



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

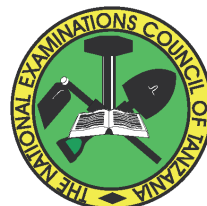


**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT ON THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2022**

**CIVICS**



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**011 CIVICS**

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## **FOREWORD**

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Candidates Item Response Analysis report (CIRA) for the Civics subject. The report offers candidates, educators, policymakers, curriculum designers, and other education stakeholders' comments on the 2022 Certificate of Secondary Education Examination (CSEE). It also analyses the candidates' responses to the examination questions for this subject.

The candidates' performance in the CSEE 2022 Civics subject registered good performance. However, comparatively the CSEE 2022 performance slightly declined by 0.42 per cent against CSEE 2021 performance. The candidates who passed showed sufficient understanding of the topics from which the questions were based. In addition, they understood the needs of the questions and were adept at responding to various types of questions coupled with sufficient English language proficiency.

On the other hand, the candidates who had weak performance demonstrated inadequate knowledge of the subtopics that the questions were based on. Some of them struggled to understand the requirements of the questions while others lacked the necessary expertise to respond to essays and short answer questions. For some of the candidates, inadequate English language proficiency and failure to follow the instructions provided for each question was also a challenge.

The National Examinations Council of Tanzania anticipates that given the comments on the analysis of candidates' performance and the recommendations made in this report, various stakeholders will take the necessary actions to improve the performance of the candidates in the future Civics examinations.

Last, but not least, the Council would like to express its gratitude to the examination officers, subject examiners, and every person who provided valuable contribution in preparation of this report in various capacities.



**Dr. Said Ally Mohamed**  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report analyses the performance of candidates in 011 Civics for the Certificate of Secondary Education Examination (CSEE) in 2022. The paper assessed candidates' competencies (knowledge, skills and attitudes) according to the Civics syllabus issued in 2005.

There were fourteen questions in three sections; A, B and C whereby candidates were instructed to answer all questions in sections A and B and choose only three questions from section C. Section A comprised of objective questions 1 and 2 which carried 15 marks; Section B consisted of eight short answer questions that carried 40 marks. Section C consisted of four essay questions each carrying 15 marks.

A total of 520,393 candidates sat for the 011 Civics Certificate of Secondary Education Examination in 2022. Out of these, 364,502 (70.04%) candidates passed. In 2021, candidates who sat for the Certificate of Secondary Education Examination were 484,782 out of whom 341,589 (70.46%) passed. This indicates that the performance in 2022 has declined by 0.42 % compared to the 2021 performance. The candidates' performance in CSEE 2022 is illustrated in Table 1.

**Table 1: Candidates' Performance in Civics Subject in the CSEE-2022**

Sex	Grades					Passed	
	A	B	C	D	F	Number	Percentage
M	1,996	10,215	76,498	89,725	62,647	178,434	74.01
F	1,986	8,291	64,653	111,138	93,244	186,068	66.62
Total	3,982	18,506	141,151	200, 863	155,891	364,592	70.04

Apart from presentation of statistical data, the report highlights the requirements of each question as well as the strengths and weaknesses of candidates' responses. The percentage of scores for each question is presented in graphs and charts. Furthermore, samples of good and poor responses extracted from the candidates' scripts are presented to illustrate some of the cases.

Furthermore, the standard grading system used in CSEE assessment is in five categories; namely, A, B, C, D and F whereas, grades A – D are pass grades. Grade A is awarded to a candidate whose scores are within the range marks of (75-100) signifying “excellent” performance, B (65-74)

“very good”, C (45-64) “good”, D (30-44) “satisfactory” and F (0-29) “Fail”.

In this report, three categories of scores have been used to analyse candidates' performance in each question. Scores ranging from 0 - 29 marks illustrate weak performance, 30 - 64 marks are average performance and 65 - 100 marks show good performance. Candidates' performance in each question is presented in graphs and charts using colours. The green colour shows good performance, the yellow colour shows average performance and the red colour shows weak performance. A summary of candidates' performance in each topic and question in the CSEE 2022 is shown in the appendix.

Finally, the report provides a conclusion and recommendations which are useful to candidates, teachers, parents and other education stakeholders to improve the teaching and learning of Civics, particularly in those topics in which candidates had a weak performance.

## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION**

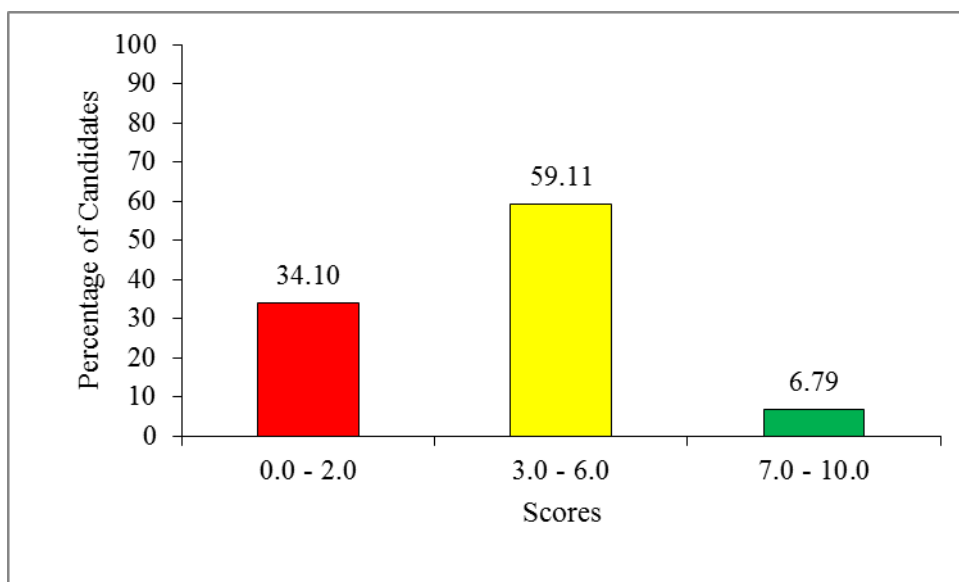
This section analyses the performance of candidates in each question. It shows the number of candidates who attempted each question and explains the quality of their responses. Candidates' performance in each question is also categorized as good, average and weak.

### **2.1 Question 1: Multiple Choice**

The question was compulsory and it consisted of ten multiple choice items (i-x) derived from various topics namely; *Government of Tanzania, Culture, Our Nation, Democracy, Work, Promotion of Life Skills* and *Human Rights*. For each of the items (i-x), the candidates were instructed to choose the correct answer from among the five given alternatives (A to E) and write its letter beside the item number in the answer booklets provided. These items were intended to test the candidates' understanding of concepts and issues from various topics they covered in forms i-iv and their application in their daily lives.

The analysis of the candidates' responses reveals that 59.11 % scored from 3 to 6 marks, 6.79 % scored from 7 to 10 marks and 34.10 % scored from 0

to 2 marks. Figure 1: shows the performance of the candidates in question 1.



**Figure 1** *Candidates' Performance in Question 1*

Figure 1 shows good performance of the candidates in question 1 as 65.90 % of candidates scored from 3 to 10 marks.

Item (i) tested candidates' understanding of the local government structure. The question instructed candidates to choose from among the given alternatives the name for a person who serves as the secretary to the district council. The candidates who opted for the correct response C "Executive director" had enough knowledge of the structure of local government, authorities and its administration. They were aware that the district executive director is a president appointee who, apart from being in charge to coordinate council development programs and administration, also is the secretary to the council.

On the contrary, the candidates who went astray by opting for incorrect responses had inadequate knowledge of the distribution of powers and responsibilities of different officials in the local government, particularly at the district council level. For instance, those who opted for A "Mayor" and D "Chairperson" were not aware that the mayor is the head of the town/municipal/city council and the chairperson is the head of the district council. Both are elected from among the councilors. Those who opted for B "Deputy Mayor" and E "Deputy Chairperson" lacked the knowledge that

both are elected from among the councilors to be assistants of the mayor and chairperson respectively. Besides, the mayor and deputy mayor operate in town/municipal/city council and not in district councils.

Item (ii) measured the candidates' ability to demonstrate willingness to promote positive national cultural values. It instructed candidates to identify the proper name of a place where old records such as files, diaries and letters are kept. The candidates who opted for the correct response, E "Archives" were aware that archives houses important written information in documents like; books, files, letters and diaries about the past which can be used by academicians and other interested individuals to read and reconstruct the history of the past.

On the other hand, candidates who wrongly opted for distractor A "Antiquities" were not aware that antiquities are important objects that existed for a very long time. They include remains of ancient buildings such as mosques, churches, places and tombs. Likewise, those who were attracted to B "Museum", went astray because it is a building in which objects of historical, scientific, artistic or cultural interests are stored and exhibited to the public for tourism, educational and research purposes. Apart from that, candidates who opted for C "Library" lacked the knowledge that a library is a building or a room containing a collection of materials such as books, films, records and music for use or borrowing by the public. Libraries are important in any society because they are a source of useful information and knowledge to students, researchers and the general public. Lastly, candidates who opted for D "Archaeology" were not aware that archaeology is the scientific study of the material remains of past human life and activities. These include human artefacts, inscriptions, movement and other remains especially those which have been excavated. Generally, both options are crucial in promoting and preserving a particular society's culture.

Furthermore, item (iii) tested the candidates' knowledge of the significance of our national symbols as they were instructed to choose among the given alternatives the reasons as to why the Uhuru torch is vital in Tanzania. Alternative A "It unifies all people in Tanzania" was opted by candidates who had sufficient knowledge of various national symbols of Tanzania, particularly the Uhuru torch. They were aware that the Uhuru torch race is conducted across the country to unify people by eliminating despair and hatred and promoting love and harmony. Thus, it intends to inspire people

about unity by conveying special message which promotes positive political, social and economic changes. Likewise, such candidates knew that, during the Uhuru torch race several development projects are inaugurated in many parts of the country. These include construction of classrooms, hospitals and dispensaries, water projects just to mention a few.

On the other hand, candidates who went astray opted for the incorrect response B, “It improves the physical endurance of the people”, were not aware that the Uhuru torch race needs people with physical fitness, but it does not intend to build one’s physical strength or stamina. People’s physical endurance can be realized through military training, physical exercise, sports as well as doing manual work. The candidates who opted for the incorrect response C “It sensitizes the people to vote in general election” were not aware that voting in an election does not depend on the Uhuru torch race; instead, it is a matter of civic education. For instance, in Tanzania, the general election is held after every five years and all eligible people are supposed to vote for their representatives in Local governments, National Assembly and the President.

Apart from that, candidates who opted for incorrect response D, “It creates employment opportunities for the youth” were equally wrong this is because the essence of the Uhuru torch race is to promote peace, love, unity and inauguration of different development projects such as the construction of schools and health centres even though some people get temporary employment. Lastly, candidates who opted for an incorrect response E “It shows the authority of the state and presidency” had insufficient knowledge of the sources and symbols of the authority of the state and the presidency. For example, the constitution of the United Republic of Tanzania among other things, shows the distribution of powers of the three major pillars of the state and the limitations of their powers. On that ground, the Uhuru torch race has nothing to do with the authority of the state and the presidency.

Item (iv) tested candidates’ ability to demonstrate an understanding of democratic principles. In this item, candidates were asked to choose among the given alternatives the reason for the Tanzania National Electoral Commission to maintain a permanent voter register. The candidates who opted for the correct response B, “To make sure that no one vote twice on the election day” were aware that, for a democratic election to take place,

there must be adherence to universal suffrage, which means “one-person vote”. Therefore, every eligible citizen is supposed to cast one vote on the election day. Besides that, the permanent voters’ register promotes the credibility of the election and the legitimacy of those who come to power. This is because it enables the stakeholders to establish the number of cast votes and those who did not vote in a more transparent manner.

The candidates who opted for an incorrect response A, “To identify eligible woman for special parliamentary seat” were not aware that special parliamentary seats reserved for women are an initiative adopted by the government of Tanzania to enhance proportional representation between men and women in parliament. As a matter of fact, special parliamentary seats for women are determined by proportion of votes secured by each political party that participated in the general elections. Those who opted for C, “To enable the people to obtain national identity card” and D “To enable people to obtain a passport” were not aware that the national identity card are granted to Tanzanians by the National Identification Authority (NIDA) and the passport is provided by the immigration department. In general both documents are given to qualified individuals for different purposes other than voting during an election. Furthermore, candidates who opted for E “To establish a list of members of political parties” were not aware this is the responsibility of the administration of a particular party and not the National Electoral Commission.

Moreover, item (v) instructed the candidates to choose from among the given alternatives, a list of work related activities which are not manual work. The correct response to this question was A “Teaching, nursing, banking and accountancy”. The candidates who selected this option were aware that teaching, nursing, banking and accountancy professions are the kind of work which demand more use of individual cognitive resources.

On the other hand, candidates who opted for the incorrect response B “Fishing, lumbering, plumbing and masonry” C, “Carpentry, sculpturing, fishing and livestock keeping” D, “Farming, quarrying, welding and fishing” and E, “Quarrying, cart, pulling, fishing and sculpturing” were not aware that these kinds of work demand more physical energy and strength of a person rather than cognition. Commonly, individuals perform these activities through practical experience from the environment they live in rather than formal education institutions.

Item (vi) tested the ability of candidates to apply life skills in their daily life experiences. They were given the scenario that “A form four student named Akilimali wishes to pursue a music career while his parents prefer an academic career”, and then they were asked to pinpoint what type of skills will guide Akilimali to reach an amicable agreement with his parents. The candidates who identified the correct answer B “Negotiation skills” had adequate knowledge that negotiation skills refer to the techniques that enable two sides to reach an agreement or compromise. They were familiar with the fact that negotiation skills are very important when disagreement occurs thus building a good understanding of the two sides' concerns.

On the contrary, candidates who wrongly selected distractor A, “Critical thinking skills” were not aware that critical thinking is the ability to process information to analyze, evaluate and synthesize new ideas. Therefore, one needs to be critical to confront challenges and adapt to an environment. Likewise, those who opted for C, “Creative thinking skills” lacked the knowledge that creative thinking is the ability to come up with new ideas and a unique way of doing things. Creative thinking equips a person with the ability to make the right decisions to solve a particular problem in different situations. Additionally, candidates who opted for D, “Friendship formation” were not aware that this is the ability of an individual to make friends with people whom he or she can share activities, ideas, joy and sadness hence forming bonds with people and thus prevent loneliness. Finally, candidates who selected E, “Peer resistance” were wrong as this involves skills that enable an individual to withstand pressure from others thus maintaining one's opinion, attitude as well as behaviour.

In the same vein, item (vii) required the candidates to choose from among the given alternatives an element of culture which embodies bride price. The correct response was C “Traditions”. This option was selected by candidates who were aware that traditions are experiences of the past that are inherited by society and they are difficult to change. They include marriage, food; funeral ceremonies, family care, initiation as well as modes worshipping that differ from one society to another.

However, candidates who opted for A “Customs” went astray because customs are things which human beings do regularly, they differ from one society to another and change according to the society's progress over time. Apart from that, candidates who incorrectly opted for B, “Beliefs” were not aware that beliefs are things members of a society hold to be true. They are



facts accepted by all or most members of society and are not limited to religious beliefs but include all things people know and accept to be true. Likewise, candidates who were attracted to an incorrect response D “Norms” had no understanding that norms are standards of behaviour that are accepted within a particular group or society. They include human created rules for behaviour that enable societies to set rules for behaviour and maintain social control. Lastly, those who selected E “Rituals” were not aware that rituals are set of actions or words performed regularly often as part of religious ceremonies. They remind believers of their religious zeal and their commitment to their beliefs. Generally, a partial understanding of candidates on the diverse elements of culture affected their choice.

Item (viii) tested candidates’ ability to analyze the aspects of human rights. The question required the candidates to choose the response which correctly differentiated moral rights from legal rights among the five given alternatives (A-E). The candidates with sufficient knowledge on human rights provided the correct response D, ‘Moral rights are conceivable by way of conscience’. These candidates were aware that moral rights are related to the rights of conduct and social relation which are acceptable by the society to be desirable. Their enforceability depends on moral values or ethics guided by principle of right conduct not by the law. Such as the assistance to special group such as people with health challenge including albinos and special social group like orphans and street children, Furthermore, these candidates were conscious that when moral rights are not fulfilled they cannot be demanded in the court of law. They were also of the knowledge that, unlike moral rights legal rights are recognized and protected by the law and therefore once denied they can be claimed in the courts of law. Those rights include the right to fair trial, right to own property, vote, education and freedom of association.

On other hand, some candidates opted for incorrect responses A, “Moral rights are defined in the instrument of the law” and B, “Moral rights are enforceable by international legal instruments”. These candidates failed to realize the fact that moral rights are not codified in any legal documents, rather, their existence is determined by moral ethics of the particular society and no one can be held accountable for not fulfilling these rights. Besides, moral rights cannot be enforced by any legal instruments, whether local or international instrument. Such candidates also failed to realize that,

the rights which are defined in the instruments of law such as the constitution and other international conventions on human rights are only legal rights.

