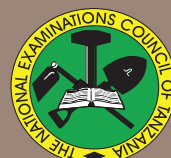THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2021

CIVICS

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011 CIVICS

TABLE OF CONTENTS

FOREWORD

The National Examination Council of Tanzania is pleased to issue a report on Candidates' Item Response Analysis on the performance of the candidates for the Certificate of Secondary Education Examination (CSEE) 2021 in the Civics subject. This report has been prepared so as to provide feedback to students, teachers, policy makers and other education stakeholders.

The candidates' performance in the Certificate of Secondary Education Examination (CSEE) for the Civics subject continues to register steady improvement from 65.83 per cent who passed in 2020 to 70.46 per cent in 2021. This comparison shows that the performance of candidates in CSEE 2021 increased by 4.63 per cent. The candidate's adequate mastery of the subject matter, ability to identify and/or understand the demands of the questions and adequate English language skills accounts for candidates' good performance.

This report focuses on the reasons for the candidates' good performance and points out some of the factors which account for the inability of some candidates to provide correct answers to the given questions. The analysis of the different items has been done in order to highlight various misconceptions and errors in answering the questions. The report shows the percentage of the candidates who performed well, moderately and poorly in each question using graphs and pie charts.

The Council expects that the feedback and recommendations in this report will enable different education stakeholders to take appropriate measures to improve future performance in this subject.

Finally, the Council would like to thank Examination officers, Subject teachers and all individuals who participated in the preparation and processing of data used in this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report analyses the performance of candidates in 011 Civics subject for the Certificate of Secondary Education Examination (CSEE) 2021. The examination was set as per the current syllabus and examination format.

The Civics paper had 14 questions, distributed in three sections in which section A carried 15 marks, B 40 marks and C 45 marks. The candidates were required to answer all questions in sections A and B and three out of four questions in section C. Section A comprised of two questions, question 1 had multiple choice items which carried a total of 10 marks and question 2 had matching items which carried 5 marks. Section B consisted of questions 3 to 10 which were of short answer type questions each one carried 5 marks while section C comprised of 4 essay type questions each of which carried 15 marks.

A total of 487,542 candidates sat for 011 Civics CSEE 2021 of which 341589 (70.46%) candidates passed. In 2020 a total of 437,518 candidates sat for Civics in CSEE of which 286,731 (65.83 %) candidates passed. Comparison between the candidates performance in CSEE 2020 and in 2021 shows that the candidates performance in CSEE 2021 improved by 4.63 per cent. The candidates' performance in CSEE 2021 is illustrated in Table 1.

Table 1: Candidates' Performance in Civics Subject in the CSEE-2021

Sex	Grades					Passed	
	A	B	C	D	F	Number	Percentage
M	5,224	21,501	85,854	60,706	58,632	173,285	75.37
F	4,100	14,757	72,196	77,251	86,560	168,304	66.04
Total	9,324	36,258	158,056	137,957	143,192	341,589	7046

The analysis of individual question is presented in the following sections by highlighting the requirements of each question and the analysis of the strengths and weaknesses of the candidates' responses. Extracts of the candidates' responses are also inserted to illustrate some of the answers presented.

The standard grading system used in Certificate of Secondary Education Examination (CSEE) is in five categories namely: A, B, C, D and F. Grade A is awarded to a candidate whose scores are within the range of 75-100 marks, signifying 'excellent performance,' B 65-74 for 'very good', C 45-64 for 'good', D 30-44 for 'satisfactory' and F 0-29 for 'Fail'. In this report three

categories of scores have been used to grade candidate's performance in each question. Scores ranging from 0-29 per cent are referred to as weak performance, from 30-64 per cet as average performance and 65-100 per cent as good performance. Moreover, candidates' performance in each question is presented in graphs and charts using colours. The green colour represents good performance; yellow colour represents average performance; and red colour represents weak performance. A summary of candidates' performance on each topic for CSEE 2021 is shown in the Appendix.

It is expected that the report will be very useful to education stakeholders, particularly the prospective candidates, subject teachers and parents to improve the teaching and learning of Civics so as to improve candidates' performance.

2.0 THE ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Question 1: Multiple Choice Items

The question was compulsory and it consisted of 10 multiple choice items (i-x) derived from various topics of *Government of Tanzania*, *Culture*, *Responsible Citizenship*, *Life Skills*, *Economic and Social Development*, *Democracy* and *Our Nation*. For each item (i-x), candidates were required to choose the correct answer from among the given alternatives (A to E) and write its letter beside the item number in the booklet provided.

The candidates' performance in this question was as follows 55.4 per cent of the candidates scored from 3 to 6 marks, 4.7 per cent scored from 7 to10 marks, and only 39.9 per cent scored from 0 to 2 marks out of the 10 marks allotted for this question. Figure 1 is an illustration of the candidates' performance for question 1.
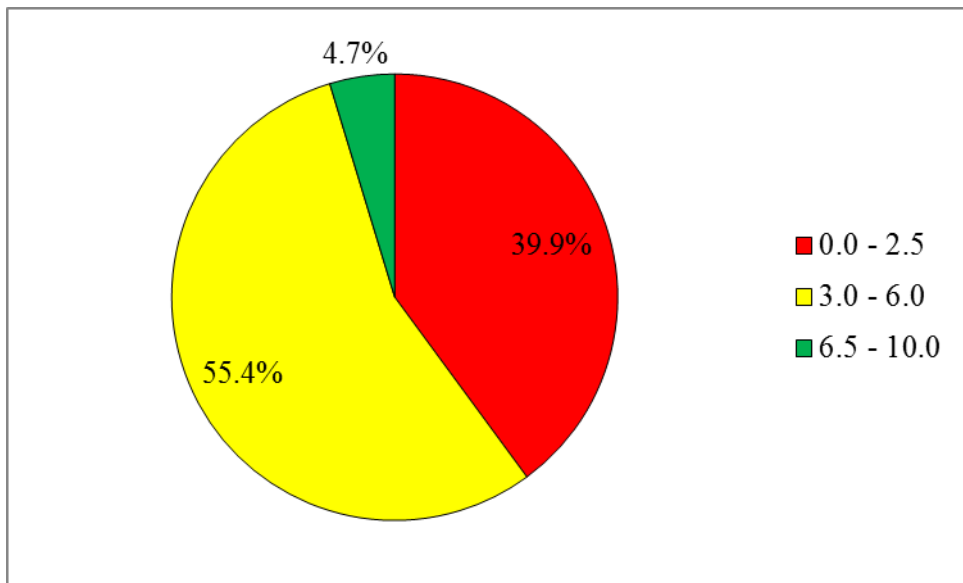
Figure 1 *Candidates' Performance in Question 1*

Figure 2: shows average performance of the candidate in question 1 as 60.1 per cent of the candidates scored from 3 to 10 marks.

The analysis of the candidates' item response is as follows:

In item (i) candidates were instructed to identify from the given alternatives the formal name for the constituency of elected member of the District Council. The candidates who identified the correct answer C "Ward" were familiar with the structure of District Council in Tanzania that they are composed of some members elected from each ward in order to form a district administrative council. This is an indication that the candidates were familiar with the topic of Government of Tanzania, in particular local government authorities in Tanzania. Candidates who opted for A "Village" were not aware that the village is the lowest local government administrative unit in the District Council comprising of number of hamlets. The village is headed by the village chairperson who is not a member of the district council. The candidates who opted for B "Division" were not aware that a division is a district administrative unit comprising of several wards and it is not headed by an elected leader. Moreover, there were candidates who opted for D "Municipal". These candidates wrongly selected this option because the Municipals are administered by Municipal Councils and not district councils. Lastly, option E "District" was not correct because a district is an

administrative organization composed of several divisions. The district is headed by the district commissioner who is appointed by the President. This last option attracted some candidates probably because it contained the term district which was used in the stem of the item.

Item (ii) instructed the candidates to identify the term that characterize the Makonde carvings from the given alternatives. The correct response was D "Crafts". This option was selected by candidates who knew that the word crafts refers to any activity involving skills in making things by hand which can be an art, expressive ideas or emotions. Some candidates were attracted by distracter B "Performing art". These candidates could not distinguish performing art from other arts. They were not aware that performing art is a form of creative activity that is performed on the stage in front of the audience which includes drama, music and dance. Likewise, option, A "Tradition," C "Art", and E "Norms", attracted ill-prepared candidates. Tradition refers to the ideas and beliefs passed from one generation to the next while art is the expression of human creative skills and imaginations. Usually they are in tangible form such like sculpture which produce works to be appreciated primarily for their beauty or emotional power. Finally, option E "Norms", was incorrect response because it refers to the standards of proper or acceptable behaviours in the particular society and has nothing to do with carvings.

In item (iii) the candidates were instructed to choose from the given alternatives the item which characterized a social responsibility of citizens. The correct response was C "Citizens protecting the environment". The candidates who opted for this alternative had adequate knowledge on different categories of responsibilities of a patriotic citizen. Those who opted for A "Citizens paying taxes and duties" and D "Citizens participation in lawful work" were wrong since these are economic responsibilities of citizens. Furthermore, the candidates who opted for B "Citizens participation in electing local and national government leaders", and those who opted for E "Citizens contesting for leadership position in the society", were also wrong because both options are political responsibilities of citizens.

In item (iv) candidates were given a scenario that "In your class there are few students who have developed stress due to the fear in taking an examination'. They were then required to advise those students on how they could cope with that examination stress. The correct response was E "To spend more

time in studying before examination". The candidates who identified the correct response had knowledge of the skills needed to cope with stress. A student who spends ample time in studying is likely to develop confidence hence able to do the examination comfortably. Conversely, option A "To take some rest before examination", was incorrect because it could not work to those students who were ill-prepared. Moreover, those who opted for other wrong responses C "To think of different games during examination" and D "To make some physical exercise during examination" did not realize that both are not appropriate strategies for overcoming fear or coping with examinations stress because examination rules and regulations have fixed duration of time for taking examination. Therefore, there is no time for thinking of other things which are out of the particular examination. Similarly, candidates who opted for B, "To eat a lot of food before examination" were not aware that attempting an examination involves more mental and intellectual activity and has nothing to do with eating too much food for removing stress during the examination.

Item (v) required the candidates to show how members of parliament fulfill their role of legislation. The candidates who selected D "When they debate and approve bills, demonstrated good understanding of the functions of the Legislature. These candidates were aware that Members of Parliament discuss, approve or reject bills presented by the Executive in the Parliament. On the contrary, candidates who opted for A "When they assent bills to become laws", B "When they enforce laws", and C "When they initiate sectorial policies", went astray as these responses refers to the functions of the executive branch of government. Also the candidates who opted for E "When they give money to people" were not aware that Members of the Parliament have no special funds to distribute to their electorates. As a matter of fact, one of their core responsibilities is to debate and approve the government development plans.

Item (vi) demanded candidates to choose from the given alternatives the proper term for the ancient building found in Kaole, Kilwa and Mtwara-Mikindani. The candidates who were able to choose the correct response B "Antiquities" were aware that antiquities refer to remains from old or ancient times such as buildings and monuments. Options A "Archives" and E "Museums" were incorrect because these are sources of historical information which are useful in preserving culture. Thus, archives is the collection of historical documents or records, providing information about a

place, institution or group while museums refers to buildings in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited. Similarly, candidates who opted for incorrect responses C "Crafts" and D "Arts" were not aware that Arts are those activities that deal with expression of human creative skills and imagination, typically in visual form such as painting or sculpture, producing works to be appreciated for their beauty or emotional power. Likewise, crafts are activities involving skills in making things by hand and are not necessarily arts or expressing the ideas or emotions.

Item (vii) instructed candidates to choose from among the given alternatives a statement which shows how non-banking institution are differentiated from banking institutions. The correct response was B "They provide services like insurance and pension". This was opted for by candidates who were able to differentiate functions of banks from other non-banking institutions such as insurance and pension funds. However, candidates who opted A "They keep valuable items like gold", C "They mobilize funds from formal and private sectors", D "They provide commercial services to the public", and E "They mobilize savings and transactions for customers" were wrong because all options referred to the core functions of banks.

Item (viii) required the candidates to choose the correct distinguishing features of economic development from the given alternatives. The correct response A "Increase in gross national product and improvement of the welfare of people". This was selected by the candidates who were aware that Gross National Product (GNP) is the estimate of the total value of all the final products and services turned out in a given period by the means of production owned by a country's residents; and welfare of the people refers to the people's health, comfort and happiness due to having income or funds to sustain their needs even in hardship. On the contrary, other candidates opted for B "Increase in income per capital and improvement of social services", C "Increase in output of economic sector and improvement of higher education", D "Increase in agricultural production and improvement in accessibility of safe water" and E "Increase in economic growth and improvement of medical care". These candidates were not aware that the incorrect options focused more on the social development.

In item (ix) the candidates were required to assume the role of an election observer of the General election in Tanzania and choose from the given

alternatives a response that shows what will guide them in concluding that election was free and fair. The candidates who were familiar with the conditions for free and fair election opted for E "The registered voters freely cast their votes through a secret ballot box". These candidates knew that one of the conditions for free and fair election is to let the registered voters cast their votes without being intimidated by anybody including the security forces. However, the candidates who opted for C "The registrar of political parties' supervision of vote tallying and D "The election to be supervised by judiciary" were not aware that the registrar of political parties is responsible for registration of political parties and ensure that political parties conduct their activities according to the law which established political parties, while the judiciary is responsible for the administration of justice in Tanzania. Moreover, the candidates who opted for A "Registered and non-registered voters allowed to cast their votes" were not aware that according to the law governing election in Tanzania only registered voters are allowed to vote. The candidates who opted for B "The armed forces supervision of vote tallying", were wrong because the role of the armed forces is to defend the country against internal and external enemies.

Item (x) demanded candidates to identify from the given alternatives a reason which explains why the public holiday falling on 26th of April each year is politically striking to Tanzanians. The candidates who were familiar with National festivals opted for B "It marks the union between Tanganyika and Zanzibar", the candidates who selected A "It marks the independence day of Tanganyika" and C "It marks the overthrow of Zanzibar sultanate" were not correct because Tanganyika independence is celebrated on 9th December and Zanzibar Revolution is celebrated on 12th January every year. Similarly, option D "It marks the introduction of multiparty system in Tanzania" and E "It marks the inclusion of the bill of rights in the United Republic constitution" were not correct because both options are not National Festivals. Besides that, it was significant to recall that multiparty system in Tanzania was introduced in 1992 and the bill of human rights was included in the constitution of the United Republic in 1984.

