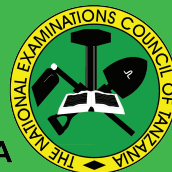




THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT ON THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2023**

**CIVICS**



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**011 CIVICS**

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## **FOREWORD**

This report presents Candidates' Item Response Analysis (CIRA) on 011 Civics National Examination conducted in November 2023. The aim is to provide students, candidates, teachers, policy makers, curriculum designers and all stakeholders in education with feedback regarding the factors influencing candidates' performance in the Civics examination.

The analysis shows that the candidates who scored high marks demonstrated mastery of the subject matter being tested, and the ability to recognise the requirements of each question and proficiency in the English language. On the other hand, candidates with low marks faced difficulties in answering the questions because they did not understand the fundamentals of Civics, misunderstood the questions, did not have the necessary skills to answer essay and short-answer questions, as well as insufficient proficiency in the English language. As a result, the candidates either skipped some of the questions or gave irrelevant, inaccurate, and incomplete answers.

The National Examinations Council of Tanzania (NECTA) anticipates that the comments included in this report will draw attention to the issues that need to be addressed so that education stakeholders can enhance the way Civics subject is taught and learned. Consequently, students will acquire the knowledge, abilities, and competences outlined in the syllabus to perform better on subsequent examinations.

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 the candidates who sat for the Certificate of Secondary Education Examination (CSEE) on the Civics subject in November 2023. The Civics examinations covered all the topics stipulated in the syllabus.

The question paper had eleven (11) questions, divided into three sections (A, B, and C). Candidates had to answer all the questions in sections A and B, and any two questions from section C. Section A had two questions. Wherein question 1 (multiple choice) carrying ten marks and question 2 (matching items) carrying six marks, for a total of sixteen marks; Section B (short answer) had six questions with two items each, for a total of nine marks; candidates had to complete these six questions for a total of fifty-four marks. Section C (essay) had three (3) questions, and candidates were required to answer only two (2) of the questions for thirty (30 marks).

529,427 candidates sat for the Civics examination of which 357,916 (67.83%) passed. The data shows that the overall performance of the candidates in the CSEE 2023 Civics examination declined by 2.21 per cent compared to that of CSEE 2022 whereby 364,502 (70.04%) passed as shown in the table below.

**Table 1: 011 Civics Candidates' Performance in Comparison between CSEE 2022 and CSEE 2023**

Year	Sex	Candidates who passed		Grades				
		Number	Percentage	A	B	C	D	F
2023	M	174870	71.75	4,777	13,570	70,342	86,181	68,863
	F	183046	64.47	4,260	10,446	59,690	108,650	100,892
	T	357,916	67.83	9,037	24,016	130,032	194,831	169,755
2022	M	186,068	74.01	1,996	10,215	76,498	89,725	62,647
	F	178,434	66.52	1,986	8,291	64,653	111,138	93,244
	T	364,502	70.04	3,982	18,506	141,151	200,863	155,891

Table 1 illustrates the candidates' performance declined in 2023 by 2.21 percent from 70.04 per cent in 2022 to 67.83 percent in 2023.

Essentially, this report provides an analysis of each question by summarising its requirements, evaluating candidates' performance overall and explaining why they performed the way they did. In addition, the report provides sample responses for high and low-performing candidates, as well as conclusion and recommendations.

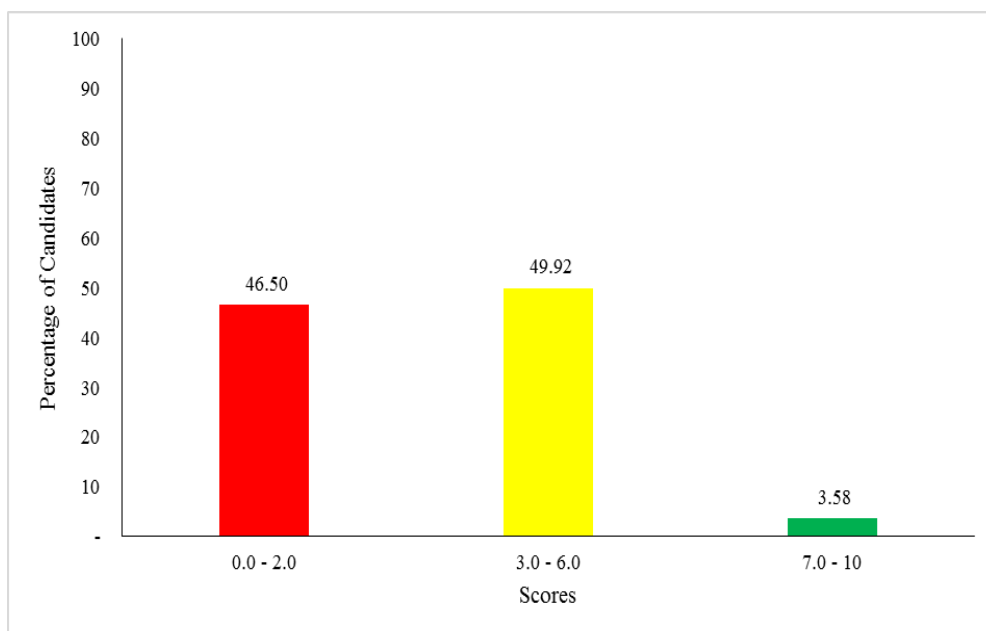
Based on the grade, score interval and remarks, the candidates' examination performance was categorised as follows: A (75 -100) Excellent, B (65 -74) Very good, C (45 – 64) Good, D (30 –44) Satisfactory, F (0 -29) Fail. Furthermore, if the percentages of the candidates' performance fall between 0 and 29 per cent, the colours red, yellow, and green represent 30 and 64 per cent, and 65 and 100 per cent, respectively. Regarding those colours, the candidates' performance is deemed to be "weak," "average," or "good." The table containing the percentage of candidates' scores in each topic is attached as an appendix at the end of this report.

## **2.0 CANDIDATES' PERFORMANCE ANALYSIS ON EACH QUESTION**

In addition to statistical information on the candidates who attempted the questions and their scores, this section offers a thorough analysis of the questions in sections A, B, and C. Additionally, more details are given regarding the candidates who successfully answered the questions, those who were unable to do so, and the reasons behind their failure.

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

The ten multiple-choice items (i - x) in this question covered a range of topics, including *Our Nation*, *Road Safety Education*, *Family Life*, *Poverty*, *Globalisation*, *Government of Tanzania*, *Work and Culture*. Candidates were instructed to select the correct answer from five given alternatives (A - E) and write the letter of the correct alternative beside the item number in the answer booklets that were provided. In terms of performance, the candidates' scores were as follows: candidates who scored from 0 to 2 marks were 46.50 per cent, while 44.92 per cent of the candidates scored from 3 to 6 marks, and only 03.58 per cent of the candidates scored from 7 to 10 marks. Figure 1 shows the performance of the candidates in question 1.



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

Figure 1: shows average performance of the candidates as 53.50 per cent of the candidates scored from 03 marks to 10 marks.

The first item (i) required the candidates to identify the official seal and badge of the United Republic of Tanzania as their national symbol, testing their knowledge of the meaning of various national symbols. The candidates who selected option D, "The Court of Arms," indicated that they were aware that the coat of arms is a national emblem or logo that the government uses to denote the ownership of assets and documents. Furthermore, they knew that the official seal or stamp, which can be found on all official documents, books, national passports, uniforms, and even the rank of some military and police officers, is what denotes the legitimacy of a government.

Nevertheless, the candidates who chose A, B, C, and E, "The Uhuru torch," "The Presidential Standard Flag," "The National Flag," and "The National Currency" respectively were incorrect, as the Uhuru torch is not used as a government seal or badge but rather as a symbol of Tanzanian freedom, peace, unity, hope, and enlightenment. Furthermore, the presidential flag, also referred to as the presidential standards flag, is used to denote the president's presence at official events held both domestically and abroad. It stands for the president of the United Republic of Tanzania's strength and authority.

Similarly, a national flag serves as a representation and symbol of that nation. Tanzania's national flag, for example, is composed of four colours: green, yellow, black, and blue. Natural vegetation is represented by the green colour, and our nation's mineral wealth is symbolised by the yellow colour. The blue colour represents water bodies, such as lakes, rivers, and the Indian Ocean, while black represents the people of our nation. Finally, yet importantly, a nation's national currency is a form of money with value that its citizens use to transact business. It is a national symbol because it represents both the nation's resources and national identity. Candidates who erred typically demonstrated a cursory grasp of the applications and uses of Tanzania's national symbols.

Moreover, the candidates' understanding of the function of road signs and symbols was measured in item (ii). The item tested the ability of candidates to identify the symbols designed to provide instructions and information to direct and guide road users on the proper use of roads. Thus, the question tasked them to identify the distinctive features of the mandatory road sign. The correct option was B "It informs road users what they must do" which attracted candidates who were aware that, mandatory road signs are obligatory on traffic which uses a specific area of road and they indicate what must one do, rather than what one must not do. Mandatory road signs are generally round with red border and some of them are in blue. "Stop" and "Give way" are octagon and triangular respectively in shape.

On the other hand, candidates who selected distractor A "It informs road users what they must not do" did not understand that there are limiting, restrictive or prohibiting signs, which are used to restrict or prohibit motor vehicles or certain types of manoeuvre by road users or use of some roads or traffic. They are usually red circular and others are enclosed within a red cycle. Likewise, those who chose C "It informs road users about dangers ahead" went astray as road signs, which warn road users are precaution/warning signs not mandatory signs. Cautionary road signs are meant to warn drivers about the hazards/situations lying ahead on the road, so they have to pay attention to accidents, which may happen when they are using that road. Warning signs are shown within a triangle with thick red borders.

Additionally, not everyone knew that the road sign that directs drivers to the location is informative, so some candidates chose option D, "It provides road users with directives to the location." The rectangular purpose of informative road signs is to inform drivers about various aspects of road usage, such as destination,

direction, and roadside hazards. Travelers can avoid wasted time and arrive at their destination by paying attention to informative road signs. Lastly, those who chose distractor E, "It guides vehicle drivers only," were mistaken because the required road sign directs all users of the road, including cyclists, pedestrians, and cars.

In addition, item (iii) asked candidates to name the primary causes of divorce in Tanzania to assess their knowledge of the various elements that contribute to family stability. Candidates who understood that a stable family is the product of a strong bond, which is typically characterised by members who show good behaviour, love, care, respect, refrain from violence, and communicate with one another to accomplish shared objectives chose alternative A "lack of love, peace, moral, and Respect." These candidates were aware that a man and his wife needed to settle their disagreements and issues amicably and peacefully to maintain a stable marriage. In a similar vein, to strengthen family ties, factors like forgiveness, transparency, consent, tolerance, confession, acceptance, and love must be taken into account.

