



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENT'S ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2020**

CIVICS



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011 CIVICS

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FOREWORD

The Students Item Response Analysis Report (SIRA) on the performance of students in the Form Two National Assessment (FTNA) 2020 for Civics subject have been prepared so as to give feedback to students, teachers, policy makers, curriculum developers and other stakeholders on how students responded on the assessment items in this subject.

The performance of students in FTNA 2020 for Civics subject was good as 85.57 percent of students who set for the assessment passed. The comparative analysis of students' performance in FTNA 2019 and 2020 indicates steady improvement in the students' performance by 11.76 percent from 73.81 percent in 2019 to 85.57 percent in 2020.

The students who passed demonstrated adequate knowledge of the topics from which the questions were set. They identified the demands of the questions, had skills in answering questions related to comprehension and above all they had adequate English language skills. 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 in answering some of the questions such as essay type questions and also, lacked proficiency in English language.

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 preparation 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 in 011 Civics for Form Two National Assessment (FTNA) in 2020. The paper assessed students' competences (knowledge, skills and attitudes) according to the Form I and II Civics syllabus.

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

A total of 600,908 students sat for 011 Civics Form Two National Assessment in 2020, out of which 514,217 (85.57 %) students passed. In 2019, students who sat for Civics Form Two National Assessment were 570,697 out of which 421,219 (73.81%) students passed. This indicates that the performance in 2020 has increased by 11.76 percent compared to the 2019 performance. The students' performance in FTNA 2020 is illustrated in Table 1.

Table 1: Students' Performance in Civics Subject in the FTNA-2020

SEX	GRADES					PASSED	
	A	B	C	D	F	Number	Percentage
M	27,704	22,440	74,830	111,835	40,559	236,809	85.38
F	20,551	17,439	77,161	162,257	46,132	277,408	85.74
Total	48,255	39,879	151,991	274,092	86,691	514,217	85.57

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

The standard grading system used in FTNA assessment is in four categories namely A, B, C, D and F. Grade A is awarded to a student whose scores are within the range marks of (75-100) signifying excellent performance, B (65-74) very good, C (45-64) good, D (30-44) satisfactory and F (0-29) Fail.

In this report three categories of scores have been used to grade students' performance in each question. Scores ranging from 0-29 marks illustrate weak performance, 30-64 marks is average performance and 65-100 marks show good performance. Students' performance in each question is presented in graphs and charts using colours. The green colour shows good performance, yellow colour shows average performance and red colour shows weak performance. A summary of students' performance in each topic and question in the FTNA 2020 is shown in the Appendix.

Finally, the report provides a conclusion and recommendations which are useful to students, teachers, parents and other education stakeholders to improve teaching and learning of Civics subject.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION

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

2.1 Question 1: Multiple Choice Items

This question consisted of 20 multiple choice items derived from various topics of Civics syllabus. The topics include; *Family life, Road safety education, Gender, Government of Tanzania, Our Nation Promotion of Life skills, Human rights, Proper Behaviour and Responsible Decision making and Work*. In each of the items (i - xx) students were required to choose the correct answer among the four given alternatives (A-D) and write its letter in the box provided in the question paper. The item intended to measure the students' understanding of concepts, events from various topics and their application in their daily life.

The analysis of the students' performance in this question shows that 29.12 percent of students had good performance by scoring from 13 to 20 marks, 61.6 percent had average performance by scoring from 6 to 12 marks and only 9.3 percent had weak performance with scores ranging from 0 to 5 marks out of the 20 marks allotted to this question. Figure 1 shows the performance of the students in question 1.

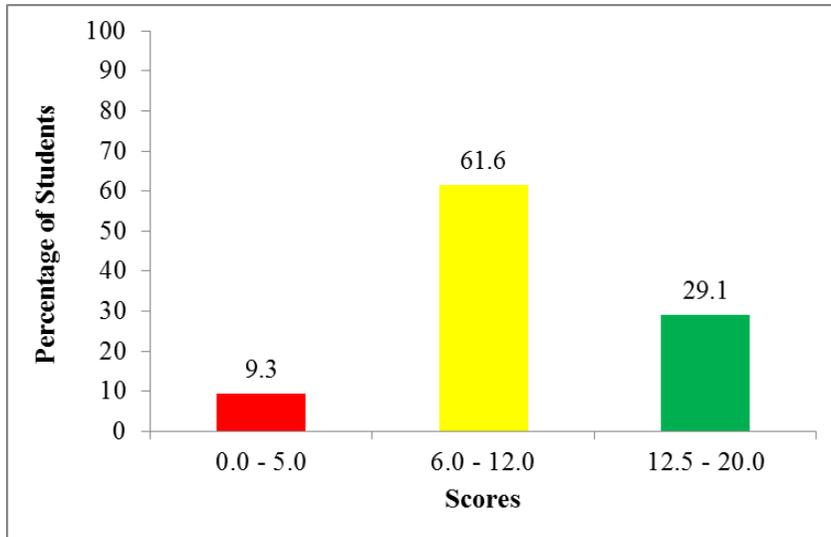


Figure 1: *Students' Performance in Question 1*

Figure 1 show performance of the students in question 1. 90.7 percent of the students scored from 6 to 20 marks.

The analysis of students' item responses is as follows:

Item (i) tested the students' ability to identify the importance of family stability from among the four given alternatives. Students with knowledge on family matters identified the correct response B "It enables family members to participate in development activities". Those students were aware that family stability is centred on love, peace, respect and unity. These are important recipe for family members to participate fully in development activities like farming, trading and fishing. Student who opted for A "It enables family member to receive loans from neighbours" were probably influenced by a common practise among many African families of assisting each other in many ways including lending money. The students who chose C "It enables children to be familiar with close family relatives and D "it encourages relatives to live together in one household" might be influenced by the presence of extended families in many African societies an extended family is the type of family that comprises of two or more nuclei families. These families are common in African societies; families include other family members like grandparents, uncles, aunts, grandchildren, cousins and other members.

Item (ii) tested the students understanding of an event that occurs unexpectedly on the road and causes injuries and death of the people. Students with enough road safety skills chose the correct option B "Road accident". Likewise, students who opted for the incorrect response A "At traffic jam" were not aware that a traffic jam is the situation where by vehicles move at very slow speed due to road accident, congestion, road works, or special use. Those who opted for C "Reckless driving" were wrong because, reckless driving does not occur unexpectedly, it refers to driving with no regard to safety of the driver, passenger. The vehicle itself and other road user as driving rules are not considered. Likewise, students who opted for "D "Road signs" were wrong as road signs do not cause injuries and death of people rather they give information or instructions to road users to avoid accident. These incorrect responses are an indication of students' inadequate knowledge on the subject matter.

Item (iii) tested the student's understanding on different gender concepts as used in gender relations. In this item students were required to provide an appropriate term for fixed attitude, ideas and practices on a particular gender. Students with good understanding on gender concepts opted for A "Gender stereotyping". These students were aware that gender stereo typing is a way men and women are portrayed in the society. Students with limited knowledge on gender concepts opted for B "Gender analysis" unaware that gender analysis is a systematic methodology for examining the differences between women and men, girls and boys in their access to resources, roles and constraints they face relative to each other. Likewise, students who were attracted to option C "Gender discrimination" didn't know that this term refers to the situation where by one sex is favored socially, politically and economically than another. Equally those who opted for D "Gender mainstreaming" failed to understand that gender mainstreaming is an approach to policy making and development planning that takes into account both women and men interests and concerns in order to ensure equality and equity.

Item (iv) required the students to select the name of an area in a country that elects its own representative to the parliament. Students with enough knowledge on electoral processes opted for the correct response C "Constituency". Those who chose A "Rule of law", B "Good governance" and D "A polling station" lacked knowledge of the proper name of an area that

elects its own representative to the parliament. They didn't know that 'rule of law' is a principle of governance in which all people, institutions and the state itself are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated and which are consistent with international human rights, norms and standards. Similarly, good governance is referred to as a situation whereby public institutions conduct public affairs and manage public resources through participatory approach that is consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. Moreover, a polling station is a specified area where voting takes place during an election. Such incorrect responses are an indication that students did not understand the demands of the question or had insufficient knowledge on the subject matter.

Item (v) required the students to identify the composition of colours in the National flag of Tanzania. Students who had knowledge on the national flag were able to choose the correct set of colours by opting for response C "Black, yellow, blue and green". They were aware that the national flag of Tanzania has black colour which represents the people of Tanzania, yellow colour which represents the minerals and wealth of the country, blue colour which represents the water bodies in the country and green colour which represents the vegetation of our country. Those who selected A "Black, yellow, grey and blue", B "Blue, grey, green and black" and D "Gold, blue, yellow and black", were not aware that "Grey and gold" colours are not among the colours inscribed in the Tanzania National flag.

Item (vi) tested students' understanding on the three arms of the government. Students were required to choose the correct set of the branches of government among the given alternatives. Students with good understanding on the arms of government were able to select the correct response C "The Executive, Legislature and Judiciary". On the other hand, students with limited knowledge on the three arms of the government opted for A "The Executive, Legislature and National Assembly". These students failed to realise that, the terms National Assembly and Legislature are used interchangeably to mean the organ of the state that makes laws or law making arm of the government. Moreover, students who opted for B "The President, Judiciary and Executive" and D "The President, Cabinet and Judiciary" were unaware that both options included the President and cabinet which are not among the organs of the government. The president is the head of the

Executive branch, head of State and the Commander-in-chief of the Armed Forces whereas the Cabinet is the main advisory organ to the president.

Item (vii) required the students to establish the reason why the parliament is also known as the legislature. The correct response was B "It has power to make laws". The students that chose the option were familiar with the main functions of the parliament as a law making organ. Those who opted for C "It has members from the judiciary" were not familiar with the principles of separation of powers which forbid the judiciary from encroaching in the functions of the parliament. On the other hand, students who opted for A " It approves the national budget" and D "It checks the government" were attracted by these responses possibly because apart from its core function of legislation the parliament performs other supplementary functions of approving the government budget and supervising the government work.

Item (viii) demanded the students to identify from the given alternatives a response which is not a source of life skills in the society. The students with sufficient knowledge of life skills were able to identify the correct response C "Constitution". They were aware that a constitution is a body of fundamental principles or established precedents according to which a state or other organization acknowledges to be governed by it. So it has nothing to do with development of an individual's life skills. On the other hand, the students who opted for A "Parent" were wrong because a father and mother of a child usually play an important role in mental, physical, social, financial and career development of a child, by so doing that they build child's ability to live well in the society. Some students who were attracted by distractor B " Religion" were not aware that religion is the system of faith and worship, where by people believe in the existence of God. It is also an important source of life skills. Similarly, the students who opted for D "School" were wrong because schools offer formal education which is designed through the National Education Curriculum. At school students learn how to communicate, live and interact with their colleagues under the guidance of their teachers. They are given civic education in classrooms to shape and make them fit in the society. Thus, a school is also an important source of life skills.

