



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



STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2024

011 CIVICS



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FOREWORD

The Form Two National Assessment (FTNA) is a formative evaluation marking the midpoint of the four-year Ordinary Secondary Education programme in Tanzania. The assessment is conducted every year to measure the effectiveness of teaching and learning practices. The FTNA is a vital tool for identifying learners' strengths and weaknesses and for implementing appropriate measures to enhance teaching and learning in secondary schools. Students' responses to the assessment questions reflect how the educational system has successfully provided learning opportunities during their two years of secondary education. The assessment, in turn, helps to improve students' performance in future examinations administered by the National Examinations Council of Tanzania (NECTA).

The Students' Item Response Analysis Report (SIRA) of the FTNA for the Civics subject, conducted October 2024, has been prepared and disseminated to offer feedback to teachers, students, parents, policymakers, and all stakeholders in education regarding students' performance in this subject.

The report also aims to enhance understanding of the factors influencing students' responses in Civics. The report underscores the elements that contributed to students' success, including their ability to follow instructions, identify the demands of the questions, demonstrate a strong grasp of the subject matter, and possess sufficient knowledge of relevant concepts. Additionally, the report presents the factors that led some students to underperform, such as difficulties in following instructions, challenges in understanding the task requirements, inadequate knowledge of the subject content, and limited proficiency in English.

The Council believes that teachers, students, educational stakeholders, and the general public will utilise this report to refine teaching and learning strategies to achieve the objectives of the Civics subject.

Finally, the Council wishes to express its gratitude to all individuals involved in the preparation of this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents an analysis of students' performance in the Form Two National Assessment (FTNA) for the Civics subject, which was conducted on 28th October 2024. A total of 797,105 students sat for the 011 Civics assessment. The Civics assessment was set per the Civics syllabus of 2005 and the Format of 2021.

The Civics paper comprised ten questions divided into sections: A with two objective questions (Multiple choice and Matching items), B with seven short answer questions, and C with one essay question. Students were instructed to respond to all questions in the paper. Questions 1 and 2 under section A were worth 15 marks, while questions 3-9 under section B carried 10 marks each, making 70 marks. Question 10 under section C was allotted 15 marks. Students' performance in this assessment was classified based on the following grades, marks, intervals, and remarks: A (75-100) Excellent, B (65-74) Very good, C (45-64) Good, D (30-44) Satisfactory, and F (0-29) Fail.

Generally, the students' performance was average, with 264,731 (33.24%) students passing the assessment out of 797,105. The performance analysis in Civics FTNA 2024 indicates a decrease in performance by 15.03 per cent as compared to the year 2023, where the performance was 48.27 per cent. The analysis reveals that the majority of students who scored higher demonstrated competence in the subject contents being assessed, the ability to interpret the demands of each question, the ability to apply the acquired knowledge, and a good command of the English language. The analysis also indicates that students with low grades lacked the qualities possessed by students who scored higher marks. The data in Table 1 illustrate the trend of students' FTNA performance in the Civics subject for three years.

Table 1: Comparison of Students' Performance in Civics FTNA for 2022, 2023 and 2024

Year	Sex	Performance Grades					Passed	
		A	B	C	D	F	Number	%
2022	M	1,509	4,180	32,454	65,018	188,656	103,161	35.35
	F	1,651	3,878	27,541	60,770	247,438	93,840	27.50
	Total	3,160	8,058	59,995	125,788	436,094	197,001	31.12
2023	M	2,575	8,064	55,978	99,137	152,242	165,751	52.12
	F	2,432	7,454	49,819	109,746	206,929	169,451	45.02
	Total	5,007	15,518	105,797	208,880	359,171	335,202	48.27
2024	M	1,940	7,380	48,130	79,172	222,403	136,622	38.05
	F	1,757	6,476	41,344	78,532	309,232	128,109	29.29
	Total	3,697	13,856	89,474	157,704	531,635	264,731	33.24

Table 1 illustrates a fluctuating performance trend in Civics FTNA from 31.12 per cent in 2022 to 48.27 in 2023 and 33.24 per cent in 2024.

Besides the introductory part, this report presents a detailed analysis of students' question-wise performance to establish how students responded to the questions. To achieve this goal, a sample of students' scripts with good, average, and weak performance were analysed, indicating the question's demands and the kind of responses provided by students. The aim of conducting students' question-wise performance analysis was to uncover students' areas of strength and weakness in responding to the questions. For illustration purposes, samples of responses extracted from students' scripts are presented in this report to provide a general overview of how the students answered the questions in relation to the demands. The performance analysis was presented using charts, graphs, and tables. This report divides students' performance in each question into three categories. Students' performance scores ranging from 0 to 29 per cent, 30 to 64 per cent, and 65 to 100 per cent, represented by red, yellow, and green colours, respectively, are considered weak, average, and good. Performance analysis is followed by the reasons for students' good, average, or weak responses to each question item. The last part of the report offers recommendations, a conclusion, and a summary of students' performance in each question/topic.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH QUESTION

This part presents the analysis of students' performance in each item question. It shows the number of students who attempted each question and explains the quality of their responses. The question-wise performance in this part is presented as weak, average, and good. The level of performance was measured against the total number of marks allotted to each question.

2.1 SECTION A: OBJECTIVE QUESTIONS

2.1.1 Question 1: Different Topics

This was a multiple choice question consisted of ten multiple-choice items (i - x) from topics covering Work, Government of Tanzania, Proper Behaviour and Responsible Decision Making, Responsible Citizenship, Democracy, and Life Skills. In this question, students were required to choose the correct answer from the given alternatives (A - D) for each item (i - x) and write the letter corresponding to that response in the box provided. Each response was worth one mark, making a total of 10 marks.

The analysis of students' responses shows that the performance in this question was average, with 63.32 per cent scoring from 3 to 10 marks. Specifically, 292,367 (36.68%) students scored from 0 to 2 marks, 444,526 (55.77%) scored from 3 to 6 marks, and 60,212 (7.55%) earned from 7 to full marks, which were 10. Students' performance in question 1 is shown in Figure 1.

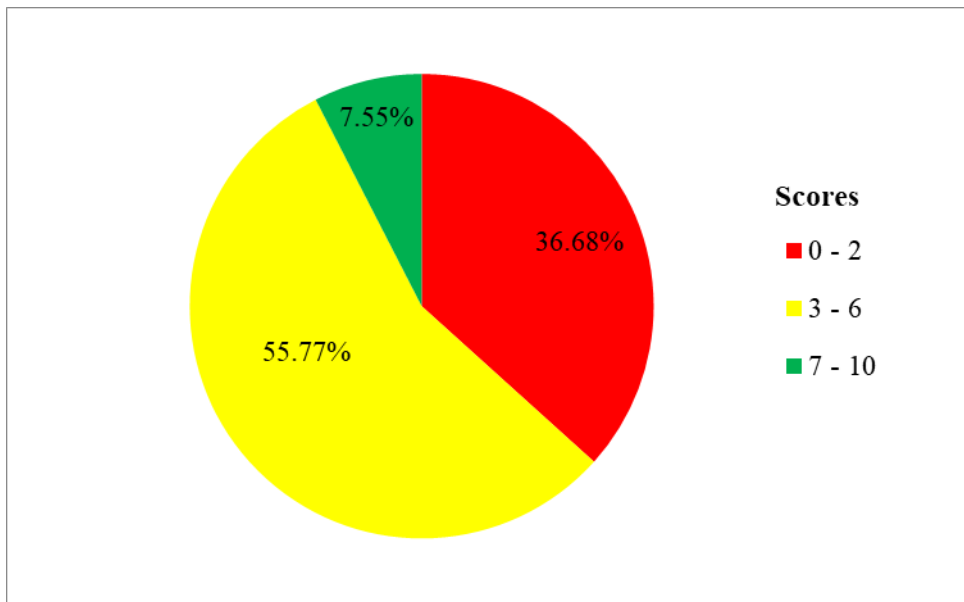


Figure 1: *Students' Performance Categories in Question 1*

In line with the statistical overview of students' performance, as presented in Figure 1, a detailed analysis of students' responses to each item follows.

Item (i), which tested students' ability to analyse the qualities of work, was derived from the topic of *Work*. From the given alternatives (A - D), students were required to identify the correct characteristics of work. The question asked: *Which one of the following is the correct characteristic of work?* The provided alternative responses were;

- A Any kind of activity which is subjected to payment.*
- B Any lawful activity that a person does to sustain one's life.*
- C Any activity that helps a person to earn income.*
- D Any income-generating activity which must be respected.*

Students who selected the correct response B, "Any lawful activity that a person does to sustain one's life" were aware that work is a physical or mental legal activity that an individual does to earn a living. Also, students in this category were aware that no society can exist without work. Hence, every member of society must do activities allowed by the law of the land to improve living standards and develop the nation. On a contrary fashion, students who chose response A, "Any kind of activity which is subjected to payment", C "Any activity that helps a person to earn income", and D,

“Any income generating activity which must be respected” failed the question, as all payments or incomes must be obtained morally. Only acceptable and lawful activities in society are regarded as work or occupation. Likewise, students who picked the wrong response, D, were unaware that people tend to disrespect some activities, even legal ones.

The second item (ii) assessed students’ understanding of different local government leaders and their responsibilities. The question came from the topic of the *Government of Tanzania*. The question asked: *Who heads the City council?* The availed alternative responses were;

- | | |
|------------------------|---------------------------|
| <i>A City Director</i> | <i>B A Mayor</i> |
| <i>C City Council</i> | <i>D The Chair Person</i> |

Students conversant with the structure of local government, especially the Urban authorities and its leaders, selected alternative B, “A Mayor” which was correct. The students were familiar that a City Mayor is elected from among the councillors within the City to head the City council and serve as chairperson of the full council.

However, not everyone knew that a Mayor heads the city council; thus, some students opted for irrelevant options. For instance, some chose the incorrect response A, “City Director”, unknowingly that the City Director is the city council executive officer appointed by the President. The City Director is therefore, the chief executive of day-to-day activities and serves as a secretary to the city council.

In a similar vein, students who opted for alternative D, “The chairperson” failed to distinguish between the City Mayor and the leader of the District Council or Town Council. Such students were unaware that the chairperson is elected by councillors to lead the District or Town council, not the City Council. Similarly, those who were attracted to distractor C “City Council”, lacked an understanding that the City Council is not a person; it is the highest level of the urban authorities which is headed by a Mayor. Other urban authorities in the local government administration are Town and Municipal councils. Generally, students who chose incorrect alternatives demonstrated a weak understanding of the structure of Tanzania’s local government authorities and its leaders.

In item (iii), students' ability to analyse different indicators of desirable behaviour was measured. The question item came from the topic of *Proper Behaviour and Responsible Decision Making*. The question asked: *Despite her better performance in Civics subject, Msongo abstained from being proud in academic aspect and instead she devoted her time to helping her classmates. Which indicator of desirable behaviour would Msongo demonstrated?* The supplied alternative responses were;

- | | |
|--------------------------|-------------------|
| <i>A Self-discipline</i> | <i>B Respect</i> |
| <i>C Honest</i> | <i>D Humility</i> |

Students competent on the topic of *Proper Behaviour and Responsible Decision Making* provided a correct answer by selecting alternative D "Humility". Students who picked the correct response were aware that humility indicates desirable behaviour because it implies the quality of a person not being proud because of his or her achievements or good qualities. Thus, it infers to being humble, modest, able to listen to others and not arrogant.

Conversely, some students who were incompetent with the topic from which the question originated selected incorrect responses A, "Self-discipline", B, "Respect", and C, "Honest". Self-discipline was incorrect because it denotes the ability to control and regulate one's emotions, behaviour, and actions in the face of temptations and distractions to remain in the same cause. In a nutshell, it is the practice of setting and sticking to personal goals or principles despite difficulties. Likewise, respect was not the answer because; it refers to treating others with compassion, consideration, and fair-mindedness while acknowledging their uniqueness and feelings. Also, being honest means being truthful, sincere, and transparent in words and actions. An honest person is always open and straightforward rather than hiding or manipulating the truth.

In addition to the preceding question items, item (iv) comprised a question constructed from the topic of *Gender*. The item measured students' understanding of different gender concepts. The question asked: *Ndondondo believes that his sister has no ability for any kind of sports because sports are for men. This belief is associated to which gender aspect?* The alternative responses provided were;

- | | |
|------------------------------|--------------------------|
| <i>A Gender blindness</i> | <i>B Gender identity</i> |
| <i>C Gender stereotyping</i> | <i>D Gender role</i> |

The correct response to this question was C, “Gender stereotyping”. This option was selected by students who knew that such a belief entails the general perceptions or assumptions constructed by society towards a certain sexual group. That means some members of society strongly perceive that there are social tasks and traits for men and others for women. Thus, it is a generalised belief about the characteristics or attributes of men and women or the roles they should perform in society. In this way, gender stereotyping propagates gender inequality.

Unlike those students who selected the correct response, some students went astray by choosing option A, “Gender blindness”, which refers to the inability to recognise differences in gender roles and responsibilities between males and females. In a gender-blindness situation, an individual or society fails to appreciate that men, women, boys and girls have different roles, responsibilities and needs. Gender-blindness can be influenced by conscious or unconscious decisions to disregard gender differences and their negative influences on an individual and society.

In connection to the selection of incorrect responses, students who selected B “Gender identity” were unaware that gender identity infers an individual’s self-conception as a man or woman or as a boy or girl. It is a personal sense of an individual’s gender. Moreover, option D, “Gender role”, was incorrect because it refers to the activities and responsibilities men and women, boys and girls, carry out in society. Gender roles are not primarily determined by biological makeup; instead, they are mainly constructed by the society or culture in one’s society. For instance, both men and women can prepare and save food for the family. Still, habitually, in many societies, that role has been assigned to women.

Furthermore, students’ understanding of the United Republic of Tanzania’s constitutional development process was measured in item (v). The genesis of the question was the topic concerned with the *Government of Tanzania*. The question asked: *In the early 1990s, the provision for the Vice president to be a presidential running mate in General elections was introduced in the constitution of the United Republic of Tanzania. How would you term*

such a constitutional development? The alternative responses provided were;

- | | |
|------------------------------------|-----------------------------------|
| <i>A Constitutional protection</i> | <i>B Constitutional amendment</i> |
| <i>C Constitutional framework</i> | <i>D Constitutional change</i> |

Students with sufficient knowledge of the topic selected option B, “Constitutional amendment”. The students were aware that constitutional amendment means the process of improving or modifying some articles of the constitution to meet the current needs of society. Such students were also aware that in 1992, the Eighth Constitutional Amendment re-introduced multiparty democracy in Tanzania, necessitating the Eleventh Constitutional Amendment in 1994. In this amendment, the parliament introduced the system of running mates under Act No. 34 of 1994. From that moment, the President of Zanzibar ceased being an automatic Vice President of the Union and instead became a member of the Union Cabinet. Therefore, the amendment paired the presidential and vice presidential seats, which is why the vice president becomes a running mate to the union president.

In contrast to students who selected the correct response, some incorrectly selected A, “Constitutional protection”, and D, “Constitutional changes”. Options A and D were wrong because Constitution protection refers to safeguarding constitutional laws from being violated by individuals or the government. Likewise, Constitutional changes mean the process of adopting a new constitution. These students were unaware that the United Republic of Tanzania has been using the same constitution since 1977.

In the same way, students who chose C, “Constitutional framework”, exhibited their inability to understand that constitutional framework refers to the organisation or structure of the constitution as it shows how different parts and laws are organised to form the whole constitution. Thus, it is the pattern of the constitution which shows things like the preamble and opening declarations, how a government is obtained, the distribution and exercise of power, the relationship between different branches of government such as executive, legislature and judiciary and the rights and duties of a citizen in the nation. Therefore, a constitutional framework could not answer this item correctly.

