27.5%) students scored 0 mark. While 21.9 percent scored 12 to 25.5 marks and 6.1 percent scored from 26 to 40 marks. The performance in this question is summarized on Figure 6 below.

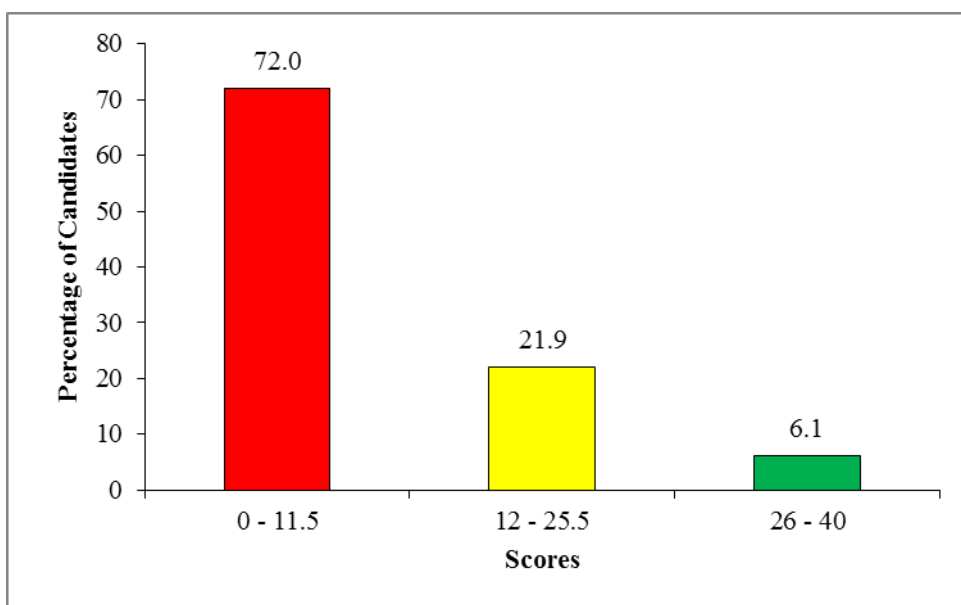


Figure 6: Percentages of the students' performance in categories of poor, average and good scores

One of the notable observations in this question is that many students (72%) scored poor marks (from 0 to 11.5 marks) which are indications that they lacked adequate knowledge about the concepts given and English Language skills. Some students went to the extreme of reproducing some descriptions from other questions particularly question four. Extracts 5.1, 5.2 and 5.3 illustrate such cases.

Extract 5.1

(c) Dictatorship government

Definition. Is the form of government where by a people to represent by a leader

Effects

(i) It promote relationship between people and leaders.

(ii) It provide peace and stability

Extract 5.1: A sample of a poor response. The student defined a democratic government and its importance instead of dictatorship government and its effects

Extract 5.2

(d) Child preference

Definition..... Is way of giving what a child like to do what he or she prefer.....

Effects

(i) Childrens began to have bad Morals.....

(ii) Not have respect to their elders nor other people.....

Extract 5.2: A sample of a poor response. The student defined a permissive parenting style and its negative effects instead of child preference and its effects

Extract 5.3

(i) Step family

Definition..... Is the type of family which have love, respect, proper morals, peace and harmony.....

Effects

(i) Enable family member to maintain peace and order.....

(ii) Enable family member to participate in sharing different ideas and goal work.....

Extract 5.3: A sample of a poor response. The student defined a stable family and its importance instead of step family and its effects

On the other hand, the few (28%) students who scored good marks from 26 to 40 demonstrated mastery of the concepts and articulated the effects of each concept with lucid English language sentences. The detailed analysis of students' strengths and weaknesses in each item is as follows:

In item 5 (a) students were required to define early marriage and give two points on its effects. One of the knowledgeable students defined early marriage as *the situation whereby two people of opposite sex get married while they are below the age of eighteen years old. It can be that both sexes are below 18 years or that just one is below 18 years old.* Another student defines it as *the social relation in which people of different sex, under age of 18 years marry each or one under age get married to a person above the age of 18 years and form a family as husband and wife.* Other students defined it as *a marriage that involves two people of different sex who are below eighteen (18) years of age.* On the effects of early marriage, such students wrote points like *It leads to maternal and infant death due to complications during delivery; increase school dropout especially to the girl; increase of poverty; ignorance and illiteracy to the girl child; leads to spread of pandemic diseases like HIV/AIDS and STIs and unstable family which may increase the number of street children due to inability to handle the family.* Extract 5.4 is a sample of a good response.

Extract 5.4

Define the following concepts and for each give two points on its effects.

(a) Early marriage

Definition: *Is the type of marriage whereby two people of opposite sex who are under the age of eighteen (18) live together as husband and wife. Some of the causes of early marriage are: parental influence and initiation ceremonies.*

Effects

- (i) *It encourages single parent families. Early marriage encourages single parent families because both of the parents are not yet matured and are not ready to take up the responsibility of children hence causing marriage break up and the family becomes a single parent family.*
- (ii) *Causes an increase in street children. Early marriage results into single parent families which in turn causes an increase in street children because most of the time the mother is left alone to take care of the children and due to poverty both the mother and child are forced to roam in the streets.*

Extract 5.4: A sample of a good response

On the other hand, the sampled students' misconceptions of early marriage were such as *is the legal age of marriage in Tanzania of 18 years old, the person who is a member of a country and the government, Is the union which*

represent children, and Is the type of marriage permanent union man and women such as wife and husband. Likewise, these students provided a number of incorrect effects like *protect basic rights; leads to good cooperation; lead to respect in the society; lead to death of children; cause enjoyment in the family and single parent family.* Others picked some words from the passage and presented them as their answers while in some few extreme cases they did not attempt the item which is an indication that they lacked knowledge of the concept.