Item (ix) required the students to identify a country which does not share boundaries with Tanzania among the given alternatives. The students with sufficient knowledge of the national boundaries chose D "Zimbabwe". They

were aware that Zimbabwe is a country which is found in the Southern part of Africa and it does not share boundaries with Tanzania instead it shares boundaries with Angola, Zambia, Botswana, and Mozambique. However, students who opted for the distractors A, B and C were not aware that Tanzania is bordered by Kenya in the northern part, with Mozambique on the southern and Malawi in the south west boundary where they share lake Nyasa. Thus, it can be argued that the student who opted for these responses had limited understanding on the topic of our nation.

Item (x) required the students to choose among the given alternatives, the symbolic meaning of the shield and spear inscribed in the Tanzania's Coat of Arms. Students with adequate knowledge opted for the correct response A "National defense". The students who opted for the incorrect responses; B "National culture", C "Wild life" and D "Mineral wealth" were not aware that national culture encompasses all the beliefs and values shared by the population of a particular nation and thus the shield and spear do not represent national culture. Similarly, wild life is represented by two elephant tusks while mineral wealth is represented by the golden band which is in the upper part of the shield.

In item (xi) the students were required to identify the type of government that enters into power without the consent of the people. Students with adequate knowledge of the types of governments opted for the correct response A "Non democratic government". These students were aware that a dictatorial government does not observe the principles of democracy, including free and fair elections. Students with limited knowledge on different types of governments and their characteristics were attracted to the remaining options which consisted of different forms of government. Students who opted for B "Republican government" did not realise that this is an elected form of government in which people give power to the President to represent them and serve their interests as the head of state, government and Commander in Chief. Kenya, Tanzania and South Africa are good examples of republican governments. Moreover, students who opted for C "Constitutional monarchy" did not know that a constitutional monarchy is the system of government in which a king or queen shares power with a constitutionally organized government, and he/she may be the de facto head of state or a purely ceremonial leader. United Kingdom is an example of constitutional monarchy. Finally, students who opted for D "Federal government" were unaware that a

federal government is an elected form of government that divides power between the central government and local states that are connected to one another by a national government.

Item (xii) tested the students' knowledge on the evolution of human rights in Tanzania by tasking them to identify the importance of the year 1984 as far as human rights evolution in Tanzania is concerned. The correct response was D "a bill of rights was included in the constitution of Tanzania". This response was given by students who had adequate knowledge on the United Republic of Tanzania constitutional amendments which were effected in 1984 to include a bill of rights. On the other hand, students who opted for A "It marked an important step in the history of Tanzania ", B "Special Human Rights Committee on women was formed" and C "Female genital mutilation was banned" demonstrated inadequate knowledge of human right development in Tanzania. Distractor A for example, "It mark an important step in the history of Tanzania " did not specify the historical event which shaped the history of Tanzania in 1984, similarly, option B "Special Human Rights Committee on women was formed" and C "Female genital mutilation was banned" were not relevant responses because Tanzania has been addressing issues of women rights and female genital mutilation before 1984.

In item (xiii) the students were required to identify the proper term for a situation where one make a choice after a careful judgement of the options. The students with adequate knowledge on decision making were able to choose the correct response B "Responsible decision making". Students who opted for A "Responsible action", C "Responsibility" and D "Responsible criteria" did not realize that responsible action refers to any action which makes an individual answerable or accountable while "Responsibility" refers to a state of being responsible, answerable or accountable for something within one's power, control and management. Lastly, a responsible criteria does not provide any relevant description for any concepts in life skills.

Item (xiv) tested students' ability to identify from among the given alternatives a response which is not a civic responsibility of citizens in Tanzania. Students who were able to opt for the correct response B "Attending a party meeting" were aware that attending a party meeting is not among the things Tanzanian citizen are supposed to do. On the other hand, students who went astray opted for responses A, C and D which were civic responsibilities

of every able Tanzanian. A "Participation in work" for example, means that every citizen is required to work hard by participating in community development activities such as infrastructure construction, agriculture, provision of social services and trade, to improve the quality life. Likewise, C "Obeying laws" presupposes respecting the laws and honouring the constitution of the country. Lastly, D "Helping the needy" is also a civic responsibility of every citizen to help disadvantaged fellow citizens, to promote love, brotherhood, culture of care and unity.

Item (xv) demanded the students to identify from the given alternatives a characteristic of direct democracy. Students with adequate knowledge of the defining features of direct democracy opted for the correct response C "All adult citizens participate in government discussions and decisions". They were aware that direct democracy is effective in areas with small population where it is possible for all adults to participate in planning, discussing and deciding their development. On the other hand, students with inadequate knowledge opted for incorrect responses; A "A political system that citizens elect their representatives", B "Only representatives of the people vote in elections" and D "Representatives discuss national issues on behalf of the people". Their responses refer to a situation where the majority surrenders their power to a few who represent them in different decision making organs. That being the case, these responses are not the characterizing features of direct democracy.

Item (xvi) tested ability of the students to identify from the given alternatives the statement which explains the importance of limiting the exercising of some human rights and freedom. Students who had adequate knowledge on human rights demonstrated mastery of the subject matter by opting for the correct response C "It controls powerful individuals from denying other people's rights". Those who opted for incorrect responses A "It helps to demand the limited rights and freedom by force" possibly were attracted by this distractor because the stem of the question contained the phrase limited rights and freedom which coincidentally also appeared in the distractor. Other candidates opted for B "It stores some of the rights and freedom for future use" which is not correct response. Rights cannot be stored or kept somewhere in any case. Likewise, students who opted for D "It promotes the denial of human rights and freedoms" failed to understand the concept of limiting the exercising of some human rights and freedom.

In Item (xvii) the students were required to identify an option which is not a non-governmental organization for promoting gender equality in Tanzania. Students who were able to choose the correct response D "Commission for Human Rights and Good Governance (CHRGG) were aware that the CHRGG is not an NGO, rather it is a government organization established in 2001 with the broad mandate of promoting awareness of human rights and investigating violation. On the other hand, students who opted for incorrect responses; A, B and C were not aware that these were non-governmental organizations dealing with the promotion of gender equality. Students who opted for A for instance "Tanzania Gender Network Programme" were not aware that TGNP started in 1993 with the aim of promoting gender equality and social equity through the empowerment of women and other marginalized people. Similarly, those who opted for B "Tanzania Women Lawyers' Association (TAWLA)" did not know that it was established in 1990 with the main objectives of promoting equal rights and justice for women in all spheres of life. Finally, some students opted for the distracter C "Tanzania Media Women's Association (TAMWA)" that started in 1987 and it focusses on women in broadcasting and journalism and in promoting positive image of women in the media.

Item (xviii) tested the students' ability to identify from among the given alternatives a response which is not a type of citizenship. The correct answer was B "Citizenship by tribe". This response attracted students with good mastery of the subject matter of the types of citizenship recognized in Tanzania. On the other hand, students who opted for A "Citizenship by birth" were not aware that it is a kind of citizenship acquired through being born to parents who are citizens of the particular country. In Tanzania for instance one gets citizenship by birth by being born in the United Republic of Tanzania. Moreover, students who opted for C "Citizenship by naturalization" were not aware that this type of citizenship is granted to applicants who apply to the minister responsible for citizenship matters. Currently the Minister responsible for citizenship and immigration is the minister for Home Affairs. Equally, students who opted for D "Citizenship by descent" failed to recognize that this type of citizenship is granted to a person on condition that one of his/her parents is a citizen of a particular country.

In item (xix), students were instructed to identify from among the given alternatives a response which is not an element of proper behaviour. Students who could distinguish between proper behavior and improper behaviour opted

for the correct response C "Rudeness". They were aware that rudeness is not one of the proper behaviours it is a manifestation of disrespect, breaking of social norms and ignoring accepted behaviour. On the other hand, students who opted for distractor A "Respect elders' did not realise that respect for elders is a proper behaviour which involves listening and caring for them because people are inspired by their experiences, learning from their mistakes and taking their advice. Similarly, those who opted for distractor B "Polite language" were not aware that polite language is a proper behaviour which involves speaking in a way that is correct in a social situation and it shows consideration for other people's feelings. Moreover, option D "Hard working" is also a proper behaviour which involves efforts to do and complete tasks alone or in a team.

Item (xx) required the students to identify categories of work. Students with adequate knowledge on the types of work were able to choose the correct response C "Physical work and mental work". These students were aware that, physical work is work that requires physical efforts while mental works are activities which use more of intellect in their accomplishment than physical efforts. A good example of mental work is teaching and nursing. Students with inadequate understanding of the different categories of work opted for A "Physical work and simple work", B "Simple work and heavy work", D "Small work and heavy work". All these responses were incorrect because small work is any task which is easy to perform, simple work refers to less heavy or an uncomplicated task which is easy to do and heavy work refers to tasks which involves pushing, pulling or lifting of heavy objects.

2.2 Question 2: Matching Items

The question required students to match the explanations on government concepts in List A with corresponding government concepts in List B by writing the letter of the correct response below the corresponding item number in the table provided. The explanation and concept related to the topic of Government of Tanzania.

The analysis of the students' performance indicates that 6.6 percent of the students had good performance with scores ranging from 4 to 5 marks, 41.0 percent of students had average performance scoring from 2 to 3 marks and 52.4 percent of students had weak performance scoring from 0 to 1 mark. Figure 2 indicates the students' performance in question 2.

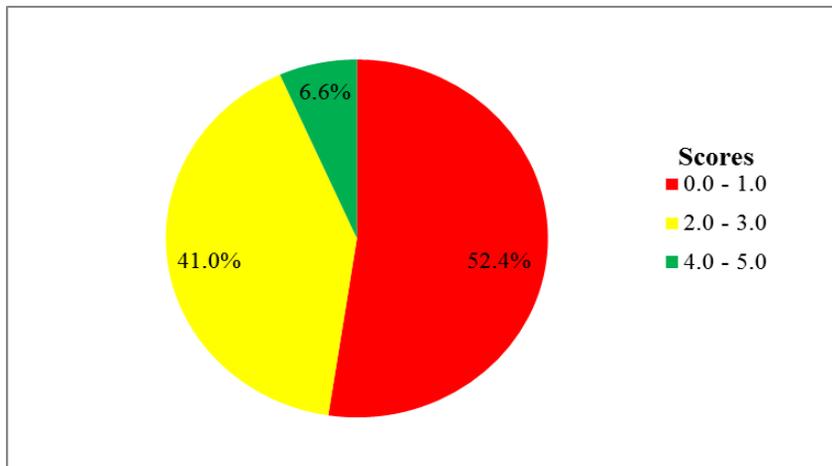


Figure 2: *Students' Performance in Question 2*

Figure 2: shows the weak performance of the students in question 2 as 52.4 percent of the students scored from 0 to 1 mark.