In addition to item (vi), students' ability to analyse the types of citizenship was measured through item (vi). Derived from the topic of *Responsible Citizenship*, the question required students to identify a pair of citizenship not applicable in Tanzania. The question asked: *One of the following pairs of citizenship represents the types of citizenship applicable in Tanzania, except;* Provided alternative responses were;

- A *Citizenship by birth and descent.*
- B *citizenship by decent and naturalisation.*
- C *citizenship by kinship and registration.*
- D *dual citizenship and citizenship by kinship.*

In responding to the question, the students familiar with the types of Tanzanian citizenship chose D, "Dual citizenship and citizenship by kinship". Such students knew that the option included dual citizenship, which is not applicable in Tanzania. Furthermore, these students were mindful that one cannot acquire Tanzanian citizenship without renouncing his or her former citizenship. Likewise, when a Tanzanian gains another citizenship, he or she automatically loses citizenship in Tanzania.

Conversely, students who failed to grasp the requirement of the question opted for irrelevant alternatives. The wrong alternatives included A, "citizenship by birth and descent", B, "citizenship by descent and naturalisation", and C, "citizenship by kinship and registration". Those students were unaware that, all alternatives involved the types of citizenship found in Tanzania. For instance, a person born in Tanzania to Tanzanian parents acquires citizenship by birth. Likewise, citizenship by descent or kinship is granted to a child born either in or outside Tanzania, and one of his or her parents is a citizen of Tanzania. Similarly, citizenship by naturalisation is granted to non-citizens who wish to become Tanzanians by applying to the Minister in charge for citizenship.

In item (vii), students' ability to analyse the functions of political parties was tested. Constructed from the topic of *Democracy*, the item asked: *One of the functions of a well-organized political party is the integration of new members to the party through various approaches. Some of these approaches include the following, except; The* provided options were;

- | | |
|------------------------|-----------------------|
| <i>A Socialization</i> | <i>B Mobilization</i> |
| <i>C Participation</i> | <i>D Persuasion</i> |

The correct response to this item was option D, “Persuasion” because apart from being one of the functions of a political party, it is not one of the approaches used by political parties to integrate new members into their parties. Such students knew that persuasion involves the strategies and tactics used by political parties to convince the public of their policies, values, and the efficacy of their candidates. Persuasion primarily aims to influence public opinion and voter behaviour to garner support during elections or in favour of specific policies. In this view, persuasion is not a formal approach by a well-organized political party to integrate new members. Although persuasion is the art of convincing someone to believe or do something through reasoning, argument, or appeal to emotions, it cannot stand as the sole way for the political party to get new members.

In contrast to the above, the analysis has found that some students lacked knowledge of the integration function of political parties. Such candidates failed to know that integration refers to the process through which political parties bring together diverse groups, interests, and individuals within a society to create solidarity and a collective identity. Its main goal is to ensure social cohesion and stability. In this view, political parties work to unify different population segments, promoting a shared agenda or values. A successfully integrated party can mobilize a more extensive support base, foster loyalty among its members, and create an environment where diverse opinions are acknowledged and considered. The main approaches to achieve the goal include socialization, mobilization, participation, coalition building, inclusivity and community engagement.

Due to the lack of knowledge regarding integrating new party members, some students chose incorrect alternatives. Some students, for instance, selected alternative A, “Socialization”, without knowing that socialisation is the process by which political parties play a role in educating citizens about political processes, ideologies, and the importance of civic participation. Through socialisation the party influences, internalises and develops party values, ideas, attitudes and perceptions among new members, ultimately allowing them to join the party via its agents. This helps shape political attitudes and beliefs.

Likewise, students who selected the alternative B, “Mobilisation”, had inadequate knowledge that mobilisation refers to the efforts and strategies applied to organize, engage, and encourage individuals, the public or a particular group to join the political party or support their cause. Through mobilization, the party tries to recruit new members, especially non-members, either because they are ignorant, indifferent or simply afraid. Further, the students fall short of understanding that mobilization involves strategies aimed at activating members and supporters to participate in political activities actively. Subsequently, such students were unaware that the outcome of mobilization is to increase participation rates, enhance voter turnout, and ensure that members are actively engaged in promoting the party’s agenda and candidates.

Similarly, to the foregoing, students with limited knowledge selected alternative C, “Participation”, which was also incorrect. The alternative was incorrect because participation encompasses the broader concept of members’ involvement in various political activities and decision-making processes within the party. Participation can occur through deliberations, choices of policies, and elections of leaders by all members. Furthermore, participation refers to how individuals engage with the party over time, not just during specific mobilization efforts. Therefore, participation is among the effective approaches used by well-organised political parties to get new members.

Moreover, another competence measured in the assessment was students’ ability to identify various life skills and their applicability in real life. This competence was assessed through item (viii) and covered the topic of the *Promotion of Life Skills*. The question asked: *Bahati said, “I know what I want in my life and why; therefore, I am focused to take all necessary steps to achieve it.” What kind of life skill is Bahati demonstrating?* The provided alternatives were:

- | | |
|-----------------------------|------------------------|
| <i>A Self-awareness</i> | <i>B Assertiveness</i> |
| <i>C Coping with stress</i> | <i>D Self-esteem</i> |

The correct alternative B, “Assertiveness”, attracted students who were aware that an assertive person can express his or her opinions or desires strongly with confidence and in a respectful manner because he or she knows better his or her wants. This category of students was mindful that assertive people tend to have satisfying lives because they are good at

communication, have self-assurance and free spirit, and can influence and guide others.

In a contrary vein, students who selected alternative A, “Self-awareness”, were incompetent because self-awareness is the ability of a person to know himself or herself, his or her feelings, emotions, strengths and weaknesses. Self-awareness is a personal life skill that enables an individual to realise what he or she can and cannot do. In addition, students who selected alternative C, “Coping with stress”, were incorrect because coping with stress is the ability of a person to manage and deal with mental, emotional, and physical tension or pressure. Furthermore, coping with stress enables one to survive challenging situations, such as difficult examinations, changes in life, financial problems, having a lot of work to do, loss of loved ones, divorce or problems in the family. In the same vein, other students chose the wrong response D, “Self-esteem”, which is confidence in one’s abilities, worth or morals. Self-esteem, therefore, is the ability of a person to appreciate himself or herself.

Item (ix), which focused on the *Promotion of Life Skills*, was set to assess students’ ability to analyse the relevance and applicability of various personal life skills. The item asked: *Teso is a peasant who prepared his farm and planted maize during dry season after the rain season was over. Using life skills education, what would be the source of Teso’s challenge?* The provided alternatives were:

- | | |
|---|----------------------------------|
| <i>A Lack of assertiveness</i> | <i>B Lack of self-worth</i> |
| <i>C Lack of decision-making skills</i> | <i>D Lack of self-confidence</i> |

Students with sufficient knowledge about effective decision-making skills opted for alternative C, “Lack of decision-making skills”, which was correct. This category of students was knowledgeable that effective decision-making skills are essential for assessing available information, developing appropriate alternatives, and predicting the consequences of different choices. Moreover, students who selected this response demonstrated an understanding that rational decision-making is crucial in making timely and effective choices, especially in situations where planning and foresight are necessary.

In contrast, students who selected incorrect responses demonstrated a lack of competence in identifying relevant life skills. Those who chose option A, “Lack of assertiveness” which was incorrect, failed to understand that assertiveness refers to the ability to express one’s thoughts, feelings, and desires confidently. Teso’s problem was not related to communicating his needs, but rather to his inability to make an informed decision about the timing of planting maize.

Another case of a lack of competence was demonstrated by students who selected alternative B, “Lack of self-worth”, which was also wrong. Students who selected alternative B were uninformed that self-worth involves a person’s sense of value, confidence, and belief in their potential. This trait was irrelevant to Teso’s situation, which was more about decision-making and planning than personal value or self-esteem. Similarly, students with insufficient decision-making knowledge went for the incorrect option D, “Lack of self-confidence”. Response D was incorrect because, whereas self-confidence refers to belief in one’s abilities to succeed, Teso’s issue was not a lack of belief in his capabilities but rather a failure to make a rational and timely decision regarding when to plant the maize.

In summary, those who selected the incorrect answers demonstrated insufficient understanding of life skills such as decision-making problem-solving and planning. This finding highlights the importance of fostering a deeper understanding of personal life skills in students, so they can effectively apply them to real-world situations.

Finally, in the last item (ix), students’ ability to analyse the importance of the local government leaders to involve people in planning and decision-making on their matters was measured. The question asked: *Please stop the road construction project we need water supply project, instead!*” citizens were shouting in front of their local government office. What conclusion can you draw from the words of the citizens? The alternative responses were:

- A Citizens were rejecting the development projects in their area.
- B Citizens were not involved in decision-making process.
- C Citizens did not obey their leaders’ decisions.
- D Citizens did not show cooperation with their leaders.

In this response, the correct answer was alternative B, “Citizens were not involved in the decision-making process”. Students who opted for the correct response were aware that involving citizens in planning and decision-making helps local government leaders to know the priorities of their residents, avoid unnecessary conflicts, and make them volunteer for development as they feel the ownership.

In contrast to those who selected the correct response, other students chose the wrong alternatives. Students who chose alternative A, “Citizens were rejecting the development projects in their area”, did not understand that citizens needed development projects. Still, they resisted leaders’ decisions as their priority was not considered. Likewise, those who opted for C, “Citizen did not obey their leaders’ decision”, did not understand that citizens always obey leaders’ decisions after being involved in the process of decision-making where their opinions are considered and consensus on what should be done is reached. Also, the students who selected D, “Citizens did not show cooperation to their leaders”, were wrong because the fact is that citizens show cooperation to the leaders when they are involved in planning and making decisions before starting the project and observing transparency during the implementation.

Finally, the analysis of students’ scripts revealed other critical challenges for students who failed to select the correct responses. The challenges include but are not limited to, the failure to abide by the questions’ demands and the inability to figure out the correct answers. In other cases, some students wrote letters that were not among the options given (A - D). For instance, one student wrote H, R, M, F and G as responses to items (i - v), respectively. Also, some students selected more than one option for each item. One student, for instance, chose two alternatives as correct answers and wrote their letters in the box provided. The way the student responded to the question implies that he or she did not understand the instruction provided, or that the provided distracters managed to affect his or her attention to the extent of failing to choose the correct answer. One student wrote (i) B and D, (ii) C and B, (iii) A and B, (v) C and D, and (iv) C and B, to mention a few in the boxes provided.

Surprisingly, some students left all ten items of the question unanswered, scoring zero marks. For instance, one student did not write anything in the

whole assessment paper except his or her assessment number. The omission implies that students in this category were incompetent in answering all questions asked in the assessment. Extract 1 is an illustration of student's incorrect responses to question 1.

(vi) One of the following pairs of citizenship represents the types of citizenship applicable in Tanzania except	
A citizenship by birth and descent.	F
B citizenship by decent and naturalisation.	
C citizenship by kinship and registration.	
D dual citizenship and citizenship by kinship.	
(vii) One of the functions of a well-organized political party is the integration of new members to the party through various approaches. Some of these approaches include the following, except	
A Socialization	F
B Mobilization	
C Participation	F
D Persuasion	
(viii) Bahati said, "I know what I want in my life and why; therefore, I am focused to take all necessary steps to achieve it." What kind of life skill is Bahati demonstrating?	
A Self-awareness	F
B Assertiveness	
C Coping with stress	F
D Self-esteem	
(ix) Teso is a peasant who prepared his farm and planted maize during dry season after the rain season was over. Using life skills education, what would be the source of Teso's challenge?	
A Lack of assertiveness	F
B Lack of self-worth	
C Lack of decision making skills	F
D Lack of self-confidence	
(x) "Please stop the road construction project we need water supply project, instead!" citizens were shouting in front of their local government office. What conclusion can you draw from the words of the citizens?	
A Citizens were rejecting the development projects in their area.	G
B Citizens were not involved in decision making process.	
C Citizens did not obey their leaders' decisions.	
D Citizens did not show cooperation to their leaders.	

Extract 1: A Sample of Student's Incorrect Responses to Question 1

In extract 1, the student could not understand the question's requirements and therefore selected irrelevant alternatives that were not among the provided options.

2.1.2 Question 2: Family Life

This was a matching items question which assessed students' understanding of the foundations of a stable marriage. It comprised five items, each allocated one mark, making a total of five marks. In this question, students were required to match the items in **List A** representing explanations of the qualities of a stable marriage, with their corresponding responses in **List B**, representing factors for a stable marriage. To respond to the question, students had to write the letter corresponding to the correct response from List B beneath the appropriate item number in List A. The following is a question the student was supposed to answer:

<i>List A</i>	<i>List B</i>
(i) <i>A compromise expected to be made by the bride and the bridegroom for the marriage to succeed.</i>	A <i>Accountability</i>
(ii) <i>A situation whereby the couples understand the weaknesses of each other in a marital relationship and are able to bear with each other.</i>	B <i>Agreement</i>
(iii) <i>A situation whereby family members value and treat each other fairly and honourably.</i>	C <i>Negotiation</i>
(iv) <i>A state of showing affection and caring, and helping each other in a marital relationship.</i>	D <i>Love</i>
(v) <i>A situation whereby the couples avoid doing things in a secret way and are open to one another to avoid misunderstanding.</i>	E <i>Peace</i>
	F <i>Transparency</i>
	G <i>Respect</i>
	H <i>Tolerance</i>

Answers

<i>List A</i>	(i)	(ii)	(iii)	(iv)	(v)
<i>List B</i>					

The score distribution for question 2 was as follows: 593,603 students (70.74%) scored from 0 to 1 mark, 175,841 students (22.06%) scored from 2 to 3 marks, and 57,361 students (7.2%) scored from 4 to 5 marks. Figure 2 illustrates students' performance in question 2.

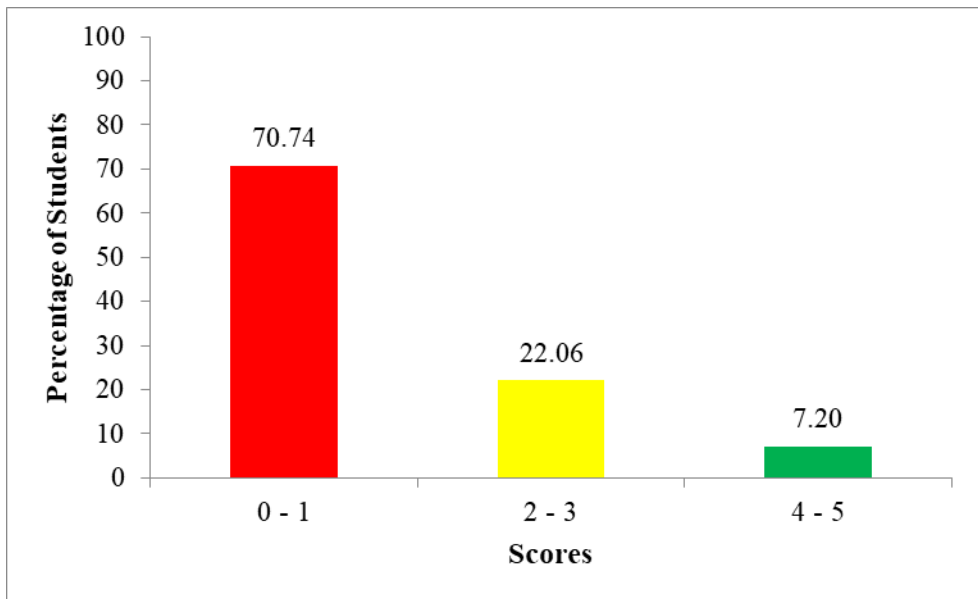


Figure 2: *Students' Performance Categories in Question 2*

The data in Figure 2 shows that 29.26 per cent of students scored from 2 to 5 marks, while 70.74 per cent scored from 0 to 1 mark. This data indicates that the general performance on this question was weak. Further, this result suggests that the majority of the students who sat for the assessment had a weak understanding of family life, specifically the foundations of a stable marriage.