Item 5 (b) required students to define single parent family and give two points on its effects. Students who had good understanding on the types of families were able to provide relevant definitions of a single parent family. One student for example, wrote *is the family which consists of a single parent either a mother or father and children* and the other wrote *is the type of family that consists of children with one parent who may be a woman or a man.* Besides that, they were able to point out the following sampled effects of a single parent family: *encourage the parents to have children from different relations; a parent may face financial challenges to meet family needs; the children may feel loneliness as they enjoy love from one parent and increase of poverty among the family members.* Extract 5.5 is a sample of a good response.

Extract 5.5

(b) Single parent family

Definition

Is the type of family that consists of children with one parent. These families are formed due to divorce or death of the other parent. The parent in the family may be a woman or a man.

Effects

- (i) Lack of some parental care. In single parent families, the children lack parental care from the other parent. This makes the children feel sad and unloved especially when interacting with other children who live with all of their parents (both their mother and father).
- (ii) Loneliness. The parent in the single parent family may feel lonely at times because he or she can not spend all of his or her time with his or her children. This is why the parent will feel that there is a great need to have a partner to help him or her.

Extract 5.5: A sample of a good response.

In contrast, students with inadequate knowledge provided the following sampled incorrect definitions.. For instance, one student defined a single parent family as *the type of family which consists of one person* while another student wrote *the some of these families are headed by too young and poor mother*. On the effects of single parent family one student wrote *lack of cooperation; no any assistance when you are sick and protect basic rights*. Some students copied some words from the passage in Question 4 as one wrote *are out of marriage bearing another cause for loitering children*.

In item 5 (c) students were required to define dictatorship government and give two points on its effects. The students with sufficient knowledge of forms of governments provided the following sampled definitions of a dictatorship government, *is a form or type of government that comes to power by force, coup d'état, or manipulation of votes*. Dictatorship government may be in form of *fascism, autocracy, totalitarian and authoritarian*, *is the ruling system whereby all powers are in the hands of a single person or group of people who even do not honour the constitution and the form of government in which all*

power rests in the hands of few among others. The following are sampled points on its effects: *the government rules for person interest rather than public interest; rule of law and good governance are not observed; create climate of fear and hostility; denial people's rights and fundamental freedoms and existence of extra judicial killings.* Extract 5.6 is an illustration of a good response from the script of a student.

Extract 5.6

(c) Dictatorship government

Definition... is the form or type of government that comes to power by force, coup d'etat or manipulation of votes. Dictatorship government may be in form of facism, ceasarism, autocracy, totalitarian or authoritarian.

Effects

- (i) Resistances and civil wars. Because the government is not the choice of the majority of the people, the people start resistances and different civil wars occur just so as to refuse the rule or leadership of the particular leader who has come to power.
- (ii) Insecurity and loss of peace. Dictatorship government makes people inside the particular nation to live in fear and without any peace because

of uncertainty about what the government is doing or is to do and so there is insecurity and no peace in the nation generally.

Extract 5.6: A sample of a good response.

On the other hand, students who went astray provided the following sampled incorrect definitions: *is the form of government which divide power of a country or state, is the types of government which controlling for your country or state, is the form of government where by a people to represent by a leader and type of government formed by the queen or king in a country:* similarly, such students pointed out a variety of incorrect effects such as *raising revenue; maintain peace and order; it provide peace and stability; it promote relationship between people and leaders; Protect right of an individual and maintain leadership in the country.*

Item 5 (d) required the students to define child preference and give two points on its effects. Knowledgeable students pointed out the following sampled definitions of child preference *is a negative or positive attitude towards one sex or gender that makes a person to prefer a particular sex of children, is a negative social cultural practices in which a particular family prefer a child of a certain sex normally a boy child and. is the practices in most African societies whereby a boy child is preferred most to a girl child.* Besides, they provided varied points on the effects of child preference such as *girls are overloaded with daily work at home; child lack parental care and love from their parent; leads to violation of girl child rights; feelings of hatred and being unwanted to un preferred sex; divorce to women who bear children of the sex which are not preferred and can leads to family separation due to misunderstanding.* Extract 5.7 is an illustration of a good response on the concept of child preference.

Extract 5.7

- (d) Child preference
- Definition: *Is the negative or positive attitude towards one sex or gender that makes a person to prefer a particular sex of children.*
- Effects
- (i) *Feelings of hatred and being unwanted. When there is child preference in a society, the children of a different sex which is not preferred by the society will feel unwanted in the society and therefore they will hate themselves and treat themselves badly.*
- (ii) *Divorce. Due to child preference, it is very easy for all those who bear children which are not preferred by the society to get divorced and separated from their families. When the society sees this, it also discriminates and segregates them all.*

Extract 5.7: A sample of a good response

On the other hand, some of the students misconceptions of child preference were: *is way of giving what a child like to do what he or she prefers, is a child who employed by a person, this is the situation where by a child has no rights to express his /herself, is a children who don't have permanent place to live.* Similarly, on the effects of child preference points put forward by such students

included: *children began to have bad morals; not have respect to their elders nor other people; it caused dropping out the school; increased poverty' leads to death of parents; leads to spread of diseases and cause bad protection of child rights.*