Moreover, the distracters C, 'Moral rights deal with the freedom of worship and E, 'Moral rights focus on social rights', attracted the attention of candidates with inadequate knowledge of legal and moral rights. These candidates failed to realize that both freedom of worship and social rights in options C and D were legal rights which are protected by instruments of law. For instance, freedom of worship is clarified in the national constitution of the United Republic of Tanzania in Chapter One Part III under freedom of religion. Also, social rights are stated in the Universal Declaration of Human Rights (UDHR) of 1948 under social, economic and cultural rights which explains such rights as; right to work, education, favourable condition, housing and health care. These rights are also included in the International Covenant on Economic, Social and Cultural Rights consented by Tanzania on 11<sup>th</sup> June, 1976.

Additionally, item (ix) tested candidates' understanding of negative social and cultural values. In this item, candidates were given a scenario that "At the age of sixteen Shida is married and is with three-month pregnancy" then on the basis of the scenario they were required to identify the health risks she will likely face when giving birth. The candidates with adequate knowledge of problems associated with early marriage opted for the correct response E, "Obstructed labour". The candidates were aware that obstructed labour is the condition that may occur to young expecting mothers who face difficulties in allowing smooth passage of the baby while giving birth. This may lead to various maternal complications such as fistulas especially when untrained traditional birth attendants are involved. Other complications associated with early pregnancy include psychological trauma and physical anomaly to young mothers.

On the other hand, candidates who opted for the incorrect responses A "Obesity" and B "Loss of weight" were not aware that obesity and loss of weight are not risks related to early marriage but rather they can be attributed to diseases and lifestyle. Apart from that, candidates who opted for C, "Anemia", lacked the knowledge that anaemia is a condition in which the number of red blood cells or haemoglobin is lower than normal for the individual. Lastly, candidates who chose response D, "Phobia",

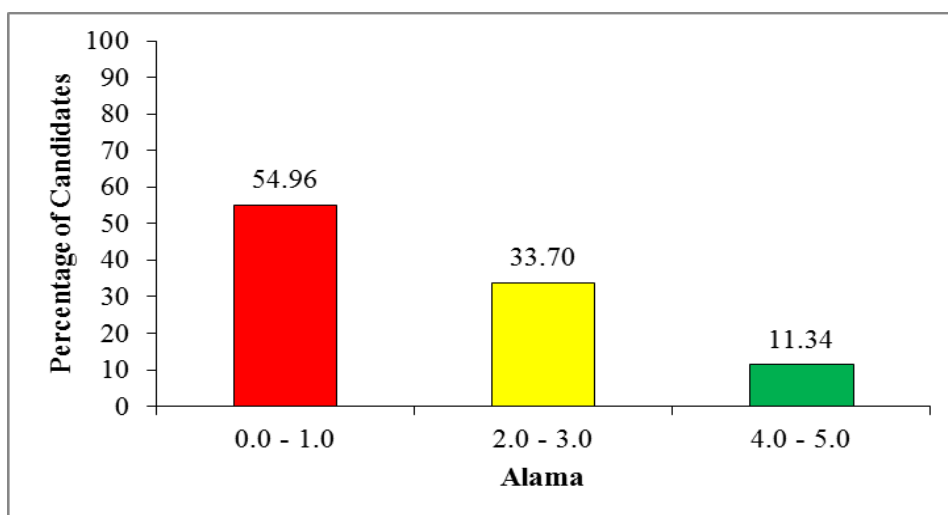
were not aware that phobia is an extreme fear of an object, place, situation, feelings or animal. They usually develop when a person has an unrealistic sense of danger.

Lastly, in item (x) the candidates were instructed to identify from among the given alternatives the appropriate guideline provided by the constitution of the United Republic of Tanzania in the context of the president's second refusal to assent a bill into law. The correct response was D "The president dissolves the parliament and orders new election". This attracted candidates who were conversant with Article 90(2) of the constitution, which stipulates several conditions which empower the President to dissolve the National Assembly including when he/she refuses to assent a bill of law for the second time.

However, the candidates who opted for an incorrect response C, "The parliament refuses to pass government budget" associated this response with other constitutional circumstances that may compel the President to exercise his/her discretionary powers to dissolve the parliament. Likewise, those who opted for B, "The Attorney General reformulates and resubmits the bill to the Parliament", E, "the speaker dissolves all parliament standing committees" and A, "the government sends the bill to the Parliament for amendment", demonstrated inadequate knowledge of the law making process in the parliament of the United Republic of Tanzania.

## **2.2 Question 2: Matching Items**

The question tested the candidate's ability to analyse information on social and economic development and draw conclusion. Thus, they were required to match the descriptions of financial institutions 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 booklets provided. The candidates' performance was as follows; 54.96 % scored from 0 to 1 mark, 33.70 % scored from 2 to 3 marks and 11.34 % scored from 4 to 5 marks. Figure 2 illustrates the candidates' performance in question 2



**Figure 2** *Candidates' Performance in Question 2*

Figure 2 shows the average performance of the candidates in question 2 as 45.04 % of candidates scored from 2 to 5 marks.

The analysis of candidates in each item is as follows:

Item (i) instructed candidates to match an item in List B “a community-based financial organization that mobilizes funds and provides soft loans”. The candidate with adequate knowledge of various financial institutions and their responsibilities selected D “SACCOS”. Such candidates were aware that a SACCOS is the acronym for Savings and Credit Co-operative Societies, which is mobilized, owned and managed by members of a group or community who contribute capital through savings. The capital which is mobilized can be used to open various ventures. They also provide soft loans to members of that group or community, which is returned with reasonable rates of interest within the agreed time. The collected profits are used to pay interest costs on members’ savings based on their contribution annually and to cover management costs. In addition to that, there are several services provided by SACCOS such as savings, financial services where members are free to withdraw their savings when in need and provision of both emergency loans and capital for generating various economic activities. Therefore, these candidates were familiar with community-based financial organizations which are aimed at mobilizing funds from the members by encouraging savings and providing soft loans to them.

On the other hand, some candidates wrongly matched it with A “Bureau de change”, B “Commercial banks” and F “The Tanzania Revenue Authority”. Those who matched B “Commercial banks” were not aware that Commercial banks are primarily established to earn profit through the savings of their customers and loans provided with interest charges to their clients. Likewise, those who incorrectly opted for F “Tanzania Revenue Authority” were not aware that the Tanzania Revenue Authority deals with the collection of taxes and charges such as income tax, value added tax, import duty and exercise duty.

In item (ii), candidates were required to identify from List B a financial institution that matches with an organization which deals with compensation of losses and risk management”. The correct response was G “Insurance Company”. The candidates who provided the correct response had adequate knowledge that an insurance company is a risk management organization which provides a guarantee of compensation for the company, provides protection and compensation from a sudden loss of capital, property or business stand up and recreate it or to cover the cost.

However, some candidates mismatched it with H “EWURA”. These candidates were not aware that EWURA is the acronym for “Energy and Water Utilities Regulatory Authority”, an autonomous organ which protects the interest of consumers, promotes the availability of regulated services to energy and water consumers and monitors performance and standards of service provided.

Item (iii) tasked the candidates to select a response from List B that matches with “a financial organization which protects the value of the currency and monitors exchange rates in the country”. The correct response was E “The Central bank”. The candidates who selected the correct response were aware that the Central bank is an independent government institution which is established to formulate and regulate the fiscal and monetary policy in the country through proper management and utilization of the country’s financial resources. Its functions include managing public debts, supervising commercial banks, protecting the value of the currency and controlling the exchange rates in the country.

However, some candidates incorrectly matched it with other options. For instance, some candidates matched it with; B “Commercial banks” and C “Social security funds”. Such incorrect responses indicate that those

candidates lacked adequate knowledge of different financial institutions. These candidates were not aware that while commercial banks are based on corporate, non-government institutions, individuals and business for investment. Social Security funds on the other hand are institutions that mobilize funds and provide pensions to members in their old age or when they retire.

In item (iv) candidates were required to identify a response from List B which matches with “an organization which mobilizes savings from employees and pays them after retirement”. The candidates with adequate knowledge of social security schemes opted for C “Social security funds”. These candidates were aware that social security funds are financial institutions responsible for the collection, safekeeping, investment and disbursement of retirement funds of employees in the formal sector. The benefits which are offered by social security funds include retirement benefits, disability benefits, maternity benefits and survivors’ benefits.

On the contrary, some candidates went astray by matching it with F “The Tanzania Revenue Authority”. These candidates failed to understand that Tanzania Revenue Authority (TRA) is a semi-autonomous government agency established purposely to monitor, oversee, coordinate and ensure the fair, efficient and effective administration of revenue laws. Some candidates opted for G “Insurance Company” which show they lacked knowledge that the core functions of insurance companies are risks management and compensation to the insured.

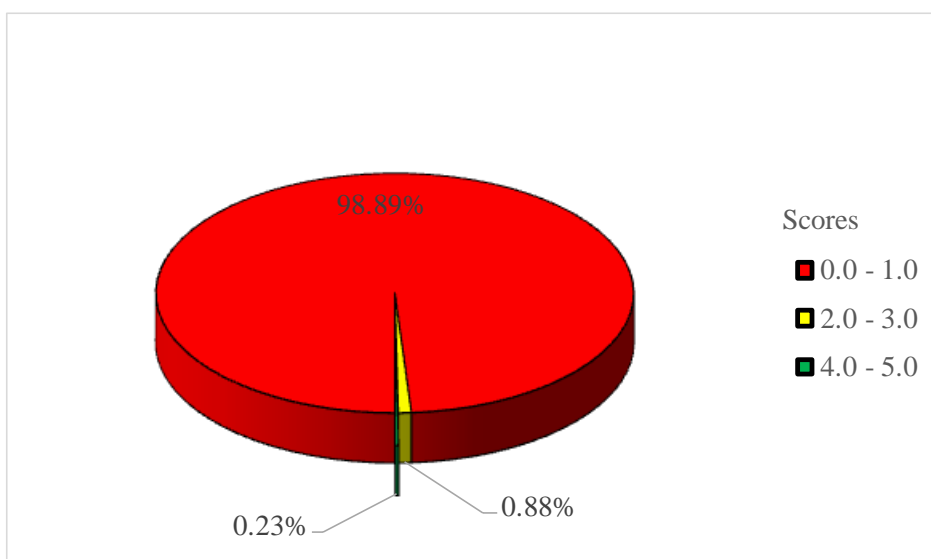
Lastly, in item (v) the candidates were required to identify a response from List B that matches with “an organization which makes financial transactions like buying and selling local and foreign currency”. Some candidates correctly opted for A, “Bureau de change”. These candidates had adequate knowledge that etymologically bureau de change is a French word which means “Office of currency exchange” which allows people with different currencies to exchange them with other currencies. It also caters for the financial needs of travelers, business owners and students who want to study abroad. Similarly, it facilitates buying and selling of goods and services when one does not have local currency and offers higher exchange selling rates than banks.

On the other hand, some candidates incorrectly opted for E “The Central bank”. These candidates overlooked the fact that the central bank does not

only manage the currency and monetary policy of the country but also it ensures the stability of various financial institutions prevents bankruptcy in solvency and discourages fraudulent behaviour by various institutions. Likewise, the candidates who opted for B, “Commercial banks” failed to figure out the fact that commercial bank provides banking services, such as accepting deposits, provision of loans for investment, facilitating business transactions besides selling and buying currency.

### 2.3 Question 3: Gender

The question tested the candidate’s knowledge of responsible sexual behaviours and gender relations. The candidates were instructed to identify ways through which the family can promote the social construction of gender roles in their communities. The data shows that the performance in this question was weak as 98.89 % of candidates scored from 0 to 1 mark, 0.88 % scored from 2 to 3 marks and only 0.23 % scored from 4 to 5 marks. Figure 3 illustrates the candidates’ performance in question 3.



**Figure 3** *Candidates’ Performance in Question 3*

Figure 3 shows the weak performance of the candidate in question 3 as 98.89 per cent of candidates scored from 0 to 1 mark.

Many (98.89%) candidates who scored 0 to 1 mark faced several challenges including; misinterpretation of the requirements of the question, inadequate knowledge of the subject matter and poor English

language skills. The candidates who failed to interpret the demands of the question focused their discussion on the institutions in the society which promote gender inequality such as *working institution, learning institution, traditional institution, and religious institution* as well as *family institutions*. This category of candidates overlooked the fact that the focus of the question was the ways through which the family promotes social construction of gender roles. Equally, other candidates were preoccupied with the discussion on ways of eliminating gender inequality in the community such as *family should fight against bad cultural practices which oppress women, family should provide equality for men and women in the society, family should send their children (boys and girls) to school and family should teach their children about their culture*. Similarly, some candidates argued along the same line by pointing out *family must make sure there is division of labor in the family, there is no gender bias between family members, there is equal participation in economic development and there is equal participation in political issue*. Likewise, some candidates focused their attention to the pillars of family stability: for example, one candidate pointed out *love, cooperation, respect, peace and good morals*. Besides that, the candidate's demonstrated inadequate English language skills. Extract 3.1 is a sample of incorrect candidate responses in question 3.

3.	i) Early and forced marriage
	ii) wife inheritance
	iii) female genital mutilation & FGMs
	iv) polygamy
	v) food taboos.

Extract 3.1: A Sample of Incorrect Responses from a Candidate to Question 3



In extract 3.1 the candidate went astray by pointing out negative socio cultural practice such as early and forced marriages, wife inheritance, female genital mutilation and food taboos.

Furthermore, the candidate (0.88%) whose performance was average had a score ranging from 2 to 3 marks. The candidates' moderate performance was due to inability to exhaust the required number of points and repetition of some points. For example, one candidate pointed out three points only, such as *division of labour among girls and boys, females are denied access to information and parents prefer to take baby boys to school and leave girls*. Other candidates managed to mention all the required points, but they didn't support them with explanations to score full marks. Moreover, their English language proficiency was relatively low.

On the other hand, the performance of the few candidates (0.23%) who scored from 4 to 5 marks was characterized as good because they were able to focus on the demands of the question. They were familiar with the concept of gender roles and its social construction in the family. As a matter of fact, they knew that gender roles refer to activities and responsibilities which men and women carry out in society and are determined and constructed by the society or culture in which one lives. Gender roles and expectations are unique to each and every society and in most African societies, including Tanzania, the patriarchal system is dominant. Furthermore, they were also aware that the patriarchy system is a type of social structure in which men are perceived as being superior to women and it is impossible to understand the construction of gender roles and expectations in Africa without first understanding the omnipresent patriarchal nature of our society. These candidates were able to demonstrate how the family can promote the social construction of gender roles in their community. One candidate, for example, pointed out; *through preference of male child before the child is born; this prepares the male child to feel more superior to a female child*. This results in low self-esteem in girls while boys are much favoured in the family. In many families, boys are given the privilege to get education while girls are expected to be married and it is believed after marriage they are going to join another clan. Therefore, providing education to female children is counterproductive to the family.

Moreover, another candidate pointed out *division of labour, female has heavier work load compared to that of males*. These candidates had in mind the fact that many women are assigned more domestic activities such as

fetching water, cooking, caring for family members and preparation of vegetable gardens while men are involved in economic and production activities. The same candidate went further adding more points such as; *male have more access to and control over resources and are decision makers*. Indeed, in many families, women are not allowed to inherit the family property such as the land, house and other assets. This makes them inferior to men. Another candidate added *the use of foul language against women in front of children* is another way families use to promote gender roles. The candidates under this category were conversant with the topic of gender, as they were able to demonstrate how the family as a fundamental institution can promote social construction of gender roles and develop disparities. Extract 3.2 is a sample of a correct candidate's response for question 3.

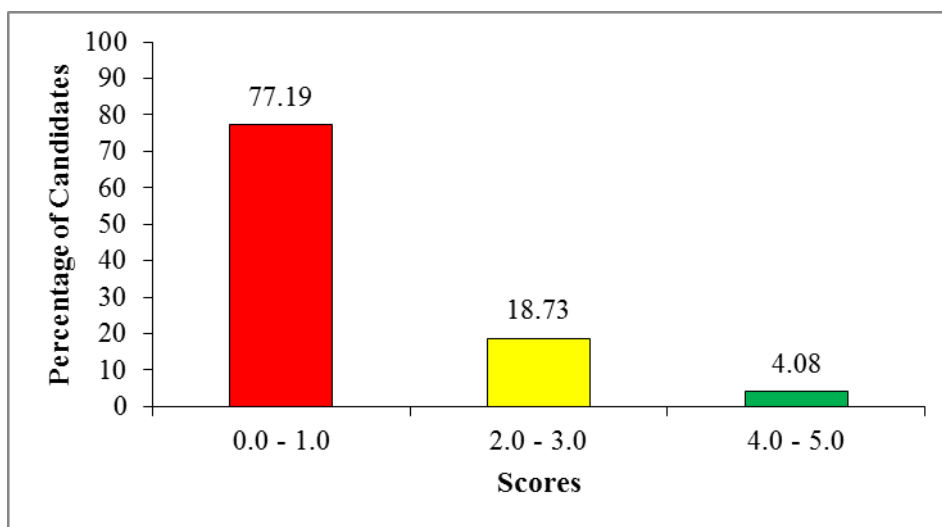
3.	<p>i) Through division of labour. This is through promoting roles for every member of the family and thus promote construction of gender roles in the community.</p> <p>ii) Through giving priorities towards a certain sex mostly boys.</p> <p>iii) Through having stereotyping mentality and beliefs. Some family discourage girls to study science saying science is for boys. This creates gender roles.</p> <p>iv) Through excluding girls in decision making. This creates a sense of inferiority to girls causing them being allocated roles to enforce and according to their inferiority.</p> <p>v) Through denial of basic rights for example right to own important assets. This is done to girls and this promotes gender roles as boys are more favoured.</p>	
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Extract 3.2: A Sample of a Candidates' Correct Response to Question 3

In Extract 3.2, the candidate was able to identify ways that the family can promote the social construction of gender roles in their community; division of labour, stereotyping, excluding girls in decision making and denial of basic rights and through giving priorities to boys.