On the contrary, candidates who chose B "Lack of love, money, moral and respect", C "Lack of love, shelter, morals, and respect," D "Lack of love, clothing, morals and respect," and who selected E "Lack of love, peace, education and respect" were not aware that those options include social and economic problems such as money, shelter, clothing and education which are reasons for family disintegration. Principally, family members can solve these life difficulties when they are living in peace, love, respect, planning and working together with commitment.

Nonetheless, item (iv) tested the candidates' understanding of different concepts of poverty. The candidates were asked to characterise situations in which people remain poor throughout their lives despite the struggle to change the situation. The correct response D "Vicious circle of poverty" was selected by the candidates who knew that the poverty circle makes it very difficult for everyone born in poverty to get out of the cycle. The logic behind the vicious cycle of poverty is that; lack of resources such as quality education, health care, low income, low savings, poor capital creation, low productivity, low output and low supply level make it difficult to overcome generational poverty. Generally, the vicious cycle is a situation in which an attempt to resolve one problem creates new problems that lead back to the original situation.

On the contrary, candidates who selected A “Relative poverty” were wrong because it refers to the standards of living compared to economic standards of living within the same surroundings. In the same vein, candidates who opted for B “Income poverty” and C “Poverty line” were not aware that income poverty refers to a lack of access to economic resources or income to satisfy basic material needs, while poverty line is the minimum amount of money a person needs to fulfil the necessities of life, like shelter and food. Finally, candidates who chose E “Low per capita income” did not understand that, the concept refers to the lower average income of people living in a country or a specific geographical location and a lower standard of living.

Moreover, item (v) measured the candidates’ understanding of the effects of Structural Adjustment Programs (SAPs) on least-developed countries. In this item, candidates were required to identify the political threats posed by the World Bank (WB) and the International Monetary Fund (IMF) sponsored economic support to developing countries like Tanzania. Candidates with a good understanding of the effects of a country’s economic, security and social dependence particularly selected E “The diminishing of state sovereignty of developing countries.” These candidates were attentive that the supreme power of developing countries to decide on their affairs without interference from other nations has been jeopardised by SAP’s conditionality posed by the WB and IMF as a qualification to get aid and loans since 1980s. For instance, these institutions required borrowing countries to implement certain policies to obtain loans. These policies are typically centred on the devaluation of currencies, reducing government expenditure, eliminating agricultural subsidies, introducing cost sharing, increasing privatisation, free market economy and foreign investment, political liberalisation, retrenchment of civil servants and balancing government deficit. They were aware that conditionality clauses attached to the loans have been criticised because they reduce the country’s ability to plan and control her political, social and economic policies hence dependence and prone to neo-colonialism.

On the other hand, candidates who selected A “Increased flow of direct foreign investment in developing countries” and C “Increased flow of people from industrial countries to the developing countries” went astray because both are not political threats but economic impacts emanating from the free market economy and trade liberalisation. Likewise, those who opted for B “Increase in the number of opposition political parties in developing countries” were wrong because pluralism denotes the existence of democracy in the particular society. Opposition

political parties act as the watchdog to the incumbent political party; they scrutinise government decisions, policies and actions and play oversight over the executive and the public administration by defending the voter's interests. Lastly, those who selected D "The United Nations diminishing influence in developing countries". Were not aware that, the influence of the United Nations on third world countries has been maintained over the years as it provides the means to find peace and security. To help those most in need to live better lives through its agencies, and to formulate policies on matters affecting all of humanity among those countries.

Additionally, understanding of the structure of local government in Tanzania was measured in item (vi). The candidates were assigned to identify the statement, which does not communicate an important aspect of urban councils in Tanzania among the alternatives given. The correct answer A "all members of urban councils are elected from the wards within the area" was opted by candidates who were aware that not all members of urban councils are elected from the wards within the area. Other members of the urban councils apart from those elected from wards are members of parliament representing the constituency within the town, municipal or city council, women not less than one-third of all members appointed by the minister from among the residents of the town, municipal or city.

However, some candidates selected B "urban council exists in township, municipal and cities," C "heads of the urban council are called mayors," D "executive directors serve as secretaries of urban councils," and who chose E "urban councils work through various committees". These candidates were unaware that urban authorities include municipal councils and city councils, which are headed by mayors who are elected from among councillors within the councils. Moreover, they did not realise that directors serve as secretaries in all meetings of urban councils. Finally, urban councillor's indeed work through various committees namely finance, planning and administration, education and water, integrity committee, HIV/AIDS and economy, work and environment.

In item, (vii) candidates were tested on their ability to classify the careers and fields in which people may find various jobs. The item tasked the candidates to identify the most appropriate career for Masumbuko, a student who enjoys serving fellow students in several charitable organisations in the school. The correct response was E "Teaching, medicine and social work" selected by the candidates who knew that teaching, medicine and social work practitioners must serve with

full of love and goodwill towards others, which is marked by a cheerful and good spirit. They were aware that, a teacher is a person who helps students to acquire knowledge, competence or virtue via the practice of teaching. Likewise, medical practitioners as professionals who practice medicine through the study, diagnosis, and treatment of any diseases and injury of patients need to do their jobs with commitment, kindness, generosity and helpfulness because they are saving the children, youth, needy, and those suffering. Finally, they were familiar with the roles of a social worker, which is a profession in which professionals are devoted to helping vulnerable people and communities work through challenges they face in everyday life.

On the other hand, candidates who selected A “Information technology, medicine and finance” B “Teaching nursing and finance,” C “Finance, architecture and social work,” and D “Engineering, teaching and social work” were wrong because information technology, finance, architecture and engineering are not charitable based careers. For instance, information technology professionals are people who build, test, install, repair and maintain information technology hardware and software within an organisation or to individuals. Moreover, they did not know that an architect is a person who designs buildings and prepares the drawings and instructions about how to build them, and an engineer is a professional who designs and builds machines, structures and other things including bridges, roads, vehicles and buildings. Lastly, a financial official is a person who works as a financial adviser, analyst, consultant or planner.

Generally; information technology, finance, architecture and engineering are non-charity professions because they do not focus on the voluntary provision of assistance to those in need or serve as a humanitarian act. Charitable giving is an act of donating money, goods, care or time to the less fortunate, either directly or to another worthy cause.

In addition, item (viii) required the candidates to name the form of art comprising songs, poems, drama and dance. The candidates who were familiar with different forms of artistic work chose C “Performing arts”. They understood that performing art requires performance in front of a public or audience like a graduation ceremony and it includes acting, singing and dancing. The candidates who selected A “Sculpturing” were wrong because sculpturing is the art or practice of shaping figures or designs by chiseling marbles, modelling, clay or casting metal. Likewise, those who selected B “Audiovisual art” were wrong because it is the

exploration of kinetic abstract art and music or sound set about each other. It includes visual music, abstract film, audiovisual performance and installations. In the same vein, other candidates chose D “Traditional art” which refers to the art which is considered to be learned from person to person, passed from one generation to the next and influenced by culture, family, ethnicity and era. Lastly, those who opted E “Sports and games” went astray because a game is a physical or mental activity or contest that has rules which people do for pleasure, and a sport is an athletic pursuit that involves specific physical skills that can be trained or developed over time. Actually, songs, poems, drama and dance are neither games nor sports.

Moreover, the candidates' understanding of the importance of preventive care and maintenance of public properties was tested in item (ix). A candidate was supposed to suggest the strategy to be employed to prolong the life span of public properties in his/her school. Candidates who were aware that, the culture of caring for public properties is the process and systems of planning, maintaining and monitoring social and cultural arrangements in the community to preserve personal and public properties selected the correct response C “Institute periodic maintenance schedule”. The process includes regular inspection, repair and restructuring of material goods so that they can be used for a long time to benefit the current and future generations.

However, other candidates selected incorrect options. Such as A “Increase the amount of caution money” while caution money does not guarantee the prolonged life span of a property as it is just an amount of money left or saved by a person or organisation to pay for the damage that might be done or for something that might cost them money. These candidates were not aware that, another reason for caring and regular maintenance is to reduce the cost of major repairs or purchase of new products, so increasing the amount of caution money cannot be a solution. Likewise, other candidates chose B “Institute strict school regulation,” D “Empower the student’s government and E “Institute stock verification schedule”. These candidates did not know that strict regulations for users and supervisors of properties could reduce only damages occurring intentionally or due to users’ recklessness. Reasonably, even under strict laws and supervision, in a natural way, properties usually undergo physical deterioration which decreases their value as their condition is slowly wearing and tearing, or is caused by other elements over time.

Lastly, item (x) tested the candidates' ability to analyse the effect of outdated culture, such as wife inheritance and Female Genital Mutilation (FGM) in Tanzania. They were provided with four statements. Such as (i) "It encourages an immoral lifestyle", (ii) "It exposes the victims to the risks of HIV/AIDS infections", (iii) "It encourages the demand for huge bride price to prospective suitors", and (iv) "It dehumanises and inflicts psychological torture to the victims", then asked to select two which justify why these cultural practices are characterised as outdated. The correct response B "(ii) and (iv)" was selected by the candidates who were aware that widow inheritance and FGM practices have many effects including the detrimental effects on human health as they contribute to the transmission of HIV/AIDS through sex and sharing unsterilised utensils during circumcision respectively.

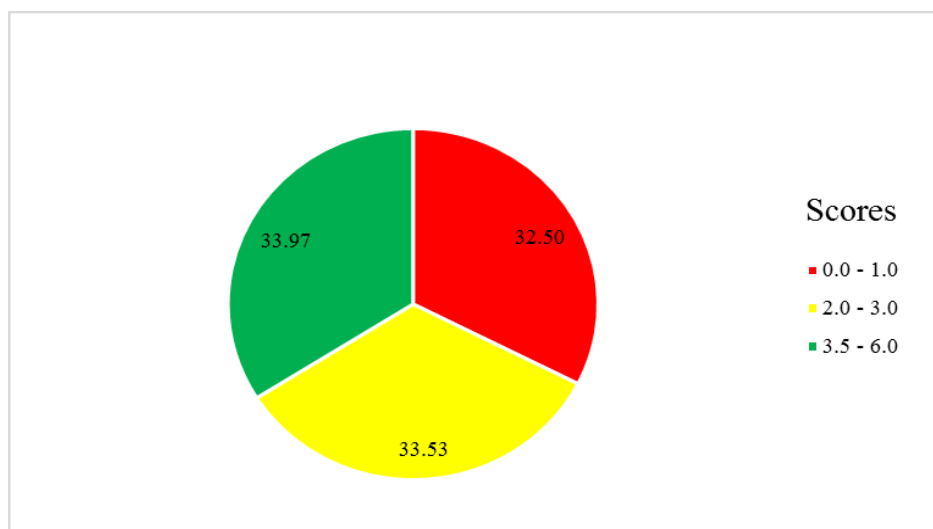
Additionally, these candidates had knowledge that, widow inheritance degrades the dignity of women and plunges them into poverty. It also robs them of their independence and those who fight back are routinely beaten, raped or ostracised. Moreover, it denies a woman a right to choose which man shall love, marry or have sexual relations with following her spouse's death. In the same vein, FGM leads to mental health outcomes majorly manifest as long-term disability accompanied by poor psychological functioning. Some of these psychological complications could manifest in the form of post-traumatic stress disorders, anxiety, depression and experience of sex uncomfortably.