In addition to the statistical overview of students' performance presented in Figure 2 above, a detailed analysis of students' responses to each item is provided below:

In the first item (i), students were required to identify from list B the factor for a stable marriage which implies "a compromise expected to be made by the bride and bridegroom for the marriage to succeed". The correct response B, "Agreement", was chosen by students who were aware that agreement between the bride and bridegroom forms the foundation for mutual understanding, trust, and commitment shading light to a stable marriage. The selection of the correct response demonstrates students' solid understanding of the role of agreement in a stable marriage.

On the contrary, incorrect options like A "Accountability", C "Negotiation", and E "Peace" were selected by students demonstrating a

limited knowledge of the qualities of a stable marriage. For instance, students who opted for C were unaware that negotiation is the ability to agree on issues without undermining established principles. Likewise, option E, which meant “Peace”, was irrelevant because peace refers to the absence of violence in the family; hence, it does not mean a compromise made between the bride and bridegroom before marriage.

The second item (ii) demanded the students to identify the proper term to refer to the situation whereby the couples understand each other’s weaknesses in a marital relationship and can bear with each other. The students who chose response H, “Tolerance”, were correct and aware that tolerance is an essential component of a stable marriage as it makes a couple and other family members respect each other regardless of their opinions. However, some students mistakenly matched the item with several irrelevant responses. For instance, some students wrote A, “Accountability”, C, “Negotiation”, and G, “Respect”. Option A was incorrect because accountability refers to a situation where a person is responsible for his or her actions. As for response G, respect means the situation in which people value each other regardless of their status or condition. The choice of wrong responses indicates that these students lacked a good level of understanding regarding the role of tolerance in making a stable marriage.

In connection to the above, item (iii) tasked the students to find out from list B the quality of a stable marriage corresponding to a situation whereby family members value and treat each other fairly and honourably. The correct answer to this item was response G, “Respect”. Students who chose the correct answer understood the meaning of respect and correctly associated it with the respective factor for maintaining a stable marriage. The analysis suggests that these students were aware that respect is the cornerstone of harmonious and long-lasting relationships. Respect supports healthy communication, trust, emotional security, and robust conflict resolution while moulding children to have good behaviour.

Nevertheless, in responding to the item (iii), other students chose the incorrect options like A, “Accountability”, D, “Love”, and F, “Transparency”. Students who selected response A were unmindful that accountability refers to the responsibility of individuals to take ownership

of their actions, decisions, and conducts and to be answerable for the consequences that result from them. Likewise, students who chose alternative D were unaware that love means expressing affection, caring, and helping each other. Students' selection of wrong options implies that such students were not adequately familiar with the importance of respect in building a stable marriage.

In item (iv), students were required to identify the quality of a stable marriage, which denotes showing affection and caring for and helping each other in a marital relationship. The correct response, D, "Love", was selected by students who knew that love forms the emotional foundation that develops strong relationships, trust, and a sense of belongingness. Students' selection of the correct response suggests that they mastered the topic of *Family Life* well.

However, some students mistakenly matched item (iv) with incorrect options like A, "Accountability", C, "Negotiation", E, "Peace", and H, "Tolerance". For instance, those who selected item C were unaware that negotiation within a family enhances discussion and reaching an agreement on various household issues, such as finances, household responsibilities, parenting and other individual matters. Also, negotiation helps family members avoid conflicts and to maintain harmony, mutual respect, and understanding among family members. Similarly, students attracted to alternative E were unaware that family peace infers a harmonious and stable environment where members interact humbly, support one another, and constructively resolve conflicts.

Finally, the last item (v) required students to identify from list B a quality of a stable marriage that corresponds with a situation where the couples avoid secretly doing things and be open to one another to avoid misunderstanding. Response F, "Transparency", was correct. Students who chose option F were conversant that transparency is the state of honesty and openness that leads to trust, open communication and emotional security among family members. Furthermore, the students knew that transparency creates unity among family members and makes them more resilient to family-based challenges because they know the cause.

However, students who opted for alternative A, “Accountability”, C, “Negotiation”, E, “Peace”, and H, “Tolerance”, could not interpret the meaning of transparency and its relation to a stable marriage. For instance, those who opted for letter A, “Accountability”, were unaware that accountability is the state of being responsible for one’s actions, decisions and outcomes. Also, those who chose option C did not realise that negotiation is the conflict resolution technique. It is done by making family members in conflict try to reconcile their differences to reach a mutual agreement and restore peace. Lastly, option E was incorrect because peace in the extended family context can be described as the absence of poverty, hunger, discrimination, and domestic violation.

Generally, the analysis shows that students who chose the correct alternatives were conversant with the topic of *Family Life* and mastered the factors of a stable marriage well. Conversely, students who opted for incorrect responses were not conversant with the topic. Furthermore, the analysis found that some students did not attempt the question, others matched the items in List A with more than one response from List B, and others wrote letters that were not among the given alternatives (A - H). For instance, one student wrote X, G, Z, Q and N, which were not among the provided options. Extract 2 presents a sample of student’s incorrect responses to question 2.

Answers					
List A	(i)	(ii)	(iii)	(iv)	(v)
List B	GA	EF	CD	AB	CD

Extract 2: A Sample of Student’s Incorrect Responses to Question 2

Extract 2 indicates that the student failed to match the descriptions of family life in **List A** with the exact corresponding qualities of a stable marriage in **List B** by writing two options for each item.

2.2 SECTION B: SHORT ANSWER QUESTIONS

2.2.1 Question 3: Life Skills

This was a comprehension question intended to test students’ ability to comprehend written information. Students were instructed to carefully read

the passage and answer the question that followed. The passage aimed to measure students' ability to read and comprehend the information related to the Civics subject. The passage read:

Children get a series of personal and social skills as they grow up. Regularly, these skills start developing subconsciously in children as a result of interactions with family and our environments. Then, when they are about the age of five to six years old, they devote more time in school interacting more with teachers and classmates than with their family members.

Their involvement at school starts to have a massive influence on the progress of their life skills. They learn how to play, communicate and cooperate with others. They acquire skills on how to take care of their stuffs and other tasks on their own; yes, they learn to depend on themselves.

While the basics of learning to control their feelings, passions and relationships are developed as children, these relationships become extra diverse and complex as they mature. Their thoughts and emotions also begin to grow while they are not quite conscious of such developments. The continuing development of these personal and interpersonal skills is vital as they move through secondary school to college. Unfortunately, some youths end up growing up without these skills and, as a result, they are at higher risk of experiencing psychological, social and even academic difficulties.

The subsequent questions were:

- (a) Suggest a suitable title for this passage.
- (b) According to the passage, briefly explain the two sources of life skills to children.
- (c) In what ways can the school influence interpersonal life skills to students?
- (d) Why does the writer say "They learn to depend on themselves"? Give two points.
- (e) According to the passage, what are the problems likely to be faced by students lacking life skills? Give two points.

The performance for this question was as follows: 347,375 (43.58%) students scored from 0 to 2.5 marks, 380,737 (47.76%) students scored from 3 to 6 marks and 68,993 (8.66%) students scored from 6.5 to 10 marks out of the total 10 marks allotted. The performance of students in question 3 is illustrated in Figure 3.

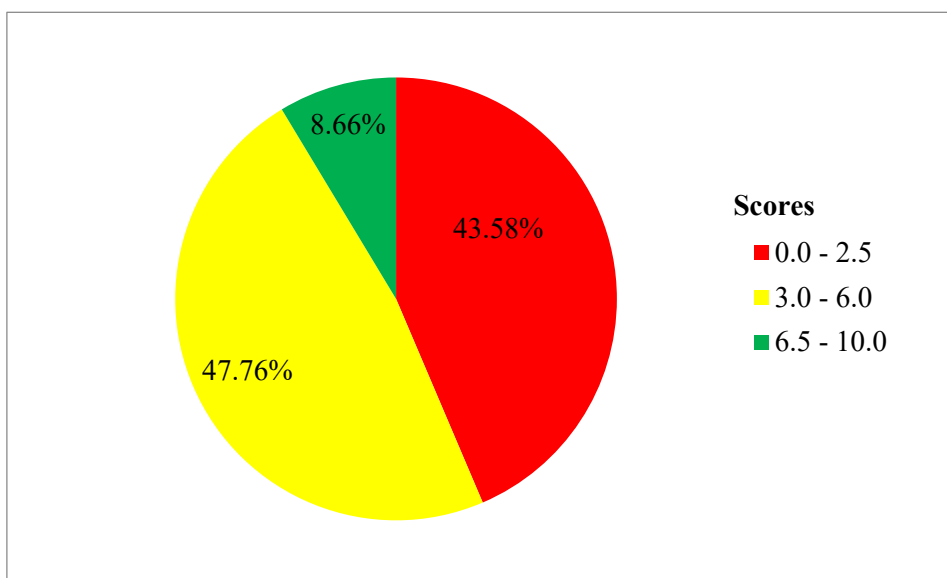


Figure 3: *Students' Performance Categories in Question 3*

Figure 3 shows the average performance of students on Question 3, with 56.42% scoring from 3 and 10 marks.

In item (a), students were required to propose a suitable title for the passage. Students who demonstrated a good understanding of the passage effectively identified its core message. Some titles that students proposed include: “How Children Acquire Life Skills” and “Children’s Development of Life Skills.” Both titles were correct as they reflected the passage’s focus on how children develop essential life skills. Other appropriate suggestions included “Personal and Social Life Skills for Children” and “Children and Life Skills Development.” These responses indicate students’ solid grasp of the passage’s primary ideas.

On the other hand, students with average comprehension skills offered titles that only partially captured the essence of the passage. The partial titles included: “Importance of Interpersonal Skills,” “The Children,” “Personal

and Interpersonal Skills,” and “Life Skills.” Although these responses were relevant, they did not fully reflect the comprehensive focus on life skills development across various contexts as conveyed in the passage. Furthermore, some students who struggled with comprehension suggested completely wrong titles. For instance, titles like: “Child Care” and “Children and School” were noted as incorrect, as they did not address the passage’s focus on life skills. Additionally, some students copied phrases directly from the text, such as: “subconsciously in children” and “They acquire skills on how to take care”, treating them as titles, which failed to meet the requirement for clear and concise summarisation.

Item (b) tasked students to identify two sources of life skills for children as discussed in the passage. Competent students correctly identified the sources and provided clear explanations. For instance, one student noted: *that family members, such as parents, siblings, and relatives, are the first teachers who impart children with basic life skills, teaching them how to do things and distinguishing right from wrong.* This student recognised the importance of the family as the primary source of early life skills. Additionally, the student identified schools as another key source. The student explained that: *schools formally teach life skills through subjects such as Civic and Moral Education in primary schools and Civics in secondary schools.* Another competent student noted *peers* as a source, explaining that: *children learn life skills through interaction with classmates and teachers, gaining skills like communication, cooperation, and responsible decision-making.* They also recognised the influence of the broader environment in shaping children’s life skills, as children tend to mimic what they observe in their surroundings.

In contrast, some students failed to identify the correct sources of life skills and instead provided irrelevant or incomplete responses. For instance, one student incorrectly cited *learn how to play*, and *the world communicates*. Other students misunderstood the question by listing types of life skills, such as *social skills* and *personal skills*, which were not the passage’s focus.

Moreover, in item (c), students were required to explain how schools influence interpersonal life skills, as described in the passage. Students with good comprehension competence provided appropriate and well-explained responses. For instance, one student wrote: *Schools give students a chance*

to play, communicate, and cooperate with others which helps them develop effective communication and cooperation skills. Another student noted that a school provides more time for children to interact with teachers and peers. Through these interactions, students acquire various life skills from their peers.

In contrast to students with good comprehension competence, students with inadequate comprehension competence provided incorrect or unrelated responses. For instance, one student wrote; *Yes, because as a student you must get human rights* while another student wrote; *it is vital as they move through secondary school to college*. Neither of the foregoing responses responded to the demands of the question adequately. The incorrect responses suggest student's lack of comprehension of how the school environment fosters the development of interpersonal skills.

Furthermore, in item (d), students were tasked to provide two reasons why the writer stated, "They learn to depend on themselves." Students who demonstrated strong comprehension skills provided appropriate responses. One student, for example, wrote that *children learn how to take care of their properties, and children learn to control their feelings, emotions, desires, and relationships*. Another student explained that *children learn how to play, communicate, and cooperate with others, and children learn to take care of some tasks on their own*. These responses correctly interpreted the passage and highlighted the development of independence in children.

However, some students misinterpreted the question by providing irrelevant answers. One student wrote that *they learn from their fellow classmates and they learn from their parents*. This response did not explain why children learn to depend on themselves. Other students confused the question with a discussion of types of life skills. They wrote responses such as *they have social skills, and they have personal skills*, which were not relevant to the specific inquiry.

Lastly, item (e) required students to identify two challenges that children lacking life skills might face, as described in the final paragraph of the passage. Students with good comprehension skills provided correct answers such as, *students growing without life skills are at high risk of facing psychological difficulties, and students growing without life skills are likely*

to face social problems. Another student correctly noted *they may face academic problems and they may face social problems.*

Conversely, some students struggled with this question and provided incorrect or irrelevant answers. For instance, one student wrote about *interaction with the family and our environment.* This response did not mention the specific problems students were likely to face by lacking life skills, as explained in the passage. Other students presented answers that diverged from the context of the passage, such as *they could get HIV/AIDS, they could get child labour, or they will be punished, and they could be poor.* These answers were out of the passage's focus and indicated a misunderstanding of the text's content.

Generally, students who demonstrated a strong understanding of the passage and its key themes provided relevant, logical, and accurate responses. Those students were able to read carefully, extract key information, and synthesise ideas effectively. On the other hand, students who faced challenges in comprehension struggled with answering the questions accurately, subsequently providing irrelevant or incomplete responses. Additionally, some students faced language barriers that impeded their ability to respond appropriately, resorting to personal experiences or incorrect interpretations of the passage. Extract 3.1 indicates a sample of student's correct responses to question 3.

Questions

- (a) Suggest the suitable title for this passage.

DEVELOPMENT OF CHILDREN SOCIAL SKILLS.

- (b) According to the passage, briefly explain the two sources of life skills to children?

- (i) At school; at school children meet with others and learn various life skills like how to communicate and cooperate with others.
- (ii) In the family; in the family parents tends to teach their childrens various life skills like how to live and respect others in the family and outside the family.

- (c) In what ways can the school influence interpersonal life skills to students?

The school influence interpersonal skills through teaching the students on how to play with the others, how to communicate with other and how to cooperate with others.

- (d) Why does the writer say "they learn to depend on themselves"? Give two points.

- (i) Because children get to know on how to take care of their stuffs and other tasks on their own.
- (ii) Children get to know how to fulfill their duties and tasks on their own and be responsible.

- (e) According to the passage, what are the problems likely to be faced by students lacking life skills? Give two points.

- (i) Poor academic performance; student who lack life skills may have poor academic performance in their exams.
- (ii) They may have psychological problems; students who have lack these life skill may have mental or pschologic problems.

Extract 3.1: A Sample of Student's Correct Responses to Question 3

Extract 3.1 shows a student who responded correctly to comprehension items.