2.2 Question 2: Matching Items

The question was set from the topic *Promotion of Life skills* and the candidates were required to match the items in List A with the correct responses in List B by writing the letter of the correct response beside the

item number in the answer booklet provided. List A had descriptions of the different leadership styles while List B contained various leadership styles. The candidate's performance was as follows; 41.2 per cent scored from 2 to 3 marks, 8.7 per cent scored from 4 to 5 marks and 50.1 per cent of the candidates scored from 0 to 1 mark. Figure 2 illustrates the candidate's performance in question 2.
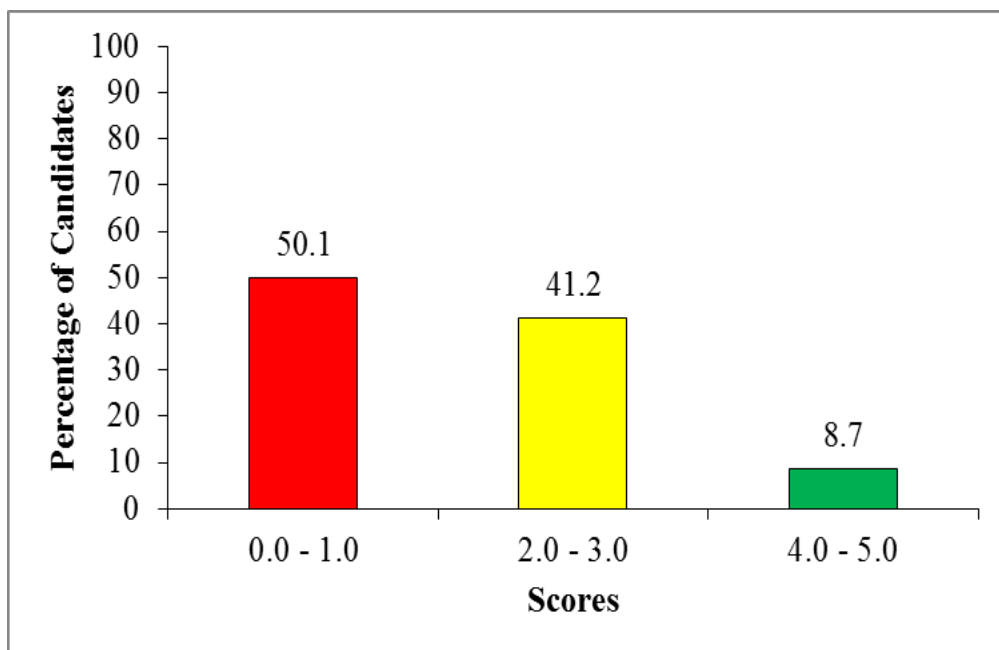

Figure 2 *Candidate's Performance in Question 2*

Figure 2: shows average performance of the candidate in question 2 as 49.9 per cent of the candidates scored from 2 to 5 marks.

The analysis of candidates' performance in each item is as follows:

Item (i) candidates were instructed to match from List B "a type of leadership which provides opportunity to every member in the organization to participate in decision making". The candidates with adequate knowledge on leadership style correctly matched it with C "Democratic leadership". Such candidates were aware that democratic leadership style involves the participation of members of the team in decision making. Some candidates incorrectly matched it with F "Laissez-faire leadership" and others with G "Charismatic leadership". Such incorrect responses indicate that those

candidates lacked knowledge of the leadership styles. For example, the candidate who selected F "Laissez-faire leadership" failed to distinguish the characteristics of Laissez-faire leadership from Democratic leadership. Laissez-faire leadership style promotes the attitude of trust and reliance on their subordinates to decide on their own while charismatic leader influence followers through his or her personality to move forward towards accomplishing the set goals. Thus involving people in decision-making is not its primary focus.

In item (ii) candidates were required to identify from list B a type of leadership which denies the people the freedom to participate in decision making. The candidates who were familiar with leadership styles opted for D "Dictatorial leadership". These candidates were aware that in this type of leadership all significant decisions are made by the leader and those decisions, whether they are good or bad, are implemented without being questioned. However, some candidates incorrectly matched it with E "Innovative leadership" and B "Coaching leadership". These candidates were not aware that innovative leadership embraces innovation and creativity in managing people and projects whereas coaching leadership is characterized by collaboration, support and guidance. Hence coaching leadership creates a culture of high performance through collaboration, empowerment and fulfillment. Likewise, the candidates who matched this item with C "Democratic leadership" overlooked the fact that democratic leadership is the opposite of dictatorial leadership.

Item (iii) tasked the candidates to identify from list B a type of leadership which allow members to have autonomy and self-rule while the leader offers support and guidance when need arises. The correct response was F "Laissez-faire leadership" the candidates who identified the correct response were aware that Laissez-faire leaders let their subordinates use their creativity and resources to help them meet their goals. On the other hand, some candidates matched it with incorrect options such as A "Bureaucratic leadership" and H "Pace setter leadership". These candidates were not aware that in bureaucratic leadership there is a clearly defined hierarchy to influence followers, adherence to established rules, regulations and procedures. Furthermore, it is inflexible and suspicious to changes. Thus, a bureaucratic leadership is quite different from Laissez-faire leadership. Likewise, pace setter leadership refers to the kind of leadership whereby the leader leads

from front and constantly sets high standard for their team and expect them to excel with minimal management.

Item (iv) required candidates to select a response from List B that matches with a type of leadership which influences others through the personality of individual leader, motivate others to move forward and inspire passion. The candidates with adequate knowledge on leadership style opted for G "Charismatic leadership", because they knew that a charismatic leader uses his or her communication skills, persuasiveness and charm to influence others. However, some candidates wrongly matched it with C "Democratic leadership" and H "Pace setter leadership". These candidates were not aware that in a democratic leadership a leader, by considering equality and fairness, gives room to his or her followers to participate in planning and implementing the organization's goals through the set principles of involvement and not his or her personality. Also, pace setter leadership was not a correct answer because in this kind of leadership, a leader is obsessed with getting things done better and faster without strict supervision.

Lastly, in item (v) the candidates were instructed to identify from list B a type of leadership which fixes official duties under chain of command, whereby decisions are made by senior while juniors are left to implement. The correct response was A "Bureaucratic leadership". This option was selected by candidates who were aware that a bureaucratic leadership relies on a clear chain of command, strict regulations and information by its followers. On the other hand, some candidates matched with incorrect response D "Dictatorial leadership". These candidates could not make a distinction between bureaucratic leadership and dictatorial leadership. Moreover, other candidates matched the item with distracter E "Innovative leadership". These candidates did not realize that innovative leaders grasp the entire situation and go beyond the usual course of action. They see what is not working and bring new thinking and action into play contrary to bureaucratic leaders who embrace redtapism whereby behaviour, practice or attitudes are associated with an excessive adherence to official rules and formalities.

2.3 Question 3: The Government of Tanzania

The question had a scenario which states "Suppose you are councilor of Mizengwe ward which happens to have serious water shortage." On the basis of that scenario the candidates were instructed to propose five sources

of revenues for the local government authorities which can be used to address the problem of water shortage. The data on the performance of candidates shows that; 37.6 per cent of the candidates scored from 1.5 to 3 marks, 12.7 per cent scored from 3.5 to 5 marks and 49.7 per cent scored from 0 to 1 mark. Figure 3 is an illustration of candidate's performance for question 3.
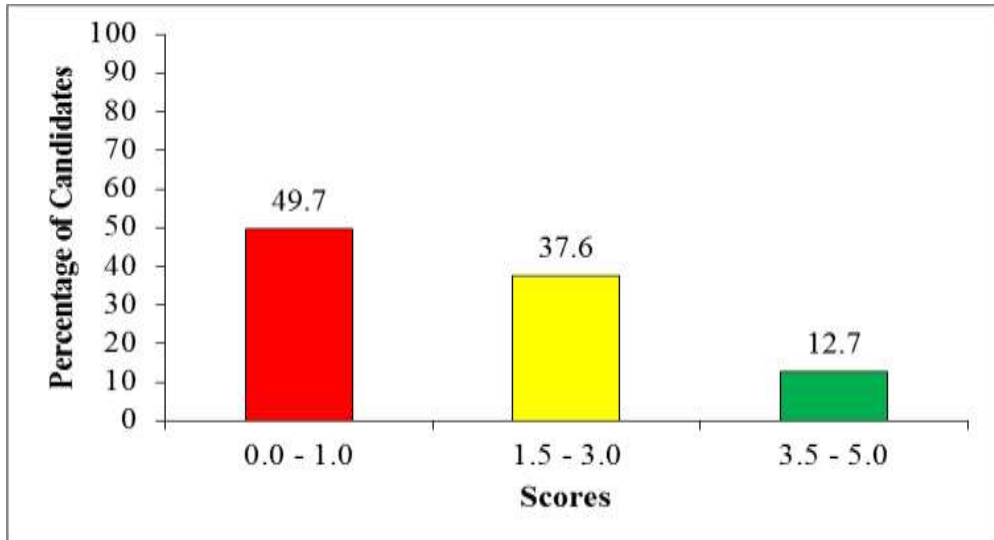

Figure 3 *Candidate's Performance in Question 3*

Figure 3: shows average performance of the candidate in question 2 as 50.3 per cent of the candidates scored from 1.5 to 5 marks.

The candidates (12.7%) whose score ranged from 3.5 to 5 marks were familiar with sources of local government revenue. One candidate, for example, pointed out*: contribution from local residents, fine and charges for breaking by-laws, fees paid for obtaining various licenses* and *permit to conduct activities, rent and services.* Similarly, other candidates stated *grants/subsides from central government, grants, loan from local and international agencies.* The candidates who identified the sources of local government revenue were aware that, apart from subsidy from the central government, the local governments have mandate to raise certain revenue from taxes, levies, fees and fines. The local government set their own revenue policy within the limits set by the central government. They retain all their revenue and use it as part of their own budget. This revenue does not form part of the central government revenue. The sources include; crop cess, forest produce cess, guest house levy, business and professional licenses such

as taxi license, intoxicating liquor licenses and market stall licenses just to mention a few of them. Extract 3: is a sample of good response to question 3.

> 3. i/ Licence
> Is a source of revenue for the local government which shows the ownership of something like vehicles or any other property e.g Cars license
>
> ii/ Charges and duties
> The people maybe charged in different areas thus increase the revenue. But also duties to the villagers like custom duties.
>
> iii/ Subsidies from the central government.
> The local government may receive subsidies from the central government where it receives
>
> 3. orders from it. Such subsidies may solve the water problem.
>
> iv/ Fines.
> Local government may obtain revenues. by charging fines to the people. For example criminal case may be charged fines.
>
> v/ Fees.
> Revenue for the local government maybe obtained from the fees charged in various sectors like the fees in social services like education at local Level.

Extract 3:1 A Sample of Correct Response in Question 3.

In extract 3.1 the candidate was able to identify the sources of local government revenue such as license fees, fines, subsidy from the central government and charges and duties.

Furthermore, some, candidates (37.6%) who scored from 1.5 to 3 marks, had relatively adequate knowledge on the sources of revenues for the local government authorities. However, they did not score high marks because they

combined correct points with incorrect, repetitions of some points, and provided less than the required number of points. For instance, one candidate listed *grants and loans, licenses* and *fines which are correct points with incorrect points such as profits from parastatals*.

On the other hand, the (49.7%) of candidates whose scores ranged from 0 to 1 mark had numerous weaknesses such as inadequate mastery of the subject matter and misinterpretation of the demands of the question. One candidate, for example, listed down measures to preserve water sources as; *provision of education, encouraging the people to plant trees that help in formation of rainfall, avoid cultivation near sources of water* and *avoid livestock keeping drinking in the sources of water.* Other candidates listed down sources of water which can be used to address water shortage in the Mizengwe ward such as *rivers, ocean, swamps, sea and dams*. Another candidate focused on the causes of water shortage such as *environmental pollution, shortage of pipes, deforestation, poor management of water sources and long distance from the water sources*. Likewise, another candidate stated the structure of district and urban authorities such as; *City council, Town council, Municipal council, District council and Ward council*. Besides that, the candidate's weak performance was compounded by poor level of English language skills. Extract 3.2 is a sample of incorrect candidate responses in question 3.

3: (i) To planting trees around the water sources; this due to that when you plant trees around the water bodies it can reduce the soil erosion;

(ii) Extraction of water sources in large number /In a certain area; this help people to be near with the water that may may get every time.

(iii) To make the machines that transpo of water from one area to another alo every time.

(iv) Avoid the farming system around the water sources; this because when you planning the farming system around d the water system you may cause the soil erosion that cause lack of water happen;

(v) To Avoid effo deffore station in a certain area; this due to that the deffor estation can cause the soil erosion or disret that the cause the water to flow every time Ito the earths surface;

Extract 3.2: A Sample of Candidate Incorrect Response in Question 3.

In extract 3.2, the candidates failed to identify the local government revenue by pointing out measures to conserve water such as planting trees around the water sources, avoid deforestation, avoid farming around the water sources etc.

2.4 Question 4: Family Life

The question instructed the candidates to describe five consequences that may result from the failure of parents to fulfill their responsibilities in the families. The candidates' performance was good as 32.5 per cent scored from 1.5 to 3 marks, 33.3 per cent scored from 3.5 to 5 marks and only 34.2 per cent scored from 0 to 1 mark. Figure 4 is an illustration of candidate's performance in question 4.
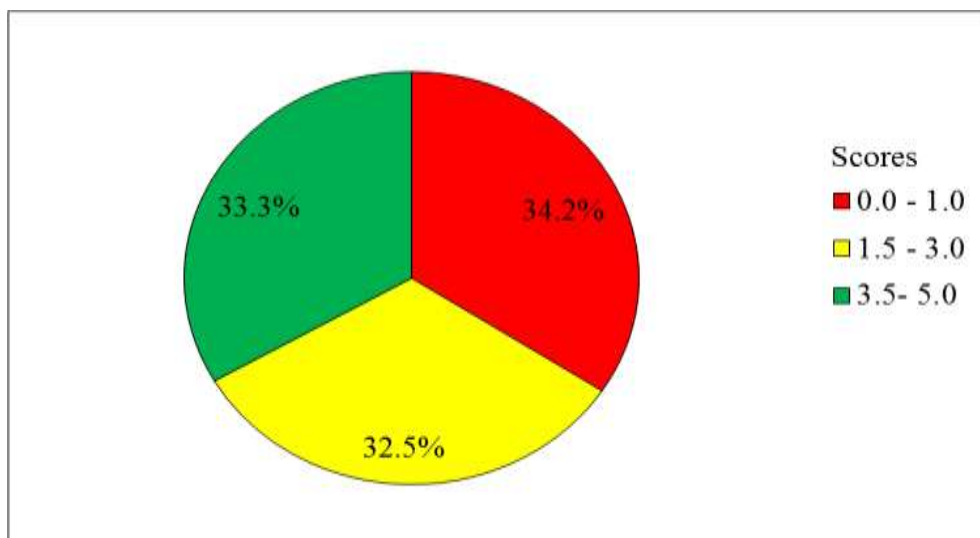

Figure 4 *Candidate's Performance in Question 4*

Figure 4: shows good performance of the candidate in question 4 as 65.8 per cent of the candidates scored from 1.5 to 5 marks.