On the contrary, some candidates wrongly selected A "(i) and (iv)" and E "(i) and (ii)" to prove why wife inheritance and FGM are outdated traditions. These candidates were not aware that, both traditions do not promote unethical behaviour among victims. Wickedness among people may occur due to drug abuse, lack of proper upbringing, and too much freedom, lack of guidance and counselling, influence from peers and influence from social media. Lastly, some candidates went astray by selecting C "(iii) and (iv)" and D "(ii) and (iii)" while factors which lead to demand for dowry are poverty, exchange for future labour, girl's beauty and her reproductive potential but not wife inheritance and FGM.

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

This question required the candidates to match the explanations on different life skills in List A with corresponding life skills in List B by writing the letters of the corresponding responses beside the item number in the answer booklet provided. The performance of the candidates in the question was good as 33.97 per cent

scored from 4 to 6 marks, 33.53 per cent scored from 2 to 3 marks and only 32.50 per cent scored from 0 to 1 mark. Figure 2 shows the performance of candidates in question 2.



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

Figure 2 shows the good performance of the candidates in question 2 as 67.50 per cent of the candidates scored from 2 to 6 marks.

The analysis of the candidate's response in each item is as follows:

With item (i), the candidates were required to identify from list B the life skills, which match the statement "The ability of a person to convey a message to other people according to their mood, age and background". The candidates who chose the correct response C "Effective communication" demonstrated adequate knowledge of the qualities of effective communication that is more than just exchanging information. It is about understanding the emotions, situations and intentions behind the information. Incorrect options like D "Teamwork," E "Peer resistance" and candidates with limited knowledge of the different personal life skills selected H "Peer pressure". For instance, candidates who opted for D "Teamwork" did not realise that it was the collaborative efforts of a group to achieve a common goal or complete a task effectively and efficiently. Likewise, option E "Peer resistance" was irrelevant because it refers to tactics used by people especially adolescents to fight negative influences scenarios from their friends to maintain their attitude and perspectives on something.

Secondly, item (ii) demanded the candidates to identify the type of life skills that make an individual demonstrate the ability to withstand negative influence from his/her friends. The candidates who chose the correct response E “Peer resistance” were aware that peer resistance is the ability of “just say no!” to resist negative influence from others which makes one change his/her opinions, attitude or behaviour. However, some candidates wrongly matched the item with H “Peer pressure” and G “Negotiation skills. Option H was wrong because peer pressure is the process by which an individual or member of the same social group influences friends or fellow members to do things that they may be resistant to, or might not otherwise choose to do. As for response G; negotiation skills are the ability to make strategic discussion intended to resolve an issue in a way that both parties find acceptable. Negotiations involve give and take, which means one or both parties will usually need to make some concessions.

Thirdly, item (iii) tasked the candidates to match the kind of life skills in list B with the ability of one’s friends to influence him/her to do something good or bad. The correct answer was H “Peer pressure.” The candidates who chose the correct answer were aware that peer pressure makes one change his/her opinion, attitude or behaviour as a result of his/her intention to belong to the particular group. For instance, to a student; positive peer influence is exemplified by repeating values, assisting the needy and visiting sick people, while negative pressure is exemplified by behaviour such as drug abuse, sneaking from school, misusing resources and not respecting parents, elders and teachers.

On the other hand, some candidates matched the stem with wrong options like A “Creative thinking,” B “Empathy” and E “Peer resistance.” The candidates who chose A “Creative thinking,” were not aware that, it is the ability to come up with diverse ideas and unique ways of doing things to get rid of bad things, control challenges and make the right decision. Finally, those who opted for B “Empathy” were not aware that being empathetic means understanding what others are going through and accepting others as they are without judging them.

Fourthly, item (iv) demanded the candidates to identify the kind of life skills which make an individual able to agree on issues without undermining or going against one’s principles. The correct response was G “Negotiation skills” attracted candidates who knew that, negotiation skills is an essential problem-solving tool when resolving a conflict; its goal is to consider both sides or create a win-win scenario. Additionally, it can be considered as a kind of communication designed

to reach an agreement while leaving the other side intact and positive. The candidates who opted for D “Teamwork,” D “Self-awareness” and H “Peer pressure” were not aware that teamwork occurs when a group of people work together too successfully and efficiently complete a task. More broadly, it also relates to the cohesiveness of a team, their ability to create a positive working atmosphere and how they recognise the strengths and skills that each team member brings. Likewise, those who chose self-awareness were not aware that self-awareness begins with one’s ability to identify his/her emotions, needs, habits, strengths, weaknesses, and personal values.

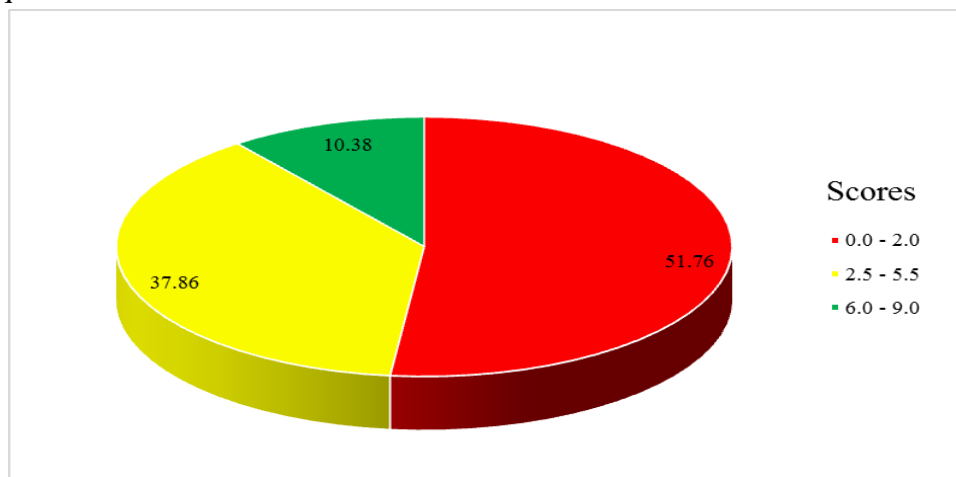
Fifthly, item (v) instructed the candidates to recognise the kind of life skills, which make a person, have the ability to understand and feel concerned about other people’s problems. The correct answer was B “Empathy”. This option was selected by the candidates who were aware that, empathy is the action of understanding and being aware of, being sensitive to thoughts and experiences of another. Some candidates chose the wrong options such as A “Creative thinking,” C “Effective communication” and G “Negotiation skills.” For instance, the ability to think and come up with new ideas, to bargain and communicate well with others does not evidence one’s ability to be aware of other people’s emotional experience and attempt to feel those emotions from his/her perspective.

Lastly, in item (vi) the candidates were required to identify from list B the type of life skills which make people able to collaborate to achieve common goals. The correct response D “Team work” was selected by candidates who were aware that teamwork allows individuals to bring their diverse experience, creativity, ability and perspectives to problem solving, which in turn increases their success at arriving at a solution or accomplishing the mission more efficiently and effectively. Incorrect options like B “Empathy”, C “Peer resistance,” and F “Self-awareness” were opted by candidates who were not aware that the ability to understand and share the feelings of another person, the ability to resist unpleasant influence from others and knowing oneself does not make people able to collaborate, work together for achievement of the same objectives.

### **2.3 Question 3: Economic and Social Development**

The question had two parts (a) and (b), in part (a) the candidates were required to read a passage and respond to five questions that followed. The passage was about food vending as a growing informal sector in Tanzania. The passage intended to

measure the candidates' comprehension skills in information related to Civics. Part (b) of the question required the candidates to briefly explain the distinctive features of developing countries like Tanzania by giving four points. The performance of the candidates was average whereby 10.38 per cent of candidates scored from 6 to 9 marks, 37.86 per cent scored from 2.5 to 5.5 marks and 51.76 per cent had a weak performance with scores ranging from 0 to 2 marks out of the 9 marks allotted to this question. Figure 3 illustrates the candidates' performance in question 3.



**Figure 3:** *Candidates' Performance in Question 3*

Figure 3 shows average performance of candidates in question 3 as 48.24 per cent of the candidates scored from 2.5 marks to 9 marks.

Further analysis of candidates' responses to this question is provided as follows:

Firstly, item 3(a) (i) required the candidates to propose a suitable title for that passage. The candidate who proposed a correct title demonstrated sufficient ability to comprehend the main ideas of the passage and they observed title writing rules such as using capital letters and limiting the title to not more than five words. Correct titles like; "FOOD VENDING", "THE INFORMAL SECTOR," "FOOD VENDING SECTOR IN TANZANIA", and "GROWTH OF FOOD VENDING SECTOR," were observed from candidates' scripts. These correct titles indicate that these candidates had good English language skills and sufficient ability to understand and paraphrase the major themes of the passage.

On the other hand, other candidates failed to suggest a suitable title for the passage because they did not understand the major focus of the passage while some of them

lacked skills for proposing the title. The analysis done in candidates' scripts revealed a variety of improper titles such as "SOCIAL AND ECONOMIC DEVELOPMENT", "HUMAN RIGHT", "POVERTY", "INVISIBLE SECTOR" and "ROAD OF POLICY MANAGEMENT". Likewise, other candidates' responses were affected by failure to observe title writing principles. Other candidates picked some sentences from the passage and treated them as titles. For example, one candidate wrote *the reason being the initial capital is low and affordable*. This was copied from the fourth line of the second paragraph of the passage.

Additionally, item 3 (a) (ii) required the candidates to give reasons for the food vending business to attract many jobless college and school graduates in most African countries. Candidates with the ability to read and comprehend the main themes from the passage provided correct responses. For instance, one candidate wrote *Food vending attracts many jobless, college and school graduates in most African countries because the startup capital is low and affordable*. The candidates who provided correct responses showed that they read and comprehended the message from the passage.

However, other candidates provided incorrect response because they could not read between lines the content of the passage. Some candidates left the item blank without filling in any response while others randomly picked sentences from the passage and presented them as answers to this question. One candidate for instance; copied the first and second lines of the passage. As he/she wrote, *Food vending is considered as part of the informal sector which is a fast growing small scale business especially in producing and distributing services of the cooked food*. Another one copied the last sentence of the second paragraph by writing, *Every day these vendors store their bulky goods such as tables and benches in their caravan*. This indicated that these candidates had a superficial ability to answer comprehension questions.