On the other hand, students who had weak performance lacked the necessary skills in reading comprehension and interpretation to answer the questions effectively, resulting in weak responses. Furthermore, insufficient command of the English language hindered many students' ability to

engage with the questions. For instance, some students resorted to using the Swahili language to respond to certain parts of the questions. Still, their answers remained irrelevant as they based their responses on personal life experiences and opinions rather than on the passage's content. One student wrote, *mtoto akiwaishwa kwenda shule unamdumaza akili, and na mtoto ukimchelewesha kwenda shule atasoma akiwa mkubwa hivyo atatawaliwa na tamaa*. These students not only failed to provide appropriate answers but also included illogical and redundant explanations. Extract 3.2 indicates a sample of student's incorrect responses to question 3.

(a)	Suggest the suitable title for this passage.
	THE LIFE
(b)	According to the passage, briefly explain the two sources of life skills to children?
(i)	Personal life skills. That personal life skills refers the individual skills.
(ii)	Interpersonal life skills. That interpersonal life skill refers attentiveness skills.
(c)	In what ways can the school influence interpersonal life skills to students?
	It has influence on the progress of their life skills.
(d)	Why does the writer say "they learn to depend on themselves"? Give two points.
(i)	Because of personal life skills.
(ii)	Because of interpersonal life skills.

Extract 3:2: A Sample of Student's Incorrect Responses to Question 3

Extract 3.2 shows a student who failed to respond correctly to the comprehension items.

2.2.2 Question 4: Human Rights

The question assessed the students' ability to identify and explain the weaknesses in the laws regarding the promotion of human rights in Tanzania. It asked: *Using five points, illustrate the weaknesses of the laws regarding the promotion of human rights in Tanzania.*

The overall performance on this question was weak. A vast majority of students, 789,128 (99.00%), scored from 0 to 2.5 marks, while 7,151 (0.9%) students scored from 3 to 6 marks. Only 826 (0.1%) students managed to score from 6.5 to 10 marks out of the 10 marks allocated for this question. Figure 4 illustrates the distribution of students' performance in question 4.

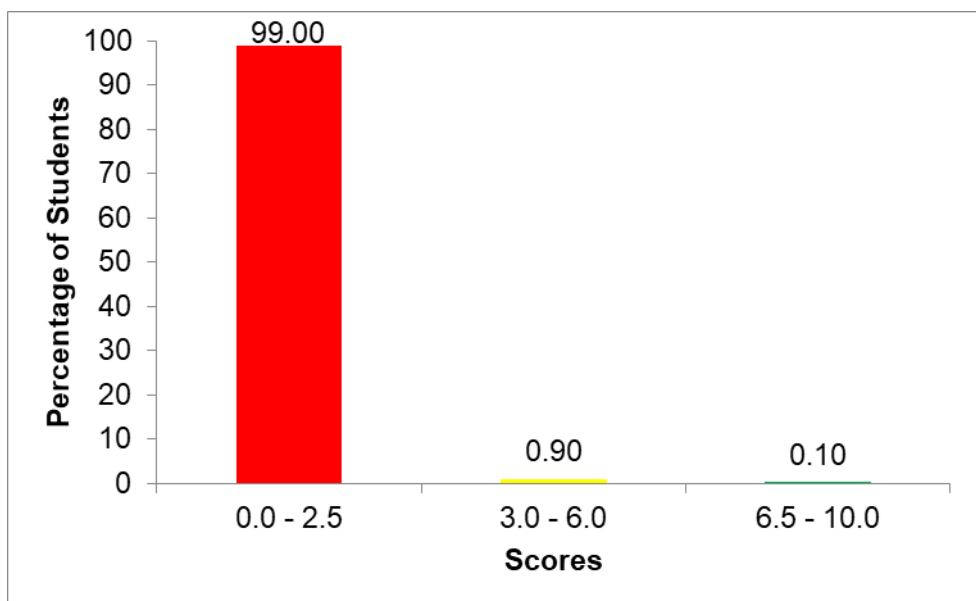


Figure 4: Student's Performance Categories in Question 4

Further analysis reveals that question 4 was the least performed question, with 99 per cent of students scoring from 0 to 2.5 marks. Some students in this category either skipped the question entirely or provided minimal and incorrect responses due to a lack of knowledge of the subject matter and an inability to understand the specific requirements of the question. These challenges led to confusion and misconceptions, preventing students from effectively illustrating the weaknesses of the laws regarding the promotion of human rights in Tanzania.

For example, some students misinterpreted the question by listing social practices that violate human rights, such as *female genital mutilation, child labour, early marriage, wife beating, and forced marriage*, rather than focusing on the weaknesses of the laws for the promotion of human rights. Other students misunderstood the question's demand by discussing types of citizenship, with one student writing: *kinship, registration, and by birth*. This response showed a lack of understanding, as citizenship types have no direct connection to the violation of human rights in this context.

Additionally, some students mistakenly linked the question to factors contributing to social vices. One student wrote: *the presence of drunkenness, due to lack of civic education, increases conflicts, improper behaviour, and irrational decision-making*, which were not relevant to the legal shortcomings in protecting human rights. Similarly, other students misunderstood the question's requirement by writing about the consequences of lawbreaking in general. For instance, one student wrote: *that it can cause death, an increase in injuries, and a rise in illiteracy rates*. Another student mentioned the consequences of violating school rules, stating that it will *cause poor performance in academics, lead to school dropout, rise in conflicts between students, and result in being chased out of school*. These responses showed a lack of comprehension and failure to address the question's specific focus on legal weaknesses.

Moreover, some students even misinterpreted the question and related it to the principles of democracy. For instance, one student wrote: *the rule of law, free and fair elections, multiparty system, and transparency*. These responses were irrelevant to the weaknesses of human rights laws in Tanzania. Furthermore, some students provided answers from unrelated subject areas, such as listing geographical terms like: *humidity, temperature, rainfall, sunrise, and sunset* as weaknesses of human rights laws. Another student included concepts like: *research, map interpretation, population, and survey*. Such responses further indicate a lack of comprehension of the topic.

Nevertheless, there were also instances where students copied phrases directly from the assessment paper. For example, one student copied and wrote: *honest, coping with stress, self-discipline, and mayor*, showing a lack of understanding of the question and the subject matter. Many students who

went astray by explaining unrelated concepts or copying questions were unaware of the question's specific focus. Similarly, some students confused the weaknesses of laws promoting human rights with the causes and indicators of poverty in society. For instance, one student listed: *lack of education, lack of proper policies, poor infrastructure, and outdated cultural beliefs* as weaknesses in human rights laws. Such responses reveal a significant gap in knowledge regarding the violation of human rights and the role of laws in addressing these issues.

Equally important, students' limited proficiency in the English language, which hindered their ability to grasp the question's requirements and express their answers clearly, was among the factors for weak performance. Some students resorted to Swahili when answering, which further impacted the relevance of their responses. For example, one student wrote: *binadamu anaishi kutokana na kupumua na kuvuta pumzi, binadamu anajifanyia shughuli zake bila kulazimishwa na mtu yeyote, binadamu akifanya kazi yake kiualali anauchangamsha mwili, binadamu akifanya kazi zake itamuepushia tamaa, and binadamu akifanya kazi zake atafanya mambo yake yaende vizuri*. These responses indicate a lack of English proficiency, preventing the student from providing answers that responded to the question correctly. The inability to read, comprehend, and respond accurately further points to deficiencies in both language skills and understanding of the subject matter.

In a nutshell, students' responses in this category were seriously affected by several factors. First and foremost is the misinterpretation of the question, as many students failed to understand the specific demand of the question, leading them to provide irrelevant or off-topic responses, such as discussing social issues, consequences of lawbreaking, or the types of citizenship. Secondly, it appears that many students had limited knowledge of human rights laws in Tanzania and their weaknesses. This knowledge gap can be attributed to, among other factors, insufficient teaching or study materials on this topic. Thirdly, inadequate mastery of the English language has contributed to poor comprehension and communication of ideas. Some students' responses were either in Swahili or poorly written in English, distancing them from correct answers. Lastly, copying phrases from the assessment paper and providing incoherent responses. Copying phrases and providing irrelevant and incoherent responses may suggest a lack of

preparation, understanding, or critical thinking skills. All the factors for weak performance taken together indicate a substantial gap in students' knowledge of the topic and their ability to understand and respond to assessment questions correctly. This experience calls for intervention in teaching and assessment strategies. Extract 4 is a sample of student's incorrect responses to question 4.

- (ii) It helps to protect the rights of the others. When the human rights are limited they limit the people to violate the rights of the poor such the limitation of human rights helps in the protection of the rights of an individual and other people in the society.
- (iii) It helps to reduce abuse of labour. When the individuals human rights are limited it helps to restrict an individuals to abuse a person's labour especially the rich should be paying his/her workers fairly and times so as to avoid abuse of labour.
- (iv) It promotes peace and security. When there is limitations of human rights the society becomes peaceful and makes the society to have security because they will be no any crimes committed or abuse of labour in the society.
- (v) It reduces the violation of human rights. When the human rights are limited it makes the human violation of human rights to reduce as Example When a thief is caught instead of burning him/her they just take him/her to the police not mob justice.

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

In extract 4, the student incorrectly explained the importance of limiting human rights instead of addressing the weaknesses of the laws promoting human rights in Tanzania. This misinterpretation reflects a lack of understanding of the question's specific requirements.

Besides the weakly performed students, 0.9 per cent of the students performed on average. This category of students scored from 3 to 6 marks. Several factors contributed to their moderate performance, including their failure to provide adequate points. For instance, one student listed only two points: *laws fail to control early marriage*, and *lack of freedom of mass media*, instead of the required five points.

Additionally, although some students demonstrated average competence in providing explanations, they failed to support their answers with relevant examples or offered a mix of correct and incorrect points. For instance, one student wrote about: *the presence of the death penalty for those found guilty*, and *banning of private contestants from contesting during by-elections and general elections*, but then added irrelevant points such as *poor social services*, *social conflicts*, and *poverty*. The latter points were incorrect because they addressed societal issues rather than the weaknesses in human rights laws.

Overall, students who performed averagely lacked a comprehensive understanding of the topic. They did not fully grasp the specific flaws in the human rights laws or how to present their responses correctly. This indicates that students' knowledge of the topic was superficial and highlights the need for better preparation, more targeted instruction, and improved focus on the specific legal frameworks concerning human rights promotion.

On the other hand, the analysis revealed that only 0.1 per cent of students had good performance in question 4, with scores ranging from 6.5 to 10 marks. These students effectively highlighted the shortcomings of human rights laws in Tanzania. The analysis further revealed that high-performing students exhibited strong analytical skills in assessing and articulating the flaws in human rights promotion laws. For instance, one student noted: *that some laws promote gender inequality, allow detention without trial, and endorse corporal punishment such as beating*. This student demonstrated an understanding of customary laws that permit practices like early marriage and recognised the presence of laws that empower public officials, such as Regional and District Commissioners, to arrest innocent individuals arbitrarily without trial, thus infringing upon their freedoms.

Related to correct responses, another student wrote: *the prohibition of political parties forming coalitions, restrictions on private contestants, and limitations on media freedom undermine the right to access information, while the death penalty violates the right to life.* The student provided thorough explanations to support the points, explaining that: *sometimes coercive measures are often employed against political opposition, denying them fundamental rights to assemble and express themselves.* The student added: that *political parties face restrictions when attempting to form coalitions.* The student also acknowledged that: *government interference with political parties jeopardises the rights of minorities.* Furthermore, the student argued: that *the right to vote in Tanzania is only partially granted since the law limits private contestants, requiring candidates to be members of a political party to run for office.* This analysis reveals that existing laws restrict individuals' rights to vote, run for office, and exercise freedom of association as guaranteed by the Constitution.

Similarly, another student explained: *in Tanzania, sometimes the Cybercrimes Act and the Media Services Act are frequently used to limit individuals' freedom of speech including that of journalists and political party leaders.* This student continued to argue that *the death penalty for those convicted of capital crimes violates the right to life.*

Overall, students with good performance in question 4 demonstrated a deep understanding of the question's requirements and effectively addressed how human rights are compromised due to flaws in the existing legal framework.

2.2.3 Question 5: The Government of Tanzania

The question aimed to assess students' understanding of how they can participate in local government activities. The question asked: *You are given a chance to speak at your Local Government meeting on various ways through which the students can participate in Local Government activities. Briefly explain five ways which you would consider in your speech.* The performance on this question was notably weak, with 678,206 (85.08%) students scoring from 0 to 2.5 marks, 83,260 (10.45%) students scoring from 3 to 6 marks and 35,639 (4.47%) students scoring from 6.5 to 10 marks. Figure 5 illustrates students' performance on this question.

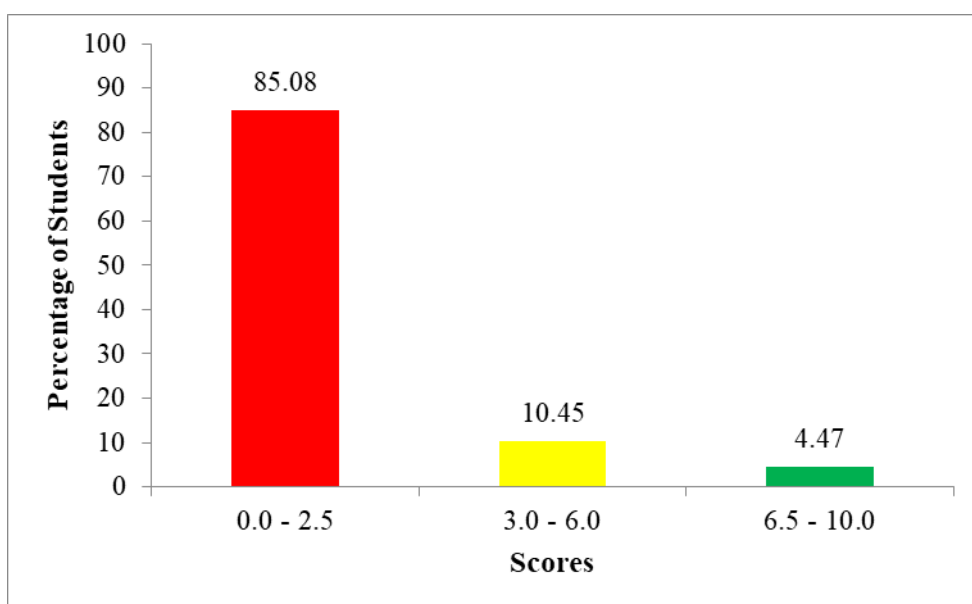


Figure 5: Students' Performance Categories in Question 5

Figure 5 illustrates students' weak performance on Question 5, with only 14.92 per cent of students scoring from 3 and 10 marks.

An analysis of students' responses revealed that many failed to understand the question's requirements, often misinterpreting it and demonstrating a weak understanding of the subject matter, which led to irrelevant answers. For instance, some students miscomprehended the question and thought that it was asking about methods for collecting information during research. One student listed: *mass media, observation, questionnaires, interviews, and literature reviews*.

Likewise, some students focused on topics related to speech delivery. While some analysed the structure of a speech, others provided suggestions on key elements to consider when delivering one. For instance, one student wrote: *I will give them the title of the speech, make greetings, state the aim of the speech, present the body, and finally thank the audience*. Such misinterpretations were mainly due to students' inability to identify the key terms and specific tasks outlined in the question.