## 2.4 Question 4: Responsible Citizenship

The question tested the candidates understanding of their civic responsibilities. The question instructed the candidates to identify the privileges enjoyed by being Tanzanian citizens. The performance of the candidates was weak as 77.19 % of the candidates scored from 0 to 1 marks, 18.73 % scored from 2 to 3 marks and only 4.08 % scored from 3.5 to 5 marks. Figure 4 illustrates the candidates' performance in question 4.



**Figure 4:** *Candidates' Performance in Question 4*

Figure 4 shows the weak performance of the candidate in question 4 as 77.19 % of candidates scored from 0 to 1 mark.

Many (77.19%) candidates scored from 0 to 1 mark signifying weak performance. The candidate's weak performance emanated from their failure to comprehend the demands of the question, inadequate knowledge of the subject matter and weak English language skills. One candidate for example, misinterpreted the question by discussing responsibilities of citizens such as: *paying taxes, reporting crimes, to obey the law, protecting his/her country from its enemies, participating in social and economic development as well as respecting the rights of others*. Another candidate listed the conditions for granting Tanzanian Citizenship to foreigners such as; *should live in Tanzania at least for five years, speak English or Swahili and have good behaviour*. Likewise, another candidate listed types of citizenship such as *citizenship by birth, citizenship by decent and citizenship by naturalization*. Other candidates associated the privileges enjoyed being a Tanzanian citizen with the presence of national symbols

such as *the National flag, the national currency, the Coat of Arms and the National Anthem*. These candidates failed to focus the requirement of the question.

Besides that, some candidates demonstrated lack of knowledge of the subject matter by copying some phrases from other questions and presented them as response for question 4. One candidates, for example , copied sentences from alternatives in question 1 (viii) as follows; *Moral rights are defined in the instrument of the law, Moral rights are enforceable by international legal instruments, Moral rights deal with the freedom of worship, Moral rights are conceivable by the way of conscience and moral rights focus on social rights*. The candidate's weak performance was aggravated by inadequate English language skills. Extract 4.1 is a sample of one of candidate's incorrect response to question 4.

04	(i) I enjoy being a Tanzanian citizen because Tanzania is a peaceful nation	
	(ii) I enjoy being a Tanzanian because people in Tanzania are very united to each other.	
	(iii) I enjoy being a Tanzanian because Tanzania has variety of attractions like the Ngorongoro crater.	
	(iv) I enjoy being a Tanzanian because people in Tanzania are very cooperative.	
	(v) I enjoy being a Tanzanian because Tanzania is supplied with unique minerals like Tanzanite which is our national heritage.	

Figure 4.1: A Sample of a Candidates' Incorrect Responses to Question 4

In Extract 4.1 the candidate lacked knowledge of the privileges he/she enjoys by being a Tanzanian citizen as he/she explained Tanzania is a peaceful country, people in Tanzania are united, Tanzania has a variety of tourist attractions etc.

The candidates (18.73%) with scores ranging from 2 to 3 marks were in the category of average performance. This categorization hinged not only on the scores ranges but also several limitations such as repetition of points, inability to exhaust the required number of points and mixture of correct with incorrect responses. For example, one candidate mixed correct and incorrect points such as *freedom of voting, employment and receiving free social services*, and then added *freedom of movement and political stability*. Likewise, another candidate referred to *freedom to participate in election* and *right to choose a leader* as two points while they are the same. Another candidate pointed out that a citizen *is able to participate in civil issues* and *citizen is able to participate in political issues* as two separate points while they have the same meaning. It can generally be argued that a myriad of inconsistencies in the candidates' responses contributed to the candidates' average performance.

On the other hand, few (4.08%) candidates scored from 4 to 5 marks signifying good performance. The quality of their responses demonstrated mastery of the subject matter, ability to identify the demands of the question and good command of the English language. One candidate, for example provided the following points: *Tanzanians enjoys protection from the country; Tanzanian citizens has a right to vote and to be voted, receiving some free social services like education and medical treatment, A Tanzanian has a privilege of owning the land in Tanzania, Tanzanian citizens has the rights to get a passport or visa*. The candidates who were able to respond correctly in this question were familiar with the privileges attached to citizenship of a particular country or state. Tanzanian is not an exception being sovereign state reserves certain privileges to her citizens. Those privileges include the current free education initiative from primary to form six levels in government owned schools, the right to own land is limited to Tanzanian citizens only and employment in certain professions is also reserved to Tanzanian citizens such as the military services and other security organs. In addition, the right to vote and be voted into the public office is reserved to Tanzanian citizens. However, it should be borne in our mind that, the privileges enjoyed by Tanzanian citizens goes hand in hand

with certain responsibilities which include paying taxes, participating in the protection of the country just to mention a few. Extract 4.2 is a sample of a candidate's correct response to question 4.

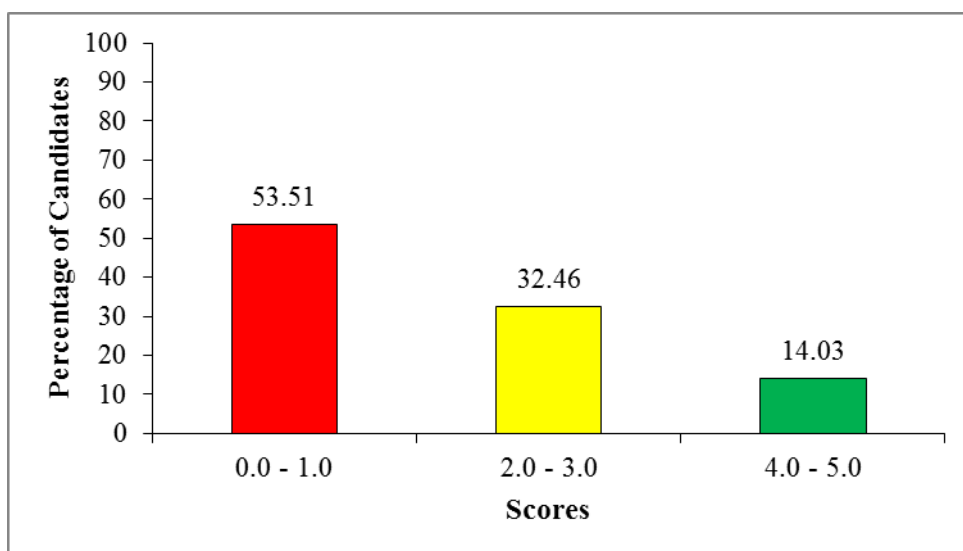
4.	Privileges of being a Tanzanian citizen.	
	i) Getting all provided social services such as electricity, water supply, health services and education services.	
	ii) Exercising personal individual rights peacefully, for example freedom of expression, right to move, right to own land and right to live.	
	iii) Participating in civil meetings and civil activities such as road construction, planting of trees.	
	iv) Owning different properties from the country's resources such as owning land and all other important properties like houses and cars.	
	v) Ability to Vote or being Voted for during time for election since I am allowed any political party provided that I have reached the terms.	

Extract 4.2 A Sample of a Candidates' Correct Response to Question 4

In Extract 4.2, the candidate was able to explain the privileges he/she enjoys by being a Tanzanian citizen, getting social service, exercising individual rights like rights, participating in civil activities, owning properties like land and ability to vote and to be voted.

## 2.5 Question 5: Road Safety Education

The question tested the candidates' ability to use roads correctly and safely. The candidates were instructed to explain why all road users must obey traffic signs. The candidates' performance was as follows; 53.51 % of the candidates scored from 0 to 1 mark, 32.46 % were in the scores ranging from 2 to 3 marks and 14.03 % were in score ranging from 4 to 5 marks.. Figure 5 illustrates the candidates' performance in question 5.



**Figure 5:** *Candidate's Performance in Question 5*

Figure 5 shows the average performance of the candidates in question 5 as 46.49 % of the candidates scored from 2 to 5 marks.

The analysis of the data indicates that the candidates who scored high marks (4 to 5 marks) were few (14.03%). Despite being few in number, they demonstrated ability to identify the demands of the question, familiarity with topic from which the question was set coupled with adequate English language skills. One candidate, for example, justified the need for obeying the road signs by pointing out *it enables road users to avoid accident and it helps road users to move around smoothly and reach their destination safely*. This candidate was aware that road signs warn road users to take precautions when there are risks of danger, like a sharp corner, steep slopes, railway crossing, and strong wind. Likewise, road signs help to avoid traffic jams. The candidate went further explaining *obedience of traffic signs helps to protect public properties and wild animals from harm and damages as they provide equal chances and access to all road users*. Road signs alert drivers to slow down, especially where there are national parks and congestion of people like in streets and schools or settlements to make animals and road users remain safe.

Moreover, another candidate went further to explain the rationale for obeying road signs such as they *help to cut treatment costs to the government and individual, help to prevent loss of life due to careless use of the road, obedience to traffic signs help to prevent loss of man power*. In any case, these candidates were aware that these road signs have multiple functions based on their categories such as command signs, precaution or

warning signs and regulatory or informative signs. On the whole, they improve and sustain decision making of road users especially during the emergency. Additionally, coherence of the English language sentences also accounted to their excellent performance. Extract 5.1: exemplifies candidates' correct response to question 5.

5.	<ul style="list-style-type: none"> <li>• Traffic signs should be obeyed in order to prevent accidents that might have occurred. Example: car accidents</li> <li>• Traffic signs should be obeyed in order to reduce the cost of government in repairing infrastructure such as roads.</li> <li>• Traffic signs should be obeyed in order to prevent death of people when accidents occur</li> <li>• Traffic signs should be obeyed in order to prevent the loss of properties when accidents occur. Example: cars.</li> <li>• Traffic signs should be obeyed in order to prevent occurrence of permanent disabilities such as being handicapped</li> </ul>	
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Extract 5.1: A Sample of Candidates' Correct Response to Question 5

In extract 5.1, the candidate correctly explained the reasons for road users to obey road signs, such as; to prevent road accidents, reduce the cost of repairing, to prevent death, loss of properties and permanent disabilities when accidents occur.

Furthermore, the candidates (32.46%) who scored 2 to 3 marks had moderate performance because their responses were characterized with a mixture of correct and incorrect responses, repetition of points and inadequate exhaustion of points. One candidate, for example, pointed out *to avoid damage of properties* and *to avoid damage of vehicles* as two distinct points while they mean loss of properties. Similarly, another candidate referred to *in order to save life* and *in order to reduce death*. the two points were similar. Likewise, some candidates mixed correct answers with incorrect ones. For example, one candidate explained *to avoid road accidents*, *help to protect public property* and *prevent loss of life*.

On the other hand, a sizable number (53.51%) of candidates scored low marks ranging from 0 to 1 mark because of numerous challenges which



include inadequate mastery of the subject matter, misconception of the demand of the question and inadequate English language skills. Some candidates misinterpreted the question to mean road signs and their colours. One candidate, for example, stated *zebra crossing, parking, stop, keep left, traffic light, green colour and yellow colour*. Other candidates confined their responses to causes of road accidents such as *drunkenness, corruption of traffic officers, ignorance of road users, poor infrastructure, over speed, over confidence and bad weather condition*. Another category of candidates suggested preventive measures against road accidents. One candidate for example, recommended; *enforcement of government law, abolition of bad user of road, maintains peace and love and avoids destruction of infrastructure*. Inadequate English language skills and omission of the question were a testimony to candidate's weak performance. Extract 5.2 is a sample of incorrect responses of a candidate in question 5

05.	(i) Bad vehicles	
	(ii) Some road are narrow	
	(iii) Driver driving a car for a long time without to stay.	
	(iv) Bad air Condition.	
	(v) Ovenspeed.	

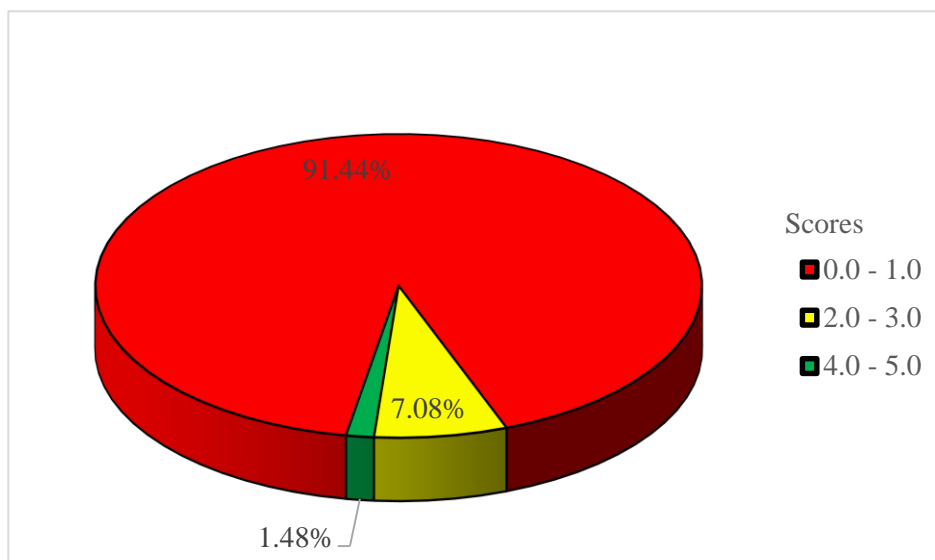
Extract 5.2: A Sample of Candidates' Incorrect Response to Question 5

In extract 5.2, the candidate failed to explain why all road users must obey traffic signs by pointing out some causes of road accidents such as bad vehicles, some road being narrow, driving for a long time, bad air condition and over speeding.

## 2.6 Question 6: Culture

The question tested the candidate's knowledge of national cultural values and willingness to promote the positive ones. In this question the candidates were tasked to show how the National Sports Council of Tanzania does promote and preserves the cultural values of Tanzania. The candidate's performance was as follows; 91.44 % scored from 0 to 1 mark, 7.08 %

scored from 2 to 3 marks and only 1.48 % scored from 4 to 5 marks. Figure 6 illustrates the candidates' performance in question 6.



**Figure 6** *Candidates' Performance in Question 6*

Figure 6 shows the weak performance of the candidates in question 6 as 91.44 % of the candidates scored from 0 to 1 mark.

The majority (91.44%) of candidates had weak scores ranging from 0 to 1 mark. It was observed that the major root causes of the candidates' failure emanated from lack of appropriate knowledge of the responsibilities of the National Sports Council as far as promotion and preservation of Tanzanian cultural values are concerned, misconception of the question demand and inadequate English Language skills. One candidate, for example, discussed the importance of culture as *it transmit knowledge and values from one generation to the next, it promotes unity and cooperation, it is a source of employment, it entertain people and it identify the nation through sport and games*. Another candidate narrated the events and experiences associated with football matches in international games as: *the language used for training the players, the players always wishes each other peace before starting playing, players usually pray before and after playing the game and they always sing a national song before playing international matches*. Another candidate listed a number of football clubs such as *Simba Sports Club, Young Africans sports club and Mtibwa Sports club*. These candidates failed to understand that the activities involving football games are under the custodianship of Tanzania Football Federation. The National

Sports Council, on the other hand, is not only an umbrella organization which coordinates and supervises the activities of several sports and games associations but also it has the responsibility of formulating and developing games and sports policy in the country. In view of this, its mandate goes beyond football associations and games. Likewise, other candidates discussed the challenges of promoting and preserving our cultural values as *poor leadership, colonial legacy, low level of science and technology, lack of fund and ignorance*. This line of argument was also out of context of the questions demand. Another misconception revolved around discussion of the institutions which are mandated to promote and preserve cultural values such as *the National Arts Council, The National Media Council of Tanzania, The National Kiswahili Council and the Book Development Council*. These candidates were not aware that Tanzania established various institutions soon after independence aimed at promoting the cultural values of Tanzanians and each institution had specific functions or roles. Therefore, the candidates were expected to confine their discussion to the role of the National Sports Council in promoting and preserving the cultural values of Tanzanians. Extract 6.1, a sample of the candidates' incorrect response in question 6.

6.	How to promote and preserve the cultural value.
i.)	By avoiding moral decay A government can be able to promote and preserve cultural value this is by avoiding occurrence of moral decay.
ii.)	By encouraging conservation of our environment so the government should make sure that it encourage conservation on our environment.
iii.)	By encouraging Tourism in our country Also the government should make sure that people such as the Maasai encourage tourism in our country and increase its development.
iv.)	By encouraging industry sectors. Also industries help in the improving in the development of our country after it has been facilitated by different things.
v.)	By encouraging cooperation among the people living in a particular country Because by cooperation one can be able to promote and preserve the cultural value.