In item 5 (e) students were required to define drug abuse and give two points on its effects. One of the knowledgeable students defined drug abuse as *the act of misusing the drugs which may affect our body physically or mentally and finally leads to death* and another student stated that it is the *misuse of drugs or any intoxicating substance for non-medical purpose*. On the effects of drug abuse they provided diverse points like *causes increase of crime in the society such as robbery, rape, dishonest to the parents and society at large; increased risks of HIV/AIDS and Tuberculosis infection to drug addict; may lead to school dropout, leads to death of affected person; laziness and jobless in the street; Increased of poverty to addicted person, and leads to family separation.*

In contrast, some students went astray by providing definitions like, *are the abusive language that is used by the youth* and *Drug abuse is the process of doing something against the law*. Such definitions suggest poor mastery of the subject matter. Similarly, the following diversity of irrelevant responses were put forward such as, *Can cause many problems like killing of albinos, develop peer group and lead to corruption due to the use of drugs*. In some few extreme cases some students did not attempt this item.

Item 5 (f) instructed the students to define human rights abuse and provide two points on its effects. Some of the sampled correct definitions provided by students were:- *is the situation of not respecting and providing someone with his or fight, the unlawful prevention of a person to enjoy his/her rights in the constitution, the restriction or limitation of rights and privileges which are entitled to human beings such as right to move, right to life, is the actions and behaviour of a person or government that unlawfully deny other people or citizen to enjoy or access his/her basic needs she/he is entitled and is the practice where by human rights are violated and not respected*. Besides, the students wrote such points on the effects of human rights abuses as *it may lead into insecurity in the society; It may increase crimes in the society such as robbery; It may lead to death due to increased extrajudicial killings and mob violence; may cause strikes and violence; makes citizen uncomfortable or fail to fulfill their responsibilities; may speed up the spread of HIV/AIDS; may lead to poverty and may leads to denial of basic rights.*

On the other hand, the sample of students irrelevant definitions of human rights abuse are *the principle of fair and benefit that all human being are born with and is the basic rights that a human being must have in order to live well in the society*. Such definitions suggest that, these students could not see the differences between the meaning of Human rights and Human rights abuse. On the similar vein, some students associated human rights abuses with improper behaviour such as *bad behaviour* and *stealing of material of a high quality*.

In item 5 (g) students were required to define road accidents and give two points on their effects. Some of the sampled correct definitions of road accidents include; Road accidents as *unpleasant events that happen along the road leading to deaths, injuries and damage of property*, Or *is a sudden, unexpected events that occur on the road and causes pain, injury, loss of properties or death*. On the effects of road accidents they wrote *it leads to destruction and loss of properties such as bridges and luggage; they can cause loss of life or man power; bring injuries and disabilities; bring social and psychological torture; increase traffic congestion when accidents involve blocking the road; cause environmental pollution; increase of orphans and street children due to the death of parents or guardians and increase poverty*. Thus, the students who provided such relevant responses were familiar with the subject matter.

On the other hand, some of the students went astray by putting forward the wrong definitions of road accidents such as *is the way that leads from one destination to another. It consist man made pathway, the road uses which a vehicle used and they don't following road sign, is the observing traffic regulation and it can show the sign near the road gives information of traffic uses*. Besides, they provided erratic descriptions on the effects of road accidents such as *to promote drive drinking and to provide drive speed a car road accident; it prevents accidents from the road the information sign; lack of education and drug abuse or use of drugs while driving*. Such responses suggest that they either did not understand the demands of the question or they lacked English language skills.

Item 5 (h) required the students to define improper behaviour and give two points on its effects. Students with sufficient knowledge provided the following sampled correct definitions of improper behaviour: *are kind of behaviours which are socially unacceptable, the way of acting that is not acceptable in the society and the manners and actions that are not acceptable*

in a given society example use of abusive language, improper dressing, laziness, alcoholism among others. Besides, they were able to elucidate the following sampled effects of improper behaviour: leads to increase crimes and social evils; may lead to spread of diseases like HIV/AIDS and STI's; leads to early marriage and unplanned pregnancies; insecurity and Immorality into the society; increase illiteracy and ignorance due to termination from schooling; results into poverty as people do not produce due to the insecurity and laziness; leads to poor performance in school due to absenteeism and lack of seriousness.

In contrast, students with inadequate knowledge of improper behaviour, provided the following incorrect definitions: *a way of person does things in a particular situation and behavior which is acceptable in the society.* On the effects of improper behaviour they erroneously said that: *it help in your life; developed in life skills; it maintains discipline; it help people live well in the society and results from religious teachings.* Besides, in some few extreme cases students did not attempt the item, which is an indication that they either lacked knowledge of the concept or they lacked English language skills.