Moreover, other students misinterpreted the question relating it to human activities. This category of students presented a range of social, political, and economic activities relevant to sustaining life. For instance, one student

suggested activities such as *fishing, agriculture, the mining industry, tourism, and transport* as ways in which students could participate in local government activities. Similarly, some students thought the question was inquiring about different government-related subjects. Due to poor comprehension of the topic, other students provided examples of various forms of government, stating: *monarch government, federal government, republic, and union government* as ways to engage in local government activities. In line with this misunderstanding, others focused on the structures of different local government levels. For instance, one student mentioned: *the village assembly, the village government, the ward government, and the district council* while another student associated organs of the government, such as the *judiciary, executive, and legislature*, with local government participation.

Nonetheless, some students mistakenly linked the question to sources of government revenue. One student listed the sources of income for central and local governments, such as *indirect and direct taxes, customer charges, grants, loans, and rent*, which diverged from the intended question's focus. The analysis indicates that students recognised the question's connection to the topic of the *Government of Tanzania*, but they failed to interpret its demands accurately.

Lastly, some students resorted to copying phrases from other parts of the question paper. For example, one student extracted text from the passage in Question 3 and inserted it as a response. The student wrote: *regularly, these human rights start developing subconsciously in children as a result of interaction with family and our environment* as the first point, followed by *learning how to play, communicate, and cooperate with others* and eventually included, *children develop a series of personal and social skills, while the fourth point addressed the basis for learning to control their feelings; their thoughts and emotions also begin to grow*. This suggests a lack of understanding of the assessed subject matter. Extract 5.1 indicates a sample of student's incorrect responses to question 5.

- (ii) Making law, Interpretation and enforcing law of the district, City or Ward. this means the local government they have making the laws that enforcing by.
- (iii) Collecting revenue of the local government this means that the local government it collect revenue in the Ward, City, district.
- (iv) Protection of the social services in a district, ward of City. Because the local government they have protecting the ~~social~~ social services in a society. example to make the infrastructure of the district and City.
- (v) Protecting the peace and order in a society because of the local government, they have protect the order and the peace of the citizen and their properties in a districts, regions, cities, Village.

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

Extract 5.1 indicates that the student failed to identify the question's requirements by explaining the functions of local governments instead of outlining how students can participate in local government activities.

The analysis showed that 10.45 per cent of students had an average performance, scoring from 3 to 6 marks. The root causes of average performance included inadequate explanations, failure to provide all required points, and limited proficiency in the English language. One student, for instance, wrote only three of the five required points. The student wrote: *a student can participate in local government by planting trees, attending meetings, and participating in the construction of roads,*

hospitals, or school buildings. These responses could not earn more than 6 marks due to the insufficiency of the provided points.

Furthermore, moderate performance was also attributed to students' inability to differentiate between similar points. In some instances, students presented thematically identical points. One student, for example, repeated the notion of volunteering by stating: *volunteering in building schools* and *volunteering in building health centres*. The student treated the points as dissimilar and presented them separately. The points were considered a single point since both involve participation in social and developmental activities. Similarly, another student presented: *participate in environmental conservation* and *participate in environmental preservation* as distinct points. Both points follow the same concept of protecting the environment through sustainable practices. In addition to these repetitions, some students failed to provide sufficient explanations, resulting in lower scores.

Lastly, related to average performance, other students exhibited a mix of correct and incorrect responses. One student for example, listed: *planting trees to make the environment safe*, *participating in debates about societal needs*, and *attending political and development meetings*, which were relevant to the question but included irrelevant points like: *participating in sports and games* and *studying hard*.

Notwithstanding the observed average performance, further analysis indicates that 4.47 per cent of students performed well in question 5, scoring from 6.5 to 10 marks. This commendable performance was attributed to students' understanding of the question, writing relevant points and providing appropriate explanations. For instance, one student explained: *students can participate in local government activities by engaging in different development projects*, demonstrating an awareness that students may contribute to local government efforts by volunteering to build health centres, schools, and maintain roads. This involvement could include activities such as fetching water, collecting stones, and cleaning construction sites. In another response, the same student argued: *students can participate in local government activities by addressing environmental issues, such as environmental conservation campaigns*. The student was aware that citizens are responsible for ensuring environmental safety by planting trees, advocating for sustainable farming practices, supporting established environmental initiatives, and planting flowers to enhance the local environment.

Similarly, another student provided correct points, including: *establishing and joining various clubs to acquire skills that assist the government in decentralised activities, participating in maintaining peace and order in their communities, and educating the public on the proper utilization of available natural and manmade resources*. This student showed awareness of the youth's role in reporting incidents that can threaten community safety and highlighted the importance of creating societal awareness through songs, drama, and poetry to promote sustainable resource use. Additionally, the responses paint a picture that the student was well-versed about the importance of participating in political and community meetings to express views on youth rights and other life experiences. The student's responses illustrate that students should inform local government authorities about law violations, such as theft, drug abuse, and other detrimental cultural practices prevalent in their communities.

Generally, students with good performance in question 5 demonstrated a strong ability to understand the demands of the question, conceptualise the subject matter, and communicate effectively in English. Extract 5.2 indicates a sample of student's correct responses to question 5.

5. You are given a chance to speak at your Local Government meeting on various ways through which the students can participate in Local Government activities. Briefly explain five ways which you would consider in your speech.

- (i) Provision of education on various ways of solving different social problems; Students are enriched with knowledge and skills on ways of solving social problems such as poverty, health problems and others.
- (ii) They can participate in environmental conservation campaigns. Environmental conservation refers to the process of maintaining the hygienic nature of the environment freeing it from effects of environmental pollution. Students can provide awareness and practise it by picking up plastic bottles, cutting tall grasses, planting trees and others.
- (iii) Participation in implementation of different development projects. Development projects in local government includes construction of health facilities, making waterways, and others. student can participate by sharing skills, encouraging participants by singing songs, dancing, providing food and water hence facilitating the ongoing projects.
- (iv) Seeking information on ongoing activities in the local government area of jurisdiction;
They can seek information through parents, reading newspaper if an adult attending the village or mtaa meetings and other ways through this they can enhance democracy and good governance also appreciating different projects.
- (v) They can promote peace and order, in terms of social peace and harmony;
Students can participate in local government activities by providing possible ways of solving social crimes and immoral behaviours such as prostitution, drug abuse and others by providing report and advising them to avoid peer pressure as an example of life skills.

Extract 5.2: A Sample of Student's Correct Responses to Question 5

Extract 5.2 shows that the student was able to correctly explain how students can participate in local government activities for the development of their localities.

2.2.4 Question 6: Family Life

The question measured students' ability to analyse various factors influencing the prevalence of premature marriage in society. Specifically, the question asked: *Briefly explain five social-cultural factors for an increasing rate of early marriage among Tanzania societies.* The analytical data has revealed that, overall, the performance in this question was weak. Statistically, 577,148 (72.41%) students scored from 0 to 2.5 marks, 165,642 (20.78%) students scored from 3 to 6 marks and 54,315 (6.81%) students scored from 6.5 to 10 marks out total of 10 marks allotted for this question. Figure 6 illustrates students' performance in question 6.

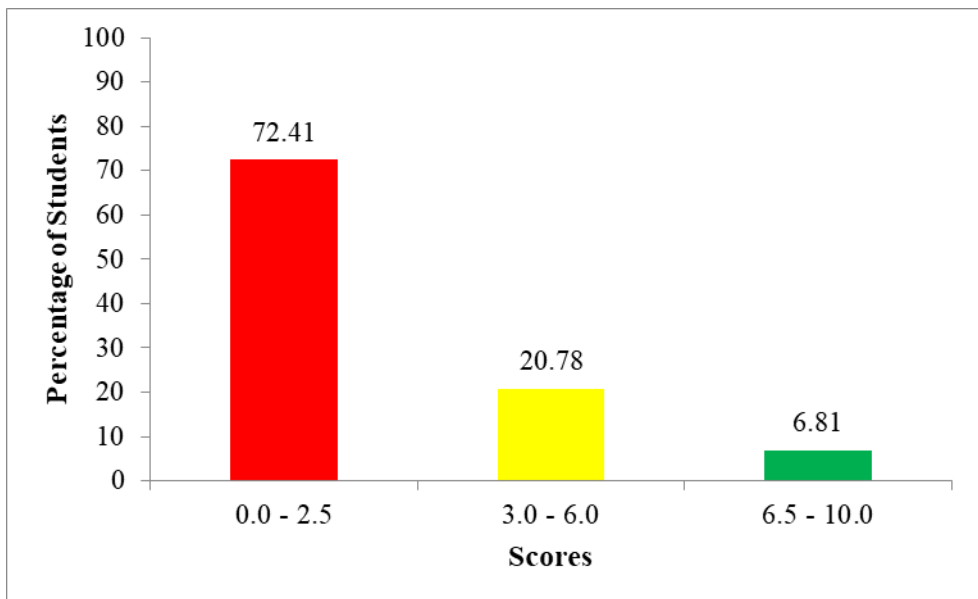


Figure 6: Students' Performance Categories in Question 6

Figure 6 indicates weak performance among students, with only 27.59 per cent scoring from 3 to 10 marks.

The analysis of students' scripts shows that 72.41 per cent of students who scored below 3 marks encountered multiple challenges when responding to the question. Issues such as misinterpretation of the question's demands, lack of English language proficiency, and inadequate understanding of the content under assessment contributed to students' poor performance. The analysis has shown various misinterpretations of the question by students. Some students, for instance, diverged from the question's focus by

suggesting general factors that may lead to premature marriage. Some of the provided responses resulting from students' misinterpretation included: *globalisation, school dropout, watching videos, being orphaned, lack of gender education, and associating with bad friends*. These responses indicate students' inability to grasp the specific demands of the question.

Additionally, some students mistakenly related the question to gender concepts. One student, for instance, provided terms such as *gender blindness, gender stereotype, gender role, gender mainstreaming, and gender identity* as socio-cultural factors contributing to the rise of early marriage in Tanzanian society. Similarly, other students focused on problems associated with early marriage. For example, one student highlighted consequences like: *school dropout, family conflicts, disease transmission, childbirth difficulties, and psychological issues*, which did not address the required socio-cultural factors leading to early marriage.

Moreover, some students misinterpreted the question to refer to the various tribes in Tanzania and their traditional languages, foods, and ceremonies. For instance, one student incorrectly attempted to list tribes and their traditional dances and foods, including *Wamasai – Loshoro, Wangoni – Mganda, Wahehe – ing'ande, Wasukuma – Matobolwa, Wamatengo – Kioda and Wamakonde – Sindimba*". Another student just mentioned tribes such as *Maasai, Ngoni, Hehe, Chaga, and Sukuma*. These students failed to differentiate between cultural practices and tribal identities.

Additionally, some students misunderstood the question and attributed it to the pillars of a stable marriage. Subsequently, one student, for instance, suggested measures to ensure marital longevity, such as: *promoting peace, love, respect, self-discipline, and transparency*. This student was unaware that early marriage violates children's rights. Thus, the suggested measures were more relevant to adult couples. In a similar vein, surprisingly, some students related the question to national components, national festivals, and symbols. One student, for instance, wrote: *the national flag, national currency, national anthem, and national emblem*. Such responses indicate a lack of understanding of the topic of *Family Life* from which the question was derived. Besides misinterpretations and limited mastery of the subject matter, other factors that led to weak performance were noticed. These include poor English language proficiency, confusion between concepts,

reproducing parts of the question and students' decisions not to attempt the question at all. Extract 6.1 indicates a sample of student's incorrect responses to question 6.

6. Briefly explain five social-cultural factors for an increasing rate of early marriage among Tanzania societies.

(i) provision of education: provision of education about dangerous of early marriage to both young girls and boys.

(ii) laws - to enacting laws for increasing existance of early marriage.

(iii) stop negative cultural practice: Abandon negative cultural practice that encourage the early marriage like female genital mutilation and inheritance.

(iv) poverty alleviation: poverty alleviation must be effective strengthen that will help to prevent economic hardship to the parents.

(v) provision of education to girls: provision formal education opportunities to girls for given them priority in all aspects of life.

Extract 6.1: A Sample of Student's Incorrect Responses to Question 6

In extract 6.1, the student misinterpreted the question to mean ways to prevent premature marriage. The student tried to explain some measures to alleviate the problem.

Apart from weak performance, the analysis also revealed that 20.78 per cent of students had average performance, with scores ranging from 3 to 6 marks. The students failed to score higher marks due to inadequate explanations of points, failure to provide all required points, and low competence in English language use. One student, for instance, explained only three out of the required five points. The points explained included: *Poverty*, *lack of education* and *lack of parental care*. The student's responses did not merit more than 6 marks because the points given were insufficient. A further cause of average performance included students' inability to distinguish presented ideas in this case, students treated similar points as different, ending up writing several points with the same theme. For example, one student pointed out: that *lack of education* and *ignorance* as two different points, while both refer to the lack of awareness and knowledge about something or a certain issue. Similarly, one student treated *Poor educational development* and *Poor knowledge and understanding of social and cultural matters* as two separate points while both concepts carry a similar meaning. Alongside repetitions, some students' responses under this category featured petty explanations unworthy of full marks.

Lastly, other students got average scores due to mixing correct and incorrect responses. For example, one student responded: *Lack of education* and *poverty*. Also, another student mentioned: *spread of HIV/AIDS*, *communication during delivery* and *break down of family* which were incorrect.

On top of cases of average performance, the analysis also uncovered that 6.81 per cent of students had a good performance, scoring from 6.5 to 10 marks. Students under this category understood the question's demands and provided relevant responses and explanations about the socio-cultural factors contributing to early marriage in society.

Notably, points such as *inheritance and decision-making power*, *payment of bride price*, and *pre-marital sex* were highlighted by one student. This student recognised that in some societies, marriage often qualifies individuals to inherit family properties and decision-making authority, prompting some young boys to marry early. Additionally, the student went further arguing that the practice of bride price may encourage greedy parents to marry off their young daughters for financial gain, receiving

cash, livestock, or land from their future spouses. In supporting the arguments, the student explained: that *some parents perceive it as shameful for their daughters to become pregnant before marriage, leading them to arrange early marriages*. Such responses show that the candidate was conversant with the topic and adequately mastered the English language.

Likewise, another student mentioned: *initiation ceremonies* and *pre-marital sex* as significant factors in promoting early marriage. Regarding initiation ceremonies, the student maintained that the events often mark the transition of girls into adulthood before they turn 18, leading initiated girls to consider themselves as mature and ready to form families. Furthermore, the student expounded: that *pre-marital sex often results in early marriage because if a girl is suspected of engaging in sexual activities, elders may force her to marry, even if she is under 18*. Thereafter, the same student acknowledged the role of certain religious beliefs in fostering early marriage, stating that: *some religions establish a minimum age for marriage, believing it is against God's commandments to keep a girl unmarried for an extended period after puberty*. This student had adequate knowledge of how various religious teachings, scriptures, and cultural traditions influence the age at which individuals, particularly women, are expected to marry.

Students who scored higher in this question had adequate knowledge of how sociocultural practices contribute to early marriage through deeply rooted traditions, societal norms, and gender expectations surrounding family principles and economic arrangements. Lastly, the analysis suggests that these students had a good command of English, which enabled them to articulate their points correctly and provide adequate and convincing explanations. Extract 6.2 indicates a sample of student's correct responses to question 6.