Furthermore, item 3 (a) (iii) instructed the candidates to find out the opinion of the author on the quality of street-vended food by providing two points. Candidates who were able to interpret the main themes provided correct responses. Points like those that *it is delicious* and *culturally enriched* are good samples from the candidates who provided correct answers. Another candidate pointed out, *it is relatively healthful and authentic*. This revealed that these candidates understood

the passage well and therefore in a better position to interpret the opinion of the author on the quality of street vended food correctly.

However, other candidates failed to identify the correct response from the passage by copying irrelevant sentences from the passage. One candidate for instance wrote *there is a need for government authorities to provide facilitation to this sector through licensing, allocation of space for business premises, setting rules, regulations, and policy management*. Similarly, another candidate pointed out *the opinion of the author is that even men who are not married can have access to cooked food from food vendors*. These indiscriminate responses are an indication that the candidates lacked comprehension skills in interpreting the messages from the passage.

Moreover, in item 3 (a) (iv) candidates were required to explain the reasons that triggered the informal sector recognition in Tanzania. The candidates with skills in answering comprehension questions understood the main theme of the passage as they explained the answers correctly according to the passage. For instance, one candidate wrote that; *the informal sector acknowledgement in Tanzania was triggered by the economic hardship in the early 1980s* while the other wrote that *the wave of informal sector in Tanzania was prompted by unemployment or lack of formal jobs*.

Nevertheless, other candidates misinterpreted the demand of the question by associating with the factors, which facilitated the rise of informal sectors in Tanzania with its features as stipulated in the last paragraph of the passage. One candidate for instance wrote; *It comprises individuals from all steps of the economic and education ladder*. Similarly, other candidates explained problems facing the informal sector. One candidate, for example stated, *absence of loans and financial problems*. Lastly, other candidates went further presenting the advantages of the informal sector such as; *it is the source of income to the people in the society, it provides employment opportunities, promote national development and provide contribution to the government revenue*.

Finally, item three (a) (v) required the candidates to provide two ways in which the government in Tanzania can improve the informal sector. Candidates with adequate comprehension skills and good English language proficiency provided plausible answers. One candidate for instance responded, *by allocating space for businesses and policy management*. Similarly, another candidate answered, *By establishing health and quality controls, and registration of business and licensing*.

Another candidate wrote *setting rules and regulations for their operations and providing financial services such as soft loans*. Such responses proved that these candidates had sufficient ability to grasp the content of the passage and its main themes. Extract 1.1 is a sample of the correct response from one of the candidates in question 3(a).

3.	i) A suitable title for the passage is <u>INFORMAL SECTOR</u> .	
	ii) Food vending business attracts many jobless college and school graduates in most African countries because the <u>initial capital is low and is affordable</u> .	
	iii) i- The street vended food is delicious and authentic	
	- The street vended food is culturally enriching and relatively healthful.	
	iv. Interest towards the informal sector in Tanzania came <u>shortly after the economic hardship in the early 1980s</u> .	
	v. i- The government can improve informal sector through allocation of spaces for business premises.	
	- The government can improve informal sector through provision of financial services.	

Extract 1.1: A Sample of the Candidate's Correct Response to Question 3(a)

In extract 1.1, the candidate was able to address the demand of all the five items in question 3(a) including the title of the passage.

Nevertheless, other candidates went astray to the demand of the question as some of them pointed out a mixture of the responsibilities of government. One candidate for instance wrote, *provision of employment, provision of education, to collect tax and to prepare annual budget*. Furthermore, other candidates picked some sentences from the passage and wrote them as responses for this item. One candidate for instance copied *food vendors who travel from one place to another on bicycles, motorcycles or tricycles carrying a glass case, which contain the food intended for sale*. Another one wrote *to provide facilitation, diversity and heterogeneity, setting rules and regulations*. These sentences and phrases copied from different lines found in the passage did not correlate with the demands of the question that instructed candidates to give ways, which can be used to improve the informal sector in Tanzania.

On the other hand, the second part of this question 3 (b) intended to test candidates' ability to analyse the features of developing countries. The candidates' performance in this item varied from good, moderate and weak. The analysis of these three categories is as follows:

Firstly, the candidates who met the demands of the question demonstrated different skills and capabilities in explaining different characteristics of the developing country. One candidate for example answered; *Mass poverty* and then explained that *the majority of the population in developing countries lives below the poverty line*. The candidate was aware that in developing countries individuals live on 1.90 US dollars or less a day. He/she went on to write another feature, which is *excessive dependence on agriculture* in the sense that *most often agriculture in developing countries is highly dependent on weather, and the use of traditional tools and it is peasants, which result in low production*. This response revealed that the candidate understood that the developing countries are characterised by insufficient investment and technological incapability in agriculture while they are highly dependent on it. Similarly, other points which featured in the candidates' responses include; *underutilization of natural resources such as minerals and water resources, rapid population growth and low per capita income, trade deficit refers to the trade gap between what is sold and what is bought from outside*.

Nevertheless, other candidates had average performance because of varied reasons ranging from inability to exhaust the required number of points, mixing correct points with incorrect ones and repetition of some points. One candidate for instance wrote, *underutilization of natural resources and poor industrial*

*production* as distinct points while actually, they meant the same. He/she continued, *mass poverty and insufficient daily food intake*. This indicated that the candidate was not aware that, poverty means the inability to get basic needs such as food, shelter and clothes.

On the other hand, some candidates misunderstood the demand of the question by explaining indicators of development. For instance, one candidate pointed out *reliable roads and railway network, good number of labour force employed in agriculture, good Gross Domestic Product, less dependence, reliable power supply and sophisticated technology*. Other candidates focused on factors influencing economic development. One candidate for example answered *high technology, political stability, good infrastructure and resources*. In addition, other candidates focused on functions of the central government. One candidate for example wrote *provision of social services, to ensure peace and security, provide social services, and to formulate policies*. It can be concluded that candidates under this category demonstrated superficial mastery of the examined content. Likewise, they had weak English language proficiency. Extract 1.2 is a sample of an incorrect response from one of the candidates in question 3(b).

3	b	
i	Citizens :- This refers to the people who live in certain country by following the rules, laws and regulations where by people are the main source and cause for the country to develop due to the fact that they are the one demanding and forcing the government to provide the services to the people example education, water, electricity and hospitality.	
ii	Sovereignty :- This refers to the supreme power which is exercised in a particular state or country where by it can depend and run its country or state without any fear and interference, force from another country.	
iii	Government :- This refers to the group of people who have been given authority to serve and lead other people where by are used by their people as a bridge for the development in a particular area.	
iv	Culture :- This refers to the totality of peoples way of life where by it involves sharing of ideas and some traditional customs that may be shared by people example traditional dances, language, dressing styles.	

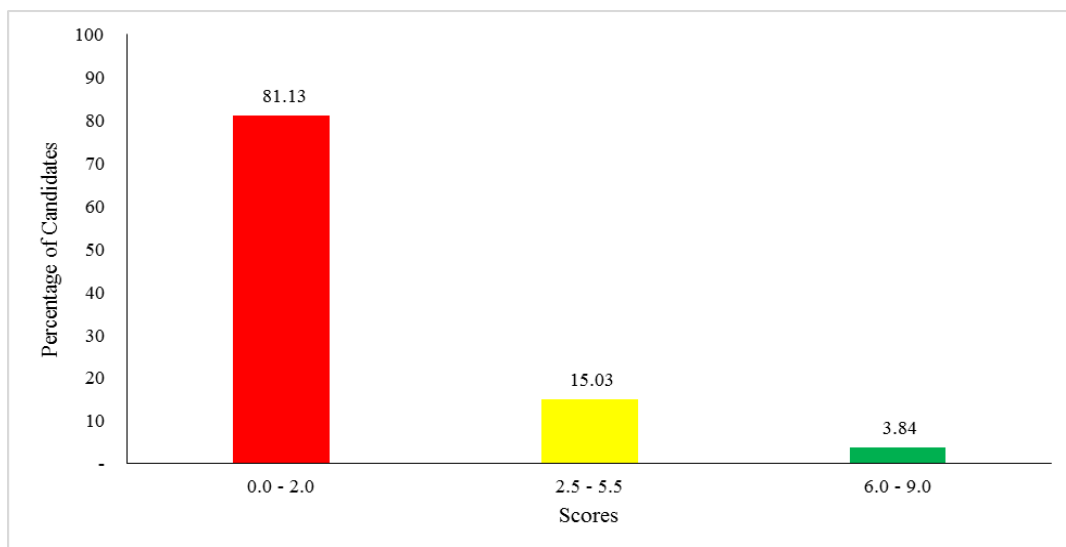
Extract 1. 2: A Sample of the Candidate's Incorrect Response to Question 3(b)

In extract 1. 2; the candidate failed to identify the distinctive features of developing countries by explaining the components of the nation such as sovereignty, culture, citizens and government and therefore scored a zero mark.

## 2.4 Question 4: Human Rights

The first part of the question (a) required the candidates to briefly explain the circumstances that can undermine the protection of individual rights in Tanzania by giving four points and in part (b) of the question the candidates were required to differentiate limitations of human rights from human rights abuses by giving five

points. The performance of the candidates was weak as 81.13 per cent of candidates scored from 00 mark to 02 marks, 15.03 per cent scored from 2.5 marks to 5.5 marks, while only 03.84 per cent scored from 06 to 09 marks. Figure 4 illustrates the candidates' performance in question 4.



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

Figure 4 shows weak candidates performance in question 4 as 81.13 per cent of the candidates scored from 00 mar to 02 marks.

The analysis of the candidate's response to this question is as follows:

In part 4(a), the analysis indicates that majority of the candidates were not able to provide relevant responses due to misinterpretation of the question. Some candidates pointed out measures that can promote human rights in Tanzania. For instance, one candidate wrote; *people should respect each other, establishment of strict laws, providing education and government should promote rule of law.* Another candidate wrote *establishment of the commission for human rights and good governance, ensuring presence of peace and harmony.* Moreover, another candidate came up with *the role of religious institutions and provision of basic needs such as food, shelter and clothes.* Not all these responses were in any way related to the circumstances that can undermine the protection of individual rights in Tanzania. Similarly, other candidates focused their attention to social life skills. For example, one candidate wrote *negotiation skills, empathy, effective communication and sympathy.* Extract 2.1 is a sample of incorrect response from one of the candidates in question 4(a).

