

ZANZIBAR EXAMINATIONS COUNCIL



CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT FOR THE FORM THREE ENTRANCE EXAMINATION 2023

213 CIVICS

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FOREWORD

The Zanzibar Examinations Council has prepared the Item Response Analysis Report for the 2023 Form Three Entrance Examination in Civics Subject. The purpose of this report is to provide feedback to students, teachers, parents, policy makers, curriculum developers and other educational stakeholders about the performance of the candidates in this subject.

Essentially, the Form Three Entrance Examination is the evaluation which intends to measure to what extent the candidates have learnt in their two years of Ordinary Secondary Education. Through examination results, the candidates receive a grade that indicate their level of performance which help to make decisions whether they may continue to another level of education or not.

The analysis presented in this report is intended to contribute towards the understanding of possible reasons behind the candidates' responses in Civics subject. The report shows some of the reasons that made the candidates' performance. The possible factors that lead the candidates get good performance include understand and identifying the demand of the questions, ability to follow instructions on the question given, follow rules in essay questions and possessed skills in computation as well as English language proficient.

The factors that may indicate the candidates to get poor performance like, failure to meet the demands of the questions, inability to relate some topics with real environment and lack of techniques and skills for responding the questions.

The detailed analysis displays, samples from the candidates' scripts that show poor and good responses has been inserted. Finally, various figures with three different colours which reveals how individual question was performed have been attached.

Hence, the feedback and recommendations provided in this report will enable various stakeholders to take appropriate measure to enhance the performance of the future candidates in Civics subject through the National Examinations prepared in Zanzibar.

Finally, Zanzibar Examinations Council would like to express sincere appreciation to the Examination officers and all who participated in the completion of this report.

Dr. RASHID A. MUKKI



DIRECTOR

ZANZIBAR EXAMINATIONS COUNCIL

ZANZIBAR

1.0 INTRODUCTION

This report on Physics items response is based on the analysis of the performance of the candidates who sat for the Form Three Entrance Examination in 2023. The analysis of this report is based on the 2010 Civics Syllabus of Tanzania and adhered to 2015 Zanzibar Form Two Examination Format of Zanzibar Examinations Council.

The Form Three Entrance Examination in Civics subject had eight questions distributed in section A, B and C. All questions from section A and B were compulsory. Section A had four questions, section B consisted of two questions and section C had two questions where by the candidates were instructed to choose only one (1) question. The candidates were required to attempt a total of seven questions.

2.0 SAMPLED CANDIDATES

The numbers of candidates who have been analyzed were **3,924** equal to **16.66%** to all candidates (**23,550**) who sat for this paper. In this analysis, the candidates' scores for each question are interpreted as follows: from 00 to 29 percent is considered as poor, average if the scores range from 30 to 64 percent and good if the candidates' score from 65 to 100 percent.

These performance are shown by using different coloured table. The colour presented are green colour means good performance, yellow colour means average performance and red colour means for poor performance.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

This section identifies the questions set for candidates in sections A, B and C. Also it identifies the number and percentage of candidates who attempted the questions with those who got poor, average and good marks. Finally, the extracts of poor and good responses have been inserted.

3.1 SECTION A: OBJECTIVE QUESTIONS

This section consisted of four (4) questions. Each question carried out ten (10) marks. The candidates were required to answer all four (4) questions whereby, each question carried ten (10) Marks that in total sum forty (40) marks.

3.1.1 QUESTION 1: Multiple Choice Items

This was a compulsory question consisting of ten (10) multiple choice from (i to x) items which derived from various topics which are Democracy, Citizen, Government, Road Safety, Life skills, Human Right and Gender with relation to the syllabus.

Item i: the candidate required to identify the type of democracy which is representative democracy from the given alternatives: A was Direct democracy, B was Indirect democracy, C was Parliamentary democracy and D was Participatory democracy.

Item ii: the candidate required to select the reason why most of our leaders insist the citizen to work hard from the following alternatives: A; to encourage riots, B; to increase dependency, C; to make them innovative and D; to make their life more luxury.

Item iii: the candidate required to select the type of government which unites all the states to make them share sovereignty from the given alternatives: A; communist government, B; federal government, C; republic government and D; totalitarian government.

Item iv: the candidate required to select the type of citizenship that he or she will be granted in Tanzania from the given alternatives: A; citizenship by descent, B; citizenship by marriage, C; citizenship by naturalization and D; dual citizenship.

Item v: the candidate required to select the correct speed that was represented on the road sign from the given alternatives: A; maximum speed is 30 kilometre/hour, B; maintain speed is 30 kilometre/hour, C; minimum speed is 30 kilometre/hour and D; there is a bridge at 30 kilometres.

Item vi: the candidate required to select the correct consequence of not applied appropriate techniques in social problem solving from the following alternatives: A; irrational decision making, B; minimization of cost, C; rational decision making and D; reduction of social problem.

Item vii: the candidate required to select the year in which the human rights officially declared from the given alternatives: A; 10th December 1946, 10th December 1947, C; 10th December 1948 and 10th December 1949.

Item viii: the candidate required to identify the example of civil and political right from the following human rights A; right of access to public services, B; right to form and join trade unions, C; right to social security, food and shelter and D; right to work and choose employment.

Item ix: the candidate required to select the concept of gender which is globally accepted as a strategy for promoting gender equality from the given alternatives: A; gender analysis, B; gender blindness, C; gender mainstreaming and D; gender stereotyping.

Item x: the candidate required to select the correct type of gender concept which supposed to be performed by men and women in a society from the given alternatives: A; gender analysis, B; gender blindness, C; gender equality and D; gender gap. The correct response was B.

Generally these items (i to x) were required to measure remembering and understanding of the candidates from different topics.