6. Briefly explain five social-cultural factors for an increasing rate of early marriage among Tanzania societies.

- (i) Early marriage in Tanzania is caused by poverty. In different Tanzanian families are likely to be faced by poverty so the parents can decide to marry off their daughters so as the family can get bride price like cattle or goats.
- (ii) Early marriage in Tanzania is caused by initiation ceremonies. Initiation ceremonies like Jando and Unyago facilitate a child to get into marriage life at a younger age. Example in some societies after girls are initiated most of them are likely to be married because initiations prepare an individual for marriage.
- (iii) Family instability can cause early marriage. The children that are born in unstable family are likely to engage themselves in early marriage because they usually have a desire to avoid the family difficulties and be free from different chaos that are in their family. Family instability usually affect most of the girls.
- (iv) Early marriage is caused by bride price or dowry. Bride price is the gift given to the family of the married daughter in form of cattle, goat, or any other things. Some of the parent can marry off their daughters so as they can get the bride price which is against human right so it is unfair to the girl.
- (v) Early marriage in Tanzania is caused by the belief of making girls clean and well mannered. In different society of Tanzania it is believed that a girl who is unmarried and she has a bigger age she is likely to involve herself in prostitution which is a bad act but sometime they are wrong on the conception, hence marrying off young girls at a young age.

Extract 6.2: A Sample of Student's Correct Responses to Question 6

Extract 6.2 illustrates that the student adequately explained how certain sociocultural practices contribute to early marriage in our societies.

2.2.5 Question 7: Democracy

The question tested students' ability to evaluate the rationale of conducting democratic elections in the school context. The question asked: *In five points, explain the importance of conducting a democratic election when electing students' leaders at your school.* The overall performance on this question was weak, with 605,525 (75.97%) students scoring from 0 to 2.5 marks, 158,523 (19.88%) students scoring from 3 to 6 marks and 33,057 (4.15%) students scoring from 6.5 to 10 marks. Figure 7 illustrates the students' performance in question 7.

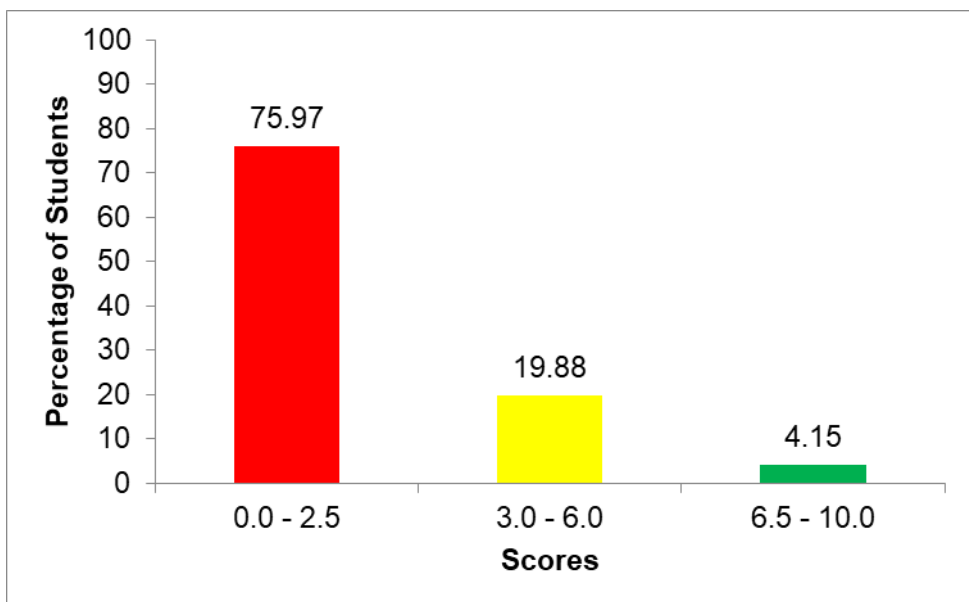


Figure 7: Students' Performance Categories in Question 7

The analysis indicates that 75.97 per cent of students had weak performance, scoring from 0 to 2.5 marks due to multiple challenges, including the lack of sufficient knowledge regarding the importance of conducting democratic elections in schools. Most students in this category failed to relate the principles of free and fair elections to their school environment. Furthermore, it was observed that some students misconstrued the question and thus deviated from it by discussing the importance of studying Civics instead. One student, for instance, explained: *that it helps to understand our culture, it helps to know our nation, it helps to understand road safety, it helps to understand the responsibilities of citizens, and it helps to understand life skills.*

Similarly, some students misinterpreted the question to pertain to the principles of democracy. For example, one student wrote: *Free and fair election, rule of law, and accountability* as the importance of conducting democratic elections for student leadership. Additionally, some students misunderstood the question altogether and discussed types of families. One student mentioned: *single-parent family, nucleated family, and extended family*, highlighting a lack of understanding of the intended topic.

Moreover, due to their inability to grasp the question's requirements, some students brought concepts from different subjects and linked them to the question. One student, for example, presented historical and language concepts, such as *oral tradition, museums, archives, written documents, linguistics, and archaeology*. Students who referenced topics from unrelated subjects demonstrated insufficient knowledge of democratic principles. Additionally, some students copied options from question 1 within the assessment paper. For instance, one student wrote: *gender blindness, gender stereotyping, and a mayor*. Presentation of responses of this nature suggests a severe lack of competence and an inability to extract relevant knowledge related to the question.

Also, some students with inadequate proficiency in English failed to comprehend the question's requirements, which resulted in inappropriate responses written in Swahili. For example, one student wrote: *Demokrasia inamfanya mwanafunzi kuweza kujiamini, shule inamsaidia kuishi na watu, na shule inampa uwezo mkubwa wa ufahamu. Pia, sifa nzuri kiongozi atazipata kwa wazazi*. Similarly, another student presented, *kusimamia mazingira, kusimamia usafi, kusimamia madarasa, and kusimamia nidhamu*. These students demonstrated an inability to read and comprehend the question's demands due to their limited English proficiency.

Generally, the analysis has revealed that insufficient mastery of the subject matter, lack of proficiency in English, and students' non-conformity to the question's requirements contributed to weak performance. Extract 7.1 presents a sample of student's incorrect responses to question 7.

7. In five points, explain the importance of conducting democratic election when electing students' leaders at your school.

(i) Love

(ii) peace

(iii) Trust

(iv) stable economy

(v) Respect

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

Extract 7.1 illustrates that the student went off track by mentioning factors contributing to stable marriage instead of explaining the importance of conducting democratic elections when electing leaders at school.

Conversely, to the weakly performed students, the analysis further indicated that 19.88 per cent of students who scored from 3 to 6 marks exhibited average performance for various reasons. Some students mentioned relevant points but failed to provide satisfactory explanations to make them meaningful, reflecting limited competence in the subject matter and English proficiency. Additionally, the repetition of points by some students in this category was recorded as a major challenge contributing to average performance. For example, one student wrote: *it helps to get the best leaders* and *it helps to get good leaders* as two distinct points while the points conveyed the same meaning. By the same token, another student maintained: that *it helps to get good leadership* and *it helps to get good governance* and treated them as two distinct points, failing to understand

that the two terms are used interchangeably to signify effective governance. Furthermore, some students failed to exhaust the required number of points as the question demanded. Some students provided only three or four instead of the required five points. For example, one student listed: that *it promotes peace and security, helps students to express their opinions, helps students to choose the leaders they want and helps to get good school governance*. As a result, this student did not score more than 6 marks.

Overall, in the average performance category, students exhibited some understanding of the question's demands. However, most of them could not exhaust the required number of points, repeated the points, lacked sufficient English proficiency, and provided insufficient elaborations, hindering higher scores. Additionally, many students failed to link their responses to the context of school elections as required by the question, which affected their overall performance.

Turning now to students with good performance, the analysis revealed that few students (4.15%) scored from 6.5 to 10 marks. These students were familiar with the topic of *Democracy* and thus responded to the question adequately by providing relevant points regarding the importance of conducting democratic elections at school. These students also backed their responses with detailed explanations written in proper English. One student, for instance, adequately clarified the significance of conducting democratic elections in school, by stating: that *it enables students to choose leaders of their choice, leads to the formation of an impartial electoral committee, and promotes a culture of political tolerance*. This student understood that free and fair elections allow students to elect prefects and other leaders of their choice.

In the same fashion, the student explained other importance of conducting democratic elections at school by mentioning: that *observing the principles of free and fair elections during school elections leads to the establishment of an independent electoral committee, which includes both teachers and students, to oversee the electoral process fairly and without bias*. Similarly, the student argued, that *democratic elections in schools promote a culture of political tolerance among contestants and voters*. The student had an understanding that democratic elections encourage acceptance and respect for differing rights and views, even in the face of electoral defeat.

Moreover, another student argued that *democratic elections in schools promote peace and harmony and enable voters to evaluate candidates*. This student acknowledged that free and fair elections foster satisfaction with the results, contributing to peace. Correspondingly, the student noted that electoral campaigns, a key feature of just elections, allow voters to assess candidates' abilities and determine who is best suited for leadership roles. The student further stated: that *democratic elections in schools promote popular participation, allowing all students to vote for their leaders*. The higher marks awarded to the student certify that the student wrote correct and well-argued responses per the question's demands.

All in all, the quality of responses from students with good performance exhibits that the students are observant and attuned to the principles of democratic elections beyond school settings. Extract 7.2 provides a sample of student's correct responses to question 7.

7. In five points, explain the importance of conducting democratic election when electing students' leaders at your school.

- (i) It gives power to the students and enable them to choose leader who can make decisions on their behalf - the process of conducting democratic elections will enable students to have power which can enable them to choose good representatives who can make good decisions on their behalf.
- (ii) It confirms worth and dignity of individual students - democratic elections help to confirm the value and personal respect of the students since they express their internal views, opinions and feelings when choosing the school leaders during the elections.
- (iii) It gives opportunity to the students to express their sense of ownership - these elections will enable students their sense and feeling of ownership since they will make decisions that will help them to choose leaders who can represent them well to the higher authorities.
- (iv) It helps to promote democracy when they are practised from time to time - conducting democratic elections will help the school to consolidate democracy when they are practised from time to time and become normal to the school and hence promoting good governance in the school.
- (v) It helps to obtain legitimate government through the consent of the students - as long as democratic elections engage all eligible students to participate, it will help to obtain a legitimate government by the consent of a large number of people hence promoting development.

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

In Extract 7.2, the student correctly articulated the necessity of conducting democratic elections when electing school student leaders.

2.2.6 Question 8: Road Safety Education

This question measured students' ability to suggest possible measures to prevent road accidents. The question asked: *Briefly analyse five measures that people should take so as to avoid road accidents.* The overall performance on this question was average, with 542,206 (68.02%) students scoring from 0 to 2.5 marks, 175,222 (21.98%) students scoring from 3 to 6 marks and 79,677 (10.00%) students scoring from 6.5 to 10 marks, which were allocated for this question. Figure 8 illustrates the performance of students in question 8.

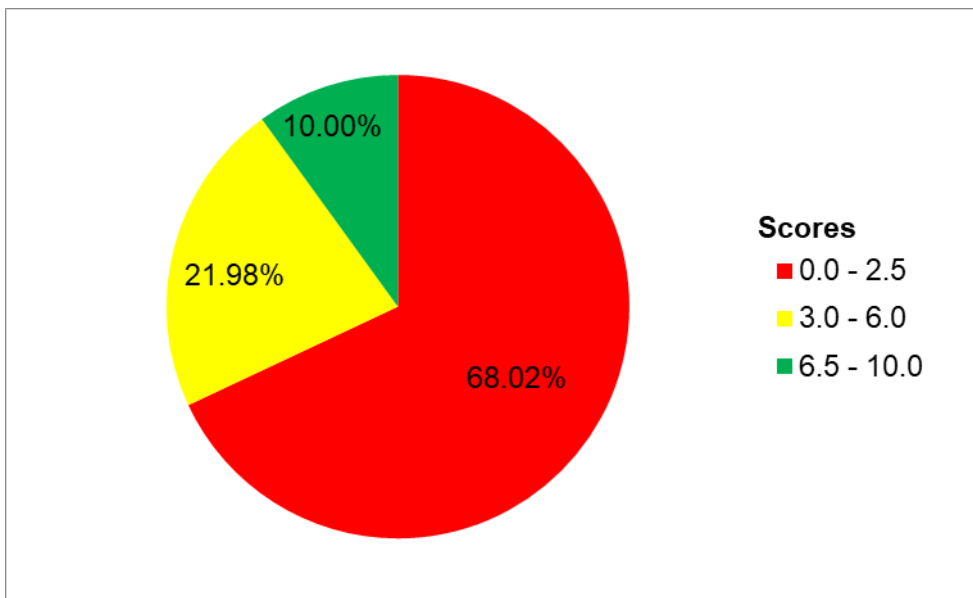


Figure 8: Students' Performance Categories in Question 8

A detailed analysis of students' scripts indicates that those who scored from 6.5 to 10 marks understood the question's requirements. Students under this category demonstrated adequate knowledge of the causes of road accidents, allowing them to suggest effective measures to eliminate them. Moreover, some students' proficiency in English enhanced the quality of their responses. Due to having adequate knowledge of *Road Safety Education*, some students provided impressive answers that attracted high marks. One student, for instance, wrote: *people should help those who cannot cross the road without assistance timely inspection of vehicles, and avoiding the overloading of vehicles.* The student further elaborated that responsible adults should assist children, the elderly, and individuals with disabilities

when crossing the road to ensure their safety. Also, regular vehicle maintenance and inspections were emphasised to ensure transportation safety and prevent faulty vehicles from operating. Further, the student suggested: that *drivers who overload their vehicles should face penalties to promote road safety*. Overall, the responses provided by this student suggest that the student was well conversant with the topic of *Road Safety Education*.

Another example of well-structured responses came from a student who suggested the following points: *roads and other infrastructures should be maintained, providing licenses to qualified drivers, and establishing and enforcing laws effectively against reckless road users*. The student was aware that regular road maintenance is crucial for safe usage, which involves fixing potholes, replacing damaged road signs, and ensuring roads are navigable in all weather conditions. The student also recognised that well-trained drivers ensure safe driving; thus, licenses should only be granted to those who have undergone adequate testing. Additionally, the student noted that many road accidents result from intoxicated and reckless drivers and suggested that strict laws if properly enforced, would deter such behaviour.

Equivalently, another student elaborated on four relevant points. One of the points was: *providing road safety education to all road users*. In this point, the student argued: that *road safety education should be disseminated through both formal and informal channels, addressing both drivers and pedestrians and emphasizing defensive driving, safe road usage, and adherence to road signs*. In a nutshell, all relevant responses taken together suggest that students in this category had a solid understanding of the causes of road accidents and were subsequently able to propose effective prevention measures. Furthermore, the analysis revealed that these students were aware of the severe consequences of road accidents, such as loss of life and property. Extract 8.1 presents a sample of student's correct responses to question 8.

8. Briefly analyse five measures that people should take so as to avoid road accidents.

- (i) Provision of education to all people in society: one of great measures that people should take to avoid road accidents is to gain and provide road education safety to all people meaning new drivers, skilled drivers, pedestrians and so on on road signs such as caution signs, prohibition signs like road is closed so as to prevent and avoid unexpected disasters or chaos on road (road accidents).
- (ii) Testing new drivers of vehicles in the society: People should adhere and take in consideration by testing new drivers of motor vehicles. The purpose of testing new drivers is to teach them on how to drive well on the road, how to maintain your speed while moving with cars on the road, how to operate the vehicle and know function of all parts of vehicle so as to prevent road accidents.
- (iii) Servicing cars and vehicles periodically: This is one of the way of to take to avoid road accidents in society roads, people are supposed to service their motor vehicles such as cars periodically. The purpose of doing so is to make vehicles be well functioning and avoiding road accidents.
- (iv) Avoid driving car while using mobile phones or eating: This must be adhered to citizens and people who know how to drive motor vehicles. Mobile phones and snacks tend to be a great distractor of drivers while driving motor vehicles and so on example when one tend to chat on phone he or she will fail to see directions and can hit a building causing his or her death and damage of building
- (v) Avoid alcoholism and being drunkard while driving or using the road: This is one of measures to be taken by citizens so as to avoid road accidents, alcohol tend to impair judgement of an individual driver later on one drives crazy and end up causing accidents on road.