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

In item (i) students were required to identify the correct response from List B that matched with the form of government whereby the central government shares power with a number of small local governments. The correct response F "Federal government" was selected by the students with adequate knowledge of the forms of government. These students knew that a federal government is formed when two or more states unite and surrender some of their power to the central or national government which shares sovereignty with them. On the other hand, some students gave wrong options such as; D "Democratic government". These students were unaware of the fact that a democratic government is characterised by the basic signposts like equality, transparency, accountability and rule of law. In addition to that most federal governments came into power through democratic means. Likewise, students who gave the wrong response G "Local government" failed to realise that the local government authority is formed through a democratically elected body of councillors.

In item (ii) students were required to identify from List B the correct response which matches with the statement "a leader of the government who has power to pardon jailed criminals". The students with adequate knowledge on the

powers of the president opted for the correct response E "The President". The constitution gives the President discretionary powers to pardon jailed criminals. On the other hand, some students opted for B "The Chief Justice". These students did not understand the fact that the Chief Justice is the head of the judiciary which interprets law and dispenses justice to the people and according to standard legal practice the chief justice does not have both discretionary powers of pardoning and dispensing justice to the people at the same time. On the other hand, students who opted for A "The Parliament" were not aware that the parliament is the organ of the government responsible for making laws in the country as such it cannot have both legislative powers and the discretionary powers.

In item (iii) the students were instructed to match a system of governance whereby there is transfer of authority to the people through elected councilors. Students with adequate knowledge on the forms of local government chose the correct response G "Local government". These students were aware that local governments are junior partners and agents of the central government. They are responsible for overseeing the welfare of the local community through elected representatives (councilors). On the contrary, students who opted for H "Urban authorities" and C "Rural authorities" were unaware of the fact that urban authorities and rural authorities are the forms of local government in which urban authorities perform their functions in urban areas at the level of town council, municipal council and city council while rural authorities perform their duties in rural areas at the level of village government, ward government and district councils.

In item (iv) the students were required to identify the correct response in list B which matches the statement that "A system of governance through the elected councilors which is also known as district councils". The correct response was C "Rural authorities". Students who opted for the correct response were able to differentiate forms of local government. On the other hand, the students who opted for the incorrect response H "Urban authorities" failed to figure out that the urban authorities are confined to town councils, municipal councils and city councils. Similarly, the students who chose the incorrect response G "Local government" were not familiar with the structure of the local government authority. The local government authority is divided into two major parts the rural authorities sometimes known as district authorities comprising on one hand of the village government, ward

government and district council and on the other hand , the urban authorities comprising of town council, municipal council and city council.

In item (v) the students were required to identify from List B a correct response which matches with the statement “A government organ which is made up of elected people from their constituencies”. The knowledgeable students on the structure of the government were able to opt for the correct response A “The Parliament”. The students who were able to provide the correct answer were aware that the Parliament is made up of members who are elected by people from their constituencies. Those who opted for D "Democratic government" failed to understand that a democratic government is a form of government whereby the political power is determined by popular elections and that takes into consideration the consent of people in decision making in development. A few students skipped this question.

2.3 Question 3: True and False Items

The question consisted of ten (10) items covering the topics: *Promotion of life skills, Government of Tanzania, Responsible citizenship, Democracy, Gender and Proper behaviour and responsible decision making*. 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 39.0 percent of the students scored from 7 to 10 marks which is good performance, 59.2 percent scored from 3 to 6 marks indicating average performance and only 1.8 percent scored from 0 to 2 marks indicating weak performance. Figure 3 shows the performance of students in question 3.

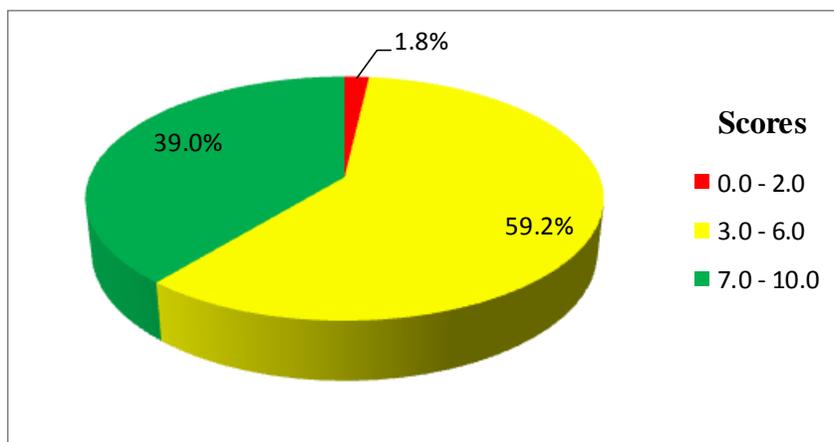


Figure 3: *Students' Performance in Question 3*

Figure 3 shows good performance of the students in question 4 as 98.2 percent of the students scored from 3 to 10 marks.

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

In item (i) the students were required to write either true or false to the statement that "A person with low self-esteem is usually able to control negative attitudes". The correct answer was "False". The students who were able to provide the correct answer demonstrated knowledge on the importance of self-esteem to an individual. They knew that self-esteem promotes personal ability to control himself/herself from negative attitudes, ability to respect, appreciation of a personal character/personality. Therefore, they were aware that a person with low self-esteem is unable to control negative attitudes. The students, who were not conversant with the concept of self-esteem thought that a person with low self-esteem can be able to control negative attitudes thus, opted for the incorrect response "True".

Item (ii) required the students to write either true or false to the statement that, "The first permanent Constitution of Tanzania was enacted in 1977". The students who had good knowledge on the various constitutional changes in the United Republic of Tanzania opted for "True". They knew that; Tanzania enacted the independence constitution in 1961, Republican constitution in 1962, after the union of Tanganyika and Zanzibar in 1964, an interim constitution in 1965 and for the first time a permanent Constitution of the United Republic of Tanzania was enacted in 1977. On the other hand, the

students who opted for “False” were not aware of the various constitutional changes that took place in Tanzania.

In item (iii) students were required to write either true or false to the statement that "An area where a person was born is known as birth place". The students with adequate knowledge on the types of citizenship were able to provide the correct response "True". These students were aware that a birth place is the place where a person was born. This place is often used in legal documents together with the name and date of birth to uniquely identify a person. On the other hand, students who opted for “False” lacked knowledge on the various types of citizenship and the important information needed to identify a person.

In item (iv) the students were instructed to write either true or false to the statement that, "The President of the United Republic of Tanzania is also a Commander in Chief of the Armed Forces". The students who were aware of the roles of the President as provided in the Constitution of the United Republic of Tanzania opted for the correct answer "True". The President is the head of state and government and the Commander in Chief of the Armed Forces. Other roles of the President are to pardon convicted criminals, to declare a state of emergence and also to dissolve the parliament. However, students who opted for “False” demonstrated insufficient knowledge on the topic of the government of Tanzania.

In item (v) the students were instructed to write either true or false to the statement that, “One of the functions of the National Electoral Commission in Tanzania is to establish boundaries of constituencies”. The students with enough knowledge on the functions of the National Electoral Commission in Tanzania opted for the correct answer “True”. They were familiar with the functions of the National Electoral Commission which include supervising the general elections in Tanzania, establishing boundaries of the constituencies, registering voters and announcing the results of the general election. Student who chose false were not familiar with the functions of the National Electoral Commission in Tanzania and the electoral process in Tanzania.

In item (vi) students were required to write either true or false to the statement that “Physically disabled people include people with reduced body function or lose of a particular body organ”. The correct answer was "True". The students who were able to write the correct answer had knowledge on the meaning of

physically disabled people, as well as all people with reduced body function or lose of a particular body organ. On the other hand, the students who opted for “False” did not understand a person who is physically disabled.

In item (vii) students were instructed to write either true or false to the statement that, "Wife inheritance is a cultural value which promotes unity and solidarity in the nuclear family". The correct response was "False". The students who were able to provide a correct response were familiar with the concept of wife inheritance and the challenges associated with the practice. They were aware that wife inheritance is a traditional practice which occurs when a woman's husband dies; another man who is a member of her husband's family inherits her. This practice may lead to the spread of HIV/AIDS, women harassment, women denial of dignity and sometimes death. Students who opted for “false”, lacked knowledge on the effects of wife inheritance and failed to identify cultural values which promote unity and solidarity.

In item (viii) the students were instructed to write either true or false to the statement that, "Equal access to the mass media to all competing political parties in an election is an important element of free and fair election". The students with adequate knowledge on the pillars of free and fair election opted for “True”. They were aware that one of the conditions for free and fair elections includes equal access to the mass media, free campaign and competition, free electoral commission, freedom of the people to participate in all political activities without undue intimidation from the state organs. On the other hand, students who opted for “false” were not familiar with the pillars of free and fair elections.

In item (ix) the students were instructed to write either true or false to the statement that, "Lack of moral values may result into school dropout among the youths". Students who were able to provide the correct answer “True” were familiar with elements of improper behaviour such as lack of moral values. They were aware that lack of moral values may lead to school dropout among the youths, engaging in drug trafficking, prostitution and stealing. Students who opted for “false” had limited knowledge on the elements of improper behaviours and their consequences.

Item (x) required the students to write either true or false to the statement that, "Peer resistance is the ability of an individual to sympathize with other people's problems". Students who were able to write the correct answer "False" had adequate knowledge of the concept of peer resistance as the ability of a person to resist bad influence from friends or the ability to withstand negative influence such as alcoholism and smoking from friends. Some students who failed to provide the correct response because they lacked mastery of the subject matter on social skills. Some of the students who scored 0 mark skipped the question and lacked basic literacy skills. Extract 3.1: a sample of a good response from one of the students' scripts.

<p>3. For each of the following statements write True if the statement is correct or False if the statement is not correct in the space provided.</p> <p>(i) A person with low self esteem is usually able to control negative attitudes. <i>False</i></p> <p>(ii) The first permanent constitution of Tanzania was enacted in 1977. <i>True</i></p> <p>(iii) An area where a person was born is known as birth place. <i>True</i></p> <p>(iv) The President of the United Republic of Tanzania is also a Commander in Chief of the Armed Forces. <i>True</i></p> <p>(v) One of the functions of the National Electoral Commission in Tanzania is to establish bounders of constituencies. <i>True</i></p> <p>(vi) Physically disabled people include all people with reduced body function or lose of a particular body organ. <i>True</i></p> <p>(vii) Wife inheritance is a cultural value which promotes unity and solidarity in the nuclear family. <i>False</i></p> <p>(viii) Equal access to the mass media to all competing political parties in an election is an important element of free and fair election. <i>True</i></p> <p>(ix) Lack of moral values may results into school dropout among the youths..... <i>True</i></p> <p>(x) Peer resistance is the ability of an individual to sympathize with other people's problems. <i>False</i></p>

Extract 3.1: A sample of a good response to question 3.

In extract 3.1 the student was able to identify the correct responses to all the items (i) - (x). Hence he/she scored all the allotted marks to this question.

2.4 Question 4: Comprehension

The question instructed the students to read the passage carefully and answer the questions that followed. The passage was about people's participation in decision making. The intention of the passage was to test the students' comprehension skills in information related to civics.