This question was attempted by **3,919** that equivalent to **99.87%** of the candidates and **5** which is equal to **0.13%** of the candidates did not attempt this question. The analysis of candidates' performance shown in table 1a: below.

Table 1a: Analysis of the candidates’ performance

PERFORMANCE ANALYSIS						OVERALL PERFORM- MANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 – 6		6.5 - 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
2,501	63.82	1,390	35.47	28	0.71	1,418	36.18

The analysis shows that **63.82%** of the candidates performed poor; this implies that the overall performance to be average of **36.18%**.

2,501 candidates equal to **63.82%** performed poorly due to the lack of knowledge and skills needed about the topic being measured in this question from each item as illustrated in extract 1.1.

Extract 1.1 Sample of poor Responses

ANSWERS

i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.
A	B	A	A	B	D	A	C	A	C

Extract 1.1 shows a sample of candidate who performed poorly due to failure to choose the correct alternative; this implies that this candidate had inadequate knowledge and skills of assessed topics.

The candidates **28** equal to **0.71** who performed well. These candidates had adequate knowledge and skills needed about the topic being measured in this question from each item and scored high marks as indicated in Extract 1.2.

Extract 1.2 Sample of good Responses

ANSWERS

i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.
B	C	B	C	A	A	C	A	C	B

Extract 1.2 shows a sample of candidate who performed well. This candidate had good mastery of knowledge and skills of different topics so that they gave correct responses in all items except item viii; the candidate wrote A as a correct response but the correct response in this item was B.

3.1.2 QUESTION 2: Matching Item Question

This was a compulsory question consisting of ten (10) Matching items from

(i to x), which derived from one topic of life skills. List A consisted of 10 premises and list B consisted of 13 descriptions.

In item i, the candidate required to match the statement, “A skill that allows you to recognize your own strengths and weaknesses” with correct description from list B. The candidate wrote the correct response was “K” (Self- awareness).

In item ii, the candidate required to match the statement “Confidence in one’s own worth or abilities and success in what is attempted” with correct response in list B. The correct response was “L”(Self-esteem).

In item iii, the candidate required to match the statement “Ability to take the necessary steps to achieve what a person wants in specific situations” with corresponding response in list B. The candidate wrote the correct response was “A” (Assertiveness).

In item iv, the candidate required to match the statement, “A communication technique that enables two sides to reach an agreement or compromises” with correct response from list B. The candidate wrote the correct response was “G” (Negotiation).

In item v, the candidate required to match the statement “The ability to share someone else’s feelings or experiences concerned with their problems” with corresponding response in list B. The candidate wrote the correct response was “E” (Empathy).

In item vi, the candidate required to select an option which relate to “Individuals influence others to engage in a behavior in order to be accepted by them” with correct responses from list B. The candidate wrote the correct response was “H” (Peer pressure).

In item vii, the candidate required to match the statement “The ability to effectively analyses and evaluate information and form a judgment” with correct response from list B. The candidate wrote the correct response was “B” (Critical thinking).

In item viii, the candidate required to match the statement “A right choice from many options that are available for the purpose of achieving a desired result” with option which relate with the given statement from list B. The candidate wrote the correct response was “C” (Decision making).

In item ix, the candidate required to match the statement “A strong feeling derives from one’s circumstances or relationship with others” with correct response in list B. The candidate wrote the correct response was “D” (Emotion).

In item x, the candidate required to select the statement “A state of worry or mental pressure caused by a difficult situation” with corresponding response from list B. The candidate wrote the correct response was “M” (Stress).

Generally these items (i to x) were required to measure remembering and understanding on topic of life skills.

This question was attempted by **3,905** that equivalent to **99.52%** of the candidates and **19** which is equal to **0.48%** of the candidates did not attempt this question. The analysis of candidates’ performance shown in table 1b below:

Table 1b: Analysis of the candidates’ performance

PERFORMANCE ANALYSIS						OVERALL PERFORM- MANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 – 6		6.5 - 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
3,433	87.91	377	9.66	95	2.43	472	12.09

The analysis shows that the high percentage of the performance **87.91** was poor this indicates that, the overall performance was poor since only **12.09%** of the candidates got the correct response

3,433 candidates equal to **87.91%** performed poorly due to the insufficient knowledge and skills about the topic being measured in this question as illustrated in extract 2.1.

Extract 2.1 Sample of poor Responses

ANSWERS

LIST A	i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.
LIST B	M	A	D	C	L	I	H	G	F	J

Extract 2.1 shows a sample of candidate who performed poorly due to failure to match the statement from list A with correct responses in list B; this implies that this candidate had poor mastery about the topic.

The candidates **95** equal to **2.43%** who performed well. These candidates were aware on the topic of life skills as indicated in Extract 2.2.

Extract 2.2 Sample of good Responses

ANSWERS

LIST A	i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.
LIST B	K	L	A	G	E	H	B	C	D	M

Extract 2.2 shows a sample of candidate who performed well. This candidate had good mastery of knowledge and skills about the topic being measured.

The candidate shows his/her ability to match the statement from list A with correct response in list B correctly.

3.1.3 QUESTION 3: True and False Item

This was a compulsory question consisting of ten (10) items from (i to x) of True and False items derived from various topics such as Road Safety, family, Our Nation, Gender, Government, Life skills and Behaviour with relation to the syllabus.

The question instructed the candidates to write T for **True** statement and F for **False** statement. Each item carried one (01) mark that sum a total of ten (10) marks.

The candidate required to write following items either T if the statement is “true” or F if the statement is “false”.