In item 5 (i) students were required to define the term step family and provide two effects on it. Students with relevant knowledge provided the following sampled diversity of definition of step family: *It is a family formed by the step father and biological mother or step father and biological father and their children and Is a social group of people whose one or both of them re-marry and form another family which constitutes also the children from the past marriages.* Besides, they were also able to elucidate the effects of a step family like: *it may lead to spread of HIV/AIDS and other sexually transmitted diseases; it may lead in family members discrimination as each parent favor his/her own children; may lead into a big family due to continuous child bearing; parents may face financial and other challenges in meeting children needs due to the increase of their number and encourage hatred and selfishness.*

On the other hand, a variety of incorrect definitions of step family were put forward by some ill prepared students such as : *is a family a person gets after being adopted, is a family whereby the family members are not related by anything either blood or adoption, is a type of a family that people are taken to live permanently after the death of parents, is the family in which after the death of parents they take the child in order to give him/her parental care and*

Is a group of people who are related by blood or marriage, process used to get development in the family. Similarly, on the effects of step family the following deviations emerged: leads to improper behavior; leads to poor making decision; lack of education; leads to destroy mind set; increase population; child get malnutrition and need long time to get development. These incorrect responses suggest that such students were not conversant with the subject matter.

In item 5 (j) students were required to define women inheritance and give two effects of it. Students provided the following variety of sampled relevant elucidation of women inheritance: *is a social cultural practice of getting married to a closely related man of her late husband, is the act of inheriting a women by a brother of her late husband after the death of her husband, and the situation or a social relation in which a wife of the deceased husband succeeded by the brother of her late husband. In addition to that, they were able to expound on the effects of women inheritance as Violates Human Rights especially to women as they are not given a chance to decide their future; it may lead to spread of diseases such as HIV/AIDS and other sexually transmitted infections; remove women dignity and Humanity as she is considered as an object to be inherited; may lead into the loss of properties earned by both (deceased husband and widow); may results into street children due family conflicts and widow may experience psychological torture.*

On the other hand, the students who lacked knowledge of the concept of women inheritance provided a diversity of irrelevant definitions such as *is where by the women have no right to any things in family, is the process of inheriting a women than man, is the situation and ability to men and women are equal, is when receiving another person, is the women who had no husband and is the removing out the part of women. Likewise, the emerged deviations on the effects of women inheritance included: can cause anemia; can cause death; women became crazy; women get equal chances; women loss of blood during delivery and leads to death when the treatment is timeout.*

It can be concluded that, the poor quality of the sampled student responses and the general poor performance in this question suggest the need for students and teachers alike to put more efforts in the acquisition of knowledge of civics concepts.

2.6 Question 6: Government of Tanzania

The question instructed the students to use six points to explain the importance of the constitution of the United Republic of Tanzania.

The question was attempted by 223,220 students and the performance was as follows: 63.6 percent scored from 0 to 4 marks, 28.5 percent scored from 4.5 to 9.5 marks and only 7.9 percent scored from 10 to 15 marks. Generally, the performance was average. Figure 7 is an illustration of the students' performance in three categories.

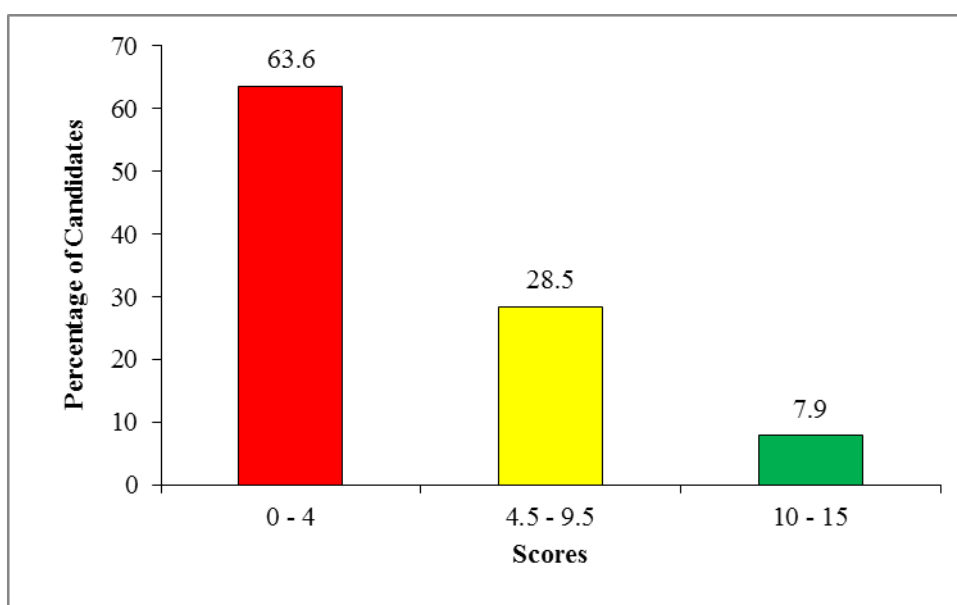


Figure 7: *The students' performance in the categories of poor, average and good scores*

Many students (63.6%) scored poor marks from 0 to 4 marks which is an indication that they lacked sufficient knowledge of the subject matter, misinterpreted the demands of the question, lacked essay writing skills and suffered from inadequate mastery of English language skills. For instance, one student copied words and sentences from question 1 (iv) and presented them as his/her responses like *it is a sign of love and joy to partners, it gives partners time to evaluate each other, it prepares the partners for honey moon and it gives partners time to mature*. Another student explained the importance of government such as *it help to ensures love and peace*,

construction and maintaining the infrastructure system, it ensures equality, ensure social service provision, and maintain relationship with other countries.

Furthermore, some students elaborated various unrelated concepts. One student for example, pointed out *country, nation, work, life skills, democratic election, election, gender, marriage, citizenship, democratic government* among others. In similar vein, another student provided forms of government like *union government, Federal government and Republic government*. Likewise, one of the students pointed out national festivals such as *Nyerere Day, Karume Day, Sabasaba Day, Farmers Day and Union Day*. Another similar misconception was from the student who misinterpreted the question by explaining the constitutional development of the United Republic of Tanzania from the *independence era in 1961, Republic constitution in 1962, Union constitution of 1964, interim constitution of 1965 up to permanent constitution of 1977*. Extract 6.1 is an illustration of a poor response.