04.	g) i) Respect Rule and law; Because If the people need to get a good life must Respect the Rule and law in the government.	
	ii) Having honest and obedience; Because If the people need to get a good life must follow the rule and to be honest to another people.	
	iii) promote Respect; It help the person to have respect to the government so that it may lead to promote peace and harmony.	
	iv) promote social services; Because many of people in the government provide services to the people in order to get a good life and good security to the people. Example; of social services; Hospital, schools, Health sector, Water supply and electric supply.	

Extract 2.1: A Sample of the Candidate's Incorrect Response to Question 4(a)

In extract 2.1: the candidate went astray by explaining about rule of law, promote respect, having honest and obedience, and promote social services instead of conditions, which undermine the protection of individual rights.

Furthermore, some candidates performed moderately because of failure to provide the required number of points, mixing correct and incorrect points, insufficient explanations and repetition of some points. One candidate, for example pointed out *political instability* and *presence of civil wars* as two distinct points while in fact they referred to the same point. Another candidate pointed out *the presence of corruption in Tanzania* and *bad governance* as two separate points while in fact both points referred to one point.

On the other hand, analytical indicators show that some candidates had a good understanding of human rights abuse specifically on the conditions that affect the protection of individual rights. For instance, one candidate proposed points like

*absence of democracy and existence of corruption.* This candidate was aware that democracy entails a wide range of interpretations but one of the key aspects of democracy is the observance of human rights such as the right to life, right to own property, freedom of association, and freedom of expression, just to mention a few. Additionally, another candidate identified corruption as one of the major hindrances to access services, justice and fair trial in courts. This candidate was aware that some people do not enjoy their rights to access social services such as education and health care because of nepotism or the use of bribes. Those who do not know “who” and have nothing to offer (bribe) are denied the right to access such services.

Moreover, another candidate pointed out: *existence of poverty, presence of insecurity and instabilities and ignorance of the people about their rights and the way to claim them in case they are violated.* The candidate understood that; whether at the individual or national level, poverty is an obstacle to the enjoyment of individual rights. For instance, children can be denied their right to education because their parents are unable to afford the school fees and sometimes because the government does not have enough resources to provide education free. In addition, the absence of peace and security may displace people from one place to another, individuals’ properties may be destroyed; death is also likely to happen. In that course, the right to life, right to own property and freedom of assembly may be infringed. Finally, ignorance impedes people to fight for their rights. In summary, the candidate’s responses suggested that they had a good understanding, as they were able to explain the circumstances, which undermine the protection of individual rights. In addition, they demonstrated good writing skills and mastery of the English language.

In part 4 (b), the analysis shows that a good number of candidates performed equally poorly. This was due to misconception of limitations of human rights and human rights abuses as well as inadequate knowledge of the subject matter. Because of that, many candidates were vulnerable to misinterpretation of the question. Some candidates in their attempt to differentiate limitations of human right from human rights abuses characterized all the categories of human rights as limitations of human rights and negated all categories of human rights as human rights abuses. One candidate, for example pointed *limitations of human rights people have the right to vote and be voted while human rights abuses people don’t have the right to vote and be voted. Limitation of human rights people have freedom of expression and human rights abuses people don t have freedom of expression,* Other candidates presented the importance of limiting individual rights. One candidate for example wrote *helps individuals to enjoy their basic rights, promote peace and harmony, ensure justice, and ensure national security.* Other

candidates suggested ways to promote and protect human rights. One candidate for example pointed out *ensuring rule of law, providing mass education to promote awareness on human rights, promoting democracy, establishing NGOs and enacting strictly laws and adherence to them as a means of controlling incidences of human rights abuse*. Other attendant weaknesses noted in the candidate's responses include; omission of the part (b) of the question and inadequate English language skills characterized some of the candidate's responses. Extract 2.2 is a sample of incorrect response from one of the candidates in question 4(b).

04.	<p>b) i) Human Rights must follow rule and law of the government but Human Right Abuse does not follow Rule and Law because they did not follow the Rule of the government.</p> <ul style="list-style-type: none"> <li>• Example of Human Right</li> <li>- They have Respect</li> <li>- They have obedient to other people.</li> </ul> <p>• Example of Human Right Abuse.</p> <ul style="list-style-type: none"> <li>- To kill Albinos.</li> <li>- To kill elad people who having red eyes. (superstition belief)</li> </ul> <p>ii) Human Right Respect laws while Human Right Abuse they does not Respect because They kill others and to make other people to live in bad life or place.</p> <p>iii) Human Right It have peace and security but Human Right Abuse there is not peace and security in there life because they fear to be killed.</p> <ul style="list-style-type: none"> <li>• Example of Human Right country is Tanzania.</li> <li>• Example of Human Right Abuse is Asia and American..</li> </ul> <p>iv) Human Right They promote democracy but Human Right Abuse they did not promot democracy but they promote non - democracy.</p> <p>v) Human Right they provide social services and security but Human Right Abuse they doesn't promote peace, social service and security to there people.</p>	
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Extract 2.2: A Sample of the Candidate's Incorrect Response to Question 4(b)

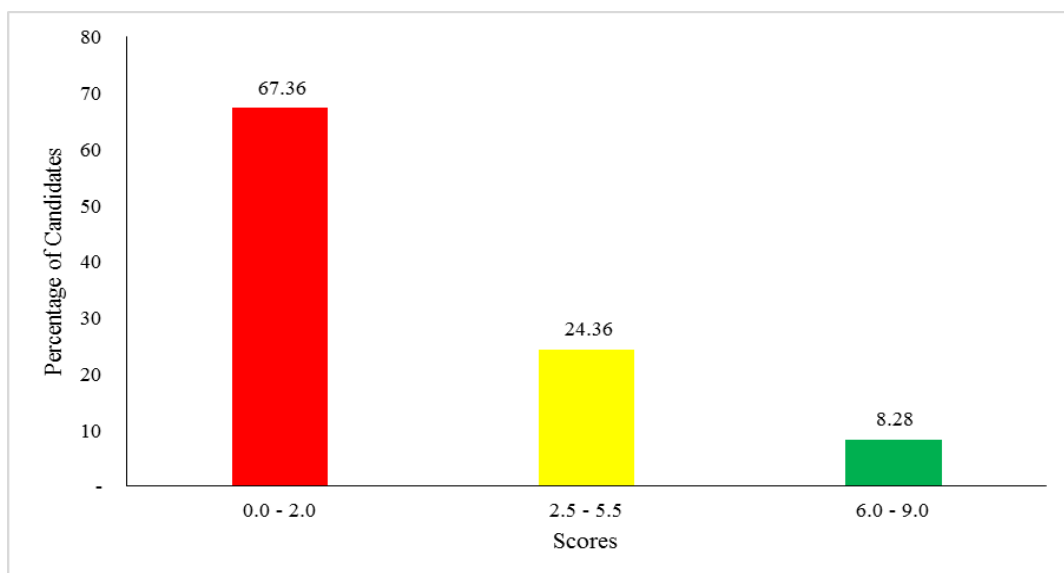
In extract 2.2, the candidate failed to differentiate between limitations of human rights and human rights abuses instead he/she negated a list of categories of human rights such as rule of law, democracy and social services.

Furthermore, some candidates performed averagely. Because they provided a mixture of correct and incorrect responses. Repetition of some points, providing fewer points than the required number, some of them presenting the responses in a tabular form with limitation of human rights in one column and human rights in another column and some of the candidates confined their responses to either limitations of human rights or human rights abuses contrary to the demands of the question. In essence, such a myriad of weakness contributed to candidate's low marks in this part of the question.

On the other hand, some candidates were able to differentiate the limitation of human rights from human rights abuse as they provided correct responses. For example, one candidate wrote, *limitation of human right intended to promote confidentiality of information while human rights abuse ensure information are withheld in order to make people live in fear*. Secondly, he/she added, *limitation of human right aim at protecting the right of special groups such as children and women while abuse of human rights targets to violate right of special groups* as the second difference. In the third difference, the candidate explained that *human rights limitation intends to ensure equality and equity in accessing social services like education, health care, water and other while violation of human rights targets to deny some people access to enjoy social services*. Finally, the candidate presented, *limitation of human rights ensures peace and order in the society while abuse of human rights limits from enjoying their rights causing chaos which may lead to absence of peace and order* as his/her last point. It can be argued that the candidates were conversant with the concepts of human rights limitations and human rights abuses. Coherence of the sentences was also a contributory factor to candidate's good performance.

## **2.5 Question 5: The Government of Tanzania**

Part (a) of the question required the candidates to explain the four distinctive roles of the judiciary in Tanzania and part (b) to explain in five points how members of the United Republic of Tanzania Parliament execute their duties as people's representatives. The performance of the candidates was average as 08.28 per cent of candidates scored from 06 marks to 09 marks, 24.36 per cent of candidates scored from 2.5 marks to 5.5 marks and 67.36 per cent of candidates scored from 00 mark to 02 marks. Figure 5 illustrates the candidates' performance in question 5.



**Figure 5:** *Candidates' Performance in Question 5*

Figure 5 shows the average performance of candidates in question 5 as 31.54 per cent of the candidates scored from 2.5 to 09 marks.

In Item 5(a), the candidates who scored good marks were able to explain the distinctive roles of the judiciary as stipulated in the United Republic of Tanzania's constitution by giving four points. One candidate for example, pointed out *Interpretation of law*, and *hearing case filed before the courts of law*, and then continued by explaining that *one function of the judiciary of the United Republic of Tanzania is to interpret laws, the process by which courts interprets and apply the intended meaning of legal documents such as statute*. The candidate was aware that the court system of the United Republic of Tanzania plays a significant role in interpreting laws through which the people of Tanzania can get justice accordingly. Likewise, he/she was aware that many cases related to disputes between citizens or between the government and citizens are brought to the court, which proceeds to give their decisions.

Another candidate wrote *protecting civil rights and safeguarding the constitution of United Republic of Tanzania*. Thus, the candidate knew that the judiciary safeguards the rights of citizens who seek protection from the judiciary in case their rights are violated or threatened to be violated by the government, private organisation or fellow citizens regardless of their race, tribe, religion, or status. In addition, he/she was aware that the constitution of the United Republic of Tanzania

is the supreme law of the country and it is the responsibility of the judiciary, to interpret and protect the constitution. Therefore, the judiciary needs to be a role model to society by educating them on the importance of safely guiding the constitution of the United Republic of Tanzania. Extract 3.1 is a sample of correct responses of candidates in question 5(a).

5 a) Distinctive roles of the judiciary.	
i) The judiciary interprets laws. The judiciary gives meaning and further explains the laws made by the parliament. This helps to reduce contradictions accompanied by the provision of justice.	
ii) The judiciary hears cases presented before the courts of law. It is the role of the judiciary to hear cases and solve them. For example conflicts between people and conflicts between people and the government.	
iii) Protection of the civil rights. It is also the responsibility of the judiciary to ensure that the rights of citizens are protected by providing justice to the innocent and punishing wrong doers.	
iv) Safeguarding the constitution. The judiciary safeguards the constitution by ensuring that no law made by the parliament contradicts with the constitution as the constitution is the supreme law.	