The candidates (33.3%) whose performance was good had scores ranging from 3.5 to 5 marks. These candidates were able to point out the consequences of parents' failure to fulfill their responsibilities in the families. One candidate, for example, pointed out the following: *family members will not be able to get basic needs, it may lead to conflicts, domestic violence and misunderstanding among family members, It can cause family deterioration, It can cause children to engage in improper behaviours* and *family resources can be misused.* Similarly, one candidate argued that if parents fail to carry out their responsibilities, the following would happen: *Family separation will occur, basic needs such as food, shelter and clothes will not be provided, lack of peace, love and respect to family member* and *there will be no unity to the family members* The candidates who performed well were familiar with

15

Family life topic from which the question was set. These candidates were aware of the pivotal role played by parents in the socialization of family members. The parents are the pillars of support, guidance and love and the family is where life begins and love never ends. Thus, failure of parents to carry out their responsibilities has detrimental effect on the welfare of the whole family. Besides that, an adequate English language skill was an added advantage to their exemplary performance. Extract 4.1 is a sample of a correct candidate response for question 4.

4 a) It leads to children's moral decay. If parents fail to play their duties such as the provision of basic needs then the children might engage in various criminal activities or immoral behaviour to attain but also if they fail to teach or transfer moral values.

b) It may lead to family break up. This is because if parents are not playing their roles in the family then various instabilities are to arise such as no peace, care, moral value and hence this leads to family break up.

c) Insufficient supply of basic needs. Another consequence is that it will lead to inadequate basic needs such as food, shelter and clothes and hence other immoral acts may arise as the basic needs do not meet the needs of the children.

Extract 4.2: A Sample of Candidates' Correct Response in Question 4.

In extract 4.2 the candidate was able to provide evidence on the consequences of parents not carrying out responsibilities in the family such as children's moral decay, family break up, insufficient supply of basic needs and family conflicts.

The candidates (32.5%) whose performance was average had scores ranging from 1.5 to 3 marks. They could not score higher marks because of failure to exhaust the required number of points, repetition of some points and mixing incorrect points with the correct ones. For instance, one candidate referred to *increase of family conflicts, disrespect of children to their parents, hostility of children and parents and lack of love and harmony* as four separate points while in actual sense they all refer to conflicts in the family.

On the other hand, the candidates (34.2%) whose score ranged from 0 to 1 mark had numerous weaknesses, including inadequate knowledge of the

subject matter and misinterpretation of the demands of the question, One candidate, for example, misinterpreted the question by stating citizens responsibility such as *to pay tax to the government, to take part in election, to respect the law of the country* and *to protect his or her country from enemies, to work, to support people with needs, to maintain peace and love.* Furthermore, some candidates went astray by explaining the roles of parents in the family. One candidate for example pointed out; *it promotes development in the family, it promotes standard of living in the family, it helps to promote human rights* Another candidate focused on the negative socio cultural practice such as. *wife inheritance, forced marriage, early marriage and food taboos.* Likewise, other candidates listed down the pillars of stable family such as; *love, unity, peace, cooperation, Transparency* and *trust.* At any rate, the candidate performance was also compounded by lack of adequate English language skills. Extract 4.2 is a sample of incorrect candidate's response in question 4.

Extract 4.1: A Sample of Candidate Incorrect Response in Question 4.

In extract 4.2, the candidate failed to provide consequences of the parents' failure to fulfill their responsibilities in the families by pointing out members of the nuclear family such as father, mother, brother, sister.

2.5   Question 5: Globalization

The candidates were instructed to analyses five positive impacts of economic liberalization policy to the people of Tanzania. The data on the performance of the candidates shows that; 30.1 per cent scored from 1.5 to 3 marks, 22.8 per cent scored from 3.5 to 5 marks and 47.1 per cent scored from 0 to 1 mark. Figure 5 illustrates the candidates; performance in question 5.
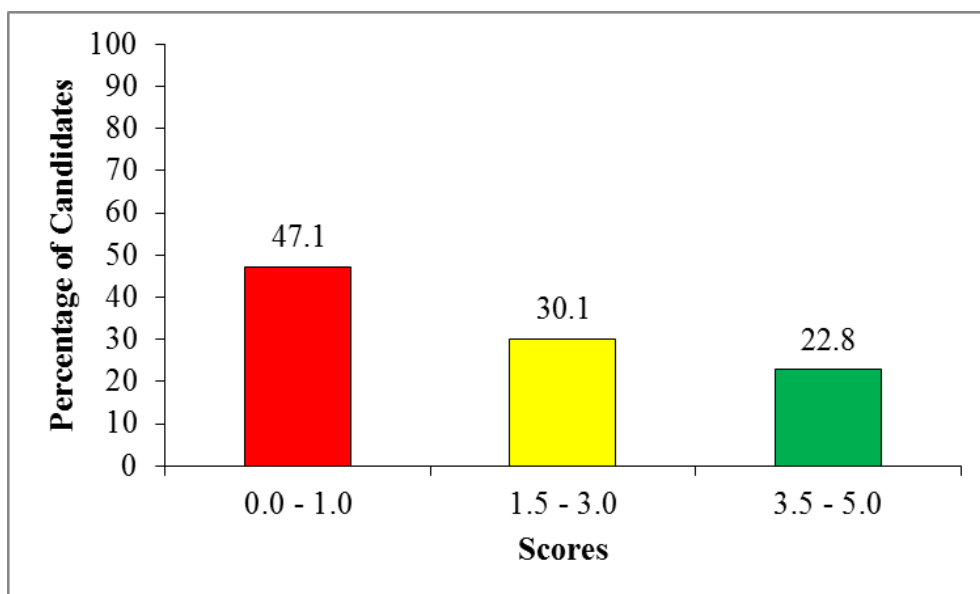

Figure 5 *Candidate's Performance in Question 5*

Figure 5: shows average performance of the candidate in question 5 as 52.9 per cent of the candidates scored from 1.5 to 5 marks.

The candidates (22.8%) whose performance was good scored 3.5 to 5 marks. Ability to focus on the demands of the question underpinned their analysis of the positive impacts of the economic liberalization policies to the people of Tanzania such as: *help to introduce new and good technologies in production, help to utilize well our natural resources, it encourages the flow of foreign capital in the country, it broadens the government tax base* and *it increase employment to people*. Likewise, another candidate stated that: *it helps to have good social services, it helps to have quality labourers, it increases foreign investment in Tanzania, it helps our country to have economic freedom,* and *it encourage self-employment system.* The candidates who excelled in this question understood the basic tenets of liberalization

20

policies and their impacts. In addition, they were aware that liberalization policies were embraced in Tanzania and many African countries in the early 1980s in response to the economic crises which faced many African countries including Tanzania. The policies are underpinned by the beliefs that the private sector should take a leading role in economic development and market forces; that is demand and supply should guide economic development with minimum government interference. These policies were given more impetus following the upsurge of globalization. Since then there are contending views on the efficacy of liberalization policies. The candidates succeeded in delineating the positive impact of liberalization policies in Tanzania. Overall, these responses exemplified adequate knowledge of the topic from which the question was set. Extract 5.1 is a sample of a correct candidate response for question 5.

5. The following are the impacts of economic liberization policies to the people of Tanzla.Tanzania.

i) They have helped in the availability of of more services and goods due to the freedom of industries to produce variety of goods and set their prices.

ii) They have helped in provision of employment to the people of Tanzania as investors hire more people to meet their production targets in industries.

iii) They have enabled the development of the level of science and technology due to the existing market competition to improve services and goods. For example computer technology.

iv) They have led to the increase in the revenue and taxes collected by the government as foreigners increase in the country to invest and pay taxes on the investments. for example foreign investors like Aliko Dangote owning Dangote cement.

v) They have led to the utilization of untapped resources that were potential for example Tanzanite which is now used as a jewellery of high expense in mineral markets in the globe.

Extract 5.1: A Sample of Candidates Correct Response in Question 5.

22

In extract 5.1 the candidate was able to analyze the positive impacts of the economic liberalization policies to the people of Tanzania such as increased availability of goods and services, creation of employment opportunities, improvement of science and technology, increase of government revenue through taxation and effective utilization of natural resources.

Furthermore, the candidates (30.1%) with average performance scored from 1.5 to 3 marks. The candidates' moderate performance was due to failure to exhaust the required number of points and repetition of some points. One candidate for example, mentioned *it help to stop the outdated culture* and *it help to stop early marriage* as separate points while in fact the two points refer to the same thing.

On the other hand, a sizable number of candidates (47.1%) scored from 0 to 1 mark primarily because they focused on the negative effects of globalization. One candidate, for example, pointed out; *it leads to the destruction of our culture, it leads to political instability, it causes unemployment,* and *it cause the increase of poverty* Other candidates stated the indicators of economic and social development such as: *per capita income, literacy rate, energy consumption, population growth, life expectance, literacy rate, daily food supply* and *population growth.* Likewise, one candidate listed down the indicators of poverty such as; *poor infrastructures, poor science and technology, poor transport and communication, poor social services and unskilled labour*, *low per capital income, corruption, low level of employment.* Similarly, one candidate listed the role of government such as: *it provides education to the people, it provides social services to the people,* and *it solves problems to the people.* At any rate, the performance of these candidates was weak due to lack of adequate knowledge of the subject matter coupled with inability to identify the demands of the question. Extract 5.2 is a sample of incorrect candidate's response.

5. i/ It led to the unemployment to the people; this means that the economic libera linaton policies # may lead to the unemploy-ment of people.

ii/ It may lead to the underdevelopment; this means that the economic liberalnaton polices # may lead to the underdevelopment to the souety,

iii/ It may lead to the poverty; this means that the economic liberalnaton # may lead to the poverty to the people in the country,

iv/ It may lead to the destruction of the culture to the country; this means that the economic liberalnaton polices to the people of Tanzania may destruct our culture.

Extract 5.2: A Sample of Incorrect Candidates Response in Question 5.

In extract 5.2, the candidate failed to address the demands of the question by pointing out negative effects of economic liberalization policies such as unemployment, underdevelopment, poverty and destruction of culture.

2.6 Question 6: Culture

This question required the candidates to briefly explain five challenges in promoting and preserving cultural values in Tanzania. The data shows that 26.6 per cent of the candidates scored from 1.5 to 3 marks, 16.6 per cent

scored from 3.5 to 5 marks and 56.8 per cent scored from 0 to 1 mark. Figure 6 illustrates the candidates' performance in question 6.
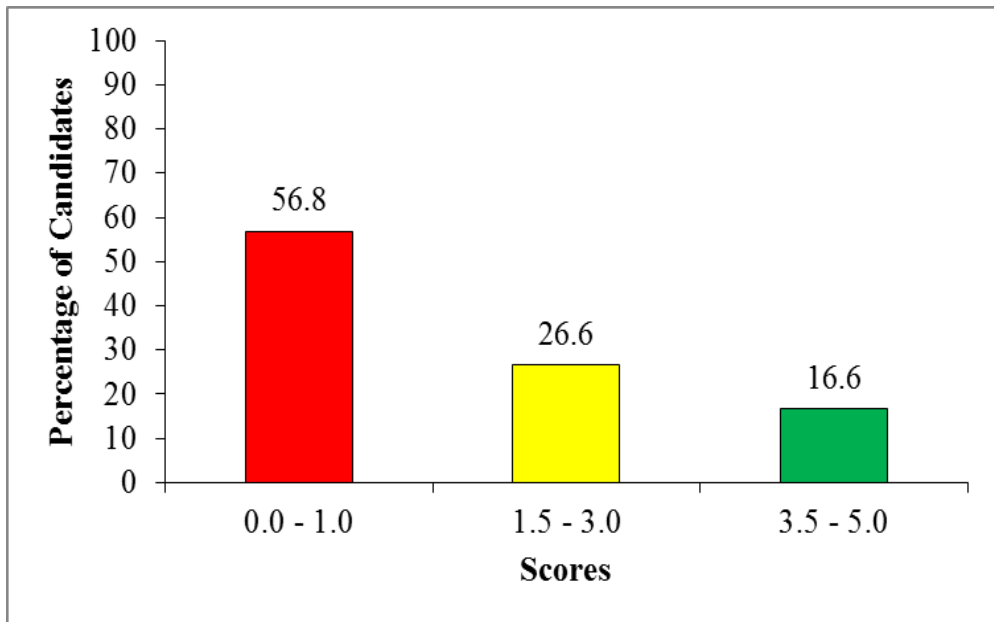

Figure 6 *Candidate's Performance in Question 6*

Figure 6: shows average performance of the candidate in question 6 as 43.2 per cent of the candidates scored from 1.5 to 5 marks

Few candidates (16.6%) were able to score from 3.5 to 5 marks. Ability to focus on the challenges in promoting and preserving cultural values in Tanzania underpinned the candidate's good performance. For example, one candidate pointed out *low level of education, low science and technology, lack of written record, colonial legacy, bad leadership* and *pressure behind globalization.* Likewise, another candidate pointed out; *lack of enough fund, impact of globalization, ignorance on the importance of our cultural heritage and colonial legacy*. The candidates were familiar with the challenges facing Tanzania in her efforts to promote and preserve worthy cultural values. For example, science and communication technology which is one of the key driving forces of globalization undermines the efforts to preserve our cultural values because it has made the world to be like a village. People all over the world listen to the same music, eat the same food, adopt the same wedding style and wear the same clothes. In this situation, the western culture dominates the media in all spheres. Likewise, lack of funds is a challenge

because resources are required to organize activities geared towards preservation and promotion of worthy cultural values. Colonial legacy has created political, economic and technological dependence which is not easy to break. Besides that, the candidates had adequate mastery of the English language skills. Extract 6.1 is a sample of a correct candidate response.

6. i) Colonial legacy.
- Tanzania has failed to promote and preserve the cultural values due to some impacts imposed by colonial legacy for example introduction of western culture.

ii) Shortage of funds.
- Tanzania has failed to promote and preserve the cultural values because it does not have enough money to invest in preservation and promotion of cultural values.

iii) Globalization.
- The rise of globalization has also facilitated to the failure of the government in promoting and preserving cultural values as people's minds are already corrupt due to the rise of globalization.

iv) Bad leadership.
- Due to inability of some of the leaders who fail to fulfill their responsibilities, it has become very difficult for the country or government to promote and preserve cultural values.

v) Ignorance.
- Some of the people are ignorant thus they do not see or care for the promotion and preservation of our worthy cultural values in Tanzania.