- i. Road signs give instructions to road users for the safety use.
- ii. The nuclear family is manageable and controllable due to its small size.
- iii. Uhuru Torch in the coat of arm represents our sovereignty.
- iv. Gender bias entails preference of one sex over the other.
- v. Gender equality is defined as fairness of treatment for women and men according to their needs.
- vi. An appeal from the Primary Court lies with the Regional magistrate Court.
- vii. Constitution defines the power and structure of the government and its organs.
- viii. When a teacher treats male students either better or worse than female students, we may call this situation as gender discrimination.
- ix. Forming health relationship is an example of individual life skills.
- x. Proper behavior increases risky behavior in a society.

Generally these items (i to x) were required to measure remembering and understanding of

the candidates on different topics.

This question was attempted by 3,920 that equivalent to 99.90% of the candidates and 4 which is equal to 0.10% of the candidates did not attempt this question. The analysis of candidates’ performance shown in table 1c below:

Table 1c: Analysis of the candidates’ performance

PERFORMANCE ANALYSIS						OVERALL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 – 6		6.5 - 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
256	6.53	2,947	75.81	717	18.36	3,664	93.47

The analysis shows that **75.81%** of the candidates performed average; this implies that the overall performance to be good of **93.47%**.

256 candidates equal to **6.53%** performed poorly due to the lack of knowledge and skills needed about the topics being measured in this question as illustrated in extract 3.1.

Extract 3.1 Sample of poor Responses

ANSWERS

i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.
B	D	C	D	I	A	G	F	H	L

Extract 3.1 shows a sample of candidate who performed poorly due to the failure to understand the demand of the question instead of writing true (T) or false (F), he/she wrote different letters.

The candidates **717** equal to **18.36%** who performed well. These candidates’ had adequate knowledge and skills needed about the topics being measured in this question as indicated in Extract 3.2.

Extract 3.2 Sample of good Responses

ANSWERS

i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.
T	T	F	T	F	F	T	T	F	F

Extract 3.2 shows a sample of candidate who performed well. This candidate had good mastery of knowledge and skills of different topics so that they gave correct responses in all items.

The candidate shows his/her capacity on writing the statement either true or false correctly.

3.1.4 QUESTION 4: Fill the Blanks

This question required the candidate to fill in the blanks with the correct answer. The question is divided into five (5) parts from ('a' to 'e'). Each part in this question carried two (02) marks which makes a total of ten (10) marks.

The candidate required to fill in the blanks with the correct answer on the following parts below.

Part (a): The first two (2) steps in problem solving process are

i. _____

ii. _____

Part (b): A village government works through its three (3) major organs. Two of them are _____ and _____

Part (c): One of the form one (FI) students at Mapema secondary School lives in a single parent family. The main reason behind this situation may be the death of one parent,

_____ and _____

Part (d): The functions of local government are divided into two (2) main groups, these are _____ and _____

Part (e): The prime Minister of united Republic of Tanzania is appointed by the _____ and approved by the _____

Generally these parts (a to e) were required to measure remembering and understanding

on different topics.

This question was attempted by **3,855** that equivalent to **98.24%** of the candidates and **69** which is equal to **1.76%** of the candidates did not attempt this question. The analysis of candidates' performance shown in table 1d below.

Table 1d: Analysis of the candidates' performance

PERFORMANCE ANALYSIS						OVERALL PERFOR- MANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 – 6		6.5 - 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
2,798	72.58	925	23.40	132	3.42	1,057	27.42

The analysis shows that **72.58%** of the candidates performed poor; this implies that the overall performance to be poor since **27.42%** performed poor.

2,798 candidates equal to 72.58% performed poorly this signifies that the candidates did not understand the requirement and demand of the question as illustrated in extract 4.1

Extract 4.1 Sample of poor Response

4. Fill in the blanks with appropriate answers.
- a. The first two (2) steps in problem solving process are
- i. Ability to take the necessary
- ii. _____
- b. A Village government works through its three (3) major organs. Two of them are Local government and Central government
- c. One of the Form one (FI) student at Mapema Secondary School live in a Single - parent family. The main reason behind this situation may be the death of one parent, Parent Mother and Fap Father
- d. The functions of Local government are divided into two (2) main groups, these are Federal government and Republic government
- e. The Prime Minister of the United Republic of Tanzania is appointed by the Nyerere day and approved by the Saba Saba day

Extract 4.1 shows a sample of candidate who performed poorly. The candidate failed to fill in the blanks correctly; this implies that this candidate had inadequate knowledge and skills about the topics to be measured. Example in “part d” candidate wrote the type of government which is federal and republic government instead of writing the functions of local government. Also in “part e” candidate wrote holidays instead of writing the demand of the question.

On the other hand the candidates 132 equal to 3.42 % who performed well. These candidates had adequate knowledge and skills needed about the topics and scored high marks as indicated in Extract 4.2.

Extract 4.2 Sample of good Responses

4. Fill in the blanks with appropriate answers.

- a. The first two (2) steps in problem solving process are
 - i. Defining problem
 - ii. Alternative the data
- b. A Village government works through its three (3) major organs. Two of them are Village assembly and village council
- c. One of the Form one (FI) student at Mapema Secondary School live in a Single - parent family. The main reason behind this situation may be the death of one parent, Conflicts between the parent and Their parent given a divorce
- d. The functions of Local government are divided into two (2) main groups, these are Mandatory function and Permissive function
- e. The Prime Minister of the United Republic of Tanzania is appointed by the President of united republic of Tanzania and approved by the Parliament

Extract 4.2 shows a sample of candidate who performed well. This candidate had good mastery of knowledge and skills of different topics so that they gave correct responses by filling the suitable answer in the blanks correctly.

3.2 SECTION B: SHORT ANSWER ITEMS

There were two compulsory questions in this section. Question 5 carried ten (10) marks and question 6 carried thirty (30) marks making a total of forty (40) marks.

3.2.1 QUESTION 5: Comprehension

The question instructed the candidates to read the passage carefully and answer the questions that followed. The passage was about “citizen”. The intention of the passage was to test the candidates’ comprehension skills in information related to civics. The question is divided into five (5) parts from (‘a’ to ‘e’). Each part in this question carried two (02) marks which makes a total of ten (10) marks.