Extract 6.1

6. Explain the importance of the constitution of the United Republic of Tanzania by giving six points.
7. Explain six measures that can be used to correct improper behaviors in Tanzania.

**THE IMPORTANCE OF THE CONSTITUTION
OF THE UNITED REPUBLIC OF
TANZANIA.**

Constitution: This means that the book which contains rules of the country. United republic of Tanzania this means that the union of two countries which is Tanganyika and Zanzibar and their two countries they united and form one country which is Tanzania.

The following are the importance of the constitution of the united republic of Tanzania:

It provide social services: This are the importance of the united republic of Tanzania because social services are all basic that a person can get like road, water and education.

It maintain peace and order; Yes because there is security like police which maintain peace to all people in the country.

It collect government revenue; Government revenue are collected example grants, loans and collect taxes.

It provide basic needs; We know that that ba
 sic needs are need and importance things to
 to all people in the country, society or state and
 example of basic needs are food, shelter and clothes.
 It help people to live well in the society without
 misunderstanding; This means that people live well if there
 is love and harmony and there is no misunderstanding am
 ong two countries or states example a man and women.
 It provide government revenue income; Income
 of people example tourists when they come here in Tanzania
 to tourist example historical site it can led to the source of
 income.
 Is the source of employment; People can employed
 and country or state can employed due to following rea
 sons either by doing work in the country or outside the
 country and make people to relate with other country
 and we get good relationship with other country
 example Kenya and Uganda Or Tanzania and R
 wanda.
 Generally; A part of the importance of the constitu
 tion of the United Republic of Tanzania there is functions
 of the constitution of the United Republic of Tanzania which
 is to maintain peace and order, to construct road and se
 curity in the country or state.

Extract 6.1 A sample of a student response who went astray by explaining the functions of government

The students who scored averagely (28.5%) from 4.5 to 9.5 marks provided a mixture of relevant and irrelevant responses. For example, some of them adhered to essay writing rules and had good flow of ideas but did not exhaust the required number of relevant points. Other students performance was affected by repetition of points and others could not provide relevant introduction and conclusion.

On the other hand, the few (7.9%) with scores ranging from 10 to 15 marks demonstrated mastery of the subject matter, good interpretation of the demands of the question, exhaustive explanation of points, adhering to the essay writing rules and adequate English language skills. One of the students for example, explained the following importance of the constitution of the United Republic of Tanzania such as

it protects the rights of the individual, it ensures that the government guarantees fairness justice to its citizens, the constitutional establishes the main organs of the states which are Executive, the Judiciary and the Legislature, it demonstrates the form of government that is operating in country, sets the procedures

for power transfer and how leaders are to be chosen, acts as the mother laws of the country, define the limitation of the power of leaders.

However, their scores varied depending on the clarity of points, relevancy of introduction, conclusion and English language skills. Extract 6.2 is a sample of a good response.

Extract 6.2

6. Explain the importance of the constitution of the United Republic of Tanzania by giving six points.
7. Explain six measures that can be used to correct improper behaviors in Tanzania.

6. IMPORTANCE OF NATIONAL CONSTITUTION

National constitution is the set of fundamental principles and laws by which a country is governed. There are two types of constitution which are written and unwritten. Written constitution is the one which laws and regulation are written in one document. The advantages of this type is that it is easy to refer to since all documents are in one book, it is difficult to be manipulated and easy to refer to in case of any misunderstanding. Unwritten constitution is the one which laws are written in various documents and not in a single book. The advantage of this constitution is that it is cheap to write. Tanzania's constitution is one of the written constitution. The following are some of the importance of this constitution:-

Protects people's rights. The constitution of Tanzania protects human rights due to the fact that it includes bill of rights. Bill of rights refers to the rights and freedom which are obliged to be given to all citizens. It was included in the constitution in the year 1984. It consists of civil and political rights such as right to life, vote, religion and joining an association, Economic,

social and cultural rights such as right to work, get paid due to the amount of work done and own property. It also include environmental and developmental rights such as right to life in a clean and safe environment. When these rights are violated, one can claim them through the constitution. For example; if a child is denied her rights to go to school by her parents so that she may get married, she may go and claim her rights and the responsible parents may be arrested or pay a fine. Hence peoples rights are protected.

Shows clearly how various leaders of the nation come to power. Through using the constitution of United Republic of Tanzania, Tanzanians may know how to get various leaders. For example; In the constitution amendment of 1994, it showed that the vice president of Tanzania had to be the president's running mate and not the president from Zanzibar. Also in the constitutional amendment of 2000 it showed that for a person to be declared a president needed fifty percents of total voter in the general elections. This guides Tanzania on how to get such leaders. Also the constitution states that a prime minister will be elected by members of parliament and approved by president. This guides Tanzanians on how leaders come to power.

States how the government functions. The national Constitution has ten chapters. In chapter two it talks about one arm of the government which is executive. It state it functions such as maintaining law and order, provision of social services. Also in chapter two it talks about legislature and its functions like making laws, making annual budgets and ratifying international conventions such as Universal

6 declaration of human rights Convention of African union which took place in Durban South Africa 2002 which was for the purpose of respecting boundaries put by colonialist. Also in chapter four it talks about the judiciary and it works like interpreting laws and education of human rights to citizens. By looking at all the functions, collectively show the function of the government. For example; most people in rural areas just choose leaders but do not know what work they do but if they are given the constitution, they will become knowledgeable of what is going on in the nation.