Extract 6.1 A Sample of a Correct Candidate's Response in Question 6

In extract 6.1 the candidate was able to identify the challenges in promoting and preserving cultural values in Tanzania which include colonial legacy, ignorance, poor science and technology, lack of funds and globalization.

Furthermore, the candidates (26.6%) who scored from 1.5 to 3 marks had average performance because of repetition of some points and failure to present the required number of points a mixture correct points with incorrect characterized the candidates' responses.

On the other hand, a significant number of candidates (56.8%) who scored from 0 to 1 mark give a signal that the majority of candidates had limited knowledge about the subject matter and failed to identify the demands of the question. For example, one candidate explained the effects of early marriage such as: *it may lead to problems during delivery, it may increase death, it increases the spread of HIV/AIDS,* and *it has increase of school drop.* Other candidates focused on the consequences of neglecting timely repair and maintenance of personal and public property such as: *it can lead to accident, it can lead to environment destruction, it can reduce the efficiency and effectiveness of the product, it leads to conflict between* and *it will lower the level of productivity.* Besides that, some of the candidates lacked English language skills while others skipped the question. Extract 6.2: is a sample of an irrelevant response to question 6.

6. D. Female Genital Mutilation (FGM):
- Is the removal of auter part organ of sexual organ of women
This custom are mostly practiced in Mara, Arusha and
so on.

ii). Widow inheritance.
- This custom were occured mostly to the family were by a
brother are died now her his young brother supposed to
wherite his wife.

iii). Gender decrimination.
- This was a tradition and custom whereby clans know
that women has not supposed togo to school, she's supposed
to stay home for cooking and other job. While boys were
allowed go to school because he's a head of family. So they
believe that women are not equal to man.

iv). Domestic violence.
- This involve beating of women. In Tanzania this
tradition is still practiced. For example the kuria tribe were
not stopped the beating of women.

v). Early marriage.
- Refers to the marriage ato before eighteen 18 year old
Many family they manies their daughter so as to
get a dowry in order to earn a living standard of life.

Extract 6.2: A Sample of Candidates' Incorrect Response in Question 6.

In Extract 6.2 the candidate failed to identify the demand of the question by
pointing out different socio-cultural practices such as: female genital
mutilation, widow inheritance, domestic violence, early marriage and gender
discrimination

2.7   Question 7: Work

This question instructed candidates to use five points to briefly defend the
view that 'work is an engine for human development'. The performance of

the candidates was good as 28.4 per cent of the candidate's scored from 1.5 to 3 marks, 48.1 per cent scored from 3.5 to 5 marks and only 23.5 per cent scored from 0 to 1 mark. Figure 7 illustrates the candidate's performance in question 7.
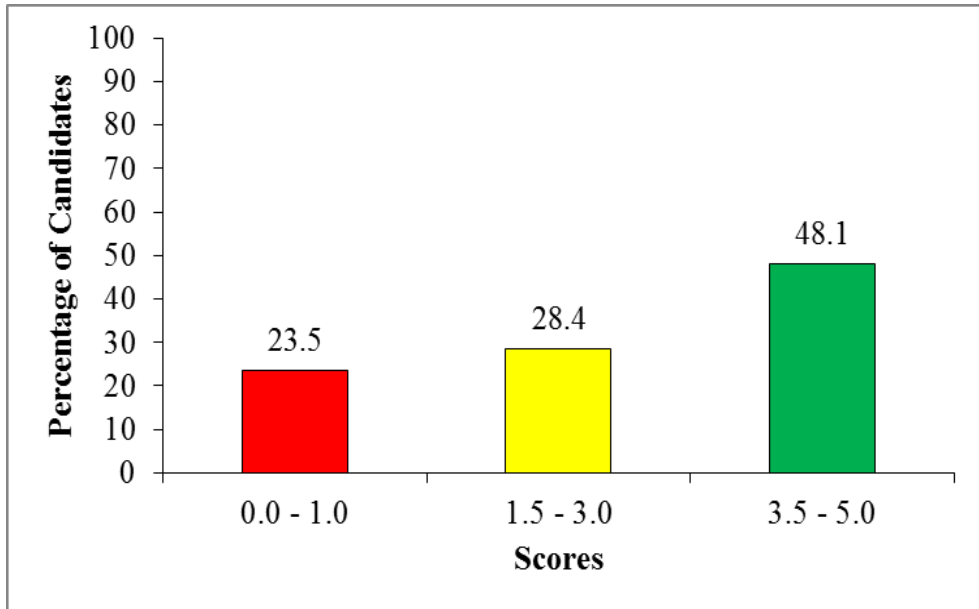

Figure 7 *Candidate's Performance in Question 7*

Figure 7, shows good performance in question 7 as 76.5 per cent of the candidates scored from 1.5 to 5 marks

The candidates (48.1%) who scored from 3.5 to 5 marks were able to focus on the demands of the question. For example, one candidate pointed out*: leads to increased production, contributes to poverty alleviation efforts, help people to get basic needs, act as an identity, help people to be innovative and creative, bring respect to an individual*. Furthermore, such a reasonable percentage of candidates who provided relevant points exemplify the fact that these candidates were familiar with the topic from which the question was set. For example, a candidate who pointed out increase in production was aware that it is only through hard work the society can make progress and increase production. In this regard, work is like an engine that can propel the society to a higher level of development. Likewise, the point on basic needs was relevant because it is only through hard work people can get their basic needs such as food, shelter, clothing and other amenities. Similarly, the candidates who argued about innovation and creativity were correct because

in the course of human interaction with the environment people always become innovative and creative to overcome the various challenges they encounter in an attempt to satisfy their basic needs. Generally, many candidates were able to defend the analogy that work is an engine of human development. Extract 7.1 is a sample of a candidates' correct response for question 7.

7. i) It enables people to get basic needs.
- Through doing work, the people are able to obtain the basic needs like food, clothes and shelter. By working like the doctors, plumbers, masons and others.

ii) It enables people to be respected according to what they do.
- By doing work a person can easily earn respect because he or she becomes respected in the society based on what he does. Example -Teacher

iii) It provides source of income to an individual.
- Through doing work the people are able to gain a lot of income that can be used in the development like building a house, buying car and also doing business.

iv) It acts as an identity in the society.
- People can be identified in the society based on what they do so as to earn a living. Example one can be identified as a doctor.

v) It helps a person to avoid engaging in crimes and improve standard of life.
- By doing work someone does not have a reason to be engaged in the unlawful acts like robbery or theft because he or she gains income.

Extract 7.1: A Sample of Candidates' Correct Response in Question 7.

In extract 7.1 the candidate was able to defend the view that work is an engine of human development by stating that work enables people to get basic needs, it brings respect, gives a person identity and it improves the standard of life.

Furthermore, the candidates (28.1%) who scored 1.5 to 3 marks had moderate performance because they had both weaknesses and strengths in their responses. Some could not exhaust the required number of points and others were affected by repetition of some points. Some of them provided a mixture of few relevant responses with irrelevant ones as. For example, one candidate wrote; *it keeps people busy, because we get money, help to self-employed, help to provide information, help to make proper decision, help to understand education, and help to understand to transport and communication.*

On the other hand, the candidates (23.5%) who scored from 0 to 1 mark failed to understand the metaphor of work as an engine of human development. For example, one candidate went astray by listing down factors for economic development such as *presence of land, labour, capital, raw material,* and *good government policy*. Another candidate erroneously focused on the indicators of social development such as: *daily food supply, life expectancy and energy consumption.* Likewise, another candidate focused on the social and political responsibilities of a citizen such as; *citizen participation in lawful work, citizen contesting for leadership in the society, citizen protecting the environment, citizen paying taxes and duties* and *citizen participating in electing local and national leaders*. Besides that, poor English language proficiency and omission of the question were contributory factors to the candidate's weak performance. At any rate, such incorrect responses from some of the candidates are an indication that they had inadequate knowledge of the importance of work for human development. Extract 7.2 is a sample of incorrect response in question 7.

Extract 7.2: A Sample of Candidate Incorrect Response in Question 7.

In extract 7.2, the candidate failed to identify the demands of the question by pointing out some indicators of social development such as daily food supply, energy consumption and life expectancy.

2.8 Question 8: Culture

The candidates were instructed to briefly defend the usefulness of different forms of art to people's daily life in Tanzania by using five points. The candidates' performance in this question was as follows; 19 per cent scored from 1.5 to 3 marks, 16 per cent scored from 3.5 to 5 marks and 65 per cent

scored from 0 to 1 mark. Figure 8 illustrates the candidate's performance in question 8.
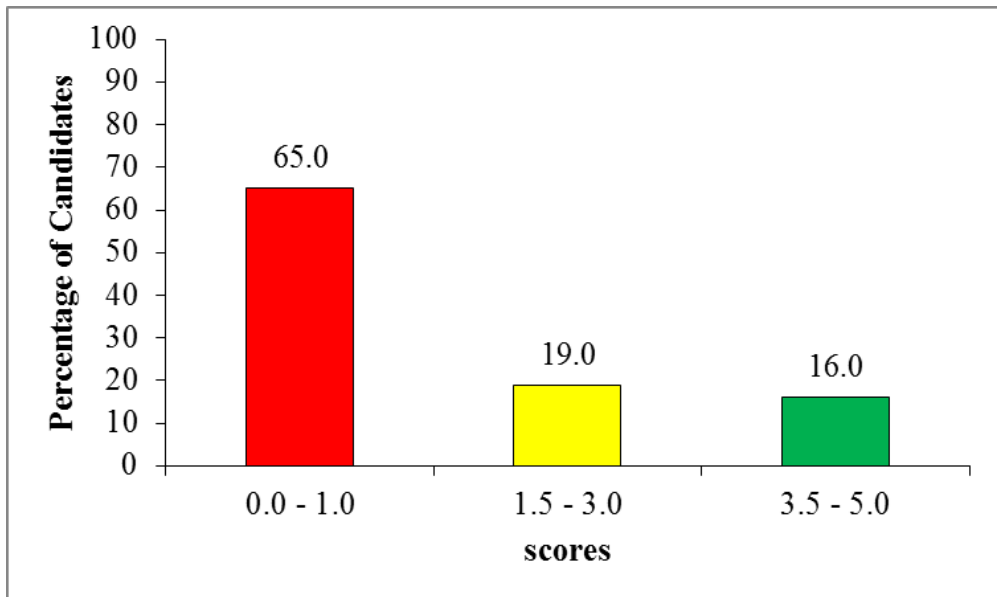

Figure 8 *Candidate's Performance in Question 8*

Figure 8, shows marginal average performance of the candidate in question 8 as 35 per cent of the candidates scored from 1.5 to 5 marks

The data shows that the majority of the candidates (65%) scored from 0 to 1 mark due to lack of knowledge of the usefulness of the different forms of art to the people's daily life in Tanzania and failure to identify the demands of the question. One candidate, for example, listed down the various elements of culture such as: *language, customs, traditional believes* and *norms* whilst the focus of the question was on the different forms of art. Similarly, other candidates associated the different forms of art with the information and communication technology. In their responses they pointed out the impact of the information and communication technology to the youth such as: *it teaches the young generation bad traits due to watching the television, it causes the occurrence of love affairs to young girls and boys, it causes drop of discipline to the societies young girls and boys through watching smart phones and internet, it causes people to change their culture for example people decide to wear short clothes in the society.* Likewise, another candidate misinterpreted the demands of the question by pointing out negative socio-cultural practices such as: *wife beating, wife inheritance, food*

taboo, early marriage and *forced marriage.* Besides that, poor English language proficiency and omission of the question were equally contributing factors to the weak candidate's performance. Extract 8.1: is a sample of the incorrect candidate response in question 8.

Extract 8.1: A Sample of Candidates' Incorrect Response for Question 8.

In Extract 8.1, the candidate failed to identify the demands of the question by pointing out the institutions established to promote and preserve culture in Tanzania such as the national Kiswahili Council of Tanzania, the National Arts Council of Tanzania and the department of Museum and Antiquities

Furthermore, the candidates (19%) with average score ranging from 1.5 to 3 marks faced a diversity of limitations including repetition of some points,

inability to exhaust the required number of points and providing a mixture of correct and incorrect points. One candidate, for example, repeated: *it can entertain people by using traditional dances and it brings happiness to people through traditional dances.* The two points referred to the entertainment of people. At any rate, these candidates lacked coherence and had superficial knowledge of the sub topic from which the question was set.

On the other hand, the few candidates (16%) with scores ranging from 3.5 to 5 marks demonstrated knowledge of the usefulness of the different forms of art to the people's daily life in Tanzania. One candidate, for example pointed out: *art is used to pass ideas and concepts from one generation to another, art is an education instrument weapon of social warning and political changes, it can entertain people through traditional dances and other forms of art,* and *it can generate income and foreign exchange through selling different works of art* The candidates were familiar with the sub topic from which the question was set. These candidates were aware that there are different forms of art which include crafts such as weaving, painting, sculptures, pottery, performing art such as music, dances, drama and visual aid such as cinemas. Some of the candidates for example, pointed out art as an instrument for social change and political change. This indicates that they were aware of the fact that art is a powerful weapon used to influence changes in the society and that this work of art can take the form of dances, songs, painting, music, drama etc. Similarly, the candidates who mentioned generation of income were aware that many people in Tanzania are engaged in various forms of artistic work to make ends meet. Such work includes sculpturing, music, sports, games and painting such as Tinga tinga painting which had acquired international acclaim. Extract 8.2**:** is a sample of good response in question 8.

8. a) Arts ~~act~~ are a way of conveying people's ideas and thoughts for example, through literary writings authors ~~conveying~~ ideas like bad governance, moral decay in the society among others.

b) Arts act as an identity of people, for example the songs composed by Maasai artists identify their origin and society, like we dances like Sindimba which identifies the Makonde.

c) Arts are a source of income to people, this is when artists put their work in market for sale for instance, musicians like Diamond Platnumz, literary writers like Mohammed Khatib who are able to get income through their works of art.

d) Arts ~~act~~ are a source of entertainment, pleasure and enjoyment for people in the society. For example, a lot of people especially the youth in Tanzania tend to listen to music when they are stressed. Also, books of stories entertain children.

e) Arts such as music and compositions in writings promote unity and cooperation among people once practiced together for example, the writers named Theobald Mvungi and Penina Mhando cooperated a lot in literary works and music composing.

Extract 8.2: A Sample of Candidates Correct Response in Question 8

In extract 8.2, the candidate was able to defend the usefulness of different forms of art to people's daily life in Tanzania by pointing out that it creates employment, it entertains people; it gives people identity and unites the people.