Part a: The candidate required to write the relevant title for the passage.

Part b: The candidate required to define the term citizen as it was explained by the writer of the passage.

Part c: The candidate required to Mention two (2) duties of responsible citizen to his or her country.

Part d: The candidate required to identify two (2) reasons why many schools teach their students about citizenship.

Part e: The candidate required to explain by using one point why did the writer of the passage say that a good citizen is an asset for his country.

Generally this question required to measure the candidates’ knowledge and understanding about comprehension skills.

This question was attempted by **3,910** that equivalent to **99.64%** of the candidates and 14 which is equal to **0.36 %** of the candidates did not attempt this question. The analysis of candidates’ performance shown in table 2a below.

Table 2a: Analysis of the candidates’ performance

PERFORMANCE ANALYSIS						OVERALL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 – 6		6.5 – 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
1,099	28.11	2,129	54.45	682	17.44	2,811	71.89

The analysis shows that **54.45%** of the candidates performed average; this indicates that the overall performance to be good of **71.89%**.

1,099 candidates equal to **28.11%** performed poorly this signifies that the candidates did not understand the requirement and demand of the question as illustrated in extract 5.1

Extract 5.1 Sample of poor Responses

Questions

- a. Write the relevant title for the passage.
Write if the statement is or if the state nt is mte table
- b. Define the term citizen as it was explained by the writer of the passage.
Forming hae altht relati onshi p / s / n exampla of indi vidu al life skills.
- c. Mention two (2) duties of responsible citizen to his or her country.
- i. Communi st govern ment
- ii. Federal govern ment
- d. Identify two (2) reasons why many schools teach their students about citizenship.
- i. republic gove rnment
- ii. Totali tari an gove rnment
- e. In one point (1), explain why did the writer of the passage say that a good citizen is an asset for his country?
- plutisepa toli democlasv

Extract 5.1 shows a sample of candidate who performed poorly. The candidate failed to comprehend the demand of the passage and poor knowledge and skills of answering comprehension questions. Also his/her had a problem of English language skills

On the other hand the candidates **682** equal to **17.44 %** who performed well. These candidates had adequate knowledge and skills needed about the passage and scored high marks by writing correct response as indicated in Extract 5.2.

Extract 5.2 Sample of good Responses

Questions

- a. Write the relevant title for the passage.
Citizenship
- b. Define the term citizen as it was explained by the writer of the passage.
Is the person who permanently live in a City
- c. Mention two (2) duties of responsible citizen to his or her country.
- i. To paying all the taxes on time
 - ii. To keep the City Clean
- d. Identify two (2) reasons why many schools teach their students about citizenship.
- i. In order to become responsible Citizen in future
 - ii. To perform all duties that are designed for maintaining a harmony in the Society
- e. In one point (1), explain why did the writer of the passage say that a good citizen is an asset for his country?
Because this can be achieved through the active participation in all affairs that directly related to the Society

Extract 5.2 shows a sample of candidate who performed well. This candidate had well acquitted with the knowledge and skills about the given passage so managed to write the correct responses.

3.2.2 QUESTION 6: Short Answer Questions

The question required the candidate to answer the questions in a short form, which derived from different topics which are Family, Human Rights, Work, Democracy, Life skills and Government. The question was divided into ten (10) parts from ('a' to 'j'). Each part carried three (03) marks which makes a total of thirty (30) marks.

Generally this question required to measure the candidates' remembering, understanding and Application of knowledge.

This question was attempted by 3,881 that equivalent to 98.90% of the candidates and 45 which is equal to 1.10 % of the candidates did not attempt this question. The analysis of candidates' performance shown in table 2b below.

Table 2b: Analysis of the candidates' performance

ANALYSIS OF PERFORMANCE						OVERALL PERFOR- MANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 – 6		6.5 – 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
2,525	65.06	1,086	27.98	270	6.96	1356	34.94

The analysis shows that **65.06%** of the candidates performed poor; this implies that the overall performance to be average of **34.94%**.

The strengths and weaknesses of the candidate performance in individual items are analysed below:

In item 6 (a): The candidate required to write three (3) factors of family stability.

The candidate who managed to write the factors of family stability, this candidate demonstrated his/her general knowledge and skills as good. However, most of the candidates scored poorly due to insufficient knowledge about family stability.

The candidate who failed to respond as required due to insufficient knowledge about family stability and failed to write the requirement of the question. **Extract 6a.1** shows the candidate who failed to write the correct answers.

Extract 6a.1 Sample of Poor Responses

6. Answer the following questions in short form.
- a. Stability of a family is a result of many factors within the family. What are the three (3) factors associated with this stability?
- i. To stability by descent
- ii. To stability by dual
- iii. To stability by marriage

Extract 6a.2 indicates a sample of candidate who got poor responses and failed to write correct answers, this signifies that the candidate failed to identify the requirement of the question. The candidate wrote the types of citizenship example i. stability by descent and iii stability by marriage; instead of factors associated with family stability.

On the other hand the candidate who performed well and scored high marks in question 6a had sufficient knowledge and skills and wrote the right responses. Extract 6a.2 indicates a candidate who performed well.

Extract 6a.2 Sample of Good Responses

6. Answer the following questions in short form.
- a. Stability of a family is a result of many factors within the family. What are the three (3) factors associated with this stability?
- i. Peace and harmony
 - ii. Respect
 - iii. Transparency

Extract 6a.1 indicates a sample of candidate's good responses for question 6a. This implies that the candidate understood the question and wrote correct answer about the topic of family.

In item 6 (b), the candidate instructed to mention three (3) reasons why human rights should be respected and protected.