Identifies the relationship between the government and the governed. Through using the constitution, it states clearly this relationship. For example; one of the things stated in the constitution is rule of law. This means that no one is above the law, no one is below the law and all people are equal before the law. Hence the relationship shown here is that leader in power have no authority to maltreat or oppress their citizen without any clear reason. Also the relationship of the citizens of Tanzania to their government is that they have to obey all the rights and responsibilities in constitution such as paying tax, respect other people, participating in defence and security and taking care of public property. If all these are followed the relationship of government and citizens will be maintained enhancing cooperation.

Shows separation of power between organs of state. The organs of state include executive, legislature and judiciary. Separation of power means that the function of ^{one} organ should not exceed and overlap the other organs. For example; the legislature is entitled to make laws, it has no any right of arresting citizens or providing social services to people for all these

6 are functions of the executive. This has been achieved efficiently through the system of checks and balance which is clearly stipulated in the constitution. It is whereby by the parliament checks and controls the powers of the president if he is exceeding his limits and in turn the president checks and balances the powers of the parliament. Hence no abuse of power can occur.

Describes what kind of government Tanzania has. Through looking at the constitution of Tanzania, we get to know Tanzania is a democratic state. For example, in the constitutional amendment of 1992, it included multipartism in the nation. This is the condition of having many political parties in the nation. This replaced monopartism which mostly encourages dictatorship. Hence people are free to join the political party of their interest. This showed clearly Tanzania is a democratic nation. Also power of national assembly to impeach the president was also included in the same year hence it promoted leaders' accountability. Thus if any person reads the constitution of Tanzania then or he knows the kind of government we have.

To sum up the conclusion, the constitution of Tanzania is very important as seen above. Therefore the Tanzanians have put some ways on how to protect it. Some of them are that any person who violates it is taken to the court of law and punished be it a leader or not, also constitution of Tanzania was made by a body which was dissolved after finishing its function of making it. This is because nothing is above the constitution.

Extract 6.2: A sample of a good response from a student who was able to explain the importance of the constitution of the United Republic of Tanzania

2.7 Question 7: Proper Behaviour and Responsible Decision Making

The students were instructed to explain six measures that can be used to correct improper behaviours in Tanzania. A total of 223,217 students attempted the question and their performance was average with 64.6 percent scoring from 0 to 4 marks, 25.7 percent scored from 4.5 to 9.5 marks and only few (9.7%) scored from 10 to 15 marks out of the 15 marks. Figure 8 illustrates the students' performance.

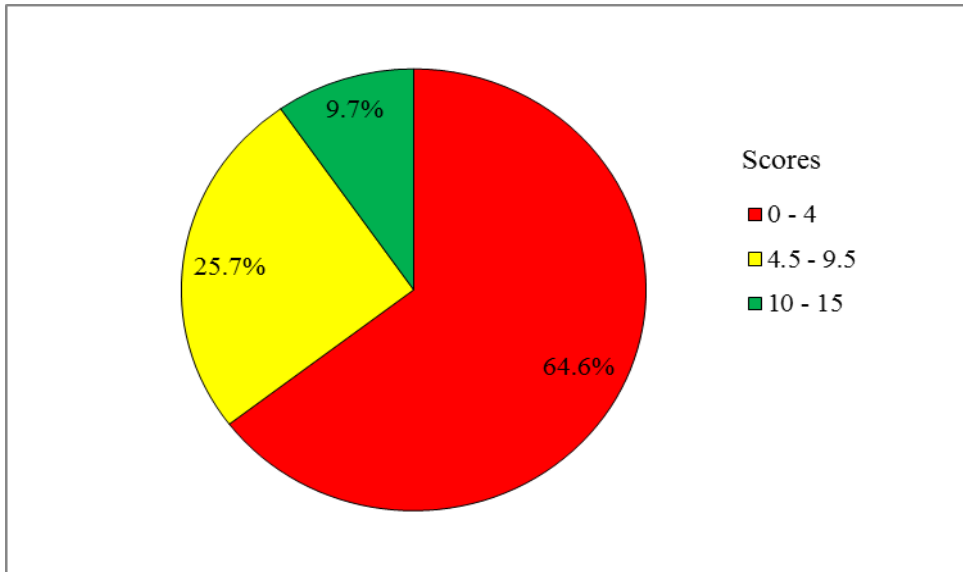


Figure 8: *The students' performance in the categories of poor, average and good scores*

The majority (64.6%) of students who scored poor marks (from 0 to 4 marks) demonstrated several weaknesses such as failure to address the demands of the questions and poor mastery of the subject matter. One student, for example, pointed out the effects of improper behaviour in society like *abusive language, killing of people, lack of humanity, drug abuse, prostitution and raping, stealing and robbery, disrespect schools rules, fighting, street children and corruption*. Another student discussed steps in the problem-solving process like, *Identify the problem, collect data, start using criteria, solve the problem, and use it to solve the problem*. Others elaborated the causes of improper behaviour in the society. One student, for example, pointed out *death of parents in the family, lack of proper education, the influences of mass media, poverty, drunkenness, peer bad groups*. Some discussed the importance of proper behaviour in society such as *it help to reduce social*

crimes and evils in the society, it helps to develop sense of love, respect and solidarity to all community members.