Extract 6.1: A Sample of Candidate Incorrect Response to Question 6

In extract 6.1 the candidate failed to identify the ways through which the National Sports Council preserves the cultural values of Tanzania by explaining avoidance of moral decay, conservation of the environment, encouraging tourism, encouraging industry and encouraging cooperation.

Furthermore, the candidates (7.08%) whose performance was average had scores ranging from 1.5 to 3 marks. Their major challenge was the failure to present the required number of points, repetition of some points as well

as a mixture of correct and incorrect points. One candidate, for example, provided only two points which are *by providing sport facilities example balls and promoting and developing sports activities* out of the five required. Another one made a repetition of points such as *providing supportive materials like balls provides facilities such as playing grounds and other equipment's associated with sports*.

On the other hand, few (1.48%) candidates had good performance with scores ranging from 3.5 to 5 marks. These candidates were aware that the National Sports Council was established in 1967 to promote and preserve the cultural values in Tanzania through sports and games. For instance, one candidate pointed out the following: *registering sports and games association in the country and supervising all sports agency in the country, provide financial support that is needed to support sport in the country and provides facilities such as playing grounds and other equipment's associated with sports*". This candidate was aware that the sports equipment and playing grounds are essential items for the prosperity of sports, and for that reason the National Sports Council is doing a crucial activity to promote culture through sports. The candidates then added, *provides training and workshop to staff members and other sports organization*. In the same vein, another candidate wrote *establishing friendship with other nations so as to acquire assistance related to various sports*". This candidate was aware that, sports, like other serious industries need both material and human resources, especially the skilled one. The National Sports Council of Tanzania has the role of cooperating and forming friendship with other nations to acquire assistance for its development.. Extract 6.2 is an illustration of a good response to question 6.

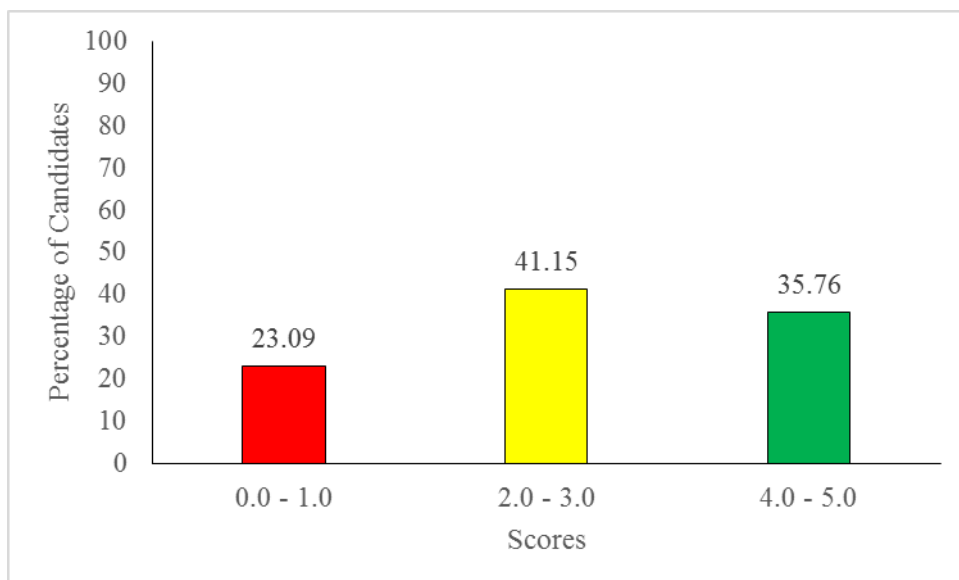
6.	National sport council of Tanzania is an institution that help to promote and preserve the cultural values through sport and games. The following is how it promote and preserve the cultural values of Tanzania.
	It provide tools and equipment for sport and games. The National sport council provide tools and equipment that required for sport and games such as netball, by providing balls, nets, gloves
	It provide training and scholarship to the coaches. The council is help responsible to train some of the coaches and even providing the with scholarship so as they can become more experts in the country. Example football coaches.
	It provide medals, awards to the competitions or winners. In case of any international matches that hold in the country two different teams the winners are awarded by the council. Also those who are competent in a certain game are also awarded.
	It provide financial support to different teams. The council provides financial support to different teams in the country so as they can buy necessary equipment and clothes like jersey for sports and as well compete with other country
	It maintain good relationship with other countries to compete in sport activities. The council also help to maintain good relationship with other nations in the world so as they have different competition and as well support them in one way or the other. Example: football match between Tanzania and Kenya

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

In Extract 6.2, the candidate was able to show how the National Sports Council of Tanzania promotes and preserves the cultural values of Tanzania such as; providing equipment for sports and games, providing medals to motivate competition winners, providing financial support and maintaining good relationship with other countries.

## 2.7 Question 7: Economic and Social Development

The question measured the candidate's ability to analyse information on social and economic development and draw conclusion. The question instructed the candidates to explain five factors that can enhance the economic development of the people in Tanzania. The candidate's performance was as follows; 23.09 % of the candidates scored from 0 to 1 mark, 41.15 % scored from 2 to 3 marks, 35.76 % scored from 4 to 5 marks. Figure 7 illustrates the candidates' performance in question 7



**Figure 7:** *Candidates' Performance in Question 7*

Figure 7 shows good performance of the candidates in question 7 as 76.91 % of the candidates scored from 2 to 5 marks.

A sizable percentage of candidates (35.76 %) were able to score from 4 to 5 marks because they were familiar with the factors that can enhance economic development of the people in Tanzania. They were able to exhaust the required number of points and coherent English language was an added advantage. For example, one candidate explained the following economic factors: *land, the land is important as it is where various activities like agriculture, industry, mining and animal rearing take place. The extraction of minerals like gold and diamond which act as raw materials brings foreign currency to a country.* Likewise, another one wrote *human resources as the mental and physical ability of a human being to act as an agent of exploiting natural resources, and production of goods*

*and services*. The same candidate noted *good governance* as important economic factor. Good governance in the classical sense has the following major characteristics. It is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimized. Therefore, observing good governance is an important prerequisite for economic development. The candidates with adequate knowledge of the factors for economic development also cited *natural resources*. This encompasses forests for wood and timber, minerals and other natural features which in some cases act as raw materials in building construction, and tourist attractions. In a nutshell, other important factors cited by knowledgeable candidates include; *entrepreneurship, science and technology, fiscal resources markets and infrastructure*. Extract 7.1 is a sample of correct candidates' responses in question 7.



7	<p>i) <u>Land</u>: It enhances economic development because it is used as a resource for doing agricultural activities for which the agricultural activities enhance economic development in the country.</p> <p>ii) <u>Capital</u>: This refers to the amount of money that a person requires so as to start a business, it is very important in the economic development of the country because a person can not just start a business from nowhere there must be a foundation.</p> <p>iii) <u>Labour</u>: This refers to the intellectuals who are employed to perform a specific activity. There are two types of labour, skilled labour and unskilled labour. The work of labour is to supervise the given activity or to perform it.</p> <p>iv) <u>Raw materials</u>: These are the materials which are used in production. They enhance economic development because they produce various goods which are source of economic development.</p> <p>v) <u>Good governance</u>: This refers to the state of peace in the country. For a country to have a good economic development, the country should have a good governance so as people can conduct their economic activities so as to enhance economic development.</p>	
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Extract 7.1 A Sample of Candidates' Correct Response to Question 7

In Extract 7.1 the candidate was able to explain factors which enhance economic development like; land, capital, labour, raw materials and good governance.

Furthermore, the candidates (41.15 %) whose scores ranged from 2 to 3 marks had partial knowledge of the factors for economic development because their responses were characterized by correct and incorrect points, repetition of some points and failure to exhaust the required number of points. One candidate, for example, treated *skilled labour* and *educated people* as two distinct points while in actual sense they mean intellectual

ability. Likewise, some candidates failed to exhaust the required number of points.

On the other hand, some (23.09%) candidates scored from 0 to 1 mark because of several limitations including; misinterpretation of the question demand, failure to address the demands of the question and poor English language skills. One candidate, for example misinterpreted the question by referring to indicators of development such as *birth rates, daily food supply, life expectance, per capital income and energy consumed*. Other candidates were preoccupied with the causes of poverty such as *lack of science and technology, poor government support, poor marketing system, lack of education and lack of raw materials*. Similarly , one candidate pointed out the indicators of poverty such as *high birth rate, high rural to urban migration, high illiteracy to the country, poor science and technology, poor infrastructure, poor education and poor land low per capital income and lack of infrastructure*. Other candidates confined their responses to financial institutions found in Tanzania. One candidate, for example, pointed out the presence of *commercial banks, social security funds and SACCOS*. These candidates were not aware that financial institutions are not the only decisive factors which can propel the people to a higher level of economic development. The pace of economic development and prosperity is influenced by interplay of several factors including availability of land, human resources, the quality of education provided in the society, the conducive environment created in the country through adherence to principles of good governance and the good economic infrastructure. Extract 7.2 is a sample of candidates' incorrect responses to question 7.

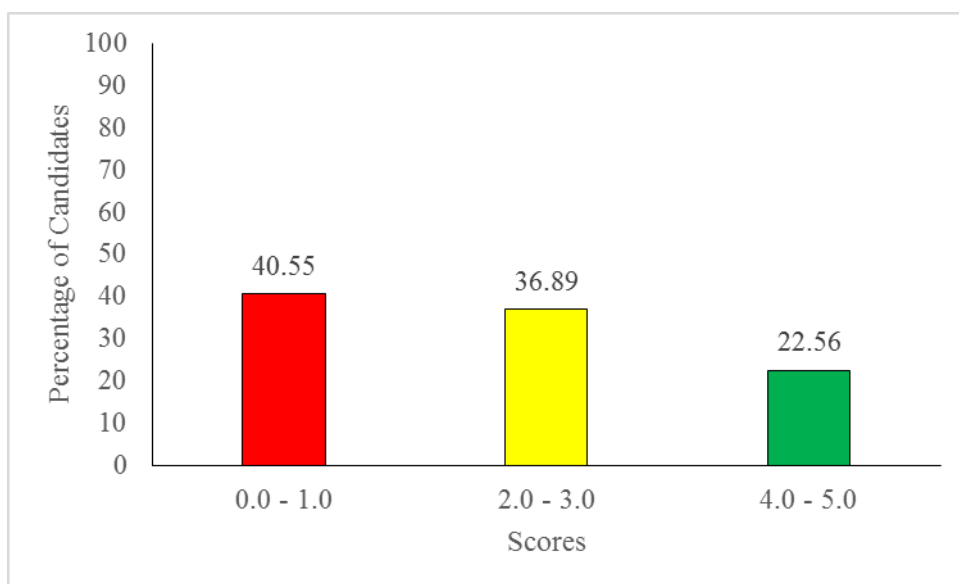
7.	Development is the positive change from low stage to higher stage for all social affairs in order for development to take place there must be various factors. The following are factors that can enhance economic development of the people in Tanzania
	lack of capital, If a person do not have enough capital it is not easy for him/her to have development many people in Tanzania lack capital that is why they are not developed
	lack of labour this are very important in development because labour are the one who make production of various good.
	lack of power and resources this face many people due to lack of money and resource. For example, electricity, petroleum this resources can lead to development
	low level of science and technology high level of science encourage development to occur many people in Tanzania have low level of science and technology that is why many people are not developed

Extract 7.2: A Sample of Candidate Incorrect Responses to Question 7

In extract 7.2, the candidate failed to explain factors which enhance economic development of the people in Tanzania by presenting causes of poverty such as; lack of capital, lack of labour, lack of power and resources, and low level of science and technology

## 2.8 Question 8: Democracy

The questions tested the candidate's knowledge of democratic principles and competently participate in democratic processes. The questions instructed the candidates to verify the contention that "Tanzania is a democratic state". The performance of the candidates was as follows; 40.55 % scored from 0 to 1 mark, 36.89 % scored from 2 to 3 marks and 22.56 % scored from 4 to 5 marks. Figure 8 illustrates the candidates' performance in question 8.



**Figure 8:** *Candidate Performance in Question 8*

Figure 8 shows average performance of the candidates in question 8 as 59.45 % of the candidates scored from 2 to 5 marks.

The candidates (22.56%) who scored from 4 to 5 marks were able to delineate the democratic dispensation in Tanzania. One candidate, for example, pointed out that *Tanzania hold periodic free and fair elections which allow all citizens to participate in choosing their representatives*. This candidate was aware that Tanzania exercises representative democracy and after every five years competitive election is held involving different political parties. The power of the government rests in the hands of the people. This candidate went further adding; *respect of human rights, there is a degree of observing and protection of human rights and Tanzania government uphold the rule of law as all leaders (elected and appointed) discharge their duties and responsibilities according to the law*. Such responses shows that the candidates were aware that the constitution of the United Republic of Tanzania included the Bill of Human rights in 1984 and Tanzania is signatory to the International Human Rights Treaty such as the Universal Declaration of Human Rights of 1948 which guarantees rights and freedoms to people: such rights include the freedom of expression, right to protection of a person's life, right to vote and being voted and other basic rights. Likewise, the presence of rule of law makes people to be equal before the law regardless of their social, political or economic status.

Another candidate added *transparency and accountability* in this case, government officials are required to be responsible for their actions and decisions they do when they are holding offices. They have to exercise openness to the people they serve so that people can hold them accountable when they have doubt. Likewise, this candidate maintained that *there is separation of powers of the three major organs of the state* which means each organ operates and performs its functions independently without interference from other organs. For instance, the legislature makes laws, the judiciary interprets them and the executive executes laws and policies. Besides that, the candidate also cited the *presence political parties which freely compete to capture and control the government*. Tanzania reintroduced a multiparty system in 1992 after it was abolished in 1965. Lastly, another candidate cited *political tolerance and consensus*. Despite the fact that Tanzania has many political parties and tribes, political differences is not a source of division among Tanzanians. These candidates had adequate knowledge of the basic tenets of democracy. Extract 8.1 is an illustration of candidate's good response.

8.	Tanzania is a democratic state due to the following reasons.	
	There is application of multipartism. This is the system of having more than one political party in the country. Example there are CHADEMA, CCM, CUF and so many which promote democracy.	
	There is maintenance of rule of law. Rule of law is a democratic principle where no one is above the law. In Tanzania rule of law is maintained and enhance equality to all citizens.	
	There is free and fair election. These are the election of leaders that are done in an interval of five years that are conducted freely and fair in Tanzania to obtain the new government.	
	There is citizen participation, the citizens are allowed to participate in social, economical and political activities. These also includes participation in voting during election.	
	There is maintenance of transparency, the government of Tanzania is transparent to its citizens and thus every work that the government does is well known to the citizens.	

Extract 8.1: A Sample of Candidates' Good Responses to Question 8

In extract 8.1, the candidate was able to verify the contention that "Tanzania is a democratic state" by giving the following reasons, such as presence of multiparty system, maintenance of rule of law, presence of free and fair election, citizen participation and transparency.

Furthermore, percentage (36.89%) of the candidates had moderate performance with scores ranging from 2 to 3 marks. These candidates could not score beyond this threshold because their responses were characterized with repetition of points, insufficient points and some mixed correct points with incorrect ones. One candidate, for example, pointed out *protection of human rights and freedom of speech* as two different points while both refers to the respect of human rights. Likewise, one candidate stated *the court of law has the final say in all legal matters* and *there is the rule of law* as two distinct points. Another candidate wrote *free and fair*

*election, free campaign and everyone has a right to participate in election* as three different points while in actual sense they mean the same thing. Lastly, even those who provided correct points failed to provide exhaustive explanation hence they scored average marks.

On the other hand, the candidates (40.55%) whose scores ranged from 0 to 1 mark failed to identify the demands of the question and could not justify the existence of democracy in Tanzania because of inadequate knowledge of the basic tenets of democracy. One candidate, for example misconstrued the question by discussing the existence of various national symbols such as *presence of national anthem, presence of national currency, presence of national flag, presence of coat of arms and presence of Presidential flag* as indicators of democracy in Tanzania. Such candidates failed to contextualize their knowledge of the principles of democracy and the objective conditions in Tanzania as far as democratic dispensation is concerned. Besides that, they were not aware that the mere existence of national symbols does not qualify a country to be democratic. Likewise, another candidate discussed the functions of government such as; *it maintains peace and order, it promotes social services provision, and it protects natural right of human and raising revenue*. Similarly, some candidates misconstrued the question by associating the existence of democracy in Tanzania with components of a nation. One candidate, for example, pointed out *government, culture, territory, language, people, sovereignty and history* as evidence of democracy in Tanzania

In addition, some candidates reproduced some parts of question 1(iv), such as *to identify eligible women for special seats, to make sure that no one votes twice on Election Day, to enable people to obtain national identity and to establish a list of members of political parties* to justify the existence of democracy in Tanzania while others skipped this question altogether. The myriad of incorrect responses provided by this category of candidates is food for thought to teachers to rethink their teaching and learning strategies in their efforts to promote the students' acquisition of the basic tenets of democracy. Figure 8.2: illustrates candidate's incorrect response to question 8.