The candidate who managed to mention three (3) reasons why human rights should respect and protected, this candidate demonstrated his/her general knowledge and skills as good.

The candidate who failed to respond as required due to insufficient knowledge about human rights; and failed to write the requirement of the question. **Extract 6b.1** shows the candidate who failed to write the correct answers.

Extract 6b.1 Sample of Poor Responses

- b. Mention three (3) reasons why human rights should be respected and protected.
- i. Right to form and join trade unions.
 - ii. Right of access to public services
 - iii. Right to form social security food and shelter.

Extract 6b.1 indicates a sample of candidate who got poor responses and failed to write correct answers, this signifies that the candidate failed to identify the requirement of the question. Example in part iii the candidate wrote responsibility of human rights; such as right to form social security, food and shelter instead of writing the reason why human rights should be respected and protected.

On the side the candidate who performed well and scored high marks in question 6b had sufficient knowledge and skills and wrote the correct responses. Extract 6b.2 indicates a candidate who performed well.

Extract 6b.2 Sample of Good Responses

b. Mention three (3) reasons why human rights should be respected and protected.

- i. Human rights should be respected and protected in order to maintain equality to all people
- ii. Human rights should be respected and protected to avoid conflicts and violence
- iii. To ensure that there is no classes in the community.

Extract 6b.1 indicates a sample of candidate's good responses for question 6b. This implies that the candidate understood the question and wrote correct answer about the topic being measured.

In item 6 (c): The candidate required to write three (3) points by supporting the statement "work is important for self – development".

The candidate who managed to support the statement by writing three points factors of work for self - development, this candidate demonstrated good mastering of knowledge and skills.

The candidate who failed to respond as required due to insufficient knowledge about the topic and failed to write the requirement of the question. **Extract 6c.1** shows the candidate who failed to write the correct answers.

Extract 6c.1 Sample of Poor Responses

c. "Work is important for self – development". Support this statement by writing three (3) points.

- i. To imitation decision making
- ii. To rational decision making
- iii. To reduction of social problem

Extract 6c.1 indicates a sample of candidate who got poor responses and failed to write correct answers, this signifies that the candidate failed to categorize the requirement of

the question. The candidate wrote about decision making example ii “to rational decision making and iii to reduction of social problem. This is out of the question; the question required to support the statement about work is important for self – development.

On the other side the candidate who performed well in this question, had sufficient knowledge and skills and wrote the correct responses. Extract 6c.2 indicates a candidate who performed well.

Extract 6c.2 Sample of Good Responses

c. “Work is important for self – development”. Support this statement by writing three (3) points.

- i. It helps to improve standard of living.
- ii. It reduce the number of dependance people in the community
- iii. It improves unity and co-operation among people

Extract 6c.2 indicates a sample of candidate’s good responses for this question. This implies that the candidate understood the question and wrote correct answer about the topic being measured.

In item 6 (d), the candidate required to identify the principle of democracy that motivates you to say Tanzania is a democratic state.

The candidate who managed to identify the principle of democracy, this candidate showed good mastering of knowledge and skills about the topic of democracy.

The candidate who failed to respond as required due to inadequate knowledge about the topic and failed to write the need of the question. **Extract 6d.1** shows the candidate who failed to write the correct answers.

Extract 6d.1 Sample of Poor Responses

d. The practice of principles of democracy helps a person to assess whether a country is democratic or not. Identify three (3) observable principles that motivate you to say that Tanzania is a democratic state.

- i. To direct democratic.
- ii. To parliamentary democratic.
- iii. To indirect democratic.

Extract 6d.1 indicates a sample of candidate who acquired poor responses and failed to write the correct answers, the candidates wrote the types of democracy such as direct democracy, parliamentary democracy and indirect democracy instead of writing the demand of the question. This implies that the candidate failed to organize the need of the question.

On the other hand candidate, who performed well in this question, had enough knowledge and skills that implies to wrote the correct responses. Extract 6d.2 indicates a candidate who performed well.

Extract 6d.2 Sample of Good Responses

d. The practice of principles of democracy helps a person to assess whether a country is democratic or not. Identify three (3) observable principles that motivate you to say that Tanzania is a democratic state.

- i. Free and fair election
- ii. Citizen involvement
- iii. Equality

Extract 6d.2 indicates a sample of candidate's good responses for this question. This indicates that the candidate understood the demand of the question so as wrote correct answer.

In item 6 (e), the candidate asked to show ways that parents can abuse the rights of their children.

The candidate who achieved to show ways that parents can abuse the rights of their children, this candidate presented good mastering of knowledge and skills about the topic being measured.

The candidate who failed to respond as required due to insufficient knowledge about the topic and failed to write the requirement of the question. **Extract 6e.1** shows the candidate who failed to write the correct answers.

Extract 6e.1 Sample of Poor Responses

e. By using three (3) points, show ways that parents can abuse the rights of their children.

- i. Family
- ii. School
- iii. Hospital

Extract 6e.1 indicates a sample of candidate who got poor responses and failed to write correct answers, this implies that the candidate failed to understand the need of the question. Instead of writing the correct responses the candidate just wrote family, school and hospital in this question.

On the other hand candidate, who performed well in this question, had enough knowledge and skills wrote the correct responses. Extract 6e.2 indicates a candidate who performed well.

Extract 6e.2 Sample of Good Responses

e. By using three (3) points, show ways that parents can abuse the rights of their children.

- i. Denying them education.
- ii. Not fulfilling their basic needs.
- iii. Not giving them protection.

Extract 6e.2 indicates a sample of candidate's good responses for this question. This indicates that the candidate understood the demand of the question and wrote correct answer.

In item 6 (f), the candidate instructed to write three (3) types of life skills.

The candidate who succeeded to write the types of life skills, this candidate indicated good mastering of knowledge and skills about the topic of life skills.