The students' performance was good as 59.4 percent of the students scored from 7 to 10 marks, 33.4 percent scored from 3 to 6 marks and only 7.2 percent scored from 0 to 2 marks out of the 10 marks allotted to this question. Figure 4 indicates the students' performance in question 4.

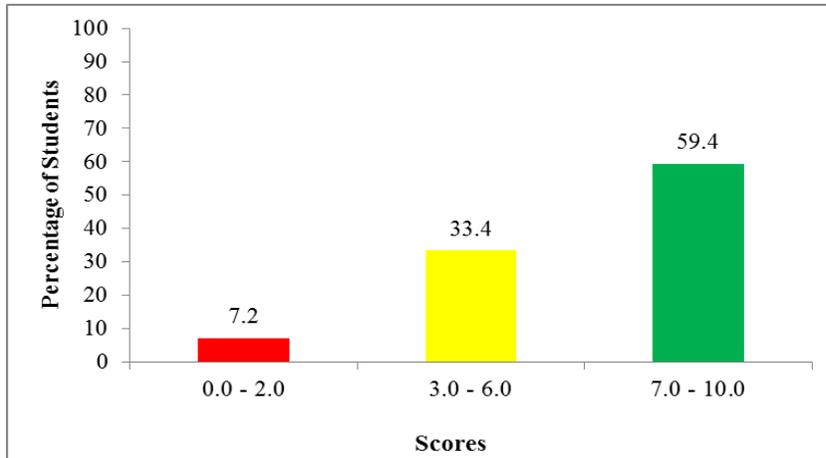


Figure 4: *Students' Performance in Question 4*

Figure 4: shows good performance of students in question 4 as 59.4 percent of the students scored from 7 to 10 marks.

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

Item 4 (a) instructed the students to suggest a suitable title for the passage. The students with skills in answering comprehension question were able to provide the correct title. Some of the relevant titles provided by students include: PEOPLE PARTICIPATION IN DECISION MAKING, IMPORTANCE OF PEOPLE'S PARTICIPATION IN DECISION MAKING and IMPORTANCE OF CIVIL ASSOCIATIONS.

On the other hand, students who failed to suggest an appropriate title lacked skills of understanding the content of the passage. These students were supposed to understand that in order to produce an appropriate title a reader of the passage must thoroughly read between the lines the message conveyed in the passage and decipher the key idea of the passage. The introductory part and the concluding part of the passage may provide an important clue of the title. Some of the incorrect titles provided by students include; GOOD WAY OF LIFE, A GOOD WAY, LIFE SKILLS. Other students copied some

sentences from the passage which had no relevance to the demand of the question and presented them as their response to this item. For example, a student copied a phrase from the passage; *A good way in which people can participate in decision making is through civil associations such as farmers.* Another observation is that some of the suggested titles by students were too long to merit being a title of a passage.

In item 4 (b) the students were instructed to identify the way that people can participate in decision making. The students that understood the passage were able to argue that, *People can participate in decision making through civil associations such as farmers associations and associations of the youth and academics.* Some students failed to interpret the passage and provided irrelevant responses such as; *to go to the meat of the parliament of the country, participation in such groups is importance for number of reasons” and to protect the group interests.* The students who provided irrelevant responses lacked skills of answering comprehension questions and English language skills.

Item 4 (c) instructed the students to use the information in the passage to identify the importance of people having civil association. The students with appropriate skills in tackling comprehension questions were able to identify the importance of people having civil association, they argued that; *They protect group interests, They are educative, removes individual’s isolation and strengthen people’s position in fighting for their own interests and those of the community.* The students who failed to grasp the importance of peoples having civil association provided a variety of irrelevant responses such as; *lack of people’s participation in free associations has one big danger.*

Item 4(d) tested the students’ understanding of the question “What does the writer mean by saying that associations are educative”. The students who were able to read the passage in between the lines were able to comfortably provide the correct response arguing that *the associations are educative because they enlighten the participants.* Similarly, students who performed poorly relied on what they know rather than what was in the passage. They provided irrelevant responses such as *the failure of individual efforts leads to the individual’s despair and frustration and because can help the farmers associations and youth and academic associations.* This signified that these students did not understand the requirement of this question.

Item 4(e) required the students to explain the disadvantage of not participating in free associations. The students who grasped the content of the passage were able to explain the disadvantages of not participating in free associations as *it is not possible for an individual to pressurize the government to meet people's needs and it leads to individual frustration.*

On the other hand, some students failed to understand the content of the passage by provided a variety of irrelevant responses such as; *fighting for their own interests and those of the community.* Such responses were put forward by students who could not make a distinction between advantages and disadvantages of not participating in free associations. Another student argued that *it can cause underdevelopment in the society, it can lead to conflict among people, it can lead to loss of unity, love and peace.* All in all, the students who failed to address the demands of the item lacked the basic skills in tackling comprehension questions. This was aggravated by lack of basic literacy skills to some of the students. Extract 4.1 is a sample of a good response from a student's script.

<p>Questions</p> <p>(a) What is the title of this passage?</p> <p>.....CITIZENS' PARTICIPATION IN DECISION MAKING.....</p> <p>.....</p>
--

(b) In what way can people participate in decision making?
 People can participate in decision making through
 civil associations such as farmers associations.

(c) According to the passage, why is it important for the people to have civil associations? (Give two points).

(i) They are educative.

(ii) Helps to protect the group interests.

(d) What does the writer mean by saying that associations are educative?
 Associations are educative means that they make the
 participants more enlightened.

(e) What is the disadvantage of not participating in free associations?
 The disadvantage is that it is not possible for an individual
 to pressurize the government into meeting people's needs.

Extract 4.1: A sample of good responses to question 4

In extract 4.1, the student was able to provide relevant responses to all the items (a) - (e) hence scored all marks allotted for this question.

In addition to that, some of them copied parts of some sentence from the passage and questions from other parts of this paper. Extract 4.2 is an illustration of a student who failed to answer the comprehension question.

Questions	
(a) What is the title of this passage?	DEMOCRACY
(b) In what way can people participate in decision making?	To protect the group interests
(c) According to the passage, why is it important for the people to have civil associations? (Give two points).	(i) Removes individual isolation (ii) Strengthens the people's position in fighting for their own interests and those of the community
(d) What does the writer mean by saying that associations are educative?	Because can help the farmers associations and youth and academic associations

Extract 4.2: A sample of an incorrect response to question 4

In extract 4.2, the student failed to identify the title of the passage and gave wrong answers in items (b) - (e). For example in item 5(b) the student mentioned to protect the group interests as a ways that people can participate in decision making.

2.5 Question 5: Definition of Concepts and their Importance

This question had ten (10) items (A-J). Students were required to define concepts and provide two importance for each item. The performance was weak as 73.6 percent of the students scored from 0 to 11.5 marks while 19.5 percent scored from 12 to 25.5 marks and only 6.9 percent scored from 26 to 40 marks out of the 40 marks allotted to this question. The performance in this question is summarized in figure 5 below.

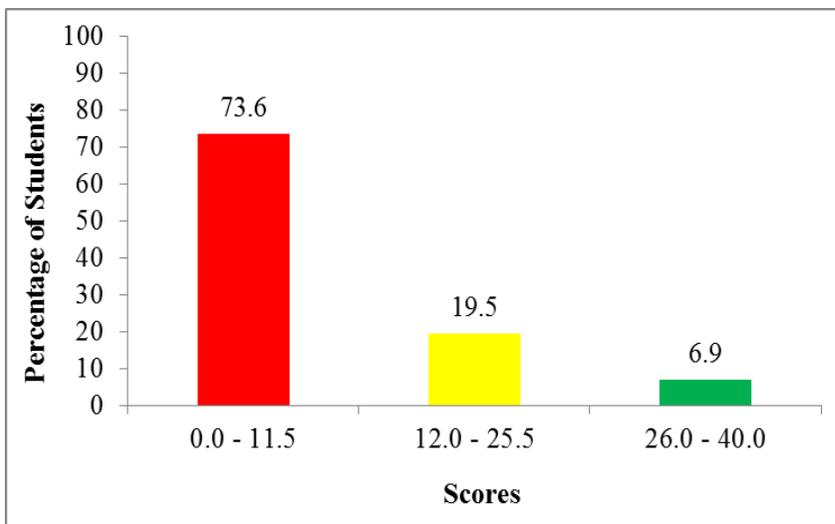


Figure 5: *Students' Performance in Question 5*

Figure 5 shows the weak performance of the students in question 5 as 73.6 percent of the students scored from 0 to 11.5 marks.

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

In item 5 (a) students were required to define effective communication and give two points on its importance. The students with adequate knowledge were able to define it as effective communication as *ability of a person to exchange information with people according to their mood, age and background*; others defined it as the *passing of information from one person to another considering their mood, age and attitude*.

On the importance of effective communication, these students argued that; *it builds cooperation among the people, it helps a person to maintain good relationship with other people, it helps a person to understand what has been said, it helps a person to explain and analyse an idea, it ensures unity and prevents conflicts and misunderstanding among the people in the society, it maintains harmony in the society*. The relevance of responses provided by these students indicates that they had adequate knowledge on the social skills. Extract 5.1, is a sample of a good response from the script of a student.

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

(a) Effective communication

Definition... Effective communication is the ability of an individual to communicate with another person based on their age, mood and background. Effective communication skills include listening, speaking, reading and writing.

Importance

- (i) Effective communication enables an individual to easily communicate with another in such a way that they can avoid misunderstandings.
- (ii) Effective communication helps to promote good leadership in leaders as they have skills to easily communicate and listen to people.

Extract 5.1: A sample of a correct response to question 5(a)

In extract 5.1: the student was able to define effective communication and stated its importance such as to enable individuals to communicate with one another in such a way that misunderstanding can be avoided.

On the other hand, students with insufficient knowledge on effective communication and its importance provided wrong answers. Some of these students' responses for example, referred to effective communication as; *the limitation / information used by a certain country; an element of proper behavior, the communication which causes death during communication*. One student defined a constitution instead of effective communication as; *is the system of law and basic principle in the country*. Another student explained *the government which exists and operates within the same area*. Another student referred to *the group of people which protect human rights in our society*. Interestingly, there were two students who copied phrases from question 3 (iv) *chiefs of the armed force* and question 2 (i) *a form of government whereby the central government shares power with a number of small local governments*.

Furthermore, the sample of these students' responses on the importance of effective communication were as follows; *it help people to avoid/minimize of dangerous, it help to serve life, it help to know others health status, promote and protect human rights, help in inheritance, provide social services, cause death during communication*. A few of these students also

copied some phrases from the passage, multiple choice and matching items questions and presented them as answers of this item, such as; *physical work and simple work, participation in work, and urban authorities, the president, judiciary and executive, the president, cabinet and judiciary.* some students skipped this item which indicates that they either lacked knowledge on the subject matter or had no English language.