2.9 Question 9: Human Rights

The question instructed the candidates to explain briefly, the effects of human rights abuses to a country like Tanzania by giving five points. The candidates' performance was as follows; 34.7 per cent of the candidates scored from 1.5 to 3 marks, 31.0 per cent scored from 3.5 to 5 marks and only 34.3 per cent scored from 0 to 1 mark. Figure 9 illustrate the candidates' performance in question 9.
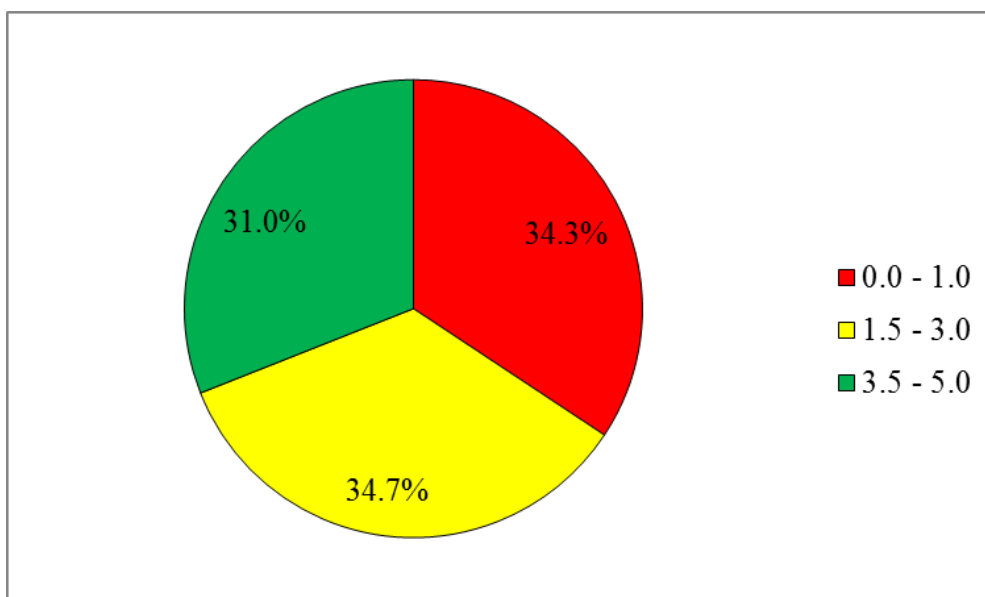

Figure 9 *Candidate's Performance in Question 9*

Figure 9, shows good performance of the candidate in question 9 as 65.7 per cent of the candidates scored from 1.5 to 5 marks

The candidates (31.0%) whose scores ranged from 3.5 to 5 marks were able to explain the effects of human rights abuses to a country like Tanzania. One candidate, for example, pointed out the effects of human rights abuses as: *it leads to conflict between people and the government when the government denies the rights of individuals; human rights abuse may lead to underdevelopment of the country`s economy, for example, when women are*

39

not given right to work. Another candidate stated; *it will lead to increased crimes and deaths to the society for example, the killing of albinos in the society; it may lead to spread of disease like HIV and AIDS through early marriages and bad cultural values especially female genital mutilation.* These candidates were familiar with incidences of human rights abuses in Tanzania and their effects to the wider society. Human rights abuses are multifaceted and Tanzania is not spared from incidences of human rights abuses which include, among others, stigmatization of people living with HIV/AIDS, killing of innocent people suspected of witchcraft, killing of people with albinism because of belief in witchcrafts, killing of people suspected of committing theft, early and forced marriages, wife inheritance, wife beating and gender discrimination. Human rights abuses have detrimental effects to individuals, community and the state if they are condoned by the community or the state. Furthermore, an adequate English language skill also accounted for the candidates' good performance. Extract 9.1 is a sample of good candidates' response.

i) Human rights abuse leads to increase in illiteracy rate in the country. Human rights abuse forexample denial of right to education, this causes an increase in the number of illiterates in the country.

ii) It leads to conflicts and misunderstandings among people. Human rights abuse forexample denial of the freedom of expression, choice and liberty of movement, this can arise huge conflicts in the society.

iii) It hinders the democracy in the country. Human rights abuse affects the level of democracy forexample, the denial of right to vote and be voted for, freedom of choice, therefore affecting the democracy.

iv) Human rights abuse leads to poor governance or political instability. Forexample denial of the right of freedom of association and expression. this leads to war or inequality and disrupts the stability of national politics

v) It leads to increase in poverty or poor living conditions. Forexample the denial of the right of ownership of property, this leads to increase in the poverty level of the nation.

Extract 9:1 A Sample of Candidate Correct Response in Question 9.

41

In extract 9.1, the candidate was able to explain the effects of human rights abuses to a country like Tanzania such as increase in illiteracy, it hinders democracy, it leads to poor governance and it leads to increase in poverty.

Furthermore, the candidates (34.7%) whose score ranged from 1.5 to 3.5 marks demonstrated moderate ability in explaining the effects human rights abuses in Tanzania. Their responses were characterized with repetition of some points and a mixture of correct and incorrect points. One candidate, for example, pointed out that: *lead to insecurity in the society* and *lack of peace and harmony* as two distinct points while they referred to the same point. Another candidate wrote*: It lead to conflict between people in the society due to interference in one's right* and *it lead to disunity in such away people will fail to co-operate due to fear or hatred*.

On the other hand, the candidates (34.3%) whose scores ranged from 0 to 1 mark failed to explain the effects of human rights abuses in Tanzania and misinterpreted the demands of the question. One candidate, for example, explained the importance of government as; *it helps to promote peace and security, promote limit and power for local government, promotes and protect human rights, promotes hostility, immorality and family stability*. Another candidate stated the importance of human rights as *it leads to increase of harmony and peace in the community, it avoids increase of criminals and abuse of human rights, it promotes respect and good relation in the society, it helps individual to know his or her rights in life*. Similarly, one candidate explained about the rights and freedom of individuals such as; *freedom of association and freedom of expression, rights of education, rights of participating in election* and *protecting freedom of expression*. Finally, other candidates went far to explain the indicators of poverty. One candidate, for example wrote; *poor government support, lack of education, lack of good transport and communication* and *lack of science and technology*. It is evident from the myriad of candidates' incorrect responses that the sub topic on the effects of human rights abuses in Tanzania was not well understood by a good number of candidates. Furthermore, inadequate English language skills were equally a barrier to candidates' good performance. Extract 5 is a sample of incorrect response in question 9.

9. (i) Government should include Bill of rights; most of the individuals face challenges that bring about a problem due to the management of the rights of individuals for example a right to life and ownership of property

(ii) The court of law to enforce laws; the court should be able to apply well it's duties in a way that the individuals will be able to respect the rights of an individual for example by sentencing prison for thirty years.

(iii) The Non-Governmental Organizations to pressure the government on abuse of human rights; this will be helpful to conserve well and be able to avoid such unnecessaries occurrment. For example, the right to freedom of assembly and that is very important.

(iv) Every individual should respect one's rights; this well help every individual to be able to live at peace and be well to the society. A good example, when one respects the others rights it can be done the same in return and can be benefitial.

(v) The rule of law should be observed; the rule of law should be taken into consideration and observed well as it is the principle of all. For example, one can be able to acquire a number of activities through the law and live at peace.

Extract 9.2: A Sample of Candidate Incorrect Response in Question 9.

In extract 9.2, the candidate suggested measures to promote human rights in Tanzania as to observe Bill of rights, the court of law to enforce the law, the

non-governmental organization to pressure the government instead of the effects of human rights abuses

2.10 Question 10: Poverty

The question instructed the candidates to prove the persistence of poverty in Tanzania. The candidates' performance in this question was as follows; 28.8 per cent of the candidates scored from 1.5 to 3 marks, 23.9 per cent scored from 3.5 to 5 marks and 47.3 per cent from 0 to 1 mark. Figure 10 illustrates the candidate's performance in question 10.
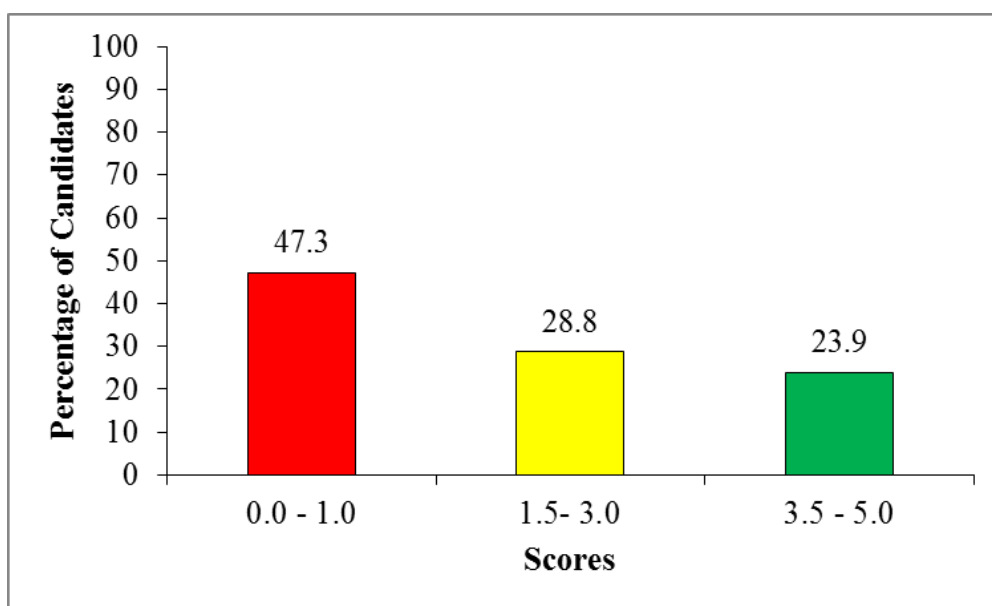

Figure 10 *Candidate's Performance in Question 10*

Figure 10, shows average performance of the candidate in question 10 as 52.7 per cent of the candidates scored from 1.5 to 5 marks.

The candidates (23.9%) whose scores ranged from 3.5 to 5 marks were able to prove the persistence of poverty in Tanzania. One candidate, for example, argued that: *inadequate housing for the people, poor provision of social services like education and health, the use of poor means of production due to technological backwardness* and *presence of poor means of transport and communication in both rural and urban areas.* Another candidate wrote *inadequate access to clean and safe water, low life expectancy, presence of malnutrition,* and *poor source of energy.* Similarly, another candidate answered; *poor life standard of the citizens, low gross domestic product, high*

44

illiteracy rate, inability to access and afford basic human needs, poor energy consumption and *poor industrial base.* These candidates were familiar with the sub topic on the indicators of poverty. For example, the candidates who cited poor social services were aware that despite the efforts to improve the social services in Tanzania much needs to be done because many people cannot access health services, and the education facilities are inadequate. This also contributes to persistence of poverty. On the whole, the candidates were conversant with the challenges related to poverty. Extract 10.1 is a sample of a good response to question.

10. i) High illiteracy rate

Refers to the situation of which people do not know to read and write to the society. Due to this it proves the persistance of poverty in Tanzania.

ii) Unemployment.

Refers to the situation of which people do not have jobs so it shows that the people within the country face the problem of poverty.

iii) Low level of science and technology

Due to the low level of science and technology to the country it proves the persistance of poverty in Tanzania. The country should use high level of science and technology to its activities.

iv) Poor housing condition.

This can prove the persistance of poverty in Tanzania. The housing condition are in poor structures of which they can be taken by the wind during rain seasons.

v) Poor means of transport and communication

Due to this it proves the persistance of poverty in Tanzania because the means of transport and communication are very poor to the country so through that it proves poverty in Tanzania.

Extract 10.1:A Sample of Candidates' Correct Response in Question 10

In extract 10.1, the candidate was able to prove that persistence of poverty in Tanzania such as: low level of science and technology, unemployment, high illiteracy rate, poor housing and poor infrastructure.

The candidates (28.8%) whose scores ranged from 1.5 to 3.5 marks had relatively adequate knowledge on the persistence of poverty in Tanzania. Nevertheless, inability to exhaust all the required points, repetitions of some points and mixing correct with incorrect points compromised the quality of their responses. One candidate, for example, indicated; *insufficient basic needs, lack of food, poor shelter* as three different points while in actual fact they all refer to one point. Another candidate wrote; *poor income* and *low salaries* in two separate sentences as if they are different points.

On the other hand, the candidates (47.3%) who scored 0 to 1 mark failed to justify the persistence of poverty in Tanzania. For example, one candidate focused on the poverty alleviation strategies in Tanzania such as: *promotion of science and technology in production of raw materials; population control; diseases such as HIV/AIDS and Covid 19; avoiding corruption and proper allocation of resources such as land, minerals.* Another candidate answered; *discourage all bad cultural practices; encourage training for self-employment; improving education sector; improvement of infrastructure* and *improving employment opportunities to people.* Similarly, yet another candidate pointed causes of poverty such as: *Laziness, drunkenness, natural calamities* and *diseases.* Likewise, one candidate misinterpreted the question by pointing out effects of poverty such as: *It cause increase of street children's in Tanzania, it causes increase of families, diseases lead to separation of families,* and *crime will increase.* Another candidate's deviations focused on the roles of the government like: *providing basic needs, providing education services, providing employment to its people, and construction of infrastructure.* Extract 10.2 is a sample of incorrect response from one of the candidates in question 10.

10. Ways to alleviate poverty in Tanzania

① Creation of employment opportunities: Tanzanian government should create employment opportunity for the citizens to be able to atten n jobs so as to earn income t improve the living standards.

⑪ Proper provision of social services: The Tanzanian government should ensure that all its citizens get proper social services like health, education and water supply. Hence improving their lives.

⑪⑪ Provision of free education: The Tanzanian government should ensure that all its citize ns obtain education from primary level to the ordinary level so that to reduce the number of illiterates in the country.

⑭ Provision of financial help to the poor citizens: The Tanzanian government should provide financial and material help to its citizens so that they can start petty businesses to improve

Extract 10.2: A Sample of Candidate Incorrect Response in Question 10.

Extract 10.2, the candidate failed to prove the persistence of poverty in Tanzania by explaining strategies for poverty alleviations in Tanzania such as creation of employment opportunities, improvement of social services, providing financial assistance and improvement of infrastructure.