8.	i) Presence of national Anthem. Tanzania is a democratic state due to the presence of national anthem the country has got it only national song which people sing
	ii) Presence of national Currency. Tanzania is a democratic state due to the presence of the national Currency which it has been divided into notes and coins.
	iii) Presence of the national flag. Tanzania is a democratic state due to the presence of the national flag and it has got four different colours Yellow, blue, green and black
	iv) Presence of Coat of Arm. Tanzania is a democratic state due to the presence of the coat of Arm this is which unifies the Independence of people.
	v) Presence of Presidential flag. Tanzania is a democratic state due to the presence of the presidential flag it has shown that the president has got his flag.

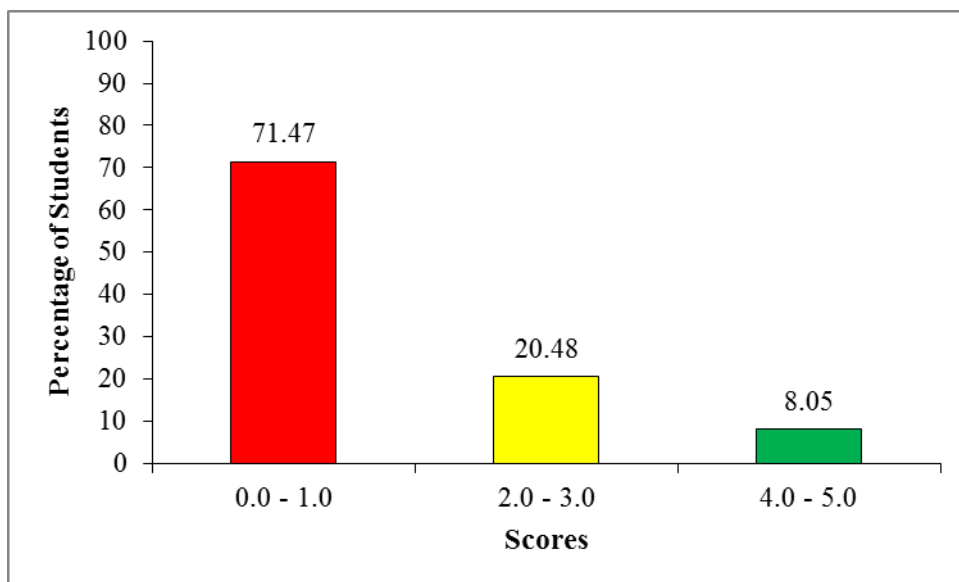
Figure 8.2: A Sample of Candidates' Incorrect Response to Question 8

In extract 8.2, the candidate failed to verify the contention that "Tanzania is a democratic state" by explaining presence of national symbols such as the national flag, national currency, national anthem, coat of arms and the presidential flag as evidence of democracy.



## 2.9 Question 9: Culture

The question tested the candidates' knowledge of national cultural values and willingness to promote the positive ones. The question instructed the candidates to explain the essence of preserving and promoting Tanzanian traditions. The performance of the candidates was as follows; 71.47 % scored from 0 to 1 mark, 20.48 % scored from 1.5 to 3 and only 8.05 % scored from 4 to 5. Figure 9 illustrates the candidates' performance in question 9.



**Figure 9** *Candidate Performances in Question 9*

Figure 9 shows the weak performance of the candidate in question 9 as 71.47 % of candidates scored from 0 to 1 mark.

It was observed that the majority (71.47%) of candidates scored low marks from 0 to 1 mark due to multiple challenges faced by candidates including lack of adequate knowledge of the concept of tradition being one of the elements of culture. Most candidates could not make a distinction between traditions and other elements of culture. To these candidates traditions embraced *norms, language, customs* and *arts*. These candidates were not aware that norms, as opposed to traditions, are rules and behaviours expected from members of a group. All societies have ways of encouraging and enforcing what they view as appropriate behaviours. As for the language, they overlooked the fact that it is a system of abstract words, meaning and symbols for all aspects of culture. It includes speech, written

characters, numerals, symbols and non-verbal gestures and expressions. Customs, on the other hand, are habits and events that occur on a regular basis. They are accepted ways of doing things in a given culture. As a matter of fact, one of the defining features of customs is vulnerability to changes. As for Arts it refers to manmade things which are displayed for enjoyment or useful in a society for particular purposes. They include all forms of performing art such as dances, songs, poems, sports and games, drama and painting.

Some candidates confined their responses to institutions established in Tanzania soon after independence for the purposes of preserving and promoting Tanzanian culture. One candidate, for example, mentioned such institutions as; *National Swahili Council, National Department of Museum, National Film Censorship Board, National Art Council and National Sports Council*. Other candidates focuses on the discussions of negative socio cultural practices such as *widow inheritance, food taboos, and payment of bride price, early and forced marriage, wife beating and discrimination of women or denial of decision making*. Equally, other candidates cited challenges facing the promotion and preservation of Tanzanian traditions. One candidate, for example stated; *lack of funds, low level of science and technology, lack of written record and poor government support*. Another candidate argued along similar approach by pointing out; *globalization, lack of committed leaders, ignorance and lack of funds*. In any case, the candidates faced a myriad of challenges in addressing the demand of the question. Extract 9.1 is a sample of incorrect responses to question 9.

9.	ESSENCE OF PRESERVING AND PROMOTING TANZANIAN TRADITIONS.
	i) To reduce the cost of repairing; The tanzanian traditions have to be preserved and promoted hence the cost of their repairing should reduce.
	ii) To promote tourism industry; Tanzanians traditions are mostly preferred by the tourist from different countries example the maasai society culture are preferred by different country.
	iii) To avoid accidents; Tanzanians traditions can lead to the occurring of the accidents due to preservation of the old buildings and things.
	iv) To increase their life span; Tanzanian traditions can be increased their life span by taking good care and preserving them in orderly manner.
	v) To reduce the government expenditure; Tanzanians traditions when they are well preserved they help to reduce the government expenditure in different ways.

Extract 9.1: A Sample of Candidates' Incorrect Response to Question 9

In extract 9.1, the candidate went astray by pointing out the importance of the culture of preventive care and maintenance of public and personal property such as to reduce the cost of repair, to avoid accidents, to increase life span and to reduce the government expenditure.

Furthermore, few candidates (20.48%) whose performance was average scored from 2 to 3 marks. Repetition of some points, mixing correct points with incorrect ones and inability to exhaust the required number of points was a major challenge to their efforts in attempting this question. One candidate, for example wrote: *traditional enable to unite people in the society and tradition promote cooperation in the community* as two distinct points while in actual fact both mean to ensure ties and unity among people of the particular community. Similarly, another candidate wrote *it helps new generation not to forget their ancestors' origin and brings awareness to the society about their historical background*, as two different points. Likewise, another candidate presented only two points namely; *it imparts various social values and serves as an identity* out of five required points..

On the other hand, few (8.05%) candidates were able to meet the requirements of the question by scoring from 4 to 5 marks signifying good performance. These candidates were familiar with the concept of traditions and the essence of preserving and promoting it in Tanzania. They were aware that each society has unique traditions which serve specific purposes in the society concerned. One candidate, for example cited *it gives a sense of an identity of a society one belongs to and tradition helps a person or a society to be easily distinguished from others. it promotes unity traditions hold people with the same roots or origin together*. Hence, it brings people together as one society, and it brings people with the same historical background and beliefs together. Another candidate went further adding, *it teaches the youth about various social values and morals of the society, tradition guide people's acts and constrain their behavior which imposes an individual sense of responsibility*. These candidates had an understanding of the fundamental role played by traditions in moulding the behaviour of the youth in the society. Children and youth are moulded through traits which are laid down by the traditions of their community. As matter of fact, they are raised up with ethics which makes them acceptable and responsible members of their society. Likewise, an adequate English language skill was also noted as among the reasons for their good performance. Extract 9.1 illustrates good responses in question 9.

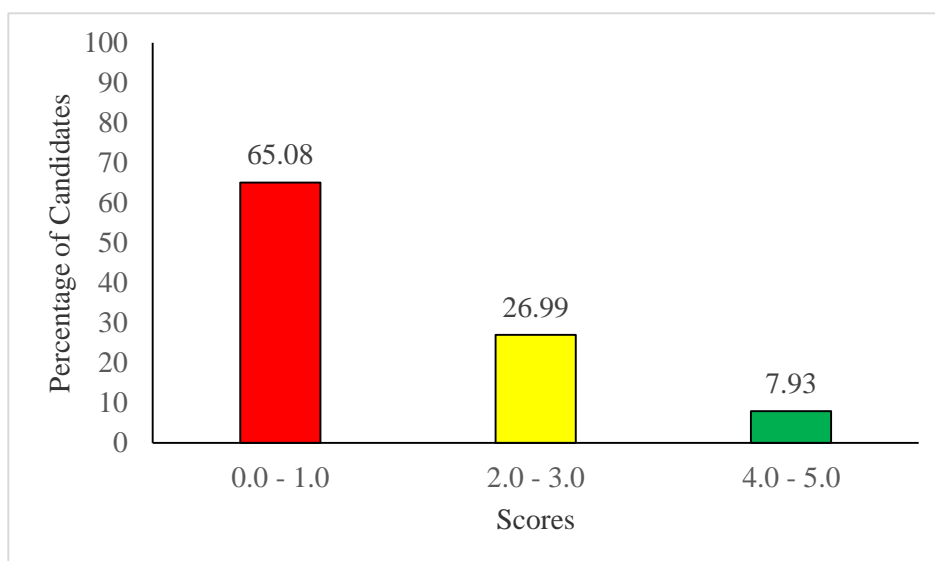
9. Importance of preserving and promoting Tanzania traditions	
i) It enables young to acquire values and traditions that govern their elders in past time pre-examples traditions used in raising child to adulthood through Jando and Unyago.	
ii) It helps to transmit skills and knowledge from one generation to another generation	
- Here skills and knowledge of elders are passed out to the young and youth in doing different things.	
iii) It is a bond that unifies people in the society	
- Tradition / culture act like a bond which promote unity among people in the society through traditional ceremonies.	
iv) Serve as people's identity	
- Preservation and maintenance of tradition of a certain society or community serve as a people's identity in other society or community.	
v) Enables young or youth to know their past.	
- Preserving and promoting Tradition helps young to know their past social setting from their parents to the point they reach so it enable them to trap their traditional background.	

Extract 9.2: A Sample of Candidate's Correct Response to Question 9

In extract 9.2, shows a the candidate who explained correctly the essence of preserving and promoting Tanzanian traditions, such as; it enables young to acquire values; it helps to transmit skills and knowledge; it is a bond that unifies people; serves as peoples' identity and enables young to know their identity.

## 2.10 Question 10: Family Life

The questions measured the candidate's ability to analyse matters relating to family issues and make the right decisions. This question instructed the candidates to explain the reasons for marriage counselors to advocate family stability. The candidate's performance was as follows; 65.08 per cent scored from 0 to 1 mark, 26.99 per cent scored from 2 to 3 and only 7.93 per cent scored from 4 to 5 marks. Figure 10 illustrates the candidates' performance in question 10.



**Figure 10** *Candidates' Performance in Question 10*

Figure 10 show candidate's weak performance as 65.08 % of the candidates scored from 0 to 1 mark.

A sizable percentage (65.08%) of candidates had disappointing performance by scoring from 0 to 1 mark. The major challenges encountered by candidates are the failure to focus on the key word of the question and lack of adequate mastery of the subject matter. One candidate, for example, pointed out the effects of family instability as *cause separation of family, poor economic development, cause conflicts, can cause street children and poor development*. Similarly, another candidate added *separation of family, child labor, early marriage, poverty and street children*. Another candidate outlined the causes of early marriage such as *lack of parental care, lack of education, poverty, payment of dowry and force from the parents*. On the other hand, some candidates discussed the

effects of negative socio-cultural practices. One candidate for example listed; *source of street children, source of insecurity, source of women discrimination, source of spread of disease and lead to poverty in the family*. One candidate failed to justify the need for family stability by mentioning the types of family such as *nuclear family, single parent family, extended family and couple family*.

In view of the aforesaid incorrect responses, it can be inferred that the candidates failed to figure out the fact that they were simply required to identify the importance of family stability. Moreover, these candidates were unaware that a family may face challenges which affect its stability hence requiring the service of marriage counselors. Marriage counselors are trained to listen, access, and mediate conversations between individuals struggling in their marriage to improve their well-being and relationship. Though marriage counselors often work with individuals, they can also help to counsel couples and families. Indeed, one of the major thrust of the marriage counselling session is to promote family stability. Extract 10.2 is a sample of incorrect responses to question 10.

10.1	To ensure provision of reproductive health. A marriage counselor advocates for family stability so as ensure that reproductive health is promoted in the family so as to promote family stability.
10.11	To ensure proper family planning. A marriage counselor advocates for family stability so as to ensure that the family has proper family planning that has been well planned.
10.11.1	To ensure that there is no harassment in the gender discrimination in the country. A marriage counselor advocate for family stability so as to ensure there is no discrimination in the family.

Extract 10.1: A Sample of Candidate Incorrect Response to Question 10

In extract 10.1, the candidate failed to explain the marriage counselor's advocacy for family stability by pointing out provision of reproductive

health services, family planning and avoiding gender discrimination. Besides that, the candidate failed to supply the required number of points.

Furthermore, the candidates (26.99%) whose scores ranged from 2 to 3 marks had moderate performance because their responses were characterized with a mixture of incorrect and correct responses, repetition of some points and inability to exhaust the required number of points. One candidate, for instance, repeated the following points; *it enables the members of the society to participate in social economic activities, it enables the members of the family to participate in different activities and it make sure that members of the family are engaged in positive activities* . The three sentences referred to one point. Moreover, some candidates in the category provided a mixture of irrelevant responses with few relevant points: for instance, one candidate wrote; *it promotes peace and unity among the family members and provide values in which children are reared* then added an incorrect point, *it facilitates decision making and facilitates early marriage*. Likewise, other candidates failed to provide the required number of points. One candidate for instance; provided three points as *source of proper behavior to the children, it reduces family conflicts and source of family and national development* contrary to the demand of the question.

On the other hand, few (7.93%) candidates scored from 4 to 5 marks signifying good performance. The candidates under this category had adequate knowledge of family life, as they were able to point out reasons why family stability is emphasized. One candidate for instance, explained; *a stable family provides values in which children are born and reared*. This candidate was aware that family stability facilitates the acquisition of acceptable and desirable behaviours and deeds in life to children. The candidate added *it is through stable family where cultural values are transmitted from one generation to the next thus parents teach their children acceptable cultural values*, He/she further wrote, *family stability ensures provision of services to the community*. This candidate was aware that a stable family is a basic unit of labour as it instils children to be responsible hence; it provides the nucleus of a community. Similarly, another candidate wrote *a stable family enhances love, happiness, cooperation and solidarity among the people*. Thus, family stability insures strong bonds or ties among members. Finally, he/she added *a stable family helps people to perform different task*. There are activities which could not



be performed by a single person, therefore stable family ensured the distribution of various tasks among the family members. Additionally, a strong family shapes members to be hard workers and work as a team.

Moreover, another candidate answered; *a stable family creates a strong foundation for the national development* and *a stable family is the source of leadership*. This candidate was aware that the family is the primary institution and foundation of a stable nation. Family stability therefore promotes national development since children are given all the requirements to make them productive members of society. Likewise, they are encouraged to participate in different activities to make them feel duty-bound to contribute to national development. Furthermore, the candidate was aware that family stability imparts creativity, trust-worth, confidence, commitment, accountability, wisdom and empathy to children all of which prepares children to assume the responsibility of leadership when they mature.

In any case, these candidates understood that the importance of family stability and marriage counseling can be worthwhile for any couple who wants to find ways to make their partnership better and stable. It can be helpful at various points in a relationship and can address a wide variety of issues that might exist in a marriage. Extract 10.1 is a sample of a correct candidate's response to question 10.

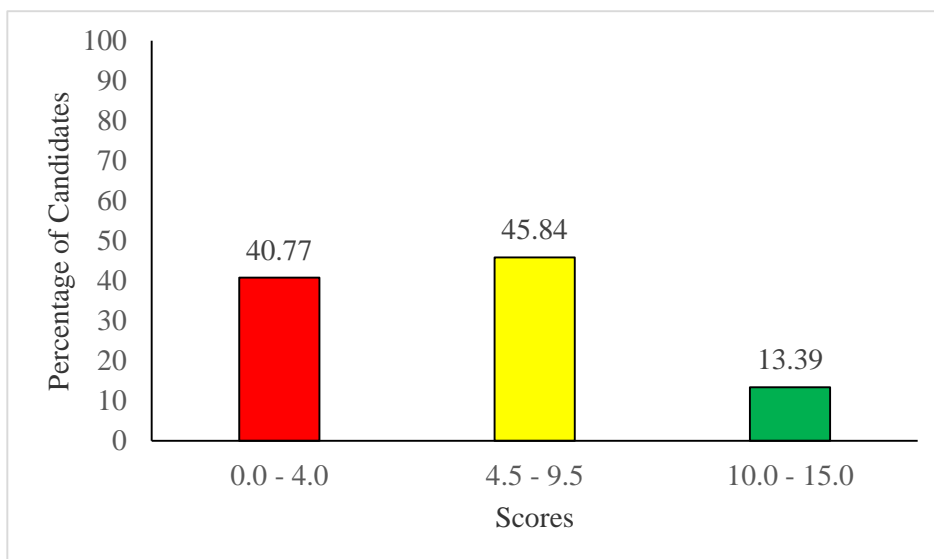
10.	<p>(i) Family stability promotes development; A stable family can easily cooperate together on various activities and hence attaining development. For example they can all agree to participate in construction of their toilet.</p> <p>(ii) It helps to raise well behaved children; The children who come from a family where peace, unity, love and respect are all maintained they are likely to have good morals. For example the children from stable families can't fight because they learnt love from their parents.</p> <p>(iii) Family stability helps to maintain peace and order in the society; Peace is an essential pillar in family stability hence even the members of such families are likely to be peacemakers. For example they can't conduct crimes such as robbery.</p> <p>(iv) Family stability helps to eradicate poverty from the society; Poverty may be because of lack of cooperation in the society which can be rooted to the families. Stable families promote hardworking behaviour but also unity hence eradicating poverty.</p> <p>(v) Family stability helps to get all basic needs; A stable family has a source of income and since love is maintained between parents and children, then children can access their needs for example food, and clothes.</p>
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Extract 10.2 A Sample of Candidate's Correct Response to Question 10

In extract 10.2, the candidate was able to explain the reasons why marriage counsellors advocate for family stability, such as ensuring peace and security, it helps to raise well behaved children, it helps to eradicate poverty and helps to get basic needs.