In addition, inadequate English language skills and poor organizational skills were other characterizing features of those who scored poor marks. One student, for example, mixed some few English words with Kiswahili sentences such as *abusive language hazitakiwi katika jamii hii ni hatari moja wapo*. Others copied words and sentences from different question of this paper. For instance, *a type of Tanzania citizenship acquired when both parents are Tanzanian by birth and a situation where a person owe his/her loyalty to two country* was copied from matching item question 2 (ii) and (v) of this paper. Likewise, the few students who scored at least from 1 to 4 marks in this category mixed few correct and incorrect responses by outlining those points. Extract 7.1 is an illustration of a poor response.

Extract 7.1

7. Explain six measures that can be used to correct improper behaviors in Tanzania.

7. EXPLAIN SIX MEASURES THAT CAN BE USED TO CORRECT IMPROPER BEHAVIORS IN TANZANIA

Behaviour is the way that a person behaves. A behaviour is the way that a person stays or looks like. There are two types of behaviour: Proper behaviour and improper behaviour. Proper behaviour is the behaviour which is acceptable in a country, community and the society. examples: Respecting elders, obeying rules and regulation of a place. Improper behaviour is the behaviour which is not acceptable in a particular country, community and society. examples: Drug abuse, Ignorance, fighting, stealing and others.

In order to correct improper behaviour in Tanzania there are six measures that can be used to correct this improper behaviour which is affecting many people children and elders mostly it affects children at the age of 18 yrs and below. There are the measures:

To identify the problem. In order to correct the improper behaviour we must identify the problem first to see what is the problem of that thing and look for the problems which occur on the improper behaviour so that you have all the problems and look at them well.

Collected data. After identifying the problem you must collect the data of the problem and look at all the problem and collecting the data of the problem. By collecting the data you will have a good way of seeing the problem which occur on improper behaviours after collecting the data now it will be easy to solve the problem.

Start using criteria. Before we solve the problem you must use the criteria that data ~~use~~ you use criteria so that when solving the problem you know what problem are you solving and why are you solving it and how to solve that particular problem. When you use the criteria the work of solving problems will be easy.

Solve the problem. After collecting data and using the criteria so you are supposed to solve the problem and make it be solved when solving the problem it will be easy because you have know the problem you know the criteria used on the collected data so when you are solving the problem it becomes easy to you and you solve the problem faster.

Collect the conclusion. After solving the problem you must collect the results which you have get after solving the problem so that you can see what has happen and what was happening so after solving the problem you must collect the results you got from the first to the last so that we can get only one conclusion.

Conclusion. After collecting the results ~~know~~ now you are supposed to conclude the work you have been doing from identifying the problem until collecting the results and get the conclusion of the work was being done before and after there you can solve the improper behaviours which is attacking the Tanzania children to elders.

Extract 7.1 A sample of a response from one of the student who went astray by explaining some steps in the problem solving process

The students with average score (from 4.5 to 9.5) marks provided a mixture of relevant and irrelevant responses. Some of the students had good flow of ideas but they failed to exhaust the required number of points. Others failed to score good marks because of repetition of some points, irrelevant introduction and conclusion. Similarly, other students' essays were too short to merit higher scores. By and large, it can be postulated that the students' scores varied from one student to another depending on the scope of elaboration of the points, coherence of ideas, quality of the introduction and the conclusion of their essays.

The few (9.7%) students who excelled in this question scored from 10 to 15 marks. They demonstrated mastery of the subject matter and focused on the demands of the question. One student, for example, pointed the following points,

Provisional of proper education to the people, ensure parental care, enactment and reinforcement of the laws, by laws and other regulations, widening and strengthening employment opportunity, religious teaching, strengthening the restrictions on production and importation of materials that promote improper behavior in Tanzania, establishment and improvement of rehabilitation centers in society or country and provision of guidance and counseling service to people of different age and sex.

Similarly, other strengths demonstrated by students in this category were ability to provide exhaustive elaboration of the points, good organizational skills in terms of adhering to essay writing rules and good English language sentences. Extract 7.2 is an illustration of a good response from a student script.

Extract 7.2

6. Explain the importance of the constitution of the United Republic of Tanzania by giving six points.
7. Explain six measures that can be used to correct improper behaviors in Tanzania.

7. Improper behaviour This is a kind of behaviour in which it is not acceptable in the society. Through this, the examples of the improper behaviour include drug abuse, smoking cigarettes too much, way of dressing and other behaviour which are not well acceptable in the society. Also improper behaviour can also be known as the (bad behaviour), or

The following are the measures that can be used to correct improper behaviour in Tanzania include.

Provision of Education. Through this the provision of education should be emphasized by different organisations about how to change our behaviour and become acceptable and trusted in a certain community or society.

Mass media. Due to the mass media seems as the good thing that can be used to provide things include different counselling about the proper behaviour, means that the mass media like Magazine, Newspaper, books due to this seems as the organ that can address the improper behaviour and have the good behaviour, and this involves to show the disadvantages which are different about improper behaviour.

People from different religions or people believe different faiths. Through this people who are involved in different

... believer should emphasize that all about good behaviour and bad behaviour and for the advantages of each. Include behaviour which it is good rather than the bad behaviour known as the improper behaviour which have a lot of disadvantage to our life we are leaving and associated with.