The candidate who failed to respond as required due to insufficient knowledge about the topic and failed to write the requirement of the question. **Extract 6f.1** shows the candidate who failed to write the correct answers.

Extract 6f.1 Sample of Poor Responses

f. Write three (3) types of life skills.

- i.
- ii. Republic many stateme.
- iii. Responsibilites the Country types of life skills.

Extract 6f.1 indicates a sample of candidate who failed to respond as required due to insufficient knowledge about the topic of life skills. This candidate wrote "republic many stateme and responsibilites the country types of life skills"; this means that the candidate had no idea about the topic because of his/her responses. Also the candidate wrote incorrect words as extract 6f.1 shown.

On the other hand candidate who performed well in this question, this signifies that the candidate understood the question and demonstrates good knowledge about the topic. Extract 6f.2 indicates a candidate who performed well.

Extract 6f.2 Sample of Good Responses

f. Write three (3) types of life skills.

- i. Individual life skills
- ii. Social life skills
- iii. Effective decision making skills

Extract 6f.2 indicates a sample of candidate's good responses for this question. This indicates that the candidate understood the requirement of the question and wrote correct answer.

In item 6 (g), the candidate asked to give out three (3) points to support the statement "The President of United Republic of Tanzania has many responsibilities in the country

The candidate who managed to give out three points to support the statement about the responsibilities of the President of Tanzania, this candidate indicated good mastering of knowledge and skills about the topic of Government.

The candidate who failed to respond as required due to insufficient knowledge about the topic and failed to write the requirement of the question. **Extract 6g.1** shows the candidate who failed to write the correct answers.

Extract 6g.1 Sample of Poor Responses

g. The President of the United Republic of Tanzania has many responsibilities in the country. Give out three (3) points to support this statement.

- i. To encourage robots
- ii. To increase dependency
- iii. To make them innovative

Extract 6g.1 indicates a sample of candidate who failed to respond as required due to insufficient knowledge about the topic being measured. The candidate wrote to increase dependency and to make them innovative which are not the responsibilities of the President of United Republic of Tanzania.

On the other hand candidate who performed well in this question, this signifies that the candidate understood the demand of the question and demonstrates good knowledge about the topic. Extract 6g.2 indicates a candidate who performed well.

Extract 6g.2 Sample of Good Responses

g. The President of the United Republic of Tanzania has many responsibilities in the country. Give out three (3) points to support this statement.

- i. ^{President} ~~She~~ is the head of government
- ii. The president work as a head of state
- iii. The president is a Commander in chief

Extract 6g.2 indicates a sample of candidate's good responses for this question. This denotes that the candidate understood the question and provided correct and relevant answers as demanded by the question.

In item 6 (h), candidate instructed to write three () categories of members of the parliament of Tanzania.

The candidate who managed to write three categories of members of parliament of Tanzania, this candidate indicated good mastering of knowledge and skills about the topic.

The candidate who failed to answer as required due to insufficient knowledge about the topic and failed to write the demand of the question. **Extract 6h.1** shows the candidate who failed to write the correct answers.

Extract 6h.1 Sample of Poor Responses

h. Write three (3) categories of members of the Parliament of Tanzania.

- i. Gender analysis
- ii. Gender stereotyping
- iii. Gender blindness

Extract 6h.1 indicates a sample of candidate who failed to respond as required due to insufficient knowledge about the topic of Government. The candidate wrote the types of gender such as gender analysis, gender stereotyping and gender blindness instead of writing the categories of members of parliament of Tanzania.

On the other side candidate who got good responses in this question, this signifies that the candidate understood the demand of the question and demonstrates good knowledge about the topic. **Extract 6h.2** indicates a candidate who performed well.

Extract 6h.2 Sample of Good Responses

h. Write three (3) categories of members of the Parliament of Tanzania.

- i. Members from house of representative
- ii. 10 members from women
- iii. Members elected by the president

Extract 6h.2 indicates a sample of candidate's good responses for this question. This denotes that the candidate understood the question and provided correct and relevant answers as demanded by the question.

In item 6 (i) candidate required to write three (3) points to show how Tanzanians benefits from the Multiparty democracy since its establishment in 1990's.

The candidate who managed to write three points to show how Tanzanians benefits from the multiparty democracy, this candidate showed good mastering of knowledge and skills about the topic of Democracy.

The candidate who failed to answer as required due to insufficient knowledge about the topic and failed to write the demand of the question. **Extract 6i.1** shows the candidate who failed to write the correct answers.

Extract 6i.1 Sample of Poor Responses

i. Write three (3) points to show how Tanzanians benefits from the Multiparty democracy since its establishment in 1990's.

- i. They are Communist government
- ii. They are republic government
- iii. They are totalitarian government.

Extract 6i.1 indicates a sample of candidate who failed to respond as required. The candidate wrote the type of government like republic government and totalitarian government; instead of writing how Tanzania benefits from the multiparty democracy. This indicates that had insufficient knowledge about the topic being measured.

On the other side candidate who abled to write good responses in this question, this signifies that the candidate understood the demand of the question and demonstrates good knowledge about the topic. **Extract 6i.2** indicates a candidate who performed well.

Extract 6i.2 Sample of Good Responses

- i. Write three (3) points to show how Tanzanians benefit from the Multiparty democracy since its establishment in 1990's.

- i. Equality to all political parties.
- ii. it provide chances for ^{citizen participation eg campaign.} freedom of press
- iii. Every one has right to choose his/her leader to represent the nation

Extract 6i.2 indicates a sample of candidate's good responses for this question. This denotes that the candidate understood the requirement of the question and provided correct and relevant answers.

In item 6 (j), the candidate required to outline three (3) responsibilities of children in the family.