## 2.11 Question 11: Globalization

The question measured the candidate's ability to analyse information on the prevailing globalization issues and their effects on Tanzania. The question instructed the candidates to examine the effects of globalization in Tanzania with five points. This was the most popular optional question as 492,416 candidates equal to 94.3 % opted for this question and their performance was as follows; 40.77 % scored from 0 to 4 marks ,45.84 % scored 4.5 to 9.5 marks and 13.39 per cent scored from 10 to 15 marks and. Figure 11 is an illustration of candidates' performance in question 11



**Figure 11:** *Candidates' Performance in Question 11*

Figure 11 shows candidate's average performance as 59.23 % of the candidates scored from 4.5 to 15 marks.

The candidates (13.39%) whose scores ranged from 10 to 15 marks were able to provide good introductions and relevant elaborations on positive and negative effects of globalization to a country like Tanzania as well as relevant and constructive conclusions. One candidate, for example, defined globalization as, *Increasing process of broadening and deepening interaction, interdependence and integration between different people,*

*states, cultural, socio-political and economic aspects of the world.* This candidate was aware that globalization promotes a universal way of life and values among people over the world.

Furthermore, the candidates in this category were able to exhaust the required points. One candidate, for example, analysed *destruction or interference of local culture whereby, there is an influx of foreign products and culture.* This candidate was aware that some imported goods and foreign lifestyles are against the local cultural values. To support that he/she elaborated *through information technology local culture has been affected by behavior patterns, beliefs, values and attitudes from western nations which contradict with local culture.* The same candidate continued, *there has been a decline in market demand for goods produced in third world countries compared to goods produced by developed countries.* Such responses suggest that the candidate was aware that goods produced in most third world countries fail to compete in the market because developed countries produce goods which are better in terms of quality and cheaper than locally produced goods.

Another candidate with a good response added *Promotion and respect of human rights and democracy.* The candidates recognized the positive role played by globalization to the development and strengthening of human rights and democracy as he/she explained, *globalization has triggered the spread of principles of democracy, rights and freedom of people to different nations including Tanzania.* Such an analysis exemplifies the fact that there are current efforts to acknowledge the rights of vulnerable group such as people with disabilities, women, children and others by the government and other actors. He/she added *globalization has increased flow of capital and foreign investments as it has contributed to market and trade liberalization which has stimulated the inflow of capital and foreign direct investments.* Finally, the candidate wrote *increase of goods and services has brought competition among producers which has enhanced the production of high quality and affordable products to attract customers.*

Likewise, another candidate response was *there has been an increase in inappropriate transfer of technology from industrialized nations to third world countries like Tanzania.* This candidate was aware that third world countries have a low level of technology which does not satisfy the prosperity of industries, agriculture, medicine and exploitation of natural resources like an excavation of mines hence the need to transfer appropriate

technology which could match with the level of expertise and development of third world countries. He/she went further to explain the negative side of globalization by writing about; *increased environmental degradation and air pollution*. This candidate was aware that the high demand of raw materials left most third world countries with a big environmental problem. Such environmental concerns threatened the lives of African people due to massive deforestation, emission of harmful gases from industries and excessive exploitation of natural resources”.

Similarly, another candidate argued that *job insecurity and unemployment is the other effect of globalization to a country like Tanzania as investment introduced in third world countries requires skilled labour*. This candidate was aware that once the country fails to produce a competent labour force, the companies opt to seek productive force in other countries to meet the required skills due to few qualified experts which result in unemployment for the majority of people. Also, she/he added that globalization has *increased risks for diseases to spread there is the greatest risk for diseases to spread from one country to another due to the trans-border movement of people, goods and services*. Then he/she provided examples of such diseases as *Ebola virus and Covid19*. Likewise, this candidate was able to point out the positive effects of globalization too such as, *creation and widening of educational opportunities that has increased the need for different countries in the world to share knowledge, skills and experience on different issues*. This candidate was aware that demand for knowledge exchange has increased education opportunities among Tanzanians and information and communication technology has simplified the transfer of knowledge and skills.

The candidates under this category demonstrated the ability to analyze the effects of globalization to Tanzania and adequate knowledge of English language skills accounted for their ability to meet the demand of the question. Besides that, the ability to follow essay writing rules such as introduction, a self-explanatory main body and a plausible conclusion was an added advantage. Extract 11.1 is a sample of the correct response to question 11

11.	<p>Globalization is the inter connectivity between different nations which makes the world feel like a single village. Globalization has existed in five different phases; which are Mercantile period, Colonization phase, Inter war phase, Cold war phase and Technological advancement phase. Globalization has been influenced by different forces such as trade flow, capital flow, technology international organizations and many others. There are things that act as sub branches or aspects of globalization which are Liberalization, Free market economy, Privatization, Movement of people, Information Communication Technology, Structural Adjustment Programs and many others. Due to its existence in many years it has left a mark on many nations including Tanzania. The following are some of its effect on the nation.</p> <p>It has promoted employment opportunities in Tanzania. Globalization through the privatization policy has enabled existence of many companies owned by individuals from Tanzania and some foreigners. Companies such Airtel, Agakhan and Precision air offer job opportunities to the people of different skill levels and specialization to work in the companies and the rapid expansion of these companies offer more job opportunities which will be used in production for growth of nation.</p> <p>It has promoted influx of new technology from abroad. Globalization has reduced trade barriers and restrictions through free market economy influencing owners of different companies to import technology from abroad to be used in their companies. This technology such as machinery for industries and harvesters for farms help to speed up the production process and also help to improve innovative ideas as people tend to easily learn from the foreigners' work.</p> <p>It has brought about democratic values to the nation. Globalization through structural adjustment programs forced Tanzania to apply multiparty system instead of monopoly which</p>	
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11.	<p>now enables citizens to choose leaders who they want and increase their participation in government affairs. Also through globalization, governments have been able to adopt democratic practices from other nations such protection of human rights, rule of law political tolerance and good governance.</p> <p>It has brought about exploitation of Tanzania resources. The influx of foreigners as a result of freedom of movement has allowed them to come and invest in the country with</p> <ul style="list-style-type: none"> <li>plans of exploiting resources and get huge profits. They can exploit Tanzania through their human resources by employing people at low wages. They can also take majority of the resources such as minerals and sell them to other countries at huge profits thus leaving Tanzanians with nothing to utilize.</li> </ul> <p>It has led to moral deterioration among the youth. The youth through the channels of technology such as smart phones have been able to learn many westernized cultures which are against those of Africans. They have learnt to engage in alcoholism, smoking, poor dressing styles, abusive language and pre marital sex is alright because Westerns do it. Also due to freedom of trade, importation of illicit products such as pornographic films and sex toys have been allowed and the youth who get exposed such products start engaging in immoral acts.</p> <p>To sum it up, the globalized world is full of ways through a country can use to develop or get exploited by others that is why the nation is advised to have deep thoughts on the international relations they have with other nations and how to limit their exploitation.</p>	
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Extract 11.1: A Sample of Candidates' Correct Responses to Question 11

In extract 11.1, the candidate was able to explain the effects of globalization in Tanzania such as; It has promoted employment opportunities in Tanzania; It has promoted the importation of foreign technology; It has brought about democratic values to the nation; It has brought about exploitation of Tanzanian resources and it has led to moral deterioration among the youth.

Furthermore, a sizable percentage (45.84%) of candidates were able to score average marks ranging from 4.5 to 9.5 marks. The major hindrances to better performance in this category are failure to provide the required

relevant responses while others had a repetition of points. For example, one candidate pointed out only three points, such as *destruction of culture, increase of social crimes and environmental pollution*. Another candidate wrote *globalization lead to human trafficking* in the second paragraph and *it has led to cybercrimes* in the last paragraph but both points refer to the increase of social crimes.

In addition, some of these candidates faced difficulties in defending their responses with strong arguments due to insufficient English language proficiency skills. For example some had poor introductions, and some points were not relevant. All these were factors contributing to the moderate performance of the candidates in this question.

On the other hand, the candidates (40.77%) whose scores ranged from 0 to 4 marks, failed to meet the demand of the question because of misinterpretation of the question, presentation of few relevant responses, failure to give comprehensive explanations and providing irrelevant introductions and conclusion. For example, one candidate wrote, *globalization refers to the global warming that affected the community*. Another candidate defined Globalization *as the process of community to change style of life and stopped their traditions and customs then adopting western styles*, Another candidate went further and defined Globalization *as the situation whereby stronger countries dominate weak countries through economic political, cultural and social aspects*

In the main body such candidates failed to provide comprehensive elaborations to merit essay responses. For instance, one candidate outlined two relevant points as *unemployment and moral decay* then repeated *destruction of culture, increase of social crimes and cultural diversity*. Another candidate provided *environmental problems, deforestation, global warming, soil erosion and air pollution as separate points*. Similarly, other candidates misconceived the demand of the question by referring to factors for underdevelopment, such as *lack of education, lack of science and technology and lack of infrastructure, low technology, poor infrastructure and low education*. Besides that, one candidate associated the effects of globalization with the impacts of negatives aspects of socio-culture practices such as *dropping out of school, death of people, spread of diseases and early marriage*. This candidate was not aware that globalization facilitated the proliferation of new ideas against the negative aspects of socio-cultural practices across the globe, including Tanzania.



The failure to adhere to essay writing rules coupled with inadequate English language were among the reasons for candidate's poor performance in this question as some candidates could not write either the introduction or conclusion while others had poor flow of ideas or arguments. Extract 11.2 is a sample of incorrect responses to question 11

11	globalization; It the elemet of custom or tradition from the Society. The following the effect of globalization to a country.	
	Science and Technology; Science and Technology to effect globalization of the people to take custom where the internator external for the cultural examth bad dressing to the external in the country.	
	wife inheritance; from the people to take wife of the widow after the man. where by a man inherited another wife after man that death here is effect globalization.	
	female genital mutilation; is a process of cutting clitoric of the part or whole manwoman due to the tribal belief and for reason reasons of reducing sexualuppelte after the female genital mutilation to spread effect of globalization from the people and culture in a country.	
	Ignorance; Ignorance to effect globalization for the country and other sector because the people due not to the education about globalization.	
	Discrimination; the people of Tanzania to support discrimination of the family to separation because people disunity to cooperation of the economic activities to spread effect of globalization.	
	To Sum up; the government should provide education about effect of globali zation to a country in the society from the people to avoid Discrimination.	

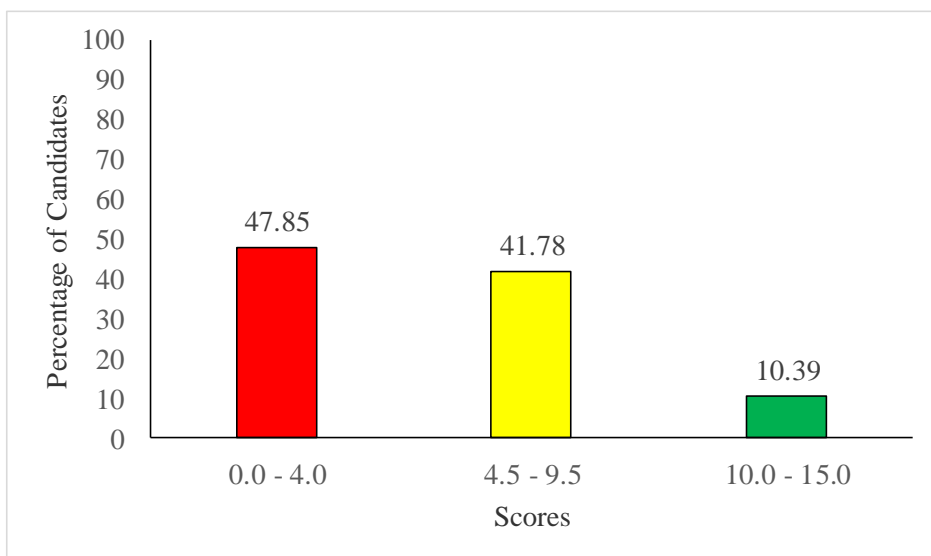
Extract 11.2: A Sample of Candidate's Incorrect Responses to Question 11

In extract 11.2, the candidate failed to focus on the effects of globalization; instead they explained about the negative socio cultural factors affecting

the society such as; wife inheritance, female genital mutilation, ignorance and discrimination. Besides that, incoherent English language sentences characterized the candidates' responses.

## 2.12 Question 12: Proper Behaviour and Responsible Decision Making

The question tested the candidates' willingness to work hard and diligently for self and national development. The candidates were required to analyze the root causes of students' indiscipline based on the scenario that they are assumed to be discipline master/mistress in their school and a recent report by education quality control office indicated a dreadful situation of students' discipline. This question was the least opted for compared to other optional questions as only 245,270 equal to 47.00 % attempted it and the performance was as follows 47.99 % scored from 0 to 4 marks, 41.78 % score from 4.5 to 9.5 marks and 10.39 % scored from 10 to 15 marks. Figure 12 illustrates the candidates' performance in question 12.



**Figure 12:** *Candidate's Performance in Question 12*

Figure 12 shows the average candidate performance as 52.17 % of the candidates scored from 4.5 to 15 marks.

The few (10.37%) candidates who scored good marks (10 to 15 marks) were adept at tackling the question in several ways including; good organizational skills in terms of relevant introduction, main body and conclusion coupled with proficiency in the English language. In the

introduction one candidate, for example stated that *indiscipline behaviour as behaviour which is not acceptable in a particular society, thus students are expected to adhere to norms and values acceptable at school*. Another candidate argued that *improper behaviour is a kind of behaviour which is not acceptable in the society. Examples of improper behavior are disobedience, truancy and laziness*. In the conclusion the candidates were able to provide relevant conclusion. One candidate for example argued that *it is advised that all people should discourage improper behavior since it cause bad effects in the society like unwanted pregnancies, spread of diseases, conflict among the family members, separation of family and also decline in development in the country*.

In the main body, they demonstrated their mastery of the subject matter through an in-depth analysis of the root causes of students' indiscipline in several ways. One candidate, for example suggested; *the influence of peer group thus a student may happen to copy, mimic and imitate improper behaviour from his/her close friends at home and school or anywhere else*. The candidate also wrote; *the influence of parents as parenting style influences the behavior of children*. These candidates were aware that some people become drug addicts, prostitutes, drunkards and thieves just because they stay with fellows who do such things. Likewise, poor family care to children affects their behaviour; for example, aggressive parents may influence their children to be aggressive. Similarly, parents reinforce misconduct when they don't take action when children are demonstrating bad behaviour. Another candidate responded *poor attention to religious teachings and the new influence of globalization and change in science and technology*. The candidate acknowledged the role of religion in shaping the society. Religions teach traits that are acceptable by society like good manners, obedience, truth, faithfulness and respect. For that reason, if students are not adhering to the religious teachings that prohibit people from doing bad things, they will acquire bad behaviour. Similarly, the candidate was aware that the revolution in information and communication technology, especially the internet plays a great role in moulding the behaviours of people including the adolescents. Moreover, the candidate who suggested *poverty* understood the wide ranging impact of poverty. Poverty, among other things frustrates an individual especially from a poor family and makes them indulge in improper behaviour, like drug abuse, prostitution and theft so as to get basic needs.