Extract 3.1: A Sample of the Candidates' Correct Responses to Question 5(a)

In extract 3.1: the candidate was able to identify the role of the judiciary such as to interpret the law, safeguarding the constitution, protect civil rights and determine cases involving individuals and the government.

Furthermore, moderate performance was observed in some of the candidates because of numerous factors not limited to a mixture of correct and incorrect responses, repetition of some responses, mentioning points alone without any brief explanation as well as giving few points less than the required number. One candidate for example, wrote, *interpreting laws, listening cases filed to the court of law, punishment to those who are breaking the law especially criminals and giving judgement of cases*. The candidate was unaware that *punishment to those who are breaking the law especially criminals and giving judgement of cases* are repetition. Some candidates ended up listing points alone ignoring the requirement of giving brief explanations to those points. Points such as *to interpret law, to protect human rights, to give justice and safeguarding the constitution* was listed by one candidate.

On the other hand, some of the candidate's performance was weak because of several pitfalls such as misinterpretation of the question and inadequate knowledge of the subject matter. Some candidates for example were not familiar with the principles of the separation of the powers of the three major organ of the state namely the executive, the judiciary and the legislature. As one candidate wrote *creating policies, executing policies, provide social services and to provide peace and security in the country*. The aforementioned points refer to the functions of the executive branch of the government. Other candidates pointed out the parliamentary leaders. One candidate for example wrote *Speaker, Deputy Speaker, Clerk and Chief whip*. Additionally, other candidates went further by citing *it makes laws, advise the government, debating the budget of the country, and approving presidential appointees*. These myriad of incorrect responses is an indication that these candidates lacked adequate knowledge of the principles of separation of powers of the three major organs of the state. Besides that, some candidates omitted this item, although it was compulsory and hence scored no mark. Extract 3.2 is a sample of incorrect responses of candidates in question 5(a).

5a:	<p>The roles of Judiciary in Tanzania</p> <p>i) can be responsible to maintain cooperation on the society, so when judiciary can be stand can be bring cooperation of the members</p> <p>ii) promote and maintain peace and order so the judiciary can be maintain the peace and order in the society when the in member can be engage in the political parties</p> <p>iii) It can be maintain respect The judiciary can be responsible to bring the respect when the time of the election can be responsible in the society.</p> <p>iv) It can be promote and responsible in the political parts. The judiciary can be responsible in order to bring cooperation of the other countries</p>	
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Extract 3.2: A Sample of the Incorrect Responses of a Candidate to Question 5(a)

In extract 3.2, the candidate failed to identify the role of the judiciary by pointing out to maintain cooperation, to maintain respect and to promote the political parties.

Furthermore, detailed analysis in item 5(b) indicates the candidate's performance was in three major categories namely good, average and weak performance. The candidates who performed well demonstrated adequate knowledge of the major duties of the members of the parliament in the United Republic of Tanzania and the principle of the separation of powers of the three major organs of the state. One candidate for example wrote *making laws of the country, debating and approving government budget, debating the performance of each government ministry and approving and sanctioning agreements and treaties*. This candidate was aware

that, members of parliament are responsible for debating the government or private bills, which when passed and assented to by the President become laws. Also, members of parliament debate and approve the government budget. In addition to that, the parliament questions, debates and approves long- or short-term plans intended to be implemented in the United Republic of Tanzania to improve social, economic, and political status. To defend the last point, the candidate argued that the parliament receives and debates agreements to be signed by the United Republic of Tanzania and the treaties that the government wants to ratify. Thus, members of parliament may approve or sanction them. Other correct points, which featured in the candidate's responses, include *overseeing and advising the government and its organs, endorsing President's appointee to the position of Prime Minister and impeachment of the President*. Extract 3.3: A sample of the candidates' correct responses in question 5(b).

5	(b) Members of parliament execute their duties as people's representatives by;	
	(i) Making laws that are beneficial to the people in terms of ensuring security of each individual. The members of parliament make laws to govern the behaviour of the people and ensure peace in the nation.	
	(ii) Discussing and approving national budgets for different sectors to financing the activities of the people. Examples: in the industrial sector, agricultural sector, mining sector for the benefit of people.	
	(iii) Discussing government plans to ensure that they lead to the development of people and nation. Through the members of parliament, the plans made are mainly nation oriented and they ensure the development of people and nation.	
	(iv) Ratifying international treaties that are for the benefit of the people and citizens and country at large. They help to ensure that the agreements lead to the development of the society and nation.	
	(v) Advising the government on issues that can lead to development of the people and the nation. They advise the government to ensure that all decisions are beneficial to people's interests.	

Extract 3.3: A Sample of the Candidates' Correct Responses to Question 5(b)

In extract 3.3, the candidate was able to delineate the duties of the members of parliament such as making the law, approving the national budget and ratifying international treaties.

Moreover, some candidates' performance was moderate because of several pitfalls such as the repetitions of some points, as one candidate wrote, *make laws of the country*, and *discussing national budget and plans* which were correct then went further by providing *approving the proposed budget, passing the government financial plans*. The candidate was not aware that discussing, approving, or passing the national budget and annual fiscal plans proposed by the executive refers to the

same point. Likewise, some candidates mixed the correct responses with the incorrect ones. Other candidates failed to exhaust all the required points and provided insufficient elaboration to merit high marks.

On the other hand, the candidates who scored low marks had limited knowledge about the subject matter. These candidates were not familiar with the principles of the separation of powers as the result they failed to delineate the distribution of the powers of the three major organs of the state. In consequence, the candidates focused their discussion on the roles of the executive branch of the state. One candidate for example referred to *formation of foreign policy and promoting international relation, maintaining peace and security, formulating policies and bills, signing treaties and enforcing laws*. Other candidates focused their discussion to the categories of the members of the parliament. One candidate for example cited the following categories of the members of the parliament; *Members elected from constituencies, five members elected by the House of Representatives, women members who are not less than thirty percent of all members of the Parliament and the Attorney General*. Another candidate added, *ten members appointed by the President and The Speaker*. Such responses communicate the inability of candidates to distinguish between the categories of members of parliament from their duties.

Similarly, some candidates misunderstood the demands of the question by identifying different weaknesses of irresponsible members of the parliament. For example, one candidate wrote, *Members of the parliament do not contribute anything when the bill is introduced in the parliament, some do not attend in some parliamentary meetings session, some are not close to their citizens and some do not fulfill their promises*. Such a myriad of incorrect responses is an indication that the candidates not only lacked knowledge of the subject matter, but also had poor English language skills. Extract 3.4 is a sample of incorrect responses of candidates in question 5(b).

5.(b)	i) Members of Parliament execute their duties if their time of ruling as members of the Parliament is over, usually 5 years.	
	ii) A member of Parliament can execute his or her duty as a citizen representative if he or she dies or passes away.	
	iii) A member of Parliament can execute his or her duty as a citizen representative if he or she is convicted to any crime or illegal activity like drug trafficking.	
	iv) A member of Parliament can execute his or her duty as a citizen representative if he or she has encountered health problems like mental problems.	
	v) A member of Parliament can execute his or her duty as a citizen representative if he or she contest for other positions like presidential position in the government.	

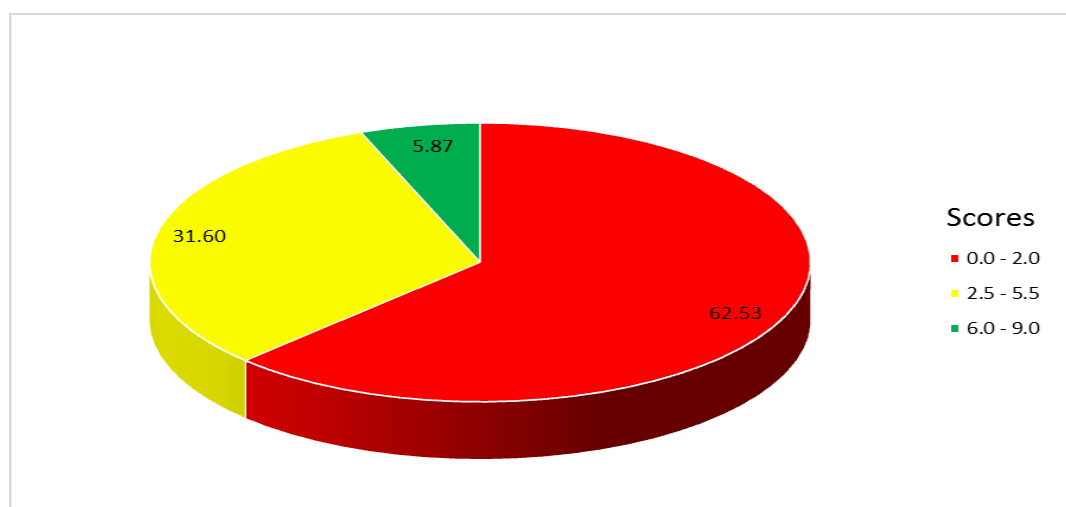
Extract 3.4: A sample of Candidate Incorrect Responses to Question 5(b)

In extract 3.4, the candidate failed to identify the duties of the members of parliament by explaining the circumstance which can lead to cessation of membership to the parliament such as conviction to any crime, death, health problems and contesting for higher post such as presidential position.

## 2.6 Question 6: Promotion of Life Skills

The question had two parts (a) and (b). In part (a), the candidates were required to identify four basic skills for a successful entrepreneurship in Tanzania. Part (b) required the candidates to identify features to be observed when assessing the society that maintains positive relationship. The candidates' performance was

average as 5.87 per cent scored from 06 marks to 09 marks, 31.60 per cent scored from 2.5 marks to 5.5 marks and 62.53 per cent scored from 00 mark to 02 marks. Figure 6 illustrates the candidates' performance in question 6.



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

Figure 6 shows the average candidates performance in question 6 as 37.47 per cent of the candidates scored from 2.5 marks to 09 marks.

In part 6 (a), the candidates who scored high marks had sufficient knowledge about the subject matter and were able to provide articulate basic skills required for one to be a successful entrepreneur. One candidate, for example, wrote responses like *creative skills, critical thinking skills, problem-solving skills and interpersonal skills*. The candidate was aware that for one to become a successful entrepreneur, one has to think creatively, critically to identify opportunities, and to analyse various information to create better ideas. In addition to that, entrepreneurship begins with solving real-life problems. Therefore, an entrepreneur sees every problem as an opportunity. As for interpersonal skills, entrepreneurship call for the ability to relate with people as it involves leadership, motivation, communication and listening as well as negotiation and forming relationships with others.