2.11 Question 11: Road Safety Education

This question had a scenario which stated "A recent report in one of the newspaper indicated a dreadful situation of the road safety in Tanzania. Suppose you are the Minister for Home Affairs" then the candidates were required to use the scenario to propose five key measures to improve road safety in the country. 399,192 (81.9%) candidates opted for this question and their performance was as follows; 44.9 per cent scored from 4.5 to 9.5 marks, 13.3 per cent scored from 10 to 15 marks and 41.8 per cent scored from 0 to 4 marks. Figure 11 illustrates the candidates' performance in question 11.
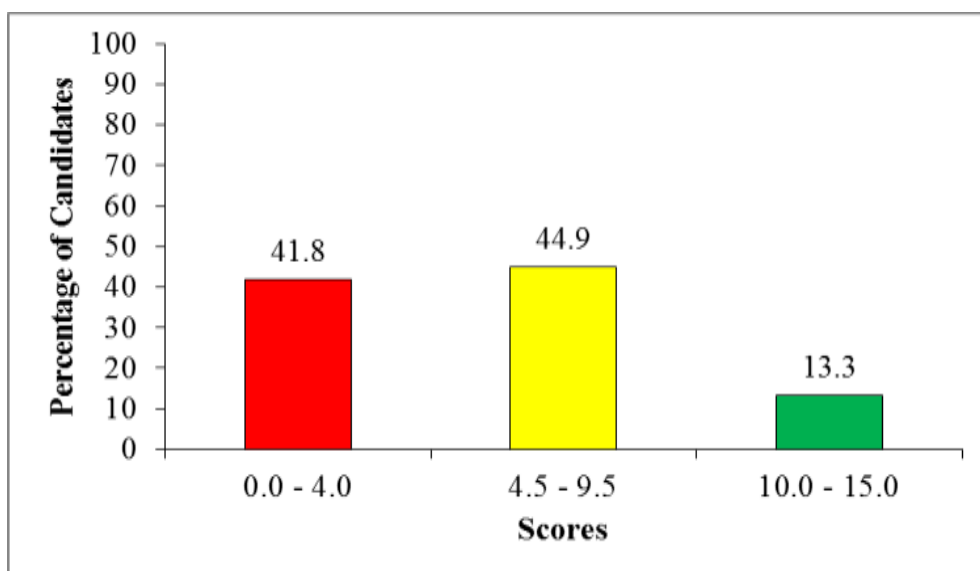
Figure 11 *Candidate's Performance in Question 11*

Figure 11, shows average performance of the candidate in question 11 as 58.2 per cent of the candidates scored from 4.5 to 15 marks.

The candidates (13.3%) who scored from 10 to 15 marks were able to propose measures to improve road safety in Tanzania. For instance, one candidate suggested; *roads must be maintained properly; road signs should be put on the roads; Bus owner and all vehicle owners to be encouraged to maintain their vehicles; provision of road safety education to both pedestrians and drivers.* Another candidate proposed; *unqualified drivers should not be allowed to drive, roads should be maintained regularly, children and disabled should be helped to cross the road, vehicles should be checked properly before driven on the road.* Similarly, one candidate suggested *ensuring availability of road signs, to avoid drunkenness, to provide education to the road users, to enforce traffic regulation.* Indeed, these candidates were familiar with road safety measures as their essays were also furnished with good introduction, conclusion and good flow of ideas coupled with adequate English language skills. Extract 11:1 is a sample of a correct candidate response in question 11.

11. Road safety is the state of the road users and properties to be free from road accidents and dangers. The recent report from the Land Transport Road Authority is that over 4000 people die due to the road accidents whereby the road accidents are due to human errors and the poor infrastructures like roads. In Tanzania, 86% is being contributed to by the human errors and the 6% is contributed to by poor infrastructures. Through the Ministry of Home Affairs, the following measures can be taken to improve road safety in the country that include:-

Provision of the road safety education to the people. In the country like Tanzania, education needs to be provided through various road agencies such as TANROADS, TARURA (Tanzania Rural Road Agency), LATRA (Land Transport Road Agency), TRA (Tanzania Revenue Authority) since it provides licenses to the drivers according to Article 77 of the Road Traffic Act of 1973. And hence through this the people will be able to improve on maintenance of the road safety on the road.

Advising people on regular checking of the vehicles before and after the journey. There should be awareness to be created to the people on the regular checkups of vehicles before and after the journey according to the Road Traffic Act no. 39 where it advises drivers to check all parts such as the gear systems, tyres, stamings, engines inorder to avoid road accidents due to the human errors and therefore through this it helps to improve on the road safety in a way that the properties and people's lives are protected in such a way that the human errors are minimized.

11.

Avoiding the Reckless Driving on the road. There should be precautions provided to the people, to avoid reckless driving in various ways like racing, overspeeding, driving when drinking which may lead to the accidents on the road and hence the death of children, disabled, the old people, pregnant mothers that need assistance on the road. The road agencies need to caution the road users especially the drivers on the reckless driving when on the road and hence this will give a hand in the improving of the road safety in Tanzania.

Emphasizing on the adherance of the road signs. The road users need to be emphasized on the respecting of the road signs and symbols that are placed on the road for directing, precautioning and Informing people on the road. For example; the road signs like "50" that limits the drivers' speed to only 50km/hr due to sharp corners, or the bumps ahead. This is stated at the Road Traffic Act No. 73 that emphasizes on respect for the road signs on the road. Hence this helps to ensure and improve on the road safety on the roads of Tanzania.

Improving on the infrastructures in Tanzania. The government needs to improve on the Infrastructures such as the roads which are muddy, stonny, slippery or that have conditions like "punch holes" and hence may lead to the road accidents. The people with professions like engineers responsible for the construction of the roads need to work upon them and hence reduce on the road accidents in Tanzania which take place all due to such poor road conditions that contribute 6% of the road accidents in Tanzania.

52

In conclusion, It is the responsibility of every person in Tanzania to ensure road safety in Tanzania since the road accidents lead to underdevelopment because of the loss of man power in Tanzania. Due to this, it leads to drawbacks in development. Hence the people in Tanzania are meant to consider the safety measures to bring about road safety.

Extract 11: 1: A Sample of Candidate Correct Response in Question 11

In extract 11.1, the candidate was able to propose measures to improve road safety in the country such as provision of road safety education, regular car inspection, avoiding reckless driving, observe road signs and improve road infrastructure.

Furthermore, the candidates (44.9%) with marks ranging from 4.5 to 9.5 had partial knowledge of the measures to improve road safety in Tanzania. Their responses were characterized with correct and incorrect points, repetitions of some points and failure to exhaust the required number of points. Some of them could not observe the essay writing rules in terms of writing an introduction and conclusion. One candidate, for example, repeated: *the government should put strict laws to those who will not obey road signs* and *the government should support in preventing accident by punishing those who break the road safety rules* whilst in actual fact the two points refer to the same thing. Furthermore, another candidate wrote *the government should provide road sign* and *to give road safety education*.

On the other hand, the candidates (41.8%) who scored 0 to 4 marks had insufficient knowledge of the measures to improve road safety in Tanzania and some failed to address the demands of the question. One candidate, for example, described the causes of road accident such as: *poor road condition; poor road condition; some drivers do not obey signs; some roads are narrow; and driving while drunk.* Another candidate argued along the same line as follows; *drive high speed, overconfidence, drive without enough education, corruption, lack of education, poor infrastructure, overworking,*

overloading. Likewise, another candidate focused on the importance of road signs such as: *it reduces road accident, it gives information to road user, it helps road user to use the safely* and *it reduce damage of property.* Besides that, some of the candidates could not provide relevant introductions and conclusions, and inadequate English language skills characterized their responses. Extract 11:2 is a sample of a poor response in question 11.

11. Road safety, Are also known as traffic signs. The following are the measures to improve road safety in the country.

They make road users on what to do, in a road people are cross in road th-take symbol in road in lissen for or telling for left and right in crossing the road.

They help road user use the road safety, The people can take action in cross the road can get in safety for symbols.

They direct road users on what to do, The driver are not speed for drivering in motor Vehicles it reduce the death of people like children in schools.

It minimize road accident, in a society are not to minimize fus road accident for driving in car, and other motor cycle for death of people. May driver are drinking alcohol the end can take car for transporting to reduce road accident.

It prevent damage to property, In a government of Tanzania in a District village are not to get road safety it reduce high death of the people from the country Example children of schools.

In generally the above are the measure to improve road safety in the country.

Extract 11. 2: A Sample of Candidate Incorrect Response in Question 11.

In extract 11.2, the candidate explained the importance of traffic signs such as they make road users safe, it minimizes road accidents, they direct road users on what to do and they prevent damage to property.

2.12 Question 12: Economic and Social Development

Based on the recently attained middle income country status of Tanzania the candidates were instructed to assess the role of the formal sector in spearheading the development of Tanzania economy by giving five points. The question was attempted by many candidates as 364,812 (74.8%) and their performance was as follows; 46.5 per cent of the candidates scored from 4.5 to 9.5 marks, 13.1 per cent scored from 10 to 15 marks and 40.4 per cent scored from 0 to 4 marks. Figure 12 illustrates the candidates' performance in question 12.
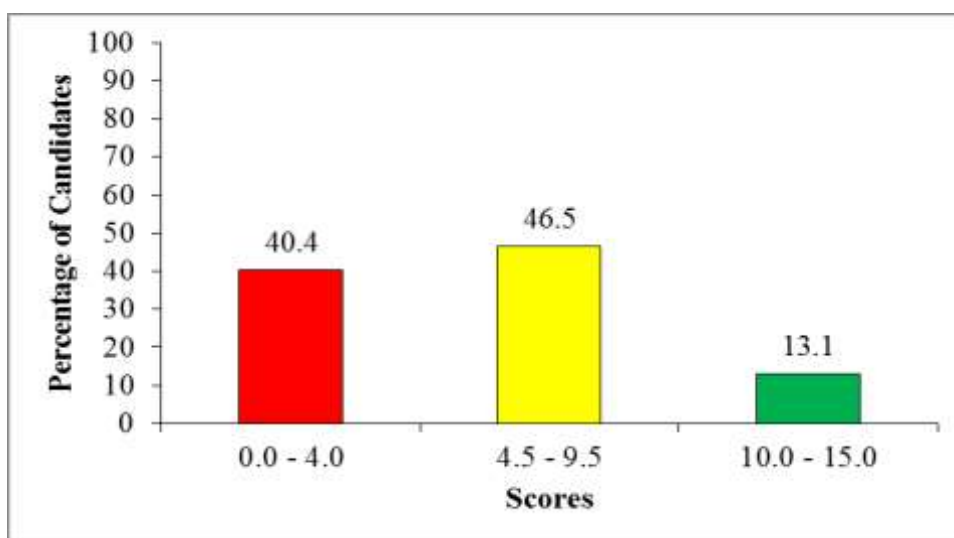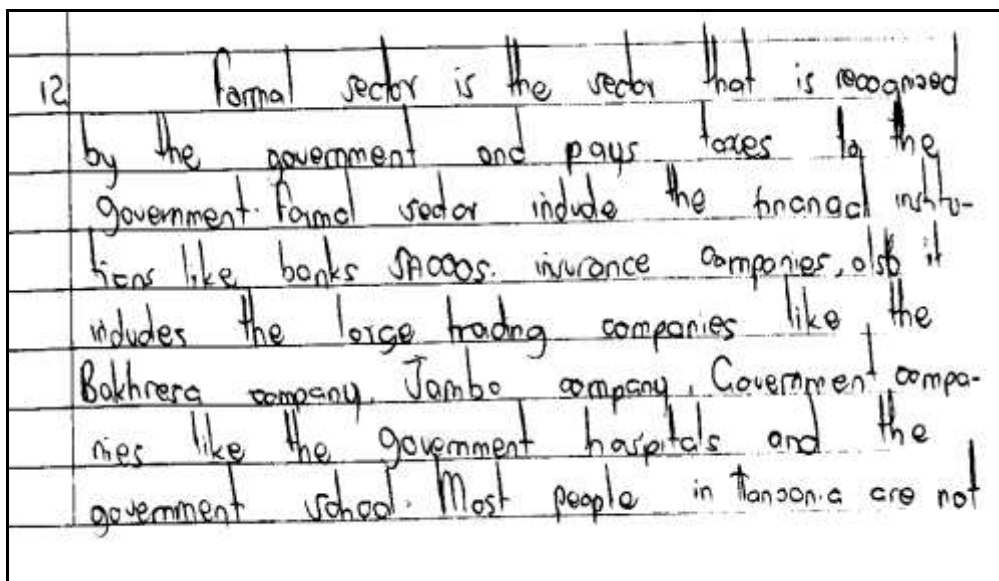

Figure 12 *Candidate's Performance in Question 12*

Figure 12, shows average performance of the candidate in question 12 as 59. 6 per cent of the candidates scored from 4.5 to 15 marks.

The few candidates (13.1%), who scored 10 to 15 marks were able to assess the role of the formal sector in spearheading the development of Tanzanian economy. One candidate, for example, argued that: *it provides employment opportunities to people; it is the source of government revenue, it promotes environmental conservation, it promotes quality of what is produced, it promotes technology innovations, helps to lowering the price of product due*

to high production; availability of the standard product and services is predictable in the economy because suppliers are available and known, it promotes worker's safety and security. Another candidate was of the opinion that the formal sector *acts as a government tax base, it creates employment opportunity to Tanzanians who are skilled, semi-skilled and unskilled, it promotes market for goods produced in or outside the country, it ensures people with availability of the products and services* and *it stimulates scientific innovations.*

Besides that, the candidates' ability to provide relevant and plausible introduction and valid conclusion coupled with adequate English language skills were also a contributing factors to their good performance. One candidate for example, defined the key term formal sector as: *the economic activities which are registered by the government and help to generate income to the government through tax.* Likewise, another candidate *defined* the formal sector as *all jobs and economic activities which are clearly defined, registered, licensed, taxed, recognized* and *established by the act of law*. Extract 12.1, is a sample of a correct candidate response in question 12.

under informal sector. The following are the importances of the formal sector.

Formal sector like financial institutions provide loans to people. Financial institutions like the banks provide loans to people which encourage investment in the country. In which currently the loans are being provided at the interest rate of 10% which has promoted various investment like the Barrick company which invests in the mineral project hence spearheading development.

Formal sector contributes to the government revenue through taxes, licences and dividends. The formal sector like banks, learning institutions like IAA and UNISA provide a share to the government. Also the government has a share of 49% in Airtel company, 25% in Twiga company. This has helped to inturn provide the social services like education to people hence development.

Formal sector stimulates production of goods and services in the country due to competition with the informal sector. Some companies under the formal sector like the Bakhresa company compete with the members of the informal sectors like street vendors so as to attract the attention of customers and hence through that there has been increase in goods and services.

Formal sector provides people with employment opportunities. Members of the formal sector like companies, government offices and the financial institutions provide people with

12 employment opportunities like managers, directors drivers and secretaries bank accountants and so on hence this has enabled them to get an income which is used to improve the living standards of those people hence spearheading development.

Formal sector like the insurance companies help to cover the losses insured. The insurances like the liability insurance and the health insurance help people to foresee the losses that they may incur. Forexample during the incidents like fire outbreak in the business venture, the insurance company becomes responsible for the construction and also during a for accident, the company repairs it hence minimizing the expenses that on individual would incur poor and make the person undeveloped.