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

Extract 8.1 illustrates that the student successfully suggested measures people should take to avoid road accidents.

Notwithstanding the good performance demonstrated by students acquainted with *Road Safety Education*, some students had an average performance, scoring from 3 to 6 marks. Although this category of students understood the question's demands, they encountered errors that limited their overall scores.

Firstly, some students mixed correct and incorrect responses. One student, for instance, correctly stated: that *obeying and following road signs while driving, the destroyed roads should be repaired to prevent car accidents, and vehicles should be checked thoroughly before use to avoid accidents*, but then added incorrect responses such as: *people should be road safety sign* and *people should avoid road accidents*. Although this student provided three valid measures to prevent road accidents, the inclusion of irrelevant responses led to a lower score and, consequently, an average performance.

Moreover, some students exhibited average performance due to the repetition of some points. For example, one student wrote: *people should be given education about road safety, drivers should not drive while drunk, there should be regular vehicular check-ups, drivers should not use substances while driving, and drivers should obey traffic laws*. This student repeated similar messages about alcohol and substance use, which hindered clarity. Additionally, the independent points lacked sufficient explanations to warrant full marks.

Additionally, students' inability to write the required number of points as demanded by the question contributed to average performance. Whereas the question demanded five measures to avoid road accidents, some students provided only two or three relevant responses. For example, one student wrote: *drivers should not drive while drunk and provide road safety education to road users*. Likewise, another student listed *that road users should follow road signs, drivers should not drink alcohol and drive, and people should not overload their vehicles*. These students provided relevant but insufficient points, resulting in moderate performance.

Conversely, to good and average performance, some students had weak performance as they failed to comprehend the question, scoring from 0 to 2.5 marks. Some students demonstrated limited knowledge of the topic and strayed off course by providing illogical responses. For instance, some students focused on road signs, as evidenced by one student who wrote: *zebra crossing, no U-turn, stop, keep left, and turn right*. These students failed to comprehend the question's requirements and consequently scored poorly. Moreover, other students misinterpreted the question by discussing the causes of road accidents instead of proposing solutions for road safety.

One student listed *careless driving, lack of road safety education, poor road conditions, overloading of vehicles, and the effects of alcoholism*, which failed to address the need for preventive measures.

The analysis also found rare cases of students being unaware of the topic to the point of skipping the question entirely or reproducing responses from other parts of the paper. One student, for instance, copied information from the question paper and wrote: *lack of assertiveness, coping with stress, and a state of showing affection and helping*, which pertained to Question 1 (viii). This student demonstrated insufficient knowledge of *Road Safety Education*.

Lastly, some students understood the question's demands but failed to articulate their answers due to poor English language proficiency. Equally, some students failed to get marks as they resorted to using Swahili, which was not an instructional language. For instance, one student wrote, *kuepuka ajali za barabarani inabidi kuzingatia alama, sheria na kanuni za barabara, pia usipende kutumia mwendo kasi sana, usinywe kupindukia, and kuwa na elimu ya udereva*. Other students presented their answers with poor grammar and a mixture of English and Swahili. Extract 8.2 presents a sample of student's incorrect responses to question 8.

8. Briefly analyse five measures that people should take so as to avoid road accidents.

(i) Can cause death
If people or driver can drive over
speeding it can cause death for other
people

(ii) Can cause injured
If people should walk and drive for
car, bicycle or motorcycle going over speeding
and push that person can cause injured

(iii) Lack of development. If people can get injured
or death can get lot of development.

(iv) Lack of drug abuse

(v) Lack of Infrastructure

Extract 8.2: A Sample of Student's Incorrect Responses to Question 8

In Extract 8.2, the student failed to interpret the question appropriately, attempting to explain the effects of road accidents instead of suggesting solutions.

2.2.7 Question 9: Our Nation

This question measured students' understanding of national symbols. The question asked: *In five points, briefly explain how the national flag is used to publicise Tanzania across borders.* Students' performance on this question was weak, with 777,133 (97.49%) scoring from 0 to 2.5 marks, 17,789 (2.24%) scoring from 3 to 6 marks, and only 2,183 (0.27%) scoring from 6.5 to 10 marks. Figure 9 illustrates the distribution of students' performance in question 9.

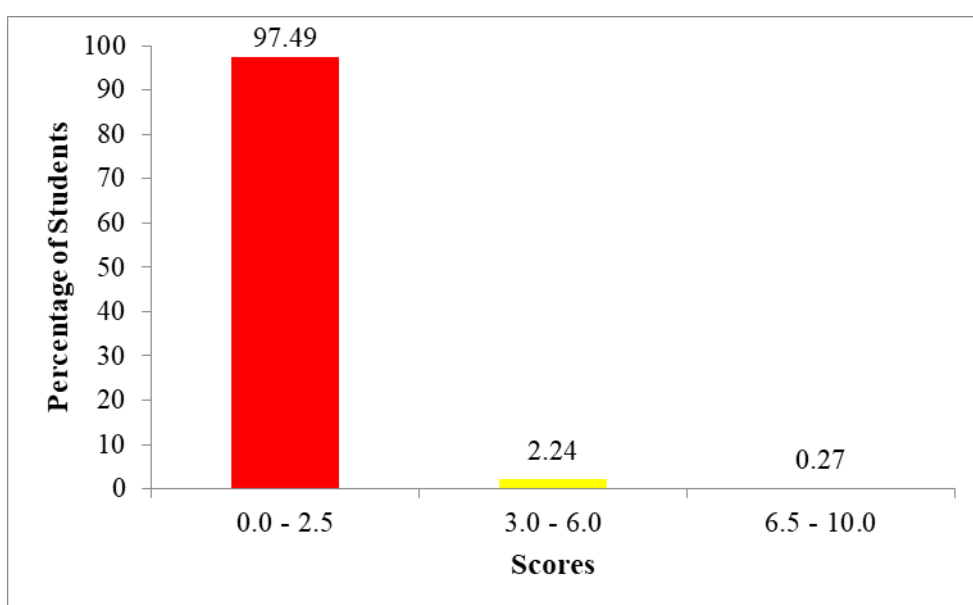


Figure 9: Students' Performance Categories in Question 9

Figure 9 shows students' weak performance in question 9 as 2.71 per cent of the students scored between 3 to 10 marks.

It was noted that students who scored lower marks (0 to 2.5 marks) failed to meet the demands of the question because of a myriad of challenges. Many students misinterpreted the question and attributed it to the importance of studying Civics. For example, one student wrote: *it helps to understand human rights, our nation, life skills, national symbols, and culture.* Other

students incorrectly associated the question's demand with the government, mentioning government leaders, such as the *President*, *Attorney General*, and *Members of Parliament*. These students provided irrelevant answers, reflecting a lack of understanding of the subject matter.

Additionally, some students misconstrued the question by discussing the significance of democratic elections. For instance, one wrote: *it helps to get non-corrupt leaders, accountable leaders, good governance, and honest leaders*. Similarly, another student mistakenly focused on the colours of the national flag, stating: *Yellow, Blue, Black, and Green*. Others mentioned where the national flag is displayed, listing places such as *Schools*, *Parliament*, *Police Stations*, and *Presidential offices*. These inappropriate responses highlighted a lack of competence regarding *Our Nation*, specifically about the national flag as a symbol.

Furthermore, some students misinterpreted the question entirely, discussing national festivals. One provided a list of religious celebrations, including *Christmas*, *Eid al-Fitr*, *Maulid*, *Good Friday*, and *Easter*. Another student mentioned civic public holidays. The student wrote: *Nyerere Day*, *Karume Day*, *Nanenane Day*, and *Sabasaba Day*. Additionally, some students confused the question with national symbols, incorrectly listing the *National flag*, *National anthem*, *Coat of arms*, *National currency*, *Uhuru Torch*, and *Giraffe*. These students failed to frame appropriate responses and lacked the necessary knowledge pertinent to the question.

Notably, some students struggled with English proficiency, which hindered their comprehension of the question requirements, leading to irrelevant responses in Swahili. For instance, one student wrote: *Bendera inatambulisha nchi*, *Bendera utumika kujifunza rangi*, *Bendera ni alama zetu*, *Bendera utumika kwenye majengo ya serikali*, and *Bendera utumika kudumisha amani*.

Overall, the incorrect responses from many students, combined with the failure to attempt the question at all, indicate poor mastery of the subject matter and insufficient English language proficiency. Additionally, the students lacked the requisite knowledge to articulate how the national flag promotes Tanzania internationally. Extract 9.1 presents a sample of students' incorrect responses to question 9.

9. In five points, briefly explain how the national flag is used to publicise Tanzania across borders.

- (i) It shows the independence of our country. The national flag shows that Tanzania is an independent and sovereign state. It shows that it's free from any external control and it can't be colonised or ruled over by any country. This makes other countries want to interact with Tanzania which is free.
- (ii) It has a yellow colour, which represents minerals found in Tanzania. The minerals are one of the important and valuable natural resources. This helps and makes different countries to visit Tanzania and even form relations with it because of its valuable natural resources.
- (iii) It has a blue colour which shows water bodies that are present in Tanzania. This helps people of different countries to be eager to visit the water bodies in Tanzania such as Lake Victoria, Lake Tanganyika and river Pangani.
- (iv) It has a green colour which shows the vegetation present in Tanzania. This makes people from different areas to be eager to see the vegetation of Tanzania.
- (v) It shows the cooperation and unity of Tanzanians. It has the black colour which shows the people of Africa who are always welcoming thus it will influence other countries to visit Tanzania.

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

Extract 9.1 indicates that the student analysed the colours of the national flag and attempted to explain their meanings instead of addressing how the national flag is used to promote Tanzania abroad.

In contrast to students with weak performance, the analysis revealed that 2.24 per cent of students performed on average as they scored from 3 to 6, exhibiting various strengths and weaknesses in their responses. Some students provided less relevant points contrary to the question's demand. One student, for instance, mentioned only three points: *When used in international competitions and games, when it is raised at Tanzanian foreign offices or embassies, and when government officials represent the*

country abroad instead of the required five points. The responses provided were insufficient, meriting 6 marks.

Additionally, some students repeated points that were essentially the same, such as *When the president or vice president visits another country* and *When government officials represent the country abroad*. They students failed to recognise that the president and vice president are also included in the category of government officials.

Moreover, some students combined correct and incorrect responses. For example, one student provided factual points that were relevant, such as *When used at international organization offices, when it is displayed at international conference entrances, and when the president or vice president visits another country*. However, the student also wrote irrelevant points: *it is a symbol of unity* and *it is a symbol of peace and security*. While this student successfully interpreted the demand of the question, the student failed to present a focused list of relevant responses.

On the other hand, the analysis has brought to light that 0.27 per cent of students had a good performance, as they scored between 6.5 to 10 marks out of 10 marks. A myriad of strengths attributed to good performance include but are not limited to students' strong comprehension of the subject matter and a good command of the English language. Students under this category articulated well how the national flag promotes Tanzania internationally. One student, for instance, noted that *when the national flag is flown at international organizations' offices and used at the entrance of international halls of conferences*. This student also referenced specific organisations, such as the United Nations and the African Union, and elaborated: *When the national flag is displayed on the vehicles of high-ranking government officials representing Tanzania abroad and When it is featured on Tanzania's international assets such as ships and aircraft*. This student demonstrated the ability to understand and comprehend the question's requirements and good mastery of the English language.

Identically, another student mentioned correct points associated with patriotic individuals, such as musicians and spectators, when visiting foreign countries. The student further wrote: *When the national flag is raised at the commencement of international tournaments*. Similarly,

another student accurately stated: *when it is displayed at Tanzanian foreign embassies and when it is hoisted by foreign nations during the welcoming of Tanzanian officials*. Overall, students who were awarded higher marks exhibited a solid understanding of the question's demands, a good command of English and demonstrated mastery of the topic. Extract 9.2 presents a sample of student's correct responses to question 9.

9. In five points, briefly explain how the national flag is used to publicise Tanzania across borders.

- (i) The President or any other top leader of the government of Tanzania always carries it whenever he or she visits another country. It is always kept on his or her car and when giving out a speech it is kept on his back to symbolize Tanzania.
- (ii) When a national team or any other team goes in another country for matches they carry a national flag to show their presence in a particular country and also show it off before the beginning of the match.
- (iii) When someone has gone to the outside country to represent Tanzania in different occasions such as in International marathon i.e. Kili-marathon Tanzanians do carry their national flag on their hands to represent Tanzania.
- (iv) In the embassies of Tanzania in countries that Tanzania is representing it self the national flag is kept to symbolize Tanzania. Also the ambassador carries a national flag wherever she or he goes.
- (v) During different meeting in communities that Tanzania is a member. The national flag is flown to show that Tanzania is also a member of the given community example SADC, EAC, AU and even Common wealth.

Extract 9.2: A Sample of Student's Correct Responses to Question 9

Extract 9.2 indicates that the student figured out the question's demand and successfully explained how the national flag promotes Tanzania across borders.

2.3 SECTION C: ESSAY QUESTION

2.3.1 Question 10: Responsible Citizenship

The question aimed to assess the student's ability to evaluate the consequences of citizens failing to fulfil their social responsibilities in society. The question asked: *Elaborate on five effects that may occur as a result of citizen's failure to fulfil their social responsibilities in society.* The performance of the students was generally weak, with 664,469 (83.36%) students scoring from 0 to 4 marks, 109,786 (13.77%) students scoring between 4.5 and 9.5 marks, and only 22,850 (2.87%) students scoring 10 to 15 marks. Figure 10 illustrates students' performance in question 10.

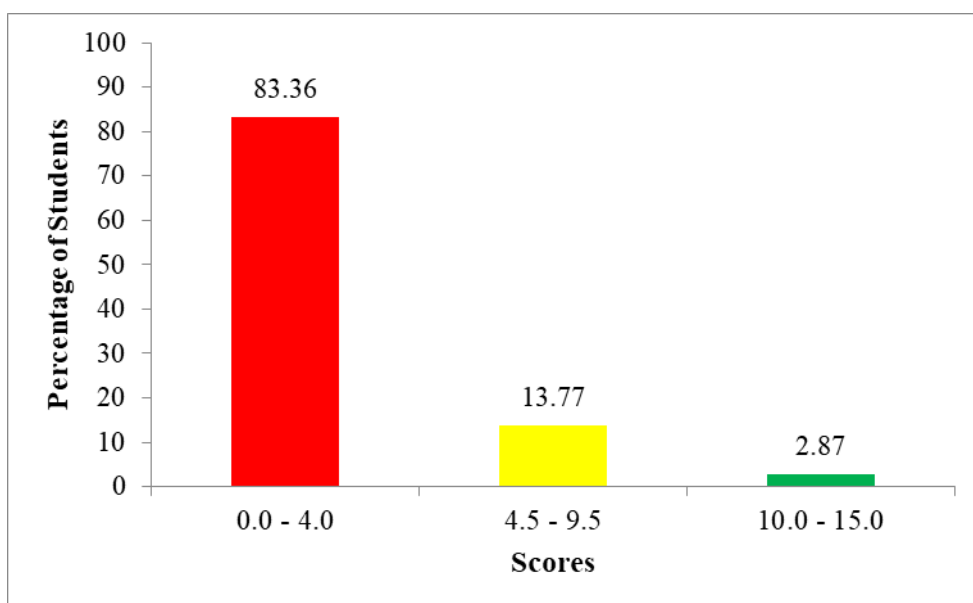


Figure 10: Student's Performance Categories in Question 10

Figure 10: shows a weak performance of the students in question 10, as 16.64 per cent of the students scored from 4.5 to 15 marks.