Similarly, another basic skill cited by knowledgeable candidates includes *practical skills* requiring an individual with an entrepreneur's mind to set goals, make plans and rational decisions relying on relevant information. This is because no one can become a successful entrepreneur without putting into practice what he/she knows. These candidates knew that Tanzanian youth who are encouraged to opt for

entrepreneurship should be equipped with four basic skills as presented in this item to become successful entrepreneurs. Besides that, good organization of ideas and proficiency in English language skills were also the contributory factors towards good performance by candidates in this item. Extract 4.1 is a sample of the correct response in question 6(a).

6.	(a) (i) Problem solving skills; An entrepreneur should be able to solve the problem he/she faces in the business journey. Example; He/she should be resilient.	
	(ii) Interpersonal skills. This are skills that helps an entrepreneur to interact well in the society. Example; Negotiation skills and effective communication skills.	
	(iii) Critical and Creative thinking skills; Also an entrepreneur should be able to come up with new ideas to do activities. Also, evaluating deeply his or her choices before making any decisions.	
	(iv) Practical skills; Also, an entrepreneur should be able to bring in practice his or her ideas so as to attain the profits in his/her business. Example; Starting the business.	

Extract 4.1 A Sample of the Candidate's Correct Response to Question 6(a)

In extract 4.1, the candidate was able to identify basic skills needed for successful entrepreneurship such as interpersonal skills, critical thinking, creative thinking and practical skills.

Furthermore, some of the candidate's performance in this part was moderate because their responses were characterised with the mixture of correct and incorrect responses, repetition of some points, providing fewer points and inability to provide elaborations of points. One candidate for example mixed two basic skills for successful entrepreneurship and individual life skills. The candidate wrote *creative thinking skills and problem solving skills*, which were the correct responses, *empathy*, and *sympathy*, which refer to individual life skills. Another candidate repeated points, by writing *interpersonal skills and creative thinking skills and ability to come up with unique way of doing things and social life skills*, which was a repetition.

On the other hand, there were candidates whose performance was weak due to several reasons including misconceptions, misinterpretations, omission of the question, copying phrases or sentences from parts of the question paper as well as a deficiency in the command of the English language. One candidate, for example referred to factors for economic development such as *enough capital, labor, education, infrastructure, natural resources and good governance*, another candidate added more points such as *raw materials* and *Land*. These candidates were not aware that entrepreneurship is the drive to develop an idea into a business. An entrepreneur combines the three factors namely labour, natural resources and financial resources to produce goods and services. The most successful entrepreneur are the risk takers who are able to employ labour and utilize raw materials and natural resources to produce new or better services. Therefore, the aforementioned factors are not the basic skills required for successful entrepreneurship.

Similarly, other candidates who lacked focus associated elementary entrepreneurial skills with the importance of work. One candidate, for instance, wrote; *it keeps people busy, it brings respect, it helps people to obtain basic needs and it ensure social services in the society*. Besides that, other candidates confined their discussion around the aspects of globalization such as *trade liberalization, movement of people, science and technology and free market economy*. In essence, weak performance without doubt was triggered by misconceptions of entrepreneurial skills and weak English language skills while others omitted it.

Furthermore, in part 6(b) of this question the performance of the candidates was classified into three categories namely, good, moderate and weak. The candidates with good performance were able to provide features to consider when assessing the society, which is maintaining positive relationships. For example, one candidate wrote; *cooperation and supporting each other in handling challenges*. The candidate was knowledgeable that in a society where positive relationship exists, members of that society join and help one another to address problems they are facing.

Another point put forward include *there is happiness, satisfaction and harmony, people care and love each other and presence of a sense of sharing and celebration*. The candidate was aware that in a society with a positive relationship, people live a happy life which is satisfactory and harmonious as it is featured by

care and love among members. The last response provided by this candidate was *there is freedom of expression*. Thus, he/she knew that a positive relationship could not exist in a society whose members are not free to air their views and concerns. People exchange idea, information and give opinions forming a base for cooperation and support, happiness and harmony as well as care and love. Similarly, another candidate added *presence of trust between and among people* as a society with positive relationships. People do trust and depend on each other. Generally, the candidate's responses in this category were relevant to the demand of the question as they managed to provide features to be observed when assessing the society, which maintains positive relationships. The good performance of the candidates in this item was also contributed by candidates' mastery of the content tested and English language skills.

Similarly, the candidates with moderate performance demonstrated both strengths and weakness in their responses. The weaknesses observed include failure to provide the required number of points as per the demand of the question. Other candidates listed down their points without further elaborations. One candidate without any elaboration mentioned points such as respect, cooperation, love, security and peace. Failure to give a brief explanation about these points resulted in an average score.

On the other hand, the candidates whose performance was weak faced multiple problems such as insufficient knowledge of the subject matter, inadequate English language skills and inability to identify the requirements of the question as they presented unrelated responses, which did not address the subject matter. Some candidates focused their attention to various life skills. One candidate, for example stated, *decision making skills, effective communication skills, assertiveness, empathy and self-awareness*. Similarly, other candidates went further presenting principles of democracy to mean features to be observed when assessing the society, which is maintaining positive relationships. Principles of democracy such as *promotion of human rights, rule of law, free and fair election, and separation of power and accountability* were provided by one of the candidates contrary to the demand of the question. Generally, the performance in this category was not convincing because some candidates did not respond to this item even though it was a compulsory one. Extract 4.2 is a sample of incorrect responses in question 6(b).

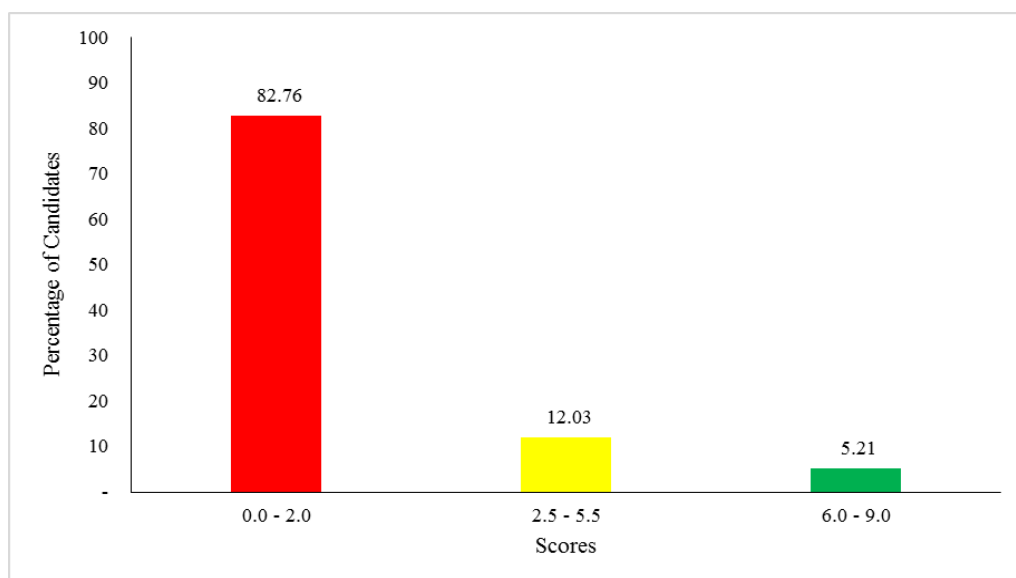
<p>⑥ i) Presence of security and defence, In the society we their need of security and defence where that ensure by the people or of the society.</p> <p>ii) Ensure means of transportation, where there are need roads and railways that maintaining the positive relationship.</p> <p>iii) Ensure means of Electricity, In different society don't have good electricity supply where they need to have good electricity supply.</p> <p>iv) Health services, To assessing the society must ensure the health sector is present that help to the sick person in the society.</p> <p>v) Ensure Good leadership, In any place their need of good leadership that help to the people who are live in society.</p>	
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Extract 4.2 A Sample of the Candidates' Incorrect Response to Question 6(b)

In extract 4.2, the candidate went astray by explaining about social services such as health services, electricity, and transportation as features of a society that maintain positive relationship.

## 2.7 Question 7: Responsible Citizenship

This question had two items (a) and (b) whereby in part (a) the candidates were required to briefly explain the circumstances, which can lead to the withdrawal of Tanzania citizenship, acquired through registration. Part (b) instructed the candidates to identify conditions to be observed by refugees who wish to obtain Tanzania citizenship by registration. The performance of the candidates was weak as 82.76 per cent of candidates scored from 00 mark to 02 marks, 12.03 per cent scored from 2.5 marks to 5.5 marks and only 5.21 per cent of candidates scored from 06 to 09 marks. Figure 7 illustrates the candidates' performance in question 7.



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

Figure 7 shows weak candidates performance in question 7 as 82.76 per cent of the candidates scored from 00 mark to 02 marks.

In the first part of the question 7 (a), the candidates whose performance was weak faced several challenges including misinterpretation, misconception and inadequate knowledge of the subject matter. For instance, one candidate misconceived the question by explaining the types of citizenship. The candidate who wrote; *citizenship by birth, citizen by descent and citizen by registration* can be cited as an example in this case. Furthermore, some candidates shifted their attention to the causes of refugees. For example, one candidate wrote; *conflicts and wars, weather conditions and natural hazards* while another one added *increased draught, famine, and lack of social services*.

Additionally, other candidates wrongly interpreted the question by explaining the effects of staying or living in the country unlawfully. For instance, one candidate wrote; *the person will not have the protection while living in a country, the person will not be involved in important activities for his/her development, these people will not have freedom of expression and movement and a non-citizenship will not be employed in a sensitive area such as the military and ministry for security*. Similarly, another candidate cited privilege for being a citizen such as; *it enables citizen to get services which are provided to citizen only, it gives a person to use his/her legal rights and it gives a person rights to participate in politics, economic and social cavities in the country*. Generally, the sampled candidate's scripts exemplify the fact that some of the candidates did not understand the focus of the

question; consequently, they put forward whatever they knew about citizenship. Extract 5.1 is a sample of the incorrect responses in question 7(a).

7 a) Circumstances which can lead to withdrawal of Tanzania Citizenship	
- Abuse of human right, also this can cause to the citizen to withdrawal the country because of abuse of rights	
- Frequent conflict between country and another country, this may lead to the citizen to withdrawal the citizenship	
- Poor provision of social services such as education health also this can cause the citizen to withdrawal the citizenship	
- Unemployment opportunities also this can lead to a person to withdrawal the Tanzania citizenship	

Extract 5.1: A Sample of the Candidate's incorrect Response to Question 7(a)

In extract 5.1, the candidate deviated from the demands of the question by explaining about the root causes of the problem of refugees such as human right abuses, conflicts among countries, poor social services and unemployment.