Item 5 (b) instructed the students to define a union government and give two points on its importance. Students with adequate mastery of the subject matter on the forms of governments were able to state that a *union government is a form of government in which two countries or nation or government join together to form one government or country.* They cited the example of the United Republic of Tanzania which is a union of Tanganyika and Zanzibar. Similarly, one student referred to it as a *form of government when two nations join together* and while another student referred to it as *the type of government in which two/more states join together to form one state under one central government, a good example is the United Republic of Tanzania.*

Furthermore, knowledgeable students were able to provide relevant points on the importance of a union government like; *strengthens cooperation and unity, people from both states are able to share ideas and cooperate effectively, helps to maintain peace and security, union government creates a peaceful atmosphere and the military forces can fight in time of war, it promotes love and belongingness between two union states, promote brotherhood and cooperation among people, it facilitates free movement of the people, goods and service from one part of the union to another and allows sharing resources available within the union.*

On the other hand, students with insufficient knowledge about a union government provided irrelevant responses. One student for example, defined a union government as *the government that have their own government and have all principle of democracy.* Another student wrongly defined the term as *the system of organization machinery for organizing people.* Another student misconceived the term by giving a description of citizenship as: *the right of a person to belong to a particular country.* Likewise, another student defined a non-democratic government as *the form of government which is not determined by popular election.*

Moreover, another student copied some phrases from question 2 (iv) that the *system of government through the elected councilor which is also a district councils.*

Moreover, some of the students who failed to identify the importance of the union government gave the following arguments; *it helps people to get their rights, it helps the government to be acceptable, it helps to understand human rights and responsibilities, it helps to make a republic government.* There were also students that skipped this item which was an indication of inadequate knowledge of the concept and lack of English language skills. Extract 5. 2, is a sample of an irrelevant response from the script of a student.

(b) Union government
Definition... A system OF governance where by there is transfer OF authority to the people through OF elected councillors
Importance
(i) government
(ii) non-government

Extract 5.2: A sample of incorrect response to question 5(b).

In extract 5.2, the student failed to define a union government by stating that it is a system of governance whereby there is transfer of authority to the people through elected councilors.

In item 5 (c) students were required to define an opposition party and to give two points on its importance. Students who were familiar with the multiparty political system were able to provide relevant definitions of an opposition party. One student defined an opposition party as; *a political party which loses during the general election and tends to form a shadow government in the parliament.* Another student referred to *a party that has power and mandate to oversee the activities of the ruling party. The main opposition party forms a shadow government other than the ruling government.*

Furthermore, these students provided relevant arguments on the importance of an opposition party. One student for example pointed out the following: *it checks on the actions of the ruling party hence it promotes government accountability*; another student stated that *an opposition party helps in providing civic education to the local people*. Similarly, another student argued that *it a source of alternative ideas for the government in power to fulfill the national goals, overseeing if the government in power is doing its responsibility, questioning various plans initiated or implement by government*.

In contrast, the students with inadequate knowledge of the multiparty political system provided wrong definitions of an opposition party. One of these students for instance, defined opposition party as *the system of democracy which involves only few/one political party*. Similarly, another student defined an opposition party as; *the party that stand against discrimination among people especially disabled and non-disabled, in order to make the disabled to feel well*. Another student described an opposition party as *the system of having many political parties*.

Furthermore, these students failed to identify the importance of an opposition party by providing the following wrong reasons such as; *helps people to make their good option, helps people to choose their multiparty system interpret bills from parliament members, it helps people movement from one place to another*. Another student argued *that the opposition party is a symbol of Tanzania and unity*. Furthermore, another student claimed *that an opposition party it is a source of revenue*. Some of these students either skipped this item or wrote incomprehensible sentences. Other students copied some phrases from other questions and presented them as responses for this item.

Item 5 (d) required students to define the term stable marriage and to provide two points on its importance. Students with adequate knowledge about a stable marriage provided correct definitions. One student for example, defined a stable marriage as *the type of marriage which is formed on the foundation of love, trust, respect and agreement between the two partners*. Another student referred to it as *a marriage which observes or maintains love, peace and respect for partners to establish a stable marriage they should go through courtship*. Similarly, another, student

referred to a legal and formal bond between a man and a woman as husband and wife where agreement, love, trust and transparency are observed among the lovers or couples. Additionally, one student referred to it as a marriage which has peace, love, respect, trust and happiness between husband and wife.

Furthermore, these students also provided relevant points on the importance of a stable marriage, some of the sampled students responses included; *it helps to create a strong base for the development of family, it enhances culture of tolerance among its members, promotes peace, promotes love, promotes respects and promotes unity, it is a source of stable family which will raise children with good morals and productive citizen's later and it helps to raise hardworking and responsible children which brings up good citizens.* These responses are an indication that students had in depth knowledge of the topic on family life.

On the other hand, some of the sampled responses from the scripts of the students with inadequate knowledge on stable marriage had the following wrong definitions such as; *it is the union of matured male and female, it is a union of man and women as a husband and wife, it is the union of man and woman as a husband and wife who are preparing for marriage.* These students had challenges in identifying the importance of a stable marriage by arguing that; *it reduces some crimes, it enables to receive loans from neighbours, it enables to be close to family relatives.* Some of these students copied some words from distractors in question 1(xx) such as *physical work and mental work.* Others skipped this item which is an indication of either lack of English language skills or inadequate knowledge on the subject matter.

Item 5 (e) required the students to define gender empowerment and give two points on its importance. Students who were familiar with gender concepts were able to define gender empowerment as; *measures and effort taken to bridge the gap between male and women, promoting equity of the two gender for example, women empowerment to contest for parliamentary and other political activities.* Another student defined gender empowerment as; *the efforts of making sure that there is equality between man and women in the society by giving more priority to the oppressed gender in order to bring equality between the genders.* Nevertheless, one student referred to

gender empowerment *as all measures taken in order to ensure that there is equal participation in development activities and gender equality in the society*. Therefore, students who provided correct responses were familiar with gender concepts.

Similarly, sampled answers from student's scripts indicates; a thorough understanding of the importance of gender empowerment. Some of the students for example stated that *it facilitates equality between men and women; it helps to minimize discrimination and inequality in the society*. Another student in this category pointed out that; *it promotes women to exercise their rights for example, participation in political activities; it helps women to realize their potential as human being*. Others explained that *it helps women to improve their economic welfare; it helps to make women free from abuse and torture, it promotes fairness between male and women in the nation*.

On the other hand, the students who lacked sufficient knowledge of the concept of gender empowerment provided irrelevant responses on both definitions and importance of gender empowerment. One student defined gender empowerment as the *behavior and roles played by males and females in the society*. Another explained that *it is the fact of being male or female* and others referred to it *as the social relationship between men and women*. These sampled students responses wrongly referred to gender and sex as opposed to gender empowerment. Similarly, one student incorrectly referred to gender empowerment as *the fixed attitude, ideas and practices on a particular gender* which in fact refers to gender stereotyping. Likewise, one of these students referred to gender empowerment as, *the action of having a leader in power without discriminating any sex either male or female*. One student referred to it *as a situation whereby man or women are free to do correct decision making*. Another of these students copied a phrase from question 2 (v) *A government organ which is made up of elected people from their constituencies*.

Furthermore, these students failed to provide correct points on the importance of gender empowerment. Some of the sampled responses included one from a student who claimed that *it helps people to do work in the society, it helps to prevent gender discrimination*. Another of these student explained that; *it helps to understand types of gender, it provides*

social services like schools, roads and hospitals. Likewise, another student explained *that it helps to remove conflicts among the citizens and the government.* These incorrect responses suggest that these students were not conversant with the subject matter.

Item 5(f) instructed the students to define a bill of rights and give two points on its importance. One knowledgeable student defined a bill of rights as *a list of rights and freedom guaranteed to all people in the country's constitution, the document that describes the basic liberties of the people and forbids the government from violating those rights.* Another student referred to it as *the human rights that are included in the constitution of a particular country.* On the importance of a bill of rights these students explained that; *it helps to promote respect for human dignity, it guarantees people's freedom and liberties, it provides freedom of speech and expression, freedom of association and assembly and helps to make life more enjoyable, e.g. right to better standard of living and medical care, helps to provide security to all people, it promotes democracy and good governance and allows the citizens to participate and enjoy their political life and it helps to control the abuse of power of a leader by preventing them from denying citizen's rights and it ensures the maintenance of human rights.* These well-articulated responses indicate that the students had in depth understanding of the concepts of the bill of rights and its importance in the society.

On the other hand, the students who lacked adequate knowledge of the Bill of rights demonstrated various misconceptions. Some of them wrongly associated the bill of rights with the bill presented during the law making process in the parliament by stating that it is *the proposed laws of principles of fairness, justice and freedom that are suggested and discussed by the parliament and have only been signed by the President to become the law, is the process of making laws of the country, it is the proposal of new law/amendment of existing law which has not yet been approval by the President.* Similarly, another student provided a vague definition such as *the proposal of a new law a bill of rights there should be right for a person to agree whether of should be there or no so citizen are allowed to give comments and presidents then approves the law.* some of these students omitted the item altogether an indication that they lacked knowledge on the concept of bill of rights while others copied phrases from the items in

question 2 (ii) and (iii). Such as *a leader of the government who has power to pardon jailed criminals.*

Student's inadequate knowledge of the concept of bill of rights was also evident in the second part of the item. As they also gave wrong responses such as; *explain the women rights and how can be protected, it helps the minister to provide suggestion on them and it has the power to make laws, it has member from the judiciary.* Some of these students skipped the item altogether an indication that they lacked knowledge on the concept. Extract 5.3 is a sample of an irrelevant response from the script of a student.

(f) A bill of rights
Definition..... <i>Is a proposal for a new law or for the amendment of an existing law.</i>
.....
.....
Importance
(i) <i>It result the amendment of new law:</i>
.....
.....
(ii) <i>It is approved by president and to become a law:</i>
.....

Extract 5.3: A sample of an incorrect response to item 5 (f)

In extract 5.3, the students gave wrong definition of a bill of rights as a proposal for a new law and on its importance he/she argued that it results to amendment and it is approved by president to become law.

In item (g) students were required to define life skills and give two points on its importance. The students who had good understanding on the concept of life skills were able to provide correct definitions. One student for instance defined life skills as *the ability of an individual to apply knowledge and skills to control the environment, negotiation skills assertiveness and awareness skills.* Another student referred to it as *the abilities of a person to live happily and have peace of mind in the society.* Similarly, one student stated that *these are mental abilities which help an individual to manage and control him/her self in various situations in life.*

Furthermore, these students correctly demonstrated the importance of life skills as their sampled responses are a testimony to students mastery of the subject matter, some of their responses included; *they help in developing critical thinking skills, help to increase the ability to plan ahead and choose*

effective solutions to problems, it help individuals to operate in cooperative manner, help one to manage peer pressure, help people to live comfortably and become more productive in the society and helps in solving persisting problems notably unwanted pregnancy, drugs abuse, suicide and HIV/AIDS pandemic and to enable individuals to translate the knowledge into proper behavior.