In general the formal sector is very important to the nation due to the contributions it provides within the country. In a way that it has to be spearheaded development making the country to become a middle income country. There fore it has to be maintained.

Extract 12.1: A Sample of Candidates' Correct Response in Question 12.

In extract 12.1, the candidate was able to assess the role of the formal sector in spearheading the development of the Tanzanian economy such as

contribution through taxation, loans to people, stimulates the production of goods and services, employment opportunities etc.

Furthermore, the candidates (46.5%) with scores ranging from 4.5 to 9.5 marks had adequate knowledge of the roles of the formal sector in spearheading the development of Tanzanian economy but their responses were characterized with repetitions of points, inability to exhaust all the required points, mixture of correct and incorrect responses and some of their introductions and conclusions were not focused. One candidate, for example, in the first paragraph pointed out: *improvement of transport and communication system* in the second paragraph *improvement of infrastructure* while the two points refer to the same thing. Furthermore, another candidate mixed correct point such as *creation of employment opportunities*; *pay tax to the government*, *improvement of infrastructure* with incorrect points such as *stimulates the growth of town.* On the whole, most of the candidates in this category paid little attention to the demands of the question resulting into failure to score beyond 9.5 marks.

On the other hand, many candidates (40.4%) whose scores ranged from 0 to 4 marks faced difficulties in assessing the role of the formal sector in spearheading the development of the Tanzanian economy. In the first place, some candidates misconceived the formal sector to be private sector and incoherent flow of ideas characterized their responses. For example, one candidate discussed the factors for economic development as *presence of capital, availability of science and technology, availability of raw materials, good transport and communication; government support; availability of labour; availability of market* and *availability of land*. Likewise, one candidate went astray by pointing out indicators of poverty as *poor science and technology, shortage of money, poor education, presence of diseases* and *lack of capital*. Besides that, they were unable to provide plausible introduction and conclusion. For example, one candidate had this to say in the introduction: *development is a gradual change from low stage to high stage in all sphere of life.* Similarly, one candidate defined formal sector as *a group of people who have responsibility in the society.* On the whole, many candidates had problems in identifying the composition of the formal sector; to them, the formal sector is synonymous with the private sector. They were not aware that the formal sector refers to a sector which encompasses all jobs with normal hours and regular wages and is recognized as income sources on which income taxes must be paid. On that ground, the Public sector,

parastatal organizations and other economic undertaking in which the government has shares are considered to be formal sector. Extract 12 .2, is a sample of poor response in question 12.

Extract 12 .2 A Sample of Candidates Incorrect Response in Question 12.

In extract 12.2, the candidates failed to assess the role of the formal sector in spearheading the development of the Tanzanian economy by pointing out challenges of development such as poor government, poor infrastructure, unemployment and poor social services.

2.13 Question 13: Democracy

The question instructed the candidates to assess in five points the achievements of Tanzania in broadening the scope of democracy in the light of the statement that for a democracy to thrive in any country, there are pillars of democracy to be observed. This question was least opted for by candidates in which only 207,714 (42.6%) candidates chose it and the performance was as follows; 35.9 per cent of the candidates scored from 4.5 to 9.5 marks, 13.3 per cent scored from 10 to 15 marks and 50.8 per cent scored from 0 to 4 marks. Figure 13 illustrates the candidate's performance in question 13.

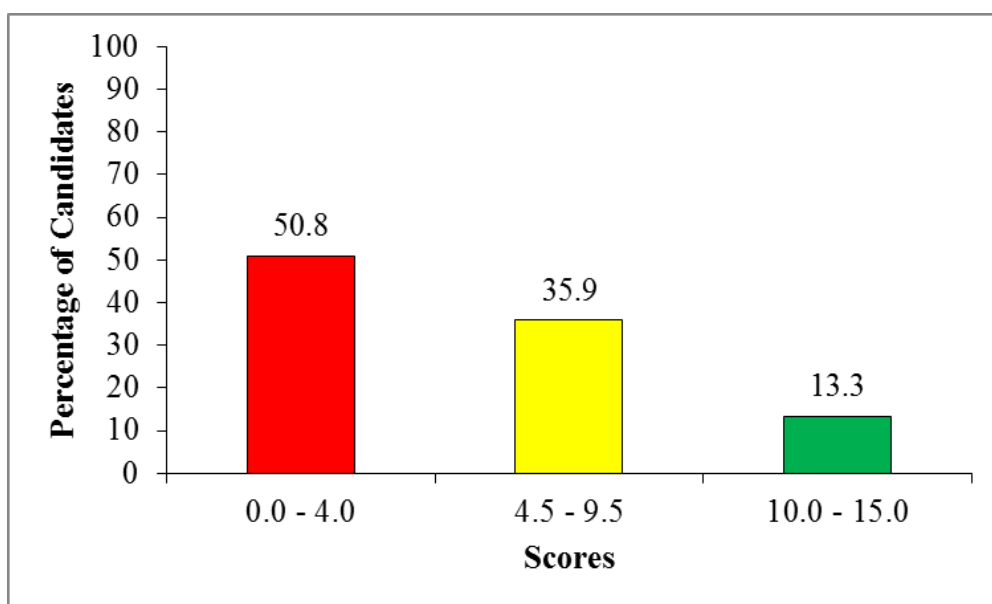**Figure 13** *Candidate's Performance in Question 13*

Figure 13, shows average performance of the candidate in question 13 as 49.2 per cent of the candidates scored from 4.5 to 15 marks.

The candidates (13.3 %) who scored from 10 to 15 marks were able to assess the achievements of Tanzania in broadening the scope of democracy. They contextualized the principles of democracy in their assessment of Tanzania

democratic dispensation. In doing so, they had good introduction and conclusion and coherent flow of ideas. For example, one candidate argued that; *Tanzania has ensured the occurrence of free and fair elections, the existence and formation of many parties in Tanzania, human rights are protected in the constitution, there is political tolerance during elections* and *there is a rule of law.* Another candidate pointed out *enhancement of citizen participation in different socio-political and economic affairs of the state, existence of smooth transfer of power mechanism* and *a well-established system of checks and balances among state organs.* Other candidates were able to quote Abraham Lincoln postulation of democracy *as the government of the people by the people and for the people.* Besides that, many candidates emphasized peoples' participation in decision making and the fact that people have supreme powers in decision making. On the whole, it can be argued that the candidates had an in depth knowledge of the application of the principles of democracy to the Tanzanian situation. Extract 13.1, is a sample of candidates' correct response in question 13.

13.   Democracy comes from two Greek words, namely, 'Demos' to mean people and 'Kratos' to mean power, therefore democracy can be defined as the system of governance in which supreme power is obtained from the people. There are two types of democracy namely Direct democracy - in small areas and indirect democracy - in large populated areas. According to Article 3(1) of the constitution of the United Republic of Tanzania, Tanzania is a democratic state. Therefore, the following are some of the achievements of Tanzania in broadening the scope of democracy;

         It has introduced multipartism. This is the system in which many political parties are allowed to operate in the country. On 7th July 1992 under the Political Parties Act no. 4 of 1992, multipartism was re-introduced after the findings of Nyalali commission and that now according to the registrar of political parties- Francis Mutungi, there are 22 political parties including CCM, CHADEMA, CUF, NCCR - MAGEUZI, ACT - Wazalendo, UDP, CHAUMMA, to mention but a few. This promotes political competition.

         It has promoted citizen's participation. This is the involvement of citizens in different political affairs of the nation through voting, contesting to be voted for, joining political parties, attending election campaigns and voting in referendums. For instance in 1992, there was a referendum on multipartism while in 2020 during the general elections about 29 million citizens were registered as voters. This helps to consolidate democracy in Tanzania.

         It has ensured the rule of law. This is the situation in which no one is above the law. In this

13 all people are equal before the law and everyone is innocent unless proved guilty by the courts of law. This is against mob violence. For instance even the high profile leaders like Rugemalira and his counterpart Singh Seth were imprisoned after being found guilty of embezzlement of funds by the Resident magistrate at Kisutu. This broadens the scope of democracy.

There is human rights adherence. This is a state where the basic principles of fairness and justice entitled to everyone are followed. In this, the government introduced the bill of rights in the constitution in 1984 which shows clearly the basic rights and freedoms entitled to everyone like the right to equality, right to education, right to work, right to own property and freedom of conscience. In this way the government has widened the scope of democracy.

It has ensured accountability and transparency. In Tanzania, the leaders are held responsible to their actions and work with openness to the citizens. For instance the president can terminate the leaders who are not accountable as she once said that a single lamenting placard could be enough to dispose a regional commissioner. Transparency is promoted by the National broadcasting channel (TBC).

To sum up, democracy should be consolidated due to its importance; like it promotes the human rights, political stability, economic development and above all prevents monopoly of the government to a single political party. Therefore it is important for Tanzania.

Extract 13.1: A Sample of Candidate Correct Response in Question 13

In extract 13.1, the candidate was able to assess the achievement of Tanzania in broadening the scope of democracy by pointing out achievements as multiparty system, citizen's participation, rule of law, human rights adherence and accountability and transparency.

Moreover, the candidates (35.9%) with the average scores ranging from 4.5 to 9 marks had relatively adequate ability to assess the achievements of Tanzania in broadening the scope of democracy. However, their ability to score higher marks was constrained by failure to exhaust the required number of points, repetitions of points and shallow introduction and conclusion. For example, one candidate in the introduction defined; *democracy as a system of a country in which all people in a country can vote to elect their representatives.* The candidate had narrow conception of democracy because democracy is not only about election in a classical sense but also it embraces pillars which underpin democratic dispensation such as citizens participation, free and fair political competition, smooth transfer of power, rule of law, adherence to human rights and separation of powers etc.

On the other hand, the number of candidates who scored from 0 to 4 marks was relatively significant (50.8%). The major challenge faced by candidates was misinterpretation of the question. Some candidates associated democratic practice in Tanzania with the achievements made so far in other sectors such as health, education, infrastructure development, increased employment opportunities. Another candidate went astray by discussing the importance of democratic elections such as; *the country is able to get acceptable leaders, it enables the people elect leaders of their choice, it promotes peace and unity and it promotes human rights.* Similarly, one candidate analyzed responsibilities of a good citizen such as: *paying taxes, contesting for leadership; participation in lawful activities and protecting environment*. On the whole, it can be argued that the candidate weak performance was attributed to a myriad of challenges which include; failure to link principles of democracy and democratic dispensation in Tanzania, misinterpretation of the question, failure to supply the required number of points and sketchy elaborations characterized by irrelevant points. Besides that, inadequate English language skills and failure to observe the essay writing rules was also a challenge. Extract 13.2: is a sample of incorrect response in question 13.

13. Democracy; Is the group of people for the people that is prepared by an individual who have a power and authorities to supervise others and to control others in free and fair. Also we have two types of democracy which are non-democracy and democracy. In country like Tanzania we have a democracy of choosing president after 5 years for free and fair election. And also all election that have done in Tanzania country its free and fair to all people of Tanzania and it has equal balance to both men and woman.

The following are the five assess the achievements of Tanzania in broadening the scope of democracy which are:-

Provision of social services to all people in the country; Also the broadening the scope of democracy provide social services which are, services that are required with the people of the difference group always for their benefit these services are education, water supply, health centres services, electricity good trans post and communication to all people in the society.

13   Provision and building good high way infrastructures; Also through the abroad ening the scope of democracy there is the provision a good, better and standard infrastructures that we use in transporting and communicating networks. Such infrastructures which are road, railway, bridge in village, district and etc.

       Also provision of education to poverty family to their children, orphans children, street children, disability children, and also special group like the group that are affect ed by HIV/AIDS. Our Tanzania government dem ocracy they make Sure that to reduce the amount and alot of illiteracy rates that they undermine the development of our Country.

       Also provision of employment to people and improvement of difference sectors; Through the broading scope of democracy there are alot of people in the society that are employed in difference activities and improvement of difference sectors Such as agriculture sector, industry Sectors and etc.

       Provision of better and quality health specialist and to reduce the amount of death of children and mother. Also our democracy in Tanzania country may improve early imme diately for the children and mother where by in previously days, there are alot of death of mother and children during birth so the government make it safe right know and days for birth of children and to save life of mothers and children.

13	Therefore; Also in our democracy of Tanzania Country have faced with some problem that may undermine Some Sectors in our Country these problem are poverty, Corruption Natural Calamities diseases, etc these problem may undermine the development and archievement of our democracy.

Extract 13.2: A Sample of Candidates Incorrect Response in Question 13.

In extract 13.2 a candidate failed to assess the achievement of Tanzania in broadening the scope of democracy pointed out improvement of social services such as health, education, employment, infrastructure development.

2.14 Question 14: Gender

The question instructed the candidates to propose five solutions that can be employed to address the problem of early marriages in the light of the statement that early marriages have been identified as a hindrance to development of a girl child potential in our society. One remarkable thing about this question is the fact that as many as 418,799 (85.9%) candidates opted for it and the performance was as follows; 45.6 per cent scored from 4.5 to 9.5 marks, 12.1 per cent scored from 10 to 15 marks and 42.3 per cent scored from 0 to 4 marks. Figure 14 illustrates the candidates' performance in question 14.
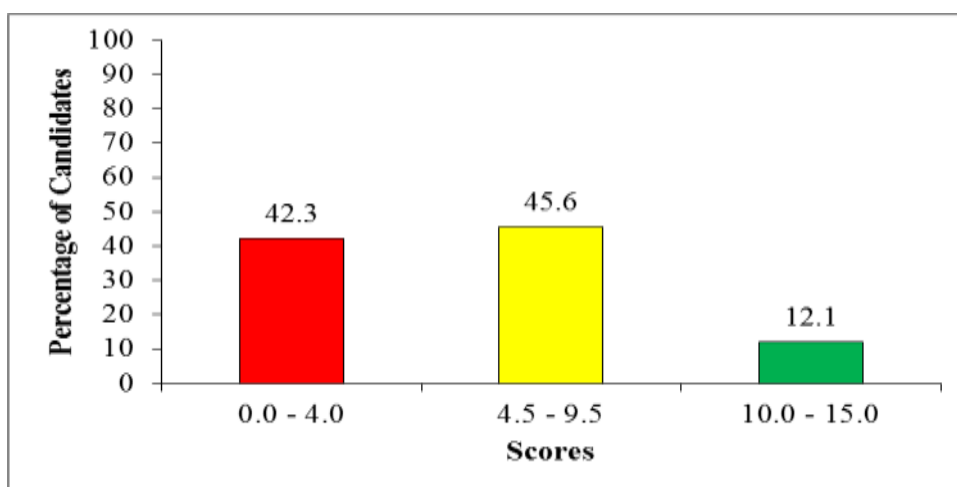

Figure 14 *Candidate's Performance in Question 14*

Figure 14, shows average performance of candidate in question 14 as 57.7 per cent scored from 4.5 to 15 marks.