Government should enforce laws mean that put laws. Through this the government of Tanzania should put or publish the law that can be used to govern all aspects about behaviour. This is where by the people who will go against a certain law or laws should be taken any measures.

Having good Parental care. Through in almost the large percent of the children who are in street are lack parental care and followed by the Orphans, due to this the parents should ensure that they provide the good care to their children so that the children can be able to settle rather than to escape because of the lack of the Parental care.

Associate or having good friends or groups which are good means that non-distractive. Through this the people should associate or having a good friend which are building you and not distract you because the large number of people who are in street this caused by also friends which are not good, so due to that you share different ideas which are good and about something that are helpful in our life or your life.

Generally, the above are the measures that to be taken so that we can correct improper behaviour to behaviour which it is good. When we use this way to correct the improper behaviour to good behaviour this leads to the ensure of ~~the~~ peace and full of success in our life and the country at all.

Extract 7.2: A sample from a student script who provided measures to correct improper behavior in Tanzania

3.0 CONCLUSION

The students' performance in Civics subject FTNA 2018 is generally encouraging as 363,036 students (equal to 72.07 percent) passed. However, comparative analysis of statistics indicates a downward trend in students' performance for two consecutive years FTNA 2017 and FTNA 2018. In FTNA 2017 the students' performance declined by 5.22 percent while in 2018 the students' performance declined by 6.58 percent (*see Figure 1.*). This is not a healthy development which calls for immediate attention by all stakeholders.

The topics assessed in FTNA 2018 were: Democracy, Government of Tanzania, Our nation, Promotion of Life Skills, Gender, Family Life, Road Safety Education, Human Rights, Responsible Citizenship, and Proper Behaviour and Responsible Decision Making. The students' performance indicates that Question number 3 (True and False question) which featured the topics on Work, Promotion of life skills, Government of Tanzania, Gender, Road Safety Education and Democracy ranked first as 97.6 percent of students were able to score 30 percent and above marks. Question 1 (multiple choice items) featuring the topics on Government of Tanzania, Our Nations, Democracy, Family Life, Promotion of Life skills, Road safety Education, Human rights, Gender, Proper behaviour and Responsible Decision Making ranked second (90.5%); Question 2 (matching items) on Responsible Citizenship ranked third in good performance (75.6%).

The following questions had average performance: Question 4 - Comprehension (59%), Question 6 (essay type) on Government of Tanzania (36.4%), and Question 7 (essay type) on Proper Behaviour and Responsible Decision Making (35.4%). On the other hand, the students' performance in Question 5 (short answers) was weak (28%). The topics featured in this question were: Proper Behaviour and Responsible Decision Making, Family Life, Government of Tanzania, Gender, Road Safety Education and Human Rights. (*See appendix*).

Comparison between FTNA 2017 and FTNA 2018 Civics performance indicates that students' performance for question 1, 2 and 3 was good for two consecutive years. There was a slight improvement of students' performance in question 6 and 7 (essay type) from weak (23.11%, 16.52%) in 2017 to average (36.6%, 35.4%) in 2018. On the other hand, questions which showed a deteriorating trend in performance in FTNA 2018 were Question 4 (Comprehension) from good performance (81.78%) in 2017 to average (59%)

in 2018, and Question 5 (short answers) from average performance (31.88%) in 2017 to weak (28%) in 2018.

It can be argued that the students who performed well had sufficient knowledge of the subject matter from which the questions were set. Also, they were able to identify the demands of the questions, had adequate English language skills and observed essay writing rules. On the other hand, weak performance for some of the students was due to among other things; lack of adequate knowledge of Civics concepts as demonstrated in Question 5 which required the candidates to define the concepts, inadequate skills in essay writing and poor English language skills, which in turn led to misinterpretations of the questions and failure to understand the instructions of each question. For example, in Question 1 a student used letters which were not included in the list of alternatives.

4.0 RECOMMENDATIONS

In order to improve the students' performance in future Civics Form Two National Assessment (FTNA), the following are recommended:

- (a) Students' performance in questions 6 and 7 essay type questions, Questions 5 short answers and Question 4 comprehension was not encouraging. Teachers should put more efforts in teaching their students skills for addressing those types of questions.
- (b) Teachers are encouraged to use participatory method in their teaching and learning strategies, case study, use of pictures and written sources, think pair and share method, song, group discussion and role play in topics which proved to be challenging to students.
- (c) Tests and internal school examinations must be of acceptable standards and conform to National Form Two National Assessment format.
- (d) A special English language improvement programme be initiated in schools so as to facilitate teaching and learning in all subjects in which the medium of instruction is English language.

APPENDIX

ANALYSIS OF STUDENTS PERFORMANCE QUESTION WISE

SN	Topic	Question number	The percentage of students who scored 30% and above	Remarks
1	Work, Promotion of Life Skills, Government of Tanzania, Gender, Road Safety Education and Democracy	3	97.6%	Good
2	Government of Tanzania, Our Nation, Democracy, Family Life, Promotion of Life Skills, Road Safety Education, Gender, Proper Behavior and Responsible Decision Making and Human rights	1	90.5%	Good
3	Responsible Citizenship	2	75.6%	Good
4	Comprehension – Human rights	4	59%	Average
5	Government of Tanzania	6	36.4%	Average
6	Proper Behavior and Responsible Decision Making	7	35.4%	Average
7	Family Life, Government of Tanzania, Road Safety Education, Human rights, Proper Behavior and Responsible Decision Making and Gender	5	28%	Weak