The candidate who managed to outline three responsibilities of children in the family, this candidate indicated good mastering of knowledge and skills about the topic of family.

The candidate who failed to respond as required due to insufficient knowledge about the topic and failed to write the requirement of the question. **Extract 6j.1** shows the candidate who failed to write the correct answers.

Extract 6j.1 Sample of Poor Responses

- j. Outline the three (3) responsibilities of children in the family.

- i. To direct democracy _____
- ii. To Indirect democracy _____
- iii. To participatory democracy _____

Extract 6j.1 indicates a sample of candidate who failed to respond as required. The candidate wrote the types of democracy like direct democracy, indirect democracy and participatory democracy instead of writing the responsibilities of children in the family. This implies the candidate failed to understand the demand of the question; also insufficient knowledge about the topic being measured.

The candidate who performed well in this question, this signifies that the candidate understood the demand of the question and demonstrates good knowledge about the topic. **Extract 6j.2** indicates a candidate who performed well.

Extract 6j.2 Sample of Good Responses

j. Outline the three (3) responsibilities of children in the family.

- i. To love the family
- ii. To respect the family
- iii. To obey the family

Extract 6j.2 indicates a sample of candidate’s good responses for this question. This denotes that the candidate understood the question and provided correct and relevant answers as demanded by the question.

3.3 SECTION C: ESSAY QUESTIONS

This section consisted of two (2) optional questions. These questions were derived from two topics which are Road and Behaviour. Each question carried twenty marks (20).

3.3.1 QUESTION 7: Accident

This question required the candidate to describe five (5) reasons behind why pedestrians and passengers die in road accident in Tanzania.

Generally, this question required to measure the candidate understanding, remembering and applying of the knowledge.

This question was attempted by **2,265** that equivalent to **57.72%** of the candidates and **1,659** which is equal to **42.28 %** of the candidates did not attempt this question. The analysis of candidates’ performance shown in table 3a below.

Table 3a: Analysis of the candidates’ performance

PERFORMANCE ANALYSIS						OVERALL PERFOR- MANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 – 6		6.5 – 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
1,582	69.85	457	20.17	226	9.98	683	30.15

The analysis shows that **69.85%** of the candidates performed poor, this indicates; that the overall performance to be average of **30.15%**.

1,582 candidates equal to **69.85%** performed poorly this signifies that the candidates did not understand the requirement and the demand of the question as illustrated in extract 7.1.

Extract 7.1 Sample of poor Responses

7. Pedestrians and Passengers constitute the largest group of road users who die in road accidents in Tanzania. Since you are among the road users, clearly describe the five (5) reasons behind this problem.

- Traffic police should be responsible and they should avoid corruption.
- Initiation of many colleges for driving.
- To put enough road traffic sign along the road.
- To fix traffic light at road and round about and crossing way.
- Introduction of strong law on the proper uses of road.
- Construction of strong and modern infrastructure.

Extract 7.1 the candidate wrote an irrelevant answer which is the ways to overcome the accident on the road instead of writing the reason behind that cause the accident. This signifies that the candidate failure in meeting the demand of the question because of a language problem also had no experience and skills of answering essay type questions.

The candidate who performed well in this question, this signifies that the candidate understood the demand of the question and demonstrates good knowledge about the topic. Extract 7.2 indicates a candidate who performed well.

Extract 7.2 Sample of good Responses

7. Pedestrians and Passengers constitute the largest group of road users who die in road accidents in Tanzania. Since you are among the road users, clearly describe the five (5) reasons behind this problem.

Road is the hard surface which is built for vehicles to travel on.

Road ~~pro~~ causes more accidents for people but there is a reason for those accidents, among of the reasons for road accidents are as follow:

Firstly, Failure to follow the road sign and symbols. The road user do not follow the road sign and symbol which put in the road that direct them what to do and what is ahead.

Secondly, Drunked driver. The drunkened driver are not allowed to drive a car in the road but they drive while they are drunker and cause the death of people in the car

and also the pedestrians who travel by foot inside the road.

Then, Poor road condition. Some of the road have no a good condition they have a biggest and many hollow that caused by weather condition, so that can cause accident.

Also, Lack of education. Road user like pedestrians and driver are not given proper education about the road sign and symbols and how to use them in the proper way.

Finally, Over taking. Some of the driver over take their car even at the thin road so they can cause road accident.

So that, according to my points mentioned above it is necessary for government to make punishment for those who do not follow the road sign and

Extract 7.2 indicates a sample of candidate's good responses for question 7. In this sample, the candidate was able to write short introduction about Road, in the main body, the candidate clearly and thoroughly mentions the reason behind which cause the accident of road users. This denotes that the candidate had demonstrated mastery of the subject matter and had ability to answer essay type questions.

3.3.2 QUESTION 8: Behaviour

This question required the candidate to explain five (5) strategies that use to inform the students about managing the behaviour.

Generally, this question required to measure the candidate understanding, remembering and applying of the knowledge.

This question was attempted by **1,051** which is equal to **26.78%** of the candidates and **2,873** which is equal to **73.22%** of the candidates did not attempt this question. The analysis of candidates' performance shown in table 3b below.

Table 3b: Analysis of the candidates' performance

ANALYSIS OF PERFORMANCE						OVERALL PERFORM- MANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 – 6		6.5 – 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
829	78.88	158	15.03	64	6.09	222	21.12

The analysis shows that **78.88%** of the candidates performed poor, this implies that the overall performance to be poor of **21.12%**.

The candidates **829** equal to **78.88%** performed poorly this signifies that the candidates did not understand the requirement and the demand of the question as illustrated in extract 8.1.

Extract 8.1 Sample of poor Responses

8. Some of the Form One (FI) students are engaging in improper behaviours such as taking illicit drugs, fighting, and disrespecting the school rules. Explain five (5) strategies that you would use to inform the students about managing these behaviours.