On the other hand, the students with inadequate knowledge of life skills defined life skills as *the study of rights and responsibilities of citizens*. Another student stated that *it is the ability to do something in the society*. Another student claimed that *it is a legal right a person to belong to particular country*. These students provided incorrect importance of life skills including *it is a source of government income and it enable people participation in society, it helps to demand the limited rights and freedoms by force, gives people room to join organizations of their choice, it helps to get money*. Some of these students skipped this item altogether which indicated lack of knowledge on the subject matter and inadequate English language skills or basic literacy skills.

Item 5 (h) required the students to define the Traffic Police and give two points on their importance. Some of the sampled correct responses of the Traffic Police included; *they are the public officials concerned with the safety of the road users by ensuring the road signs are followed, special people who direct and ensure safety on the road so as to prevent road accidents, is a person trained about road safety and employed to ensure road safety to the road users, he/she also provides education on the road safety to the society and is a qualified person who control and educate on proper use of roads, observes rules and road safety*.

Furthermore, these students were also able to identify the importance of the Traffic Police such as; *they helps in providing road safety education to the road users, help in making checkup of all vehicles and give out suggestion for improving them, help in implementing by laws for safe road use, help in supervising and observing the use of road signs or traffic signs and help in providing reports when an accident occurs, ensures that all the road safety rules are followed*. Extract 5.4, is a sample of a good response from the script of a student.

(h) Traffic police

Definition... Traffic police are police officers whose main responsibility is to maintain and ensure road safety, and also follow up if road safety rules and regulations are being followed:

Importance

(i) Traffic police help to maintain road safety in roads as they follow up on road safety rules and can also provide road safety education

(ii) Traffic police help to prevent and/or reduce traffic jams on the roads by controlling movement of vehicles and people:

Extract 5.4: A sample of a good response to question 5(h)

In extract 5.4 the student was able to define a traffic officer and identify the importance of the traffic officer such as to maintain road safety and reduce traffic jam.

On the other hand, a variety of misconceptions of the Traffic Police were put forward by some students with inadequate knowledge such as; these *are signs that give information the road users*. One of these student argued that the *Traffic Police are the signs which found nearest the road in order to provide guidance and information to the road users*. Another student associated the Traffic Police with the road accidents by arguing that it is *the distasteful event that occurs unexpectedly on the road and cause injuries*. One student defined the Traffic Police *as a system of law*. Similarly, another student claimed that *traffic police is also known as the traffic sign*. Many of these students failed to identify the importance of the Traffic Police by stating that the Traffic Police *give the passengers freedom, it is the source of government revenue, gives information to travellers, it helps to provide security of the government, it protects individual rights*. These responses are an indication that some students are not familiar with the topic of Road Safety Education. Moreover some of these students omitted the item or wrote phrases which were illegible.

In item 5(i) the students were instructed to define responsibilities of citizens and give two points on its importance. The sampled responses revealed that the students that performed well in the question had adequate knowledge on

the concept of responsibilities of citizens. These students provided a relevant definition such as: *duties or tasks that a member of a community or country ought to do in a particular nation*. Others referred to *the duties that every citizen in any society is supposed to fulfill them*. The students' competence was also observed through the manner they exhaustively explained the importance of responsibilities of citizens as follows: *it promotes citizen participation in various civil activities, it enables citizens to gain income by participating in work, it ensures development of the country since citizens would have performed their responsibilities such as paying taxes, it helps in maintaining peace, order and security by obeying laws and honoring constitution, it facilitates equal access of human rights to both citizen* Extract 5.5 is a sample of a correct response from the script of a student.

(i) Responsibilities of citizens

Definition. *Responsibilities of citizens are the purposeful activities that are performed by citizens for national and personal benefits. Examples of citizen responsibilities are civic responsibilities and economic responsibilities.*

Importance

(i) *They promote society and national development at large since responsibilities especially economic responsibilities contribute to improvement of national economy.*

(ii) *Citizen responsibilities promote citizen participation in various activities like choosing leaders in elections.*

Extract 5.5: A sample of a correct response to item 5(I)

In extract 5.5 the student was able to define responsibilities of a citizen and its importance such as promoting national development and participation in political activities

On the contrary, students who had inadequate knowledge about responsibilities of citizens provided a number of irrelevant definitions such as *is the ability that a citizen should do, for example, working hard, decision making, is the representative of good behaviour of citizens and used belongs to person in our society or country areas, is the study of rights, duties and responsibilities of a citizen*. Similarly, another of these student claimed that it is *a legal right to a person to belong to a particular*

country. One student also stated that *it is system of government where there is transfer of authority to the people through elected councilors*. On the importance of responsibilities of citizens they argued that *it helps to understand our nation, it provides strength to the people and it enables of member to participate in development*. These responses indicate lack of knowledge of the responsibilities of citizen and inability to identify the demand of the question. There were also some students that skipped the item. Extract 5.6 is a sample from the script of a student who gave the wrong answer.

(i) Responsibilities of citizens
Definition <i>A system of governance where by there is transfer of authority to the people through elected councilors.</i>
Importance
(i) <i>Citizenship by birth</i>
(ii) <i>Citizenship by naturalization</i>

Extract 5.6: A sample of an incorrect response to item 5 (i).

In extract 5.6 the student failed to define responsibilities of citizens by stating that responsibilities of citizens is the system of governance whereby there is transfer of authority to the people through the elected councilors.

Item (j) instructed the students to define the concept of responsible decision making. The students who were familiar with the concept of responsible decision making were able to define responsible decision making as *making a choice after a careful judgment of the options one has*. Another student defined responsible decision making as *ability of an individual to choose the best course of action among possible alternative after a careful judgment of options*. Similarly, another of these students stated that responsible decision making is the *making of choice and choosing the best from alternatives after knowing the consequences of the problem*. In addition to that, these students were able to identify the importance of responsible decision making such as; *it helps to generate effective alternatives to solve problem, by solving problems people cooperate together and that lead to the development of the country, it helps in the*

proper utilization of the number of the resources available in our society, it brings peace and harmony in a society, it help to prevent conflicts and misunderstanding. Extract 5.7 is a sample of a good response from the script of a student.

(j) Responsible decision making
Definition <i>Is the process of making the best choice after careful considering the consequences that may help happen as a result of choice made. steps to be followed are problem identification, listing possible solutions, choosing criteria to use, evaluation, making a decision and checking the results.</i>
Importance
(i) <i>It promotes effective utilization of the available resources for the development of individuals and the country at large.</i>
(ii) <i>It facilitates total solving of problems that face people in the community, example poverty and eruption of diseases.</i>

Extract 5.7 is a sample of a good student response for item 5(j)

In extract 5.7, the student was able to define responsible decision making and provided its importance such as effective utilization of available resources and promoting development by alleviating the problem of poverty.

On other hand, the students who lacked adequate knowledge about responsible decision making provided a number of irrelevant definitions. One student for example, defined as *anything that a person must do*. Another student claimed that *it is the process whereby citizen make their own judgment and to be listened as the citizen/member of different groups*. Likewise, another of these students wrongly associated the concept of responsible decision making with the concept of human rights by defining it as; *the importance of limiting the exercise of some human rights and freedom*.

Furthermore, some of the students with inadequate knowledge on the concept of responsible decision making also mixed concepts. One student for example, wrongly associated the concept of responsible decision making with that of human rights by stating that *it control powerful individual from denying others people's rights, it help to demand the limited rights and freedoms by force*. Another student pointed out that *it help people to live freely and fairly without fearing about people*, A few of these students skipped this item or wrote illegible sentences as answers.

Students with scores ranging from 26 to 40 marks demonstrated adequate knowledge of the subject matter, had good interpretation of the demands of each item and were able to construct meaningful sentences. The performance of students in this question suggests that there is need for students and teachers alike to put more effort in the acquisition of knowledge of civics concepts.

2.6 Question 6: Road Safety Education

The question instructed the students to use six points to explain different measures for preventing road accidents. A total of 408,913 (68%) students opted for this question. The performance was weak as 71.8 percent of the students scored from 0 to 4 marks, 23.3 percent scored from 4.5 to 9.5 marks and only few (4.9%) scored from 10 to 15 marks. Figure 6 show the performance of students in question 6.

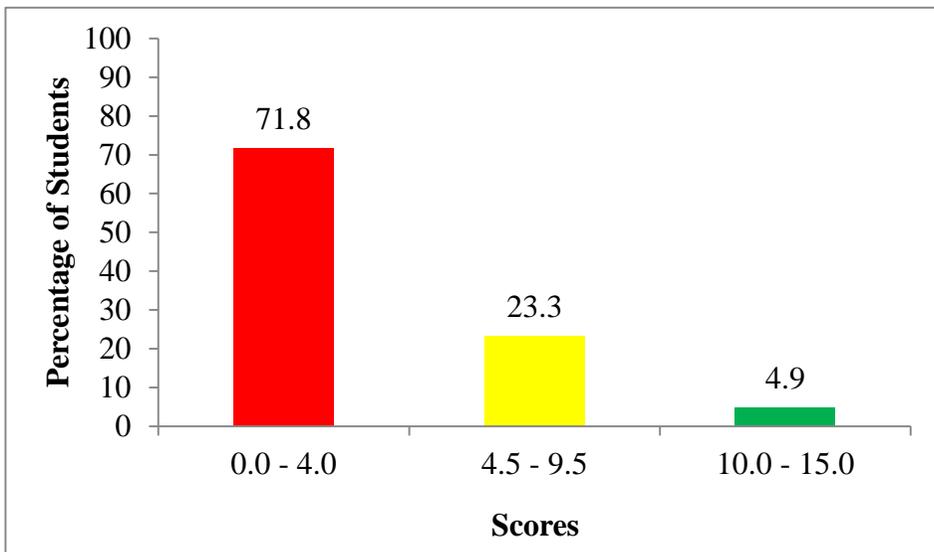


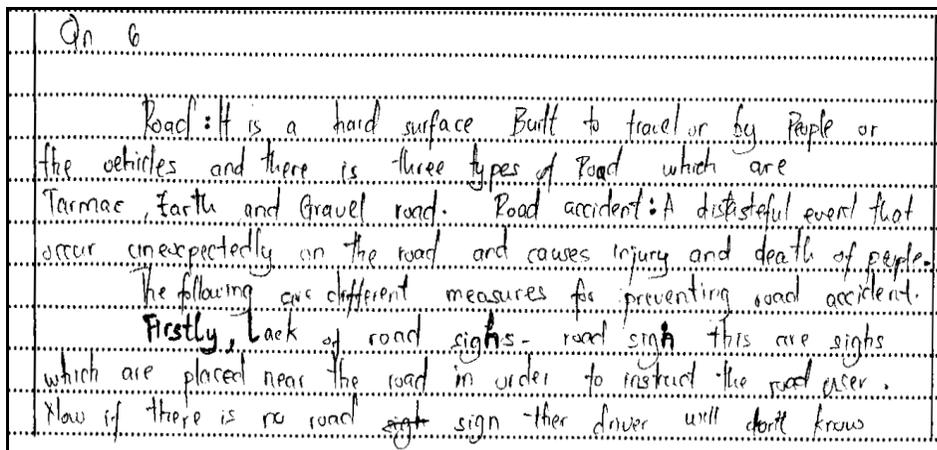
Figure 6: *Students' Performance in Question 6*

Figure 6: shows the weak performance of the students in question 6 as 71.8 percent of the students scored from 0 to 4 marks.