12.	<p>Poor parental care. This refers to a situation whereby parents are irresponsible and fail to teach their children the right ways of life. For example, drunkardness, smoking cigarettes and using abusive language. Most children learn from their parents to engage in such indiscipline acts since parents are the very first teachers of their children. Thus, some students are</p> <ul style="list-style-type: none"> <li>indisciplined because of how they are raised by their parents and what they have been seeing them do.</li> </ul> <p>Influence from the advancement of technology. Especially through various social medias such as twitter, instagram and tiktok. Social media refers to various social networks which are used by individuals worldwide to spread various information. Example the current indiscipline issue worldwide is homosexuality. Some students may engage themselves in homosexuality because of seeing various lesbians or gays becoming famous getting more views, likes and followers. And the another burning issue is use of drugs. Therefore, the use of various social media can be the root cause of indiscipline.</p> <p>Peer influence and pressure. This refers to the situation whereby an individual is motivated or pushed by others who are of the same age into bad morals. Examples most teenagers usually have friends who share same interest such as use of drugs, homosexuality and robbery, for one to join these groups must also engage in such undecent acts. Therefore, peer pressure is also a cause of students indiscipline.</p> <p>Forces of adolescence. This refers to the act whereby some adolescents are forced to engage in various activities because they tend to think they</p>	
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12.	are already grown ups. Example engaging in prostitutions, going for night clubs and use of alcohols. It is very important to conduct various seminars and teaching to educate them on how to overcome such forces of adolescence. Hence, forces of adolescence is the other root cause of students' indiscipline behaviours.	
	Poverty. This refers to a situation whereby one is unable to obtain various basic needs due to lack of money or resources. Poverty can be a cause of students' indiscipline acts such as robbery, and drug dealing and prostitution. Such students will engage in these acts so as to get money to buy their school requirements such as books, pens and pencils. Therefore, poverty or low standards of living in their families may be the root cause of their indiscipline.	
	To conclude, students' indiscipline is surely a big problem and measures have to be taken to solve it because the students are the future generation. This problem can be solved by educating students on various ways of life by conducting seminars, also encourage students to engage in extra curriculum activities such as competition and teaching them the right problem solving techniques to be used to solve various problems.	

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

In Extract 12.1, the candidate was able to analyze the root causes of students' indiscipline such as poor parental care, influence of advanced technology and peer influence and pressure.

Furthermore, the candidates (41.78%) with an average score (4.5 to 9.5 marks) were constrained by several challenges in tackling the question including the repetition of points, inappropriate introduction and conclusion, superficial analysis of the root causes of students' indiscipline and inability to exhaust the required number of points. One candidate, for example, pointed out; *bad friends* and *peer pressure* as two distinct points while they hold the same meaning. Another one wrote *lack of laws* and *poor implementation of rules and regulations*. Likewise, some candidates analysed *lack of family care* and *lack of parental care and upbringing* as two separate points. In addition to that, some candidates mentioned correct

points without giving elaboration. One candidate, for example, mentioned *poverty and peer pressure*. Similarly, another candidate mentioned; *poor parental care and poverty* while another pointed out; *lack of parental care and peer pressure*.

On the other hand, the candidates (47.85%) had weak performance by scoring from 0 to 4 marks. The major challenges they faced include failure to understand the gist of the question, irrelevant introductions and conclusion, superficial analysis of the root causes of students' indiscipline and inadequate English language skills. One candidate, for example in the introduction defined student indiscipline *as the situation whereby students in school cannot indicate dreadful discipline* and another candidate stated; *student's indiscipline is the situation in which people formed the discipline*.

In the main body, some of deviations observed include candidates' association of the root causes of the students indiscipline with the effects of early marriage such as, *drop out of school, increase of street children, conflict among family members, complication during delivery and it can cause poverty*. Some candidates could not differentiate between the root causes and effects of student's indiscipline. Hence, they were preoccupied with explaining the effects of improper behavior such as *drop out of school, poor performance, unwanted pregnancy, spread of diseases, increase of street children, increase of crimes and poverty*. Similarly, one candidate presented the benefit of promoting life skills in daily life such as; *promote decision making, make a person to have self-confidence, make a person to be respected, promote unity and cooperation as well as promote development*. Another candidate focused on the elements of improper behavior such as *lack of respect, use of abusive language, prostitution, laziness, fighting, stealing and robbery as well as drug abuse*.

In addition, one candidate went astray by discussing the advantages of studying civics such as; *it helps to understand human rights, it helps to understand our environment and it help to understand road safety education*. In any case, the candidates with inadequate knowledge of the subject matter provided a myriad of incorrect responses and weak English language skills that accounted for the candidates inability to address the demands of the question as some of them could not make the difference between the root causes and effects of students' indiscipline Extract 12.2: is an excerpt of candidate's incorrect response to question 12.

12	<p>Behaviour are the morals that are practiced by people those behaviour can be good behaviours and bad behaviours. example of good behaviours are Discipline and bad behaviour are those bad moral which is indiscipline. Me as a master/mistress in my school and recent report by education quality control office indicated a dreadful situation of student's discipline. the following are the root causes of students' indiscipline.</p> <p>Poor performance, this is the causes of student indiscipline, because if you student that you are not listen to your teacher and follows the school regulation you will have poor performance and at the end of day you dont attend at school. this is root causes of students' indiscipline.</p> <p>Early marriage, this is the causes of students' indiscipline, because when the students with bad discipline, example he/she not follow the rules and</p>
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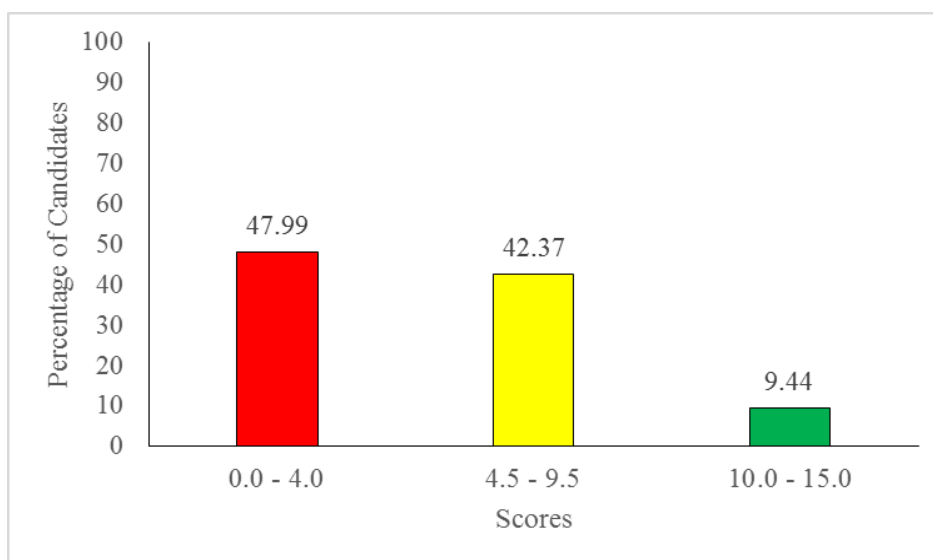
	<p>regulation he/she not listen to their teacher, he/she not understand each other at the end of day she fail she not attend the school their parent chase her and go to be marriage while is too young. there fore this is a root cause of students' discipline</p> <p>Increase of street childrens, this is a root cause of students indiscipline, that involves among the street children are the student indiscipline when there at school, they where not listen there teachers, parent at home, when they rich base school stuburn with other other day they not attend the school they go to their boys they do sex and get pregnancy to youngs and there children which they get the throw them. that why street children they roming here and there to such for their right.</p> <p>Early pregnancy, this is a big root cause of students indiscipline, that involves of get pregnancy while is to youngs, this are student's indiscipline, they not follow school and regulation, listening to their teacher and parent at their home and not attend at school and go to their boys at the end of day they get pregnancy while is to young. there fore this are root cause of students indiscipline</p> <p>Increase of Orphans, this is a root cause of student indiscipline, involves when those students that are not listening to there teachers, that are not follow school and regulation and there listening even there parent they can been chased by their parent and roming here and there and at the end of a day get a pregnancy that child throw it away he/she be an orphan. she/he do no her parent.</p> <p>There fore in society teachers parent and government must be carefull to the students or childrens so that to improve good behaviour.</p>	
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Extract 12.2: A Sample of Candidates' Incorrect Response to Question 12

In extract 12.2, the candidate failed to analyse the root causes of students' indiscipline by pointing out the effects of improper behaviour among students such as poor performance, early marriage, increase of street children and increase of orphans.

### 2.13 Question 13: Promotion of Life Skills

The question tested the candidate's ability to apply life skills in real life situation. The candidates were instructed to give characteristics of a good leader in their society in the light of the statement that good leadership is one of the preconditions for rapid development in Tanzania, according to J.K. Nyerere ideology. The question was popular among the candidates as 462,878, equal to 88.7 % opted for the question and the performance was as follows; 47.99 % scored from 0 to 4 marks, 42.37 % scored from 4.5 to 9.5 marks and 9.64 percent scored from 10 to 15 marks and. Figure 13 illustrates the candidates' performance in question 13.



**Figure 13:** *Candidates' Performance in Question 13*

Figure 13 shows average candidates performance as 52.01 % of the candidates scored from 4.5 to 15 marks.

The few (9.64%) candidates who scored the highest marks (10 to 15 marks) excelled in many aspects as far as the quality of their responses is concerned. They demonstrated good organizational skills of the essays coupled with adequate English language skills. Also adequate knowledge of the characteristics of a good leader was another hallmark of their essays. Furthermore, correct interpretation of the demand of the question accounted for the candidate's good performance. In the introduction part they provided a plausible introduction. One candidate, for example, defined a good leader as *a person who influences or inspires others to the best of his/her abilities for the benefit of the entire community*. Another candidate

defined *leadership as the process of guiding or directing a group of people or an organization*. Likewise, one candidate defined leadership as *a process which enables people or group of people to influence other people engaging willingly on matters that are beneficial to them*.

In the main body, the candidates showed sufficient knowledge of the characteristics of a good leader. One candidate, for example argued that *a good leader should be able to convey confidence towards the proposed objectives which will inspire the other team member, this does not mean overconfidence rather than he/she should be at least reflecting the degree of confidence required to ensure that his/her followers trust him/her as a leader*. This candidate was aware that, a good leader should inspire confidence in others and draw out the trust to accomplish the stated tasks.

Another candidate with knowledge of attributes of a good leader focused on the integrity of a leader on the ground that the society cannot adhere to ethics if the leader has no integrity and is not trusted. Secondly, a leader should be a person with the good calibre and unquestionable behaviour beyond doubt. Thirdly, a good leader must observe openness and be ready to be accountable for what he/she does while in office. Likewise, a good leader should develop a sense of responsibility to his/her subordinates, stakeholders and client.

Similarly, another candidate was of the opinion that *a good leader should be creative and innovative, a good leader should be a good communicator, a good leader should inspire others that he/she should be able to persuade them to follow*. This candidate acknowledged the fact that a leader should be able to think outside the box and come up with new ideas that can turn those ideas and goals into reality. Furthermore, innovation and creativity of new things and ideas distinguish a leader from a follower. Ability to communicate clearly is another hallmark of a good leader. A leader should be able to develop a good channel of sending messages and instructions and receiving feedback, that he/she communicates his/her vision clearly to achieve stated goals. On the whole, such candidates were adept at addressing the demands of the question and adequate English language skills were an added advantage. Extract 13.1 is a sample of good response to question 13

13.	<p>Good leadership is the state at which a person or group of people lead others towards attaining a certain goal. A leader is a person who guides and leads others towards a certain goal. Therefore good leadership involves proper and the right way of which people are lead so as to attain a common goal. Good leadership may be in the family by parents, schools by headteacher and so many in very different sectors. Basing on Mwalimu Julius Kambarage Nyerere, good leadership is one of the pre-condition for rapid development in Tanzania. The following are the characteristics of a good leader in the society:</p> <p>A good leader should be honest and trustworthy, an honest person is the one who says what is true and also stands for what is right and says the truth without making up stories or telling lies. A good leader should always say the truth and should also stand for what is right and where there is bribe, the leader should be able to expose it so as to prevent the whole society to get lost into the bribe as well. A good leader should be honest to himself and should be trusted by the rest who surround him/her. Also being trustworthy means deserves to be trusted.</p> <p>A good leader should be transparent and accountable; transparency means being open with one's decisions but also accountability means being responsible for the decisions made and therefore one's decisions may be questioned by</p>	
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13.	the people and for he/she to answer	
	There should be way that the decisions are made rapidly and hence if so then the leader will be unable to answer and so if the leader is accountable then the person would only be able to answer all the questions and with leadership then he/she should check on all the issues concerning the people and place he/she is leader.	
	A good leader should be an exemplary character; this means that a leader is an example since every person looks forward to the leaders once he/she looks forward towards the head then they would know how to behave so that what is done is manifested to the people. Being an exemplary character means being an example to the citizens and hence every leader should bring example to the society. A good example is Mwalimu Julius Kambarage Nyerere who was the first president of Tanganyika and was able to lead the people and became a role model to Tanzanians and other nationalists.	
	A good leader should be hardworking; this means performing the activities granted to him/her effectively. Hard working excludes laziness and doesn't include careless as well. Hardworking involves doing other things effectively. A good leader should be hardworking meaning that whenever any task is granted to him/her then it would be performed effectively and on time without wasting time, money or other resources. A good leader should be a reason to create a sense of hardworking in minds and hearts of the ones lead.	

13.	<p>A good leader should be visionary; this simply means having the ability to see things positively and in a widened range. It simply means that a good leader should have a wide vision and have the capability to see things at a greater view. Once the leader has a positive attitude and a wide vision then he/she can involve his fellows to acquire more knowledge and ideas and hence even innovating it more and hence apply it so as to bring development in the group and hence promote various tasks that leads them towards their goal.</p> <p>Therefore, good leadership is necessary for the development of any group of people, without good leadership then there would not be attaining of goals and hence failure but also results into conflicts and misunderstandings but due to good leadership, there has been increase in the efficiency and effectiveness in production, promoting of economic growth, maintenance of peace and harmony and therefore promoting of technological advancement. Hence all the dictating leaders should be eliminated in the society or any group so as to promote development.</p>
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Extract 13.1: A Sample of Candidates' Correct Responses to Question 13

In extract 13.1, the candidate explained the characteristics of a good leader such as; a good leader should be honest and trustworthy, a good leader should be transparent and accountable, a good leader should be an example in character, a good leader should be a hard worker and a good leader should be visionary.

Furthermore, a sizable percentage (42.37%) of candidates scored moderate marks ranging from 4.5 to 9.5 marks. These candidates could not score higher marks because of repetitions, inability to exhaust the required number of points, providing superficial explanations of a good leader and inept introduction and conclusion. One candidate, for example defined good leadership by referring to *a form of government which normally does not come to power by popular election*. Similarly, in the main body, several

weaknesses were noted such as mixing correct response with incorrect one. One candidate for example wrote *a leader should have confidence, he/she should have vision and he/she should be transparent* which were correct point but mixed them with *he/she should physically okay* which is incorrect response. Similarly, another candidate argued that a good leader should be *charismatic* and in the next paragraph referred to *creation of employment* as one of the good leadership traits. Other inconsistencies observed were repetitions of points, one candidate, for example discussed about *avoiding corruption* in one paragraph and in the next paragraph *adherence to ethics*; another candidate wrote *non- corrupt* in one paragraph and *good behaviour* in the next paragraph referring to them as characteristics of a good leader. In any case, such a myriad of challenges account for the candidate's moderate performance.

On the other hand, the candidates (47.99%) who had weak performance (from 0 to 4 marks) lacked appropriate knowledge on the attributes of a good leader as the result they failed to characterize a good leader in the societies. They first and foremost, lacked good organizational skills in terms of coherent introduction, main body and conclusion. Besides that, some lacked adequate English language skills.

In the main body, such candidates provided a diversity of irrelevant points. Some candidates associated good leadership with voter's qualification in the general election in Tanzania. One candidate, for example, pointed out; *He/she should be a Tanzanian, He/she should be mentally fit, and he/she should not be a criminal*. Other candidates went further by referring to the principles of democracy such as *free and fair election, accountability, and transparency, promote human rights and multiparty system*. Likewise, other candidates pointed out the functions of government such as : *making effective tax collection, construction of transport and communication systems and encourage agriculture sectors*. Similarly, some candidates misconstrued the question by referring to types of leadership. One candidate, for example, pointed out: *autocratic leadership, democratic leadership* and *laissez-faire*. Some candidates were misled by the presence of the name of the former President J.K. Nyerere in the question as the result; they were preoccupied with naming some of the former leaders of the state. One candidate, for example mentioned *Ally Hassan Mwinyi Jakaya Mrisho Kikwete Doctor John Pombe Magufuli* and the current President *Samia Suluhu Hassan*.

Another candidate copied some sentences from question (2) list A such as; *a good leader is an organization which mobilizes savings from employees, He/she deals with the compensation of losses and risks, he/she is a community based financial organization that mobilize fund, he/she protect the value of the currency and also he/she makes financial transactions.* Such a magnitude of incorrect candidate's responses exemplifies the fact that some of the Life skills subtopics need more attention from teachers and the students alike. Extract 13.2 is a sample of candidates' incorrect response to question 13.