The analysis revealed that some students demonstrated an inadequate competency in the content measured. These students failed to understand the question's requirements due to misinterpretation, while others had inadequate knowledge of the content measured. These students scored marks ranging from 0 to 4, categorised as weak performance.

To begin with, these students delivered fragmented introductions due to a superficial understanding of the content and an inability to identify key concepts measured. One student, for instance, wrote: *citizen is the man in the country or nation, in partispect to all contractivities peace to the continuous forming contractivities showing love and peace to continuing activities*. This student failed to identify the key terms and had severe English language incompetence that distorted the response provided. Aanother example of a worse response was quoted from a student who copied parts of question 1 (x) and 2 (iii) to form an introduction. This student wrote: *responsibility is the shouting in from their local government and helping each other fairly and honorably*. This response implies that the student was incompetent on the subject matter.

Secondly, in the main body, students under this category demonstrated a range of misinterpretations and misconceptions by providing irrelevant answers. For instance, some students thought the question was about work. One student wrote: *work is any activities a person does to earn a living*. In the same vein, another student went astray by mentioning points relating to the importance of work. Furthermore, other students twisted the question's requirements to mean the essence of studying Civics. One student tried to define Civics as: *the study of human right and responsibility*. Another student maintained that: *Civics is important because it helps understand our nation, our government, and our human rights*. Likewise, some students reinvented the requirement of the question and attributed it to the possible consequences of an individual's laziness.

On top of the above, some students confused citizens' social responsibilities with the responsibilities of government. These students went further to explain the importance of an effective government. Likewise, it was observed that some students in this category failed to follow essay writing rules as they wrote their essays without introductions, paragraphs and conclusions. By the same token, others students listed the points without explanations. Finally, some students provided superficial conclusions that did not reflect the focus of the question. For instance, one student wrote: *All in all, citizens should work hard*. Extract 10.1 presents a sample of student's incorrect responses to question 10.

10. Elaborate five effects that may occur as a result of citizen's failure to fulfil their social responsibilities in the society.

Citizen - Citizen is ~~group~~ maintain of their group.
 the following are group of citizen.
 Citizen by birth and - is the type of citizen
 where the people is birth in the country that is called
 citizen by birth.
 Citizen by naturalization - is the type of citizen
 where by people is natural with their family ~~th~~ in the ~~ca~~
 country that this is called citizen by naturalization.
 Citizen by descent - is the type of citizen where
 people is descent with other country this is called
 citizen by descent.
 Citizen by kinship - ~~to~~ is the type of citizen
 when ~~to~~ by people is kinship with other country this
 is called kinship. citizen by kinship.
 the following are the effect when the failure
 to fulfil their social responsibility in the society.
 Increase of crime: so when person to be a
 citizen with other country is ~~in~~ may be can cause of
 increase of crime.
 New culture: when people come with country
 it come in your culture it can cause a new culture of
 country example Arab the clothes is hijab.
 Come new language: ~~is~~ when ~~e~~ people come
 from America it can cause to ~~int~~ to educate people to
 understand their ~~at~~ language.
 Therefore the following are the type of
 citizen and Effect of citizen in responsibility in the
 society...

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

Extract 10.1 illustrates that the student deviated from the question's focus by analysing the types of citizenship and the social effects of interactions between citizens of different nations instead of explaining the consequences of a citizen's failure to fulfil their social responsibilities.

Although many students had weak performance in this question, some students got average performance as they scored from 4.5 to 9.5 marks. The reasons for the failure to perform above average included the repetition of some points, failure to exhaust the required number of points, and an inability to provide comprehensive arguments for full marks. For instance, one student presented only three points: *human rights violations will increase in society, social conflicts will prevail in society, and deterioration*

of moral values, instead of the required five. Furthermore, some students repeated some points that were only superficially different from one another. For example, one student wrote that: *the irresponsibility of citizens will lead to poverty, difficult life experiences, and occurrences of underdevelopment* as distinct points, while the points carried a similar message.

Similarly, another student wrote: *increase in improper behaviour, the society will become unethical, and increase in the deterioration of moral values* as separate points, failing to recognise that immorality implies actions or behaviours considered wrong, unethical, or contrary to societal principles. Additionally, the average performance of these students was further impacted by superficial introductions and conclusions, as well as inadequate explanations of their points.

Nonetheless, the analysis noted that some students presented quality responses and scored the highest marks (10-15). Students with good performance provided relevant introductions and correct points, supported with sufficient explanations and sound conclusions. These students also presented their responses by observing essay writing rules, such as introduction, main body, and conclusion. In addition, a logical presentation and flow of ideas by students supported by fluent English further guaranteed a good performance.

In this category, students correctly identified and properly defined the key terms of the question in the introduction. For example, one student introduced social responsibilities as: *the social duties that people have a moral obligation to perform for the benefit of the whole society.* The student also listed examples of social responsibilities, such as: *obeying the laws of the country, respecting others' rights, and protecting the environment.* Another impressive introduction was quoted from a student who wrote: *Social responsibilities refer to all social duties that one is required to fulfil in their respective society.* The student added: *mostly, that social responsibilities are always meant to be fulfilled by all society members as obligated to them, some of the responsibilities in society are participation in development activities such as road construction and participation in cleanliness activities.* This student successfully elaborated on the definition of social responsibilities.

Moreover, in the main body, good performers explained a wide range of effects that may occur if citizens fail to fulfil their social responsibilities in society. One student wrote: *social crimes in society will arise and prevalence of environmental destruction*. This student demonstrated knowledge that citizens are responsible for preventing crimes and preserving the environment in their localities by cooperating with other government institutions. Additionally, another student presented two correct points: *the increase in violations of human rights* and *the deterioration of moral values*. In the explanation, the student argued that every citizen is responsible for upholding human rights and moral standards in society. Consequently, neglecting this responsibility can lead to human rights abuses and immoral behaviours such as prostitution, robbery, and dishonesty.

Similarly, another student highlighted: that *there will be misuse of public properties and resources, and insecurity and violence may prevail in society*. This student further asserted that individuals are responsible for protecting natural resources like forests, mines, and national parks, as well as maintaining public properties such as schools, hospitals, and infrastructure. Therefore, failing to do so exposes these resources to vandalism. Moreover, the student recognised that everyone in society must safeguard the community and the nation against internal and external threats, including civil wars and social unrest.

Lastly, students with good performance provided compelling conclusions, encompassing various themes from suggestions to new ideas that aligned with the question's requirements. For instance, one student wrote: *Every individual in society must understand and fulfil their social responsibilities as patriotic citizens. The nation's development and stability depend on the extent to which its citizens meet their social, political, and economic responsibilities*. Thus, the student acknowledged that sustainable development, peace, and strong moral values cannot be achieved without fully embracing our responsibilities as patriotic citizens. Extract 10.2 presents a sample of student's correct responses to question 10.

10. Elaborate five effects that may occur as a result of citizen's failure to fulfil their social responsibilities in the society.

Citizens are the legal member of a certain country. Citizens have different responsibility that are social, economically and politically. Responsibility is the duty or work that a person must do or perform. Citizens perform their responsibilities in different way and are beneficial. But on the other the failure

10 of citizens to fulfill their responsibilities have different effect as illustrated below.

Increase of social crimes in the society. The failure of citizens to fulfill their responsibilities can cause social crimes in the society. Example of the social crimes include robbery, theft, rape and other crimes. These are caused due to failure of people to fulfill their responsibilities.

Underdevelopment of the society, also this results from the failure of citizens to fulfill responsibilities. The citizen when they don't fulfill their social responsibilities like making proper decision and other responsibilities can cause under development of the society, because no development activity will be done.

Lack of peace and security in the society. Citizens have responsibilities of protecting society resources and to maintain peace by avoiding any risk acts like fighting. The failure of people to fulfill their responsibilities make the society to lack peace and security hence people will live poor life.

Violation of human rights. Human rights are the principles of fair and justice that a person is entitled to. Due to failure of one to fulfill his/her responsibility as a citizen of promoting human rights by having respect and love to each other may cause violation of human rights in different way, like killing or murdering of people, harassment to girls and other acts that violate human rights.

Poverty among society members. Due to failure of an individual to fulfill his/her responsibilities may face poverty. Example failure to participate in development activities will lead to poverty among the society members that is the consequence of one not to fulfill his/her responsibility given to him/her in the society. Hence can cause under development of and individual.

All in all, citizens have various responsibilities and may have importance to the society. Example promote peace and harmony, promote human rights, increase development of society and others that may arise after citizens fulfill their social, political, economic and cultural responsibilities.

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

Extract 10.2 illustrates that the student was able to elaborate on the effects that may occur due to citizen's failure to fulfil their social responsibilities in society.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE TOPIC WISE

The analysis of students' performance by topic revealed that no topic achieved good results. Seven topics covered in Question 1 demonstrated an average performance, with 63.32% of students scoring 30 per cent or higher out of the 10 marks available. These topics included *Work*, *Government of Tanzania*, *Proper Behaviour and Responsible Decision Making*, *Gender*, *Responsible Citizenship*, *Democracy* and *Promotion of Life Skills*, all of which were assessed through ten multiple-choice items. This level of performance indicates that students were able to select correct answers from the provided options.

Further analysis noted that the topics of *Promotion of Life Skills* and *Road Safety Education* had average performances of 56.42 and 31.98 per cent, respectively. *Promotion of Life Skills* was included in Question 3 (Comprehension), while *Road Safety Education* was covered in Question 8 (Short Answer). These results suggest a moderate percentage of students who scored 30 per cent or higher, indicating reasonable competence in addressing comprehension and short-answer questions.

Conversely, weak performance was observed in six topics from Questions 2, 4, 5, 6, 7, 9, and 10. Notably, the topic of *Human Rights*, assessed in Question 4 (Short Answer), showed poor performance, with 99 per cent of students scoring below 30%. Other topics with high percentages of students scoring below 30% include *Our Nation* (97.49%) in Question 9 (Short Answer), *Government of Tanzania* (85.08%) in Question 5 (Short Answer), *Responsible Citizenship* (83.36%) in Question 10 (Essay), *Family Life* (77.91%) in Questions 2 (Matching Items) and 6 (Short Answer), and *Democracy* (75.97%) in Question 7. This unsatisfactory performance indicates that a majority of students lacked essential knowledge of topics and specific sub-topics relevant to the questions asked (see attached Appendix).

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of students' performance in the Civics Form Two National Assessment (FTNA) conducted in October 2024 has revealed several critical insights that need to be addressed for future improvements. Overall, the performance was significantly lower than in the previous year, with only 33.24 per cent of students passing, indicating a decline of 15.03 per cent. The data highlights notable discrepancies in students' understanding of various Civics concepts and difficulties in effectively applying their knowledge in response to the assessment questions.

The analysis demonstrates that while some students exhibited a solid grasp of the subject and could articulate their points effectively, the majority struggled with comprehension and clarity in their responses. Common issues included misinterpretation of questions, superficial engagement with the material, and difficulties in constructing coherent arguments. Students often demonstrated confusion between related concepts, leading to repeated ideas and a lack of comprehensive coverage of required points.

Furthermore, language proficiency emerged as a barrier for many students, inhibiting their ability to express thoughts accurately. The barrier was particularly evident in open-ended questions and essay responses, where weak language skills resulted in irrelevant answers or failure to adhere to the required format.

Therefore, a concerted effort involving teachers, students, and educational stakeholders is required to enhance the overall quality of Civics education and subsequently improve student performance in future national assessments. By identifying the underlying issues and implementing targeted interventions, we can work towards fostering a more informed and responsible citizenry.

4.2 Recommendations

Based on the findings of this report, relevant recommendations for students, teachers, and education stakeholders aimed at enhancing the teaching and learning of Civics and subsequently addressing the performance challenges identified in the Civics Form Two National Assessment (FTNA) conducted in October 2024 follow.

For Teachers:

- (a) Interactive teaching strategies: Employ interactive teaching strategies, such as group discussions, debates, and role-playing exercises, to make the subject more engaging and relatable. This approach can enhance students' critical thinking and analytical skills, particularly in challenging topics.
- (b) Differentiated instruction: Teachers should recognise that students have different learning styles and paces and, therefore, tailor their instructional methods to meet various needs, employing visual aids, hands-on activities, and technology to support diverse learners.
- (c) Focused review sessions: Organise review sessions that concentrate on common areas of difficulty identified in assessments. This targeted approach will aid students in mastering essential topics before exams.
- (d) Integrate current events: Incorporate discussions on current events and real-world applications of Civics into lessons. Connecting theoretical concepts to practical examples helps students understand the relevance and importance of the subject.
- (e) Assessment literacy: Educate students about the assessment criteria and provide clear examples of high-quality responses. Showcasing model answers can guide students in structuring their work effectively.
- (f) The English-speaking campaign should be prioritised, emphasising how students use the language in daily interactions inside and outside school. Teachers should also support and closely monitor their students' participation in Civics debate clubs to help them enhance their

vocabulary, grammar, writing skills, and understanding of the subject matter.

For Students:

- (a) Active engagement in class: Actively participate in discussions and activities during Civics lessons. Asking questions and sharing insights can deepen their understanding of complex concepts.
- (b) Improved reading comprehension: Practice reading diverse materials related to Civics, including textbooks, articles, and relevant legal documents, to improve their comprehension skills and vocabulary. Emphasis on enhancing reading skills is vital.
- (c) Study groups: Forming study groups can encourage collaborative learning. Students can discuss various topics, quiz each other, and clarify doubts. Peer teaching can reinforce their understanding of the subject matter.
- (d) Practice with past papers: Regular practice with past assessment papers can familiarise students with the format and types of questions they may encounter. This practice also aids in time management during exams.
- (e) Feedback utilisation: Seek feedback on their assignments and test performance. Understanding their mistakes can help them identify areas that need improvement.

Improving students' performance in Civics requires a collaborative effort from students, teachers, and educational stakeholders. By implementing these recommendations, it is possible to address the current challenges, enhance students' understanding of the subject, and foster responsible citizenship. The changes proposed here can lead to better performance in future national assessments, ensuring students are prepared to fulfil their roles as informed and active citizens.

APPENDIX: A Summary of Students' Performance per Topic on FTNA 2024

S/N	Topic(s)	Question Number	Percentage of Students who Scored 30% and Above	Average Performance in Each Topic	Remarks
1	Work, Government of Tanzania, Proper Behaviour and Responsible Decision Making, Gender, Responsible Citizenship, Democracy and Promotion of Life Skills	1	63.32	63.32	Average
2	Promotion of Life Skills	3	56.42	56.42	Average
3	Road Safety Education	8	31.98	31.98	Average
4	Family Life	2	29.26	28.42	Weak
		6	27.59		
5	Democracy	7	24.03	24.03	Weak
6	Responsible Citizenship	10	16.64	16.64	Weak
7	Government of Tanzania	5	14.92	14.92	Weak
8	Our Nation	9	2.71	2.71	Weak
9	Human Rights	4	1	1	Weak

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

As the world's population grows, the demand for food and other resources will increase. This will put pressure on the environment and on the world's food supply.

One way to meet this demand is to increase the amount of food that is produced. This can be done by using more land for agriculture or by using more intensive farming methods.

Another way to meet this demand is to reduce the amount of food that is wasted. This can be done by improving food storage and distribution systems.

There are many other ways to meet this demand, and it is important that we find ways to do so that do not harm the environment or the world's food supply.

One of the most important things we can do is to make sure that we have enough food to feed everyone. This means that we need to make sure that we have enough land for agriculture and that we have enough food to feed everyone.

There are many ways to do this, and it is important that we find ways to do so that do not harm the environment or the world's food supply.

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