The Students whose scores ranged from 0 to 4 marks (71.8%) provided varied irrelevant responses which indicated inadequate mastery of the subject matter;

inability to identify the demands of the question and lack of essay writing skills. One student, for example went astray by citing causes of road accidents such as *poor infrastructure, poor driver, poor science and technology, to drive a car while having stress, to drive a car while drinking alcohol and to drive a car under 18 years*. Likewise, another student pointed out *high speed, drivers don't obey road, roads narrows, drunkard of alcohol, lack of road safety education, poor road condition, drug abuse*. One student also argued along the same line by citing *defective vehicles, lack of road sign, careless driver, playing near the road, lack of good road, lack of warning sign, lack of rule of road, lack of traffic police and lack of education for the person*.

Similarly, another major trend of the incorrect responses provided by students focused on the effects of road accident such as *poverty, injuries, depopulation, source of orphanage and underdevelopment*. On the whole, students' responses in this category were characterized by incoherent elaborations, lack of a plausible introduction, conclusion or both coupled with inadequate English language skills. This in turn contributed adversely to poor students' performance in this question. Extract 6.1 is a sample of a poor student's response.



Qn 6

Road: It is a hard surface Built to travel or by people or the vehicles and there is three types of Road which are Tarmac, earth and Gravel road. Road accident: A distasteful event that occur unexpectedly on the road and causes injury and death of people. The following are different measures for preventing road accident.

Firstly, Lack of road signs - road sign this are signs which are placed near the road in order to instruct the road user. Now if there is no road sign then driver will don't know

what is ahead of him if it is slippery road or stop at junction or gravel ahead or no over taking. which will lead him to damage his or her car or injury of him or will lead him to death. That is why most of the accident are happen because of lack of the road sign.

Poor road condition. Most of the poor countries like Tanzania we a lacking good roads because of the economic sector. Now this is the factor which cause road accident to the people who are drivers. When a person is passing in Tarmac road when ~~she~~ or she meet with a turn part his or her tyre will burst which will lead to fall down of the car which will damage a property.

Reckless drivers. Reckless drivers are drivers who do not follow road sign while driving there vehicles. This is one of the factor which cause road accident. Example: may be when a person is driving a car while he did not see the zebra crossing sign he or she does not follow the rules and the regulation so when he pass he meet another one is person crossing the road and the will be death of the pedestrian.

Drunkard drivers. Some of the drivers are drunkard and they do not function well there brain so he might cause accident to the people and damage and even him might get injury and can cause death.

Careless drivers. Some of the drivers do not like there work you might get them with while driving they are chatting, play with phone and they can cause road accident be cause of being careless.

Playing near the road. Some of the parents leave there children just to go and play near the road. Example when the ball just go on the the road they follow it without looking which car is passing or crossing the road and when they go they will be bitened by car which will cause for them death and the damage of property.

In conclusion to that the following above are the factor for the road accident.

Extract 6.1 A sample of incorrect response to question 6

In extract 6.1, the student failed to identify the demands of the question by explaining the causes of road accidents such as reckless drivers, poor road condition, lack of road signs, drunkard drivers and playing near the roads etc.

Moreover, students with average scores ranging from 4.5 to 9.5 marks (23.3%), largely adhered to essay writing rules and managed to organize their ideas although some failed to exhaust the relevant points. Some of them also presenting a mixture of correct and incorrect responses, repeated some points and lacked a plausible introduction or conclusion. Some students in this category also tried to clarify their points but had inadequate English language proficiency which in turn adversely affected their ability to score higher marks.

On the other hand, students with scores ranging from 10 to 15 marks, (4.9%) exhibited mastery of the subject matter and had good flow of ideas. In the first place they provided a plausible introduction and conclusion. One student for example comprehensively wrote the following introduction in his/her essay;

Road accident is a distasteful and unexpected event that occurs on the road and cause injuries, death and damage to people and properties. These accidents are caused by many factors such as reckless drivers who do not obey road signs, driver who drive while drunk and overloading vehicles. Other causes are driving defective vehicles and allow unqualified drivers to drive. These accidents cause many problems such as damage to properties, deaths of people and permanent disabilities.

Other striking qualities of the student's essays in this category were adherence to essay writing rules, clarity of points coupled with good English language proficiency. One student for example elaborated the following measures for preventing road accidents such as; *improvement of road infrastructures, improving law enforcement mechanism, provision of regular medical and health checkup to drivers, provision of education to road users, timely repair and maintenance of vehicles, discouraging drivers to use cellular phones when driving, discouraging drugs abuse while driving.* In addition to that, these students were able to provide a relevant conclusion. The scores of students varied depending on the merit and clarity of the essays, ability to provide a plausible introduction and conclusion as well as good English language skills. Extract 6.2 is a sample of a good response.

06. Road accidents are distasteful and unexpected events that occur on the road and cause injuries, death and damage to people and properties. These accidents are caused by many factors such as reckless drivers who do not obey road signs, drivers who drive while drunk and overloading vehicles. Other causes are driving defective vehicles and allow unqualified drivers to drive. These accidents cause many problems such as damage to properties, deaths of people and permanent disabilities. Therefore in order for these problems to be avoided, several measures have to be taken. These measures include the following:

Providing road safety education. Mass education on road safety should be provided to road users such as pedestrians, motorists and cyclists. This education involves the meaning and importance of road signs, how to cross the road safely. By providing this education, road users will be aware of how to prevent themselves from danger of accidents.

Avoid overloading vehicles. Drivers and owners should avoid overloading their vehicles by ensuring that the properties or loads to be carried correspond to the ability of the vehicles. Overloading can cause accident since it makes the work of turning a corner difficult so sometimes the vehicle may leave the road and cause accident.

Avoid driving while drunk. Drivers should drive while physically and mentally fit. They should avoid drinking alcohol since it tends to reduce the ability of the driver to take proper control of the car. Also there must be laws to punish those who drive while drunk to act as a lesson to other people who do the same thing.

Driving licences should be issued to qualified drivers only. An organization responsible for issuing driving licence should make sure that they issuing licence to qualified drivers only who have enough skills and knowledge on how to drive the car carefully and safely. This helps to avoid or reduce the occurrence of accidents since the driver has enough control over the car.

Observing road signs. Road signs and symbols along the road which direct road users on how to use the road safely by giving directions, warning, order and information. Therefore road users should observe and respect road signs carefully. Example of these road signs include traffic lights which are yellow, green and red and zebra crossing for pedestrians to cross the road.

Avoid driving defective vehicles on the road. Drivers should not drive defective vehicles on the road since they are not efficient enough to travel on the road. Sometimes these defective vehicles may leave the road and cause damage to people and properties or damaging bridges. Also, these defective vehicles may sometimes

be unable to negotiate corners easily. Therefore those vehicles should not be allowed on the road until they are repaired and become efficient for transporting people and commodities or properties.

Generally, road accidents are avoidable by following and taking into considerations measures explained above. Therefore all road users should observe the measures to prevent road accidents so as to reduce or avoid their effects. By doing these people will use roads safely without any fear of accidents.

Extract 6.2: A sample of a good response to question 6

In extract 6.2, the student was able to explain the different measures for preventing road accidents such as providing road safety education, observing road signs, avoiding overloading vehicles, driving license to be issued to qualified drivers etc.

2.7 Question 7: Gender

The question instructed students to use six points to explain social-cultural practices which hinder equal participation of men and women in the society. The question was attempted by a few students 115,231 (19.2%). The performance in this question was poor as 81.7 percent of the students scored from 0 to 4 marks, 14.6 percent scored from 4.5 to 9.5 marks and only 3.7 percent scored from 10 to 15 marks. Figure 7 shows the performance of students in question 7.

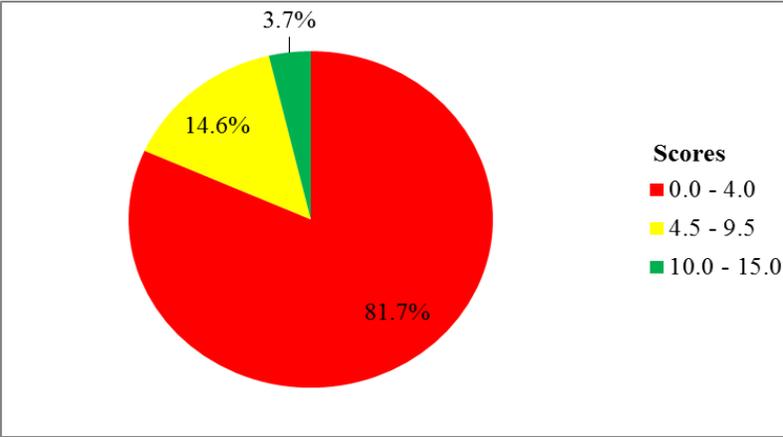


Figure 7: Students' Performance in Question 7

Figure 7, shows the performance of the students in question 7 was weak as 81.7 percent of the students scored from 0 to 4 marks.

The students with weak scores ranging from 0 to 4 marks (81.7%) had the following weaknesses in tackling the question; lack of knowledge of the subject matter, failure to address the demands of the question, inadequate English language skills and failure to adhere to essay writing rules. One student for example failed to provide a plausible introduction by focusing on "Gender" instead of "Socio-cultural practices" as follows; *Gender is the relationship between men and women in the society or is the relationship between men and female in the given society or social relationship between man and female in the society.* In the main body one of the common wrong answers to the question was the means through which the society can be sensitized to fight against inequalities as well as addressing gender gaps between men and women in the society. One student for example, pointed out; *the use of mass education, adjust the school curriculum, use of mass media, women empowerment, women and men should be treated equally and women participation in development activities, enhancing laws to protect gender rights, providing equal roles in the society, avoiding discrimination.* These answers were directed at addressing the challenges associated with the existing socio cultural practices contrary to the demands of the question.

Similarly, some students misunderstood the question by focusing on the institutions which can promote gender equality. One student, for example pointed out; *equality is demonstrated in schools, hospital, in business, in sports, in security and defense.* Furthermore, other students pointed out the common rights enjoyed by both males and females by virtue of being human being. The student who deviated from the demands of the question defined human rights as a the common rights enjoyed by both men and women such as; *choosing leaders, right of doing work, suggestions something in the family, being representative leaders, right of living.* Likewise, there were students who focused their attention on the major concepts in gender issues. one student defined gender in his/her introduction and in the main body discussed *gender empowerment, gender equality, gender roles, gender analysis, gender stereotyping, gender discrimination, productive roles and reproductive roles.* Another astonishing deviation was from a student who discussed about socio-economic activities like; *agriculture, security, trade activities, fishing activities, tourism, transport and communication and hospital* instead of

social-cultural practices which hinder equal participation of men and women in the society. Extract 7.1 is a sample of an incorrect response from the script of a student.