Though the question was popular among the candidates the percentage of candidates who scored good marks; that is from, 10 to 15 marks were few in numbers (12.1%). The candidates were able to propose measures that can be employed to address the problems of early marriages in our society. One candidate, for example, proposed the following; *provision of education; increasing decision making power to girls; establishment of women desks* and *strict law introduced by government* Another candidate added: *alleviation of poverty; enacting laws to punish people who entertain early marriage; provision of support from NGOS which discourage early marriages.* Similarly, one candidate cited: *prohibition of outdated cultural practices such as female genital mutilation, improving the girl child access to free education through enforcement of laws and regulations such as punishment to those who are found to impregnate school girls* and *reforms in various laws which militates against a girl child rights.* On the whole, the candidates' good performance was attributed not only to adequate knowledge of the subject matter but also ability to identify the demand of the question, good flow of ideas coupled with plausible introductions and conclusions. Extract 14.1, is a sample of a candidate's correct response in question 14.

14   Early marriage refers to the marriage between two individuals whereby one or both of them have not yet reached the right age for marriage. In Tanzania the right age for marriage is eighteen (18) years and above. The problem of early marriage is now a common issue in Tanzania and it is due to some factors such as peer influence, poverty, ignorance among individuals and influence from parents. Early marriage brings about effects such as school drop out, early pregnancy, difficulties at child birth and family separation. For that reason the following are the solutions that can be employed to address the problem of early marriage in Tanzania.

Enactment of laws against the practice of early marriage In this the government should enact and implement strict rules (laws) which are against the practice of early marriage. For example the law of marriage act no.5 of 2019 which allows girls to get married to at the age of eighteen (18) years not fifteen, hence enabling them to enjoy their rights equally to the boys.

Educating the society on the effects of early marriage. Early marriage as a negative practice in the society leads to a lot of effects such as early and unwanted pregnancy, family conflicts due to lack of experience in solving marital conflicts, difficulties at child birth due to immaturity and school dropout. Therefore if the society is aware of such effects caused by early marriage it will be easily eradicated.

Promoting women empowerment. Woman empowerment are the efforts made so as to make woma also be respected in the society. In this, girls or woman are not respected in the society and regarded to be weak individuals, hence in order to make them and their decisions to be

71

14 respected, then they should be empowered. Meaning even if an individual rejects to be married at a tender age she can be listened. Hence this may also assist to eradicate early marriage in the society.

Formation of Non-governmental Organisations (NGO's) which promote womens rights. In this, various non-governmental organisations are operating in Tanzania for the purpose of fighting against acts that oppress women such as early marriage. For example Tanzania Women Lawyers Association (TWLA), Tanzania Gender Network Programme (TGNP), Msichana Initiative and others. These also help to overcome the problem of early marriage among girls in the society.

Eradicating cultural practices that influence early marriage among the girls. Some of the cultural practices in the society perpetuate early marriage among the girls in the society. For example bride price paying and widow inheritance. Such cultural practices should be eliminated in the society and hence lead to the elimination of early marriage also.

Conclusively, the eradication of early marriage in the society leads to increased literacy rate among women, reduced dependancy rate and also it promotes proper health among the women. Therefore due to such importance early marriage among girls is not to be allowed in the society.

Extract 14.1: A Sample of Candidate Correct Response in Question 14.

Extract 14.1, the candidate was able to propose five solutions that can be employed to address the problem of early marriage such as promoting women empowerment, legislation of law to protect women rights, formation of non-governmental organization to advocate against women oppression, education to the society and discourage socio cultural practices which encourage early marriage.

Furthermore, the candidates with average score from 4.5 to 9.5 marks were also significant in number (45.6%). Their major challenge was failure to exhaust the required number of points; mixing incorrect points with correct points, some arguments were somewhat sketchy. Repetition of points and inability to provide comprehensive introduction and conclusion were also noted as a hindrance to better performance. For example, one candidate proposed *provision of mass education* in one paragraph in the next paragraph argued about *education through the mass media, provision of education to young girls* and *provision of education to parents* Another candidate's response was characterized with repetitions of incorrect response such as *peer pressure* and in the next paragraph cited *avoiding friends*. On the whole, such a myriad of inconsistency in the candidate's responses was a contributing factor to the candidate's average performance.

On the other hand, the candidates (42.3%) who scored 0 to 4 marks faced difficulties in proposing solutions to be employed to address the problem of early marriage in our society. Misinterpretation, unrealistic and out of context solutions characterized the candidates' responses. One candidate, for example, discussed different causes of poverty such as: *lack of education, poverty; early marriage* and *disease*. Another candidate discussed indicators of poverty such as: *poor social services, poor science and technology, high infant death, malnutrition* and *low life expectancy.* Likewise, one candidate discussed effects of early marriage like, *it leads to the complication during delivery, it causes spread of HIV/AIDS, school dropout, fail to have parental care* and *separation of family*. Besides that, others explained the negative socio-cultural practices such as *polygamy, widow inheritance, food taboos* and *beating of wife's*. Lastly but not least, the candidates in this category failed to provide plausible introduction and conclusion. In addition, poor English language skills were also a fetter to candidate's performance. Extract 14.2: is a sample of a candidate poor response in question 14.

The following are the way/solutions th
at can be employed to address the problem of
early marriages.

Separation of family. Due to that this ca
led separation from one place to another.
There a some gerl separat weth our parent an
d her relative because of this marriage also.
this marriage is very deangarous for children.
some time can cause death. This death occur te.
me of brith have not more power.

Family Conflect. This is be cause the.
was occur of mes underestanding among of som
e member of family many come with children.
with her parent. Children with athor relativ
e in the family cause of this marriage.

Law of man power. In our contry the This
is because the early marriage can cause death
some time so because this marriage have m.
any effect for those children. fист. The chil.
dren was not become mature so when a.
peope person marred have older begain ma
ture they phisecally have not married a.
people under the age should be married are
person who have older be mature.

Extract 14.2: A Sample of Candidate Incorrect Response in Question 14.

In extract 14.2 the candidate went astray by discussing the effects of early marriages such as family conflicts, family separations, poverty, and lack of education and loss of manpower instead of solutions to address the problem of early marriage.

3.0 COMPARISON OF CANDIDATES' PERFORMANCE TOPIC WISE

Comparative analysis of candidates' performance in Civics subject for CSEE 2020 and 2021 indicates improvement in candidates' performance in four topics and a decline in performance in four topics. The topics which registered improvement in performance in 2021 are: Promotion of Life skills improved from 16.8 per cent in 2020 to 49.9 per cent in 2021, The Government of Tanzania in 2020 30.3 per cent and in 2021 50.3 per cent, Economic and Social Development in 2020 47.5 per cent and in 2021 59.6 per cent, Democracy in 2020 36.9 per cent and in 2021 49.2 per cent. Meanwhile, there was no significant improvement in the following topics; Culture from 34.6 per cent in 2020 to 39.1 per cent in 2021 and Globalization from 51.9 per cent in 2020 to 52.9 per cent in 2021.

Furthermore, the following topics: Work 76.5 per cent and Family Life 66.8 per cent registered good performance in 2021 but comparative analysis could not be established because they appeared only in Multiple Choice Items in CSEE 2020. *See the attached Appendix.*

On the other hand, the topics which declined in performance in CSEE in 2021 as compared to CSEE 2020 are; Multiple Choice questions from 86.9 per cent in 2020 to 60.1 per cent in 2021, Poverty in 2020 84.0 per cent and in 2021 52.7 per cent, Road Safety Education in 2020 it was 83.0 per cent in 2021 it is 58.2 per cent and Human Rights in 2020 it was 66.7 per cent in 2021 it is 65.7 per cent. Figure 15: illustrates the comparative candidates' performance in each topic for two years.
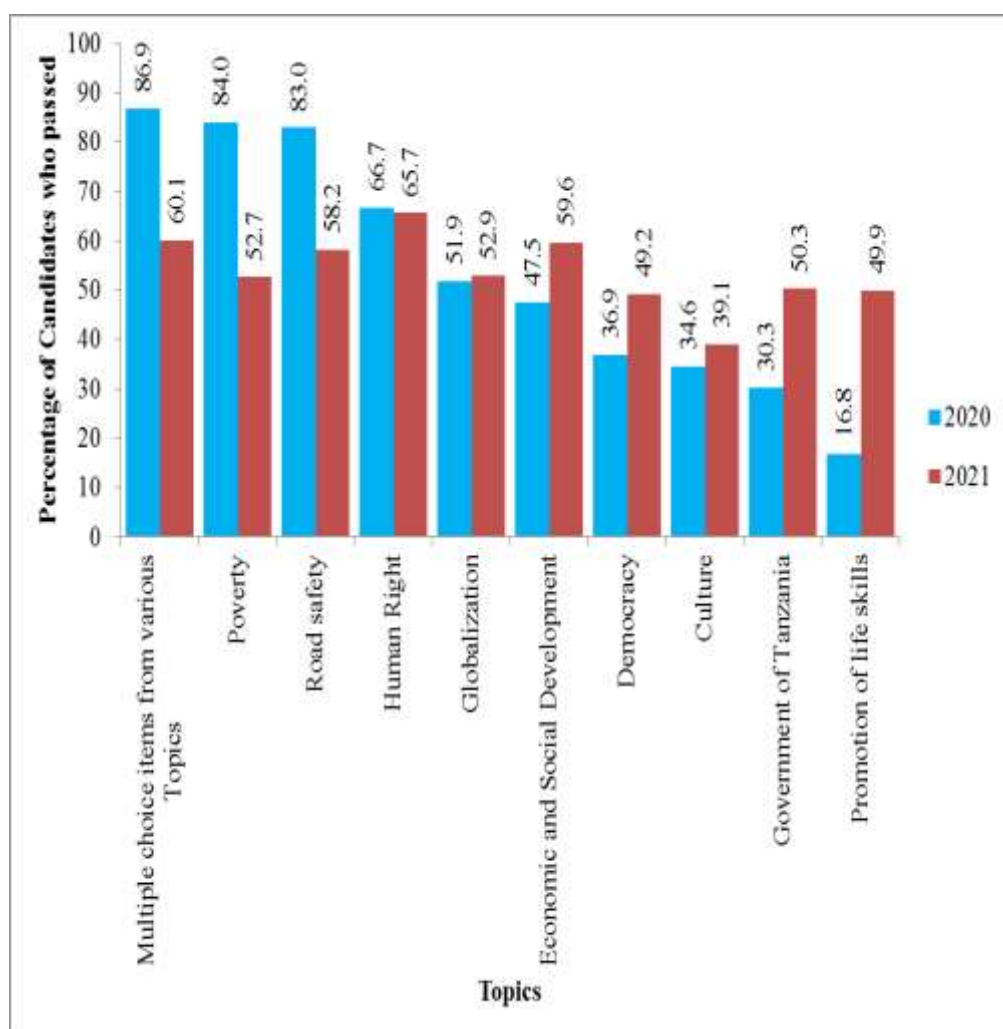

Figure 15: *The Performance of Candidates in each Topic in CSEE 2020 and CSEE 2021*

Figure 15: shows a significant improvement in the candidates' performance in the CSEE 2021 in the following topics; *The Promotion of Life Skills* 49.9 percent, *The Government of Tanzania* 50.3 per cent and *Economic and Social Development* 59.6 per cent, In contrast, the performance of the candidates in the topics *Multiple Choice Items* dropped from 86.9 per cent in 2020 to 60.1 per cent in 2021, *Poverty* from 84.0 per cent in 2020 to 52.7 per cent in 2021 and *Road safety* from 83.0 per cent in 2020 to 58.5 per cent in 2021.

4.0 CONCLUSION

The analysis of the candidates' performance in the Certificate of Secondary Education Examinations (CSEE) for the Civics subject indicates that there is a steady improvement in the candidates' performance whereby in the CSEE 2021 a total of 341,589 candidates equals to 70.46 percent passed the examination in contrast to the CSEE 2020 in which a total 286,731 equal to 65.83 per cent of the candidates passed. Comparison between the candidates performance in CSEE 2020 and in 2021 shows that the candidates performance in CSEE 2021 improved by 4.63 per cent. The candidates who passed the examination had adequate knowledge of the topics from which the questions were set. They were also able to focus on the demands of the questions, had good English proficiency skills, and skills in answering questions related to multiple choices questions, matching items, short answers questions, as well as essay-type questions, However, it had been noted that some candidates had inadequate knowledge on the subject matter in some topics and sub-topics, faced difficulties in interpreting and identifying the demands of the questions, had weak command of the English Language and failed to adhere to essay writing rules.

5.0 RECOMMENDATIONS

In order to improve the performance of candidates in Civics subject in future examinations, the National Examinations Council of Tanzania recommends the following;

(a) Teachers are encouraged to employ a learner centred approach in the teaching and learning process in which the student will participate in group work, library research work and debates on the sub topics; *the challenges of promoting and preserving our worthy cultural values and usefulness of different forms of art in the people's daily life in Tanzania.*

(b) Teachers are encouraged to use a table of specification in preparing their school based assessment. A table of specification helps the teacher to check if the questions are evenly distributed in relationship to what was taught and in relationship to the cognitive behavours targeted in constructing a test.

(c) Teachers are encouraged to employ more participatory teaching methodologies such as think-pair and share, peer teaching, study tours, inviting guest speakers, role play when teaching the topics on *Road Safety Education* and *Poverty*. These topics registered a downward trend in the candidates' performance in CSEE 2021.

(d) Teachers are to encourage students to search for relevant web based materials and TV programmes to supplement the available learning materials for various topics.

ANALYSIS OF CANDIDATES PERFORMANCE IN EACH TOPIC

Na	Topic	Number of questions	The percentage of candidates who scored 30percent and above	Remarks
1	*Work*	7	76.5	Good
2	*Family life*	4	66.8	Good
3	*Human rights*	9	65.7	Good
4	*Government of Tanzania, Culture, Responsible Citizenship, Life Skills, Economic and Social Development, Democracy and Our Nation.*	1	60.1	Average
5	*Economic and Social Development*	12	59.6	Average
6	*Road safety*	11	58.2	Average
7	*Gender*	14	57.7	Average
8	*Globalization*	5	52.9	Average
9	*Poverty*	10	52.7	Average
10	*Government of Tanzania*	3	50.3	Average
11	*Promotion of Life Skills*	2	49.9	Average
12	*Democracy*	13	49.2	Average
13	*Culture*	6	39.1	Average
		8		