8) Explain five(5) strategies that you would use to inform the students about managing these behaviours

i) To promote and deserve of responsibility of Tanzania

Either responsibility of work or responsibility of workers or responsibility of education.

ii) To provided by the student. open education and closed text book and book and other material.

iii) To provided by the president which affect community and deserve workers.

iv) To provide the human right access to public services and right to form and

join trade union.

v) It promote peace and to deserve love and responsibility of good behavior either improper behaviour or proper behaviour

Extract 8.1 the candidate wrote the statement which are irrelevant with the question like “to promote and deserve of responsibility of Tanzania and it promote peace and to deserve love and responsibility of good behavior either improper behaviour or proper behaviour”; instead of writing strategies that would use to inform the student about the managing improper behaviour. This signifies that the candidate failed to meet the demand of the question because of English language proficiency, also had no experience and skills of answering essay type questions.

On the other side the candidate who performed well in this question, this signifies that the candidate understood the demand of the question and demonstrates good knowledge about the topic being measured. Extract 8.2 indicates a candidate who performed well.

Extract 8.2 Sample of good Responses

8. Some of the Form One (FI) students are engaging in improper behaviours such as taking illicit drugs, fighting, and disrespecting the school rules. Explain five (5) strategies that you would use to inform the students about managing these behaviours.

Behaviour is the habit that can be acceptable or not acceptable.

It consists two types which are Proper behaviour; which is socially acceptable and Improper behaviour; which is not socially acceptable.

Improper behaviours are those behaviours that give you bad attitude and not acceptable by the people in the community. In order to manage improper behaviour the followings should well considered:

Firstly Avoiding bad company : Due to bad peer pressures or groups can not convince you to do better thing for your development instead of persuading you into bad activities

Engaging in Learning activities : This could also help you to differentiate between things which are good and bad and which one you can do.

Participating in school curriculum : It can help you to stay away from bad thinkings and attain the knowledge and make your brain to be more creative e.g participating in general knowledge etc

Also this could help you to become more volunteering in all matters concerning your community. Example in case of planting trees for the benefit of while this makes to be accountable.

Respect : This is the most important element in order to be a good person, so you must respect elders and youngsters and even dis-abilities to help them concerning their own matter.

By conclude we have to know life skills is very important and you can get it from different sources including

family, religion, school etc. So this could help you to live well with other people wherever you go.

Extract 8.2 The candidate who performed well in this question, this signifies that the candidate understood the demand of the question and demonstrates good knowledge about the topic. The candidate able to provides a good introduction, the main body with a logical flowed by the conclusion.

4.0 CONCLUSION

The analysis of the candidates' performance shows that there were two questions which had good performance, three questions had average performance and three questions were poorly performed. Good performance was observed in question three and five. The candidates had average performance in 1, 6 and 7 and the remaining questions which was 2, 4 and 8 had poor performance.

The quality of candidates' responses was affected by the following reasons: Incompetence in using English language, lack of techniques and skills for responding the questions, failure to relate some topics with real environment and failure to meet the demands of the questions,

It is probable that the feedback provided in this report will allow teachers, students and other stakeholders to take suitable measures to improve the teaching and learning of Civics subject in Zanzibar Secondary Schools

5.0 RECOMMENDATIONS

In order to improve the candidates' performance in Civics subject, the following are recommended:

- a. Candidates should be given skills on how to answer questions. Example to read the questions ones, twice or thrice, to select the question before starting and to start with simple question.
- b. Candidates should make sure understand the questions and its demands.
- c. Candidates should be encouraged to improve their English language proficiency by conducting English language debates, introducing English club and reading English stories.
- d. Civics teachers should be given regular seminars and workshops so as to learn more about the new topics and add knowledge to the former ones.
- e. Teachers should ensure that they cover all areas of the civic syllabus.
- f. Tests and examination directed to candidates should be in suitable standards so as to increase their knowledge and prepare them well for the final or national examinations.

APPENDICES

APPENDIX I

SUMMARY OF CANDIDATES' PERFORMANCE PER QUESTION AND TOPIC WISE IN 2023

S/N:	TOPICS	QUESTION NUMBER	PERCENTAGES OF CANDIDATES PER QUESTION	REMARKS
1	Road, Family, Our Nation, Gender, Government, Life Skills and Behaviour.	3	93.47	GOOD
2	Citizen.	5	71.89	GOOD
3	Democracy, Citizen, Government, Road, Life Skills, Human Rights and Gender.	1	36.18	AVERAGE
4	Family, Human Rights, Work, Democracy, Life Skills and Government.	6	34.94	AVERAGE
5	Road	7	30.15	AVERAGE
6	Life Skills, Government and Family	4	27.42	POOR
7	Behaviour	8	21.12	POOR
8	Life Skills	2	12.09	POOR

APPENDIX II

SUMMARY OF CANDIDATES' PERFORMANCE PER QUESTION AND TOPIC WISE IN CIVICS SUBJECT, 2022

S/N	TOPIC	QUESTION NUMBER	PERCENTAGES OF CANDIDATES PER QUESTION	REMARKS
1	Government, Life Skills, Gender, Local Government, Our Nation, Behaviour, Decision Making, Work and Democracy.	3	94.65	GOOD
2	Democracy, Central Government, Citizenship, Behaviour and Decision making, Gender, Our Nation and Human Right.	1	79.30	GOOD
3	Gender	5	79.16	GOOD
4	Citizenship	8	44.27	AVERAGE
5	Gender, Government, Local Government and Life Skills.	4	15.56	POOR
6	Life Skills, Government, Democracy, Local Government Human Right and Family.	6	15.35	POOR
7	Central Government, Our Nation, Government, Democracy, Life Skills.	2	13.34	POOR
8	Central Government	7	3.44	POOR