7. Socio-cultural practices are all practice that in the society to doing men and women. The following are the socio-cultural practices which hinder equal participation of men and women in our society.

Agriculture; This due to the socio-cultural practices which hinder equal participation of men and women in our society due to men and women are cooperate to go the farm to dig.

Fishing; This due to the socio-cultural practices which hinder equal participation of men and women in our society because the men and women to participate for doing work.

Mining; This due to the socio-cultural practices which hinder equal participation of men and women in our society due to men and women it participate to minning for example copper, gold and other.

Tourism; This due to the socio-cultural practices which hinder equal participation of men and women in our society for example men and women move from one area to another.

To birth a children; This due to the socio-cultural practices which hinder equal participation of men and women in our society for example women to take a pregnance from men.

To cooperation of socio-cultural in a society; This due to the socio-cultural practices which hinder equal participation of men and women in our society example social service school and other.

There fore, the socio-cultural practices which hinder equal participation of men and women in our society is very important for developing of society.

Extract 7.1 A sample of an incorrect response to question 7

In extract 7.1, the student failed to identify the requirement of the question by explaining economic activities performed by people in the society such as agriculture, mining, fishing, tourism etc.

Furthermore, students who scored from 4.5 to 9.5 marks (14.6%), were able to address the demands of the question and had adequate mastery of the subject matter, relative good English language skills but gave inadequate elaborations to some of the points, they repeated some points and were unable to exhaust the required points. This reduced their potential to score higher marks.

On the other hand, marks ranging from 10 to 15 marks were scored by (3.7%) students who were able to comprehend the demands of the question. They offered relevant points with detailed elaborations, had good flow of ideas coupled with good English language proficiency. Furthermore, they provided a credible introduction and conclusion. One student for instance explained in detail the socio-cultural practices such as *wife beating, widow inheritance, forced marriage, payment of bride price, early marriage, food taboos, treating women as productive and sexual objects, male dominance in property ownership, unequal participation in decision making and female genital mutilation*. In addition to that, these students provided plausible conclusions to their essays. One student for example concluded by suggesting some measures against sociocultural practice such as; *provision of education to the society, arresting all the people participating in them, controlling school dropout and allowing the exercise of various gender empowering organizations like TAMWA and TGNP may help to stop these socio-cultural practices and promote gender equality*. Teachers need to promote students' awareness on socio cultural practices which hinder equal participation between men and women in our society. Extract. 7.1 is a sample of a good response.

7. Explain six socio-cultural practices which hinder equal participation of men and women in our society.

Socio-cultural practices are the things / practices that involve the cultural norms and traditions that have been done in the community for over a long period of time. They may include the good socio-cultural practices or bad / Negative socio-cultural practices. The negative socio-cultural practices are the ones which should not continue in our society for now since they are outdated, since they bring unequal participation of men and women in our societies. The following are the practices that hinder equal participation of men and women in our society; -

Women discrimination: discrimination is the process of treating one gender best or worse than the other. In our societies the girls are regarded

as people who cannot involve themselves in education since they are people who should stay home and do domestic chores in the families while boys involve themselves in education. Also it occurs in land owning, provision of work since women are seen that they cannot do work and property as men do. This in turn hinders equal participation of men and women in some/most of our societies.

Female genital mutilation: It is also known as female circumcision. Societies that practice this kind of act include the pastoral societies believe that it helps women to become ready for being mothers while it has many effects since women bleed much and in return might cause anaemia or even death. It hinders equal participation in our societies since women/girls who pass after this initiation regard themselves as mature women and led into dropout of the school and engaging in bad immoral practices. This makes them lack education and increase the illiteracy number in our country.

Women being regarded as sex objects: This was practiced in many societies and still going on in some societies as it implies that women are not supposed to do productive work because they are just there to provide leisure for their husbands after they come back from work. This notion is now outdated and has to be stopped since women can do any work that a man can perform. This has led to unequal participation of women in work because they just have to stay home and do domestic chores and wait for their husbands to provide leisure.

Wife inheritance: This is the act whereby a woman is inherited by a young or older brother of the husband once the husband dies. This practice has some several effects such as spread of HIV/AIDS and some sexually transmitted diseases, it is applied in some societies since they regard women as a property that can be inherited and shared. This distributes in the unequal participation of men and women in our societies since women have no right to make their own decisions.

Early marriage: This is a type of marriage that occurs between people of the age below 18 years old. It is also known as Premature marriage. It takes place in some societies because of poverty, payment of bride price and its effects are divorce, spread of HIV/AIDS, orphans and so on. It is an unequal participation of female and male. Since children are denied their rights of education and other children rights. It isn't a good practice.

Spouse beating: It is the beating of the spouse or fellow marriage partner. It is done by some societies such as wakurya in Mwimbo as a normal tradition or practice. It is not good since it may lead to stress to the women, physical problems and even unstable marriage. It is done since women are not given chance to participate in decision making, to own property and so on. It is unequal participation of men and women since once women try to make

decision they are beaten and they cannot own property.
To my conclusion, the above points are some of the practices that hinder equal participation of male and female in our societies. In order to reduce this we have to apply corrective measures towards this practices such as gender empowerment, use of mass media, Provision of mass education and even enacting laws to deal with this behavior. In turn this measures will help to reduce and provide equal participation of male and female in the society.

Extract. 7.2 A sample of a student good response to question 7

In extract 7.2, the student was able to identify the socio cultural practices which hinder equal participation of men and women in the society.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The FTNA 2020 011 Civics paper had seven (7) questions that were set from eleven (11) topics. The topics assessed were *Gender, Government of Tanzania, Promotion of Life Skills, Proper Behaviour and Responsible Decision Making, Work, Responsible Citizenship, Our Nation, Road Safety Education, Human Rights, Family Life and Democracy*. The students' performance indicates that question number 3 (True and False question) which featured the topics on *Promotion of Life Skills, Government of Tanzania, Responsible Citizenship, Family Life, Democracy and Proper behavior and Responsible Decision Making* ranked first as 98.2 percent of students were able to score 30 percent and above marks. Question 4 (Comprehension) featuring the topic on *Democracy* ranked second (92.8%), question 1 (Multiple Choice Items) featuring the following topics; *Our Nation, Promotion of Life Skills, Work, Responsible Citizenship, Human Right, Road Safety Education, Proper behaviour and Responsible Decision Making, Democracy, Government of Tanzania, Family Life and Gender* ranked third (90.7%). Question 2 (Matching Items) featuring the topic on *The Government of Tanzania* had average performance of 47.6 percent.

On the other hand, question 5 (short answers) featuring the topics: *Promotion of Life skills, Government of Tanzania, Road Safety Education, Responsible Citizenship, Democracy, Family Life, Gender, Proper Behaviour and Responsible Decision Making* registered weak performance (26.4 %). Similarly, the weak performance was also registered in both question 6 (essay type) which was on the topic of *Road Safety Education* (28.2%) and question 7 (essay type) which was on the topic of *Gender* (18.3%). See the attached appendix.

The students with exemplary performance demonstrated knowledge of the subject matter, ability to interpret the demands of the question, adequate English language skills, ability in answering comprehension questions and good essay writing skills. Despite the performance, it was observed that few of the students skipped some of the questions, others provided irrelevant responses which is an indication of lack of knowledge of some of the topics from which the questions were set. Some students also failed to identify the demands of the question and had inadequate skills to answer comprehension questions and poor English language skills. They also failed to adhere to essay writing rules.

4.0 CONCLUSION

Students' performance in Civics subject in FTNA 2020 was good as 514,217 (85.57%) students passed the assessment. Comparative analysis between FTNA 2019 and 2020 shows a steady improvement in students' performance in 2020 by 11.76 percent, where as in 2019 students who passed FTNA in Civics subject were 73.81 percent. Most of students had average and good performance in four (4) questions and weak performance in only three (3) questions. The analysis shows that, most of the students had relatively higher performance in objective questions than in short answers and subjective questions. Good performance in some questions was mainly caused by students' wide knowledge in the topics from which the questions were set, good command of English language and students' ability to understand the demand of the questions.

However, the analysis of the students' responses in some questions especially 5, 6 and 7 revealed that the students lacked in-depth knowledge on some topics and sub topics. This is the case of the topic of Road Safety Education and Gender tested in question 6 and 7. Likewise, sub topics; meaning and types of life skills, government, courtship and marriage, types of democracy, the concept of gender, citizenship responsibilities, aspects of human rights, importance of road traffic signs and responsible decision making tested in question 5 (*see Appendix*). This suggests that these topics were not well understood by majority of the students who attempted the questions set from these topics. Other problems noted were inability of some candidates to interpret the demands of the questions, failure to provide clear explanations due to poor proficiency in the English Language and failure to observe examination instructions.

5.0 RECOMMENDATION

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

- (a) Teachers should apply a variety of strategies in teaching and learning of *Road Safety Education* topic. These strategies include; study tours where students get familiar with various road signs, invitation of guest speakers such as the Traffic Police officers to impart road safety education to students. Besides that, teachers should use charts and pictures in teaching and guiding students to brainstorm about measures to reduce the rate of road accidents in Tanzania.
- (b) Teachers should use debates and group discussion in teaching the topic of *Gender*. These strategies can enable the students to internalize their knowledge of gender issues.
- (c) Teachers should use a brainstorming strategy to teach the meaning of the basic concepts on the following topics: *Promotion of Life skills, Government of Tanzania, Road Safety Education, Responsible Citizenship, Democracy, Family Life, Gender, Proper Behaviour and Responsible Decision Making*. Moreover, teachers should use roleplay in teaching so as to reinforce the student's memory on various concepts and their importance.
- (d) Teachers should be encouraged to prepare tests and examinations using a Table of Specification in order to improve the reliability and validity of school based assessment.
- (e) Schools should encourage Civics clubs and interschool debates so as to promote awareness and broaden student's knowledge on contemporary social, political and economic issues.

APPENDIX

ANALYSIS OF STUDENTS' PERFORMANCE PER QUESTION

S/N	Topic	Question number	The percentage of students who scored 30% and above	Remarks
1	<i>Promotion of Life Skills, Government of Tanzania, Responsible Citizenship, Family Life and Democracy, Proper behavior and responsible decision making</i>	3	98.2	Good
2	<i>Comprehension on Democracy</i>	4	92.8	Good
3	<i>Our Nation, Promotion of Life Skills, Work, Responsible Citizenship, Human Right, Road Safety Education, Proper behaviour and Responsible Decision Making, Democracy, Government of Tanzania, Family Life na Gender</i>	1	90.7	Good
4	<i>Government of Tanzania</i>	2	47.6	Average
5	<i>Road Safety Education</i>	6	28.2	Weak
6	<i>Promotion of Life Skills, Government of Tanzania, Responsible Citizenship, Democracy, Road Safety Family Life, Gender, Proper Behaviour and Responsible Decision Making.</i>	5	26.4	Weak
7	<i>Gender</i>	7	18.3	Weak