13	<p>Good leadership this is a situation of not having a good system of leader in the country or society, also good leadership have more advantage in development example it stimulate the people to work hard in the society also it provide its people with a basic requirement. The following are the characteristics of a good leadership in the society or country at large.</p> <p>Majority participate in decision making the good leadership allow its people air out their views to the government and the government receive them and make a quick response to the people example people may participate in making policies and planning</p> <p>The presence of rule of law, a good leadership it govern its people through the rule of law no one is above the law even leader is under the law and if disobey or break the law must be punished</p> <p>Enter in the power through election the good leadership it gets its power through popular votes, people votes to elect the leader who they want in order to lead them in the good manner</p> <p>Freedom and Liberty to the people and mass media, in the good leadership there is freedom of mass media and freedom of people to do any thing without breaking the law of the government also mass media are free to conduct their program transparently and freely</p> <p>Freedom of political parties, in the good leadership there is freedom of association</p>	
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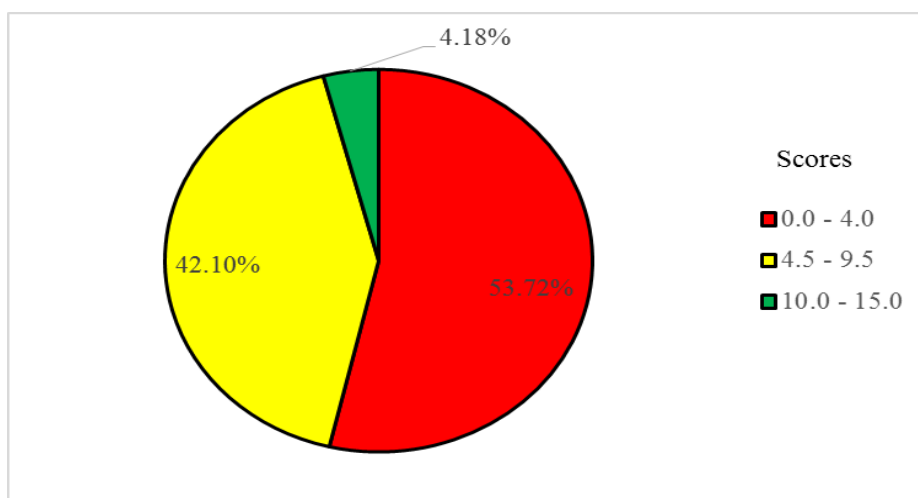
13	and own a part making different assemble	
	to in order to of campaign in order to take	
	the position of leadership so in a good leader	
	ship there is a freedom of political and asso	
	ciation	
	In general a good leadership is very	
	important in stimulating development in the	
	country or society, so in order to get develop	
	ment in our societies we must start to improve	
	leadership first and then working hard we	
	will reaches the demand we want in our society	

Extract 13.2: A Sample of Candidate's Incorrect Response to Question 13

In extract 13.2, the candidate failed to explain the characteristics of a good leader instead she/he pointed out principles of democracy such as; majority participate in decision making, presence of rule of law, people enter in power through election, it ensures freedom, liberty and freedom of political parties.

## 2.14 Question 14: Poverty

The question tested the candidate's knowledge of the magnitude of the problem of poverty in Tanzania. The question instructed the candidates to assess the implications of poverty to a country like Tanzania. A good number of candidates 351,197 equal to 67.3% opted for this question and the performance was as follows; 53.72 % scored from 0 to 4.5 marks, 42.10 % scored from 4.5 to 9.5 marks and 4.18 % scored from 10 to 15 marks. Figure 14 illustrates the candidates' performance in question 14.



**Figure 14:** *Candidate's Performance in Question 14*

Figure 14 shows average candidates as 46.28 % scored from 4.5 to 15 marks,

Despite a relatively good number of candidates who opted for this question, few (4.18%) candidates scored high marks (10 to 15 marks) suggesting candidate's familiarity with the concept of poverty and its long term implication to a country like Tanzania. Besides, good organizational skills and coherent introduction, conclusion and exhaustive elaborations were other hallmarks to the good quality of their responses. In the introduction, for example, many candidates described *poverty as inability to meet the basic needs such as food, shelter and clothes*. They were able to categorize poverty into absolute and relative poverty and analyzed it at individual and national levels.

In the main body, the candidates articulated a wide range of implications of poverty to Tanzania. One candidate, for example, pointed out the following; *low quality education in institutions such as schools, colleges, universities and other training institutions and non-employability of the people*. These candidates were aware that low investment in these institutions leads to poor provision of education to students which limits innovation and creativity in society and will result in unemployment as they will not have skills that are required in the market for jobs. Another candidate argued that *poverty at community level leads to low investment in the area of health, low level of productivity lead to low revenue to the state, it increases higher chance of worsening environmental degradation*. The candidate was aware of the vicious circle of poverty as inadequate access to

health services is a challenge because it leaves people constantly sick, unable to work and spending their resources and time on treatment instead of investing in the productive sector of the economy. Besides that, lack of adequate investment in the health sector creates problems such as diseases and other ailments. Similarly, low revenue collection is a fetter to development because the state is not able to finance collective development projects such as construction of roads, hospitals, and agricultural schemes which would then open up more economic development opportunities in the community. Lastly, the candidates understood the fact that people who lack basic needs would not be able to protect soil, air, water or forest. On that basis, environmental degradation and pollution is also a function of poverty,

Furthermore, other candidates went the extra mile by adding; *low investment in technology in the community, absence of decent shelter, absence of clean and adequate water and poverty tend to promote social evils in the community such as theft, robbery, prostitution, drug use and immoral behaviors.* In view of the aforesaid points, it can be argued that the candidates who wrote low technology, for example understood the key role played by technology in propelling development of a country. Low investment in technology affects society in different sectors from low productivity, communication, transportation, marketing and distribution of what is produced. It can be argued that poverty engenders a myriad of challenges which are intertwined and reinforcing each other. The candidates who scored good marks succeeded in delineating the long term implication of poverty to a country like Tanzania. Extract 14.1 is a sample of correct candidates' responses to question 14

14.	<p>Poverty is the state where a individual or a nation cannot meet their basic needs. Poverty is the state of being poor. There are two types of poverty and two forms of poverty. In the forms of poverty there are two. Poverty at the individual level and poverty at the national level. At the individual level this is where an individual cannot meet his or her basic needs while at the national level it is where the nation cannot meet the basic needs of the nation. In Tanzania there are long term implications of poverty. The following are the implications of poverty.</p> <p>Low level of science and technology. In Tanzania there is still the use of low level of science and technology. As this is true because in other developed countries for example in education they use computers and projectors while in Tanzania they use blackboards and chalk. Even in industries most of the industries in Tanzania are processing and not manufacturing. Hence showing that the long term implication in Tanzania is Low level of science and technology.</p> <p>High illiteracy level: In Tanzania the number of people who cannot read and write is high. Here as the among causes of poverty in Tanzania is the high level of illiteracy as many people are not able to read and write. Hence that the high rate of illiteracy in the country increases the number of unemployment in the country. Hence that the high illiteracy rate is among the long term implications that lead to poverty.</p>	



In extract 14.1, the candidate was able to assess the implications of poverty in a country like Tanzania such as low level of science and technology, high illiteracy level, high rate of unemployment, diseases and high rate of immoral acts.

However, the candidates (42.10%) who had average scores (4.5 to 9.5 marks) could not score beyond the threshold of satisfactory because of several challenges. These include repetitions of some points, failure to exhaust the required number of points and inability to provide comprehensive argument to merit full mark for an essay type response. Besides that, superficial introduction and conclusion account for the candidate's average performance. For instance, one candidate provided only three points such as *low productivity; promote social evils and poor social services*. Other candidates repeated some of the points. One candidate, for example, referred to *lack of education and ignorance* as two separate points. Similarly, another candidate pointed out; *it lead to poor social services and it leads to low education* as two independent points. Another referred to *poor housing and lack of basic needs* as two separate points.

On the other hand, the candidates (53.72%) who scored from 0 to 4 marks showed insufficient knowledge of the long term implications of poverty to a country like Tanzania. Some failed to address the demands of the question, others could not provide the required number of points and lack of organizational skills in terms of lucid introduction and conclusion coupled with poor English language proficiency featured their responses. One candidate, for example, referred to poverty *as the movement of people who are responsible for controlling the world*. This candidate provided an incomprehensible introduction suggesting misconception of poverty.

One of the observed major challenges in this category is the failure to distinguish between causes of poverty and long term implications of poverty; as a result, the candidates confined their discussion around causes of poverty. One candidate, for example, pointed out; *irresponsibility and laziness, bad climatic condition, bad government policy, low level of science and technology,, illiteracy, bad tradition practices, diseases and other natural calamities*. Another candidate went further by suggesting *neo colonialism, introduction of multiparty democracy, lack of good committed leaders, unequal exchange in international trade and the influence of slave trade* being the causes of poverty. These candidates demonstrated a

brilliant analysis of the root causes of underdevelopment of Africa, Tanzania in particular and the underlying interplay of the internal and external causes. Unfortunately, that was not the focus of the question. Other candidates focused their attention to poverty alleviation strategies. One candidate, for example, wrote; *provision of employment, provision of social services, improvement of science and technology, provision of infrastructure, to provide loan to the people and to provide areas for agriculture activities*. The aforesaid responses also suggest that these candidates lacked adequate English language skills to understand the gist of the question. Extract 14.2 is a sample of candidates' incorrect responses to question 14.



14.	<p>Poverty is the situation where by the individual can not acquire all of his needs. There are two types of poverty which are absolute poverty and individual poverty. Absolute poverty is the poverty in which a individual can not enjoy their basic life. While the individual poverty is the type of poverty which can not able to acquire their basic needs. The implication of poverty in a country like Tanzania is by:-</p> <p><u>Improving social services.</u> When the government provide social services to all part of country such in the village will leads to reduction of poverty in the country. This social services such as electricity, water supply and also the health services can be a way of reduce poverty.</p> <p><u>Introduction of Education to people.</u> When the government introduce the education to the individual which have no education such as in the village most of the people have no school and hence most of the people have no education so due to that can lead to poverty so when government supply education most of people will gain different knowledge.</p> <p><u>To employ people (to provide improvement to people).</u> When the government provide the improvement to people such as the individual who has no work and stay in the at home, so due to that it can help them to gain the something which their <del>even</del> were not able to get such as their basic needs</p>	
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14	<p>Improvement of transport and communication.</p> <p>The transport and communication is importance to our environment because most of the individual are depend on the transport so as to <del>an</del> improve their social or economic activities so as to get their basic need and hence due to that can lead to the national development and abolish poverty.</p> <p>Government should support them. When the government support all individual such as farmer and pastoralist and hence will improve their living standard. The government should supply them in a mean of provide the market also the technology of how to control and prevent their product due to the disease and also factor which can hinder rate of production.</p> <p>There for the implications of poverty to a country will lead to the high development in a stage of negative to positive stage, so the poverty is among of the problem hinder the national development so could be high against or as to rise the living standard of people and also development of country.</p>	
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Extract 14.2: A Sample of Candidates' Incorrect Response to Question 14

In extract 14.2, the candidate failed to assess the implications of poverty in a country like Tanzania, instead she/he presented initiatives done by the government to overcome poverty, such as; improving social services, introduction of education to people, to employ people, improving transport and government should support them.

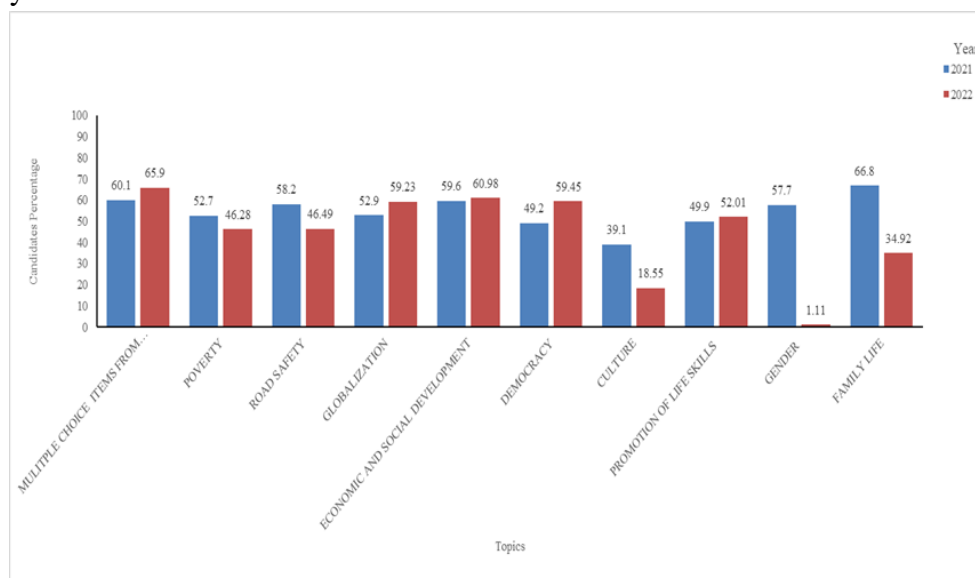
### 3.0 COMPARISON OF CANDIDATES' PERFORMANCE TOPIC WISE

Comparative analysis of candidates' performance in Civics subject for each topic CSEE 2021 and CSEE 2022 indicates improvement in candidates' performance in five topics and a decline in five topics. The topics which registered significant improvement in performance in CSEE 2022 are: *Democracy* (from 49.20 % in 2021 to 59.45 % in 2022) *Globalization* in it was 52.90% in 2021 and 59.23% in 2022 ), *Multiple Choice questions from various topics* (60.10% in 2021 it was 65.90% in 2022). Other topics

include; *Promotion of Life skills* (in 2021 from 49.90 % to 52.01 % in 2022) and *Economic and Social Development* (in 2021 from 59.60 % to 60.98 % in 2022).

Furthermore, the topic: *Proper Behaviour and Responsible Decision making* 52.17 % registered good performance in 2022 but comparative analysis could not be established because it appeared only in Multiple Choice items in CSEE 2021. See the attached Appendix.

On the other hand, the topics which declined in performance in CSEE in 2022 as compared to CSEE 2021 are; *Gender* whereby in 2021 it was 50.70 % but in 2022 it is 1.11 per cent, *Culture* in 2021 it had 39.10 % but in 2022 it has 18.55 %, *Family life* whereby in 2021 it had 66.80 % but in 2022 it is 34.92 %, *Poverty* in 2021 it had 52.70 % but in 2022 it is 46.28 %, *Road Safety Education* it had 58.20 % in 2021 but in 2022 it has 46.49 %. Likewise, the topic *Responsible Citizenship* registered weak performance of 22.81 % though comparative analysis could not be established because it featured in Multiple Choice items only. Figure 15 illustrates the comparative candidate's performance in each topic for two years.



**Figure 15:** Comparative Performance of Candidates in each Topic in CSEE 2021 and CSEE 2022

Figure 15 shows a significant improvement in the candidates' performance in the CSEE 2022 in the topic *Democracy* (from 49.20 % in CSEE 2021 to 59.45 % in 2022). In contrast, there was a drastic decline in the candidate's performance in the topic *Gender* (from 57.70 % in CSEE 2021 to 1.11 % in CSEE 2022) and *Culture* (from 39.1 % in CSEE 2021 to 18.55 % in CSEE 2022).

#### **4.0 CONCLUSION**

The analysis of the candidates' performance in the Certificate of Secondary Education Examination (CSEE) 2022 for the Civics subject indicates a good and steady candidates' performance whereby in the CSEE 2022 a total of 364,502 (70.04%) of the candidates passed the examination in contrast to the CSEE 2021 in which a total of 341,589 (70.46%) of the candidates passed. Comparison of the overall candidates' performance in CSEE 2021 and CSEE 2022 indicates that the performance in CSEE 2022 slightly declined by 0.42 % though the quality of the performance continued to be good.

The candidates who passed the examination had adequate knowledge of the topics from which the questions were set. They were adept at addressing the requirement of multiple choices questions, matching items, short answer questions and essay-type questions as well as adequate English language command. On the other hand, it was observed that the overall candidates performance was weak in the following topics; *Gender*, *Culture* and *Responsible Citizenship*. The major challenges include inadequate knowledge of the subject matter, misinterpretations of the demand of the questions, limited English language skills and failure to observe essay writing principles. Teachers are urged to take stock of their current teaching and learning strategies with a view to improve the candidate's performance in future examinations.

#### **5.0 RECOMMENDATIONS**

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

- (a) Teachers are encouraged to employ more participatory teaching methodologies such as peer teaching, debate, study tours, inviting guest speakers and role play when teaching the topics

on *Responsible Citizenship, Gender and Culture*. These topics registered weak candidate's performance in the CSEE 2022.

- (b) Regular school based assessments or continuous assessment items should be competence based to measure a high level of thinking and problem solving.
- (c) Teachers are encouraged to use a table of specification in preparing their school based assessment. A table of specification helps the teacher to maintain the reliability and validity of the test items.
- (d) Students are encouraged to read extensively a variety of sources like journals, newspapers, supplementary books and internet sources to broaden their knowledge and skills in various Civics topics.
- (e) Schools are urged to promote students' English language proficiency through debates, oral assessments, portfolios and presentations.

**Appendix: ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC**

S/ N	Topic	Number of questions	The percentage of candidates who scored 30 percent and above	Remarks
1	<i>Government of Tanzania, Culture, Our Nation, Democracy, Work, Promotion of Life Skills and Human Rights.</i>	1	65.90	Good
2	<i>Economic and Socio Development</i>	2 7	60.98	Average
3	<i>Democracy</i>	8	59.45	Average
4	<i>Globalization</i>	11	59.23	Average
5	<i>Proper behavior and responsible decision making</i>	12	52.17	Average
6	<i>Promotion of Life Skills</i>	13	52.01	Average
7	<i>Road safety Education</i>	5	46.49	Average
8	<i>Poverty</i>	14	46.28	Average
9	<i>Family Life</i>	10	34.92	Average
10	<i>Responsible Citizenship</i>	4	22.81	Weak
11	<i>Culture</i>	6 9	18.55	Weak
12	<i>Gender</i>	3	1.11.	Weak