Furthermore, repetitive responses, mixture of correct and incorrect responses, providing less number of points and listing down points without any elaborations were characterizing features of the candidate's responses for this part of the question. One candidate, for example referred to *the government is satisfied that the person obtained the certificate of registration by means of fraud and false representation or concealment of any material fact when obtain certificate of registration* as separate points while in actual fact they refer to one point.

On the other hand, the analysis shows that there were candidates who had good performance. The candidates with adequate knowledge were able to focus on the demands of the question. Points such as *holding dual citizenship* featured in some of the candidate's responses. The candidates were aware that in Tanzania dual citizenship is not allowed. So, no one can be a Tanzanian at the same time a citizen

of another country. Similarly, *committing crime such as treason, sabotage or fraud* was another characterizing feature of candidate's responses. Such a response shows that the candidate knew that, committing crimes in Tanzania might lead to nullification of Tanzania citizenship obtained through naturalisation.

Moreover, the candidates with adequate knowledge also pointed out a *person may lose his/her citizenship when the government is satisfied that, the person obtained the certificate of registration by means of fraud, false representation or concealment of any material facts*. Such a response connotes the awareness of a candidate that obtaining the certificate of registration using fraud or false representation may cause a person to lose his/her citizenship in Tanzania. Extract 5.2 is a sample of the correct response in question 7(a).

7a)	i) If a person has dual citizenship Citizenship by registration requires one to denounce his or her former citizenship but if still the person hold on to dual citizenship, he or she may be withdrawn.	
	ii) If a person has stayed outside the country of Tanzania for consecutive 5 years. This also may lead to withdrawal from Tanzanian citizenship since the person has not resided in Tanzania for a long time.	
	iii) If a person has acquired the citizenship by registration by means of fraud. The government strictly forbid people to involve in the fraud means of getting citizenship hence may cause withdrawal from Tanzanian citizenship.	
	iv) If a person has by any means of speech spoke against the nation and show disloyalty. Also speaking against the nation means a person lacks patriotism hence cause withdrawal from Tanzanian citizenship.	

Extract 5.2: A Sample of the Candidate's Response to Question 7(a)

In extract 5.2, the candidate was able to identify the situation, which can lead to the withdrawal of citizenship such as dual citizenship, fraud and showing disloyalty to the country.

In item 7(b), the performance of the candidates was generally weak as many candidates could not identify the conditions to be observed by refugees who wish to obtain Tanzania citizenship by registration and some omitted the question altogether. The candidate who scored below the average score for this part went astray by trying to provide the procedures to follow when applying for Tanzanian citizenship. For instance, one candidate, wrote *sending an application to the ministry of home affairs through immigration department, the Ministry publishes a notes in newspaper bearing a photograph and names of the applicants, the notes inform the public of the application and ask if any one has any objection against the applicant being granted citizenship and if there are no objections, the application is accepted and the applicant is granted citizenship*. This candidate was not aware that an individual follows the steps he/she is suggesting after meeting the conditions necessary to obtain Tanzanian citizenship.

Moreover, some candidates went astray by pointing out the root causes of the refugee's problem. For instance, one candidate wrote *political instability, famine, hunger, hazards and poverty*. Similarly, other striking candidate's deviations include those, which focused on the civic responsibilities of a citizen. One candidate for example wrote, *through paying tax, protecting public properties, voting and preserving the environment* while another one added, *participating in government activities and giving opinion on government matters*. Such responses exemplify the fact that some of the candidates were not aware of the conditions to be observed before one can be granted Tanzanian citizenship.

Furthermore, the candidates who scored moderate marks faced several challenges. Which are; mixing relevant with irrelevant responses, failure to provide correct responses with good explanations and repetitions of points. For example, one candidate provided two relevant responses like *being able to speaking Kiswahili or English language, legally lived in a country not less than seven years*, then he/she came up with incorrect ones such as *he/she must pay taxes and the government revenue, he/she must be responsible citizens*. Likewise, some candidates could not score higher marks because of repetition of some points. For instance, one candidate provided two relevant responses: *He/she must leave his/her country as*

*he/she acquired Tanzanian citizenship and He/she must denounce his/her former citizenship*, the candidate failed to understand that denouncing the former citizenship is the same as what was said in the first response that *He/she must leave his/her former citizenship*.

On the other hand, some of the candidates were able to delineate relevant points regarding the conditions for obtaining Tanzanian citizenship through registration. In addition, adequate elaboration of points and mastery of the English language also characterized the candidate's responses. One candidate for example wrote *the applicant must have resided in the United Republic of Tanzania throughout a period of twelve months immediately proceeding the date of application, being able to speak Kiswahili or English, be well behaved, and make an oath denouncing the previous citizenship*. Such responses suggest that the candidate was aware that, one must have adequate knowledge of Kiswahili or English language, as they are the official national languages.

Another candidate response featured the following points; *one must automatically denounce his or her earlier citizenship and must state he or she is naturalised, to reside permanently in the United Republic of Tanzania that he or she intends, and legally lived continuously in the country for not less than seven years*. Likewise, in his/her last point the candidate proved to be aware that, the one applying for Tanzanian citizenship during the ten years immediately preceding the said period of twelve months, the applicant must have resided in the United Republic of Tanzania for periods amounting in aggregate to not less than seven years. Extract 5.3 is a sample of the correct response in question 7(b).

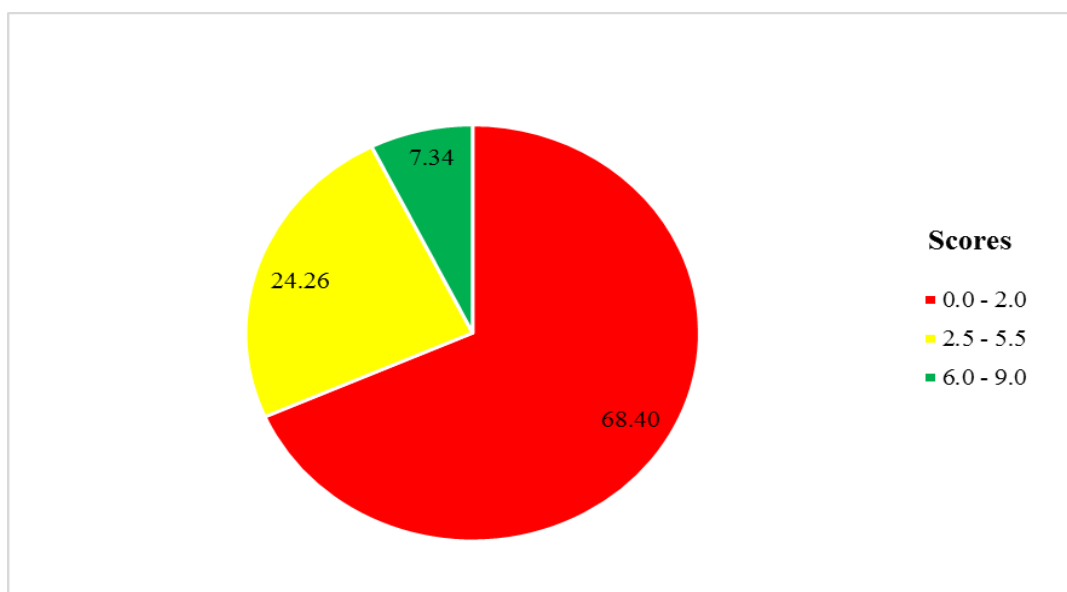
	by Conditions to be observed to obtain Citizenship	
	by registration.	
	i) Must have been in Tanzania for the past	
	twelve months before the date of registration.	
	ii) Must be adequate in Swahili and English.	
	iii) Also <del>for</del> for the time <del>th</del> an individual being in	
	Tanzania must have contributed in the national's	
	economy Example: By paying tax	
	iv) Should not be found evil and responsible for	
	any illegal acts and conducts in the country	
	Example: Drug abuse.	
	v) The person must have been in Tanzania for	
	ten years and within those years, seven years	
	must have been consecutively spent in Tanzania to	
	the last 12 months before registration	

Extract 5.3: A Sample of the Correct Candidate's Response to Question 7(b)

In extract 5.3, the candidate was able to mention the conditions for obtaining Tanzania citizenship such as knowledge of Kiswahili and English language, staying in Tanzania for at least ten years and being able to make contribution to the Tanzanian economy.

## 2.8 Question 8: Proper Behaviour and Responsible Decision Making

The question had two parts (a) and (b) whereby in part (a) the candidates were instructed to briefly explain the need for rational decisions in the event of any challenges in life while part (b) required the candidates to determine five unacceptable behaviours liable for termination which should be included in the school codes of conduct. The overall performance of the candidates was average as 7.34 per cent scored from 06 marks to 09 marks, 24.26 per cent scored from 2.5 marks to 5.5 marks and 68.40 per cent of the candidates scored from 00 mark to 02 marks. Figure 8 illustrates the candidates' performance categories in question 8.



**Figure 8:** *Candidates' Performance in Question 8*

Figure 8 shows average candidates' performance in question 8 as 31.60 per cent of the candidates scored from 2.5 marks to 09 marks.

In item 8 (a) of this question, the candidates who scored good marks were able to explain the need for rational decisions in the event of challenges in daily life. One candidate for example, wrote, *it promotes peace and harmony and it promotes democracy since almost every one participates in decision-making process. it reduces the number of mistakes which might lead to more problems*, these responses were correct because irrational decisions become challenging as peace, harmony and good leadership will be at risk thus resulting in conflict and insecurity. Similarly, rational decision creates a foundation for democracy by involving people during the decision-making process. The candidates were aware that mistakes and problems are easily solved, as rational decisions are applied hence making people healthy and happy in life.

Furthermore, another candidate added other two points such as *it helps to build a sense of commitment and cooperation and facilitates proper utilization of resources*. The candidate was conversant with the role of responsible decision-making in promoting personal development because it enables one to solve problems using alternative ways, which produce positive outcomes. Moreover, the response by this candidate implies that rational decisions act as a tool through which a person commits himself/herself and proper utilization of financial, natural

and human resources to achieve development. Essentially, candidates who scored good marks in this item provided responses, which are appropriate to the demand of the question, and they demonstrated proficiency in English language skills. Extract 6.1 illustrates candidates' correct responses in question 8(a).

8.	a. i. It helps to solve problems; through this (rational decisions) one is able to analyze the causes of different problems and be able to come up with solutions to the problem. Example solving the issue of gender discrimination.
	ii. It facilitates development; through rational decisions one is able to decide to apply for jobs so as he or she may get income which facilitates personal development.
	iii. It helps in resisting bad peers, through rational decisions one is able to decide to maintain and follow good peers which help in shaping one's personality such as influencing studying, working hard for students.
	iv. It helps in promoting good morals, through rational decisions one is able to decide to follow good moral deeds such as greeting elders, working hard in the family, helping the needy and conserve the environment.

Extract 6.1: A Sample of the Candidate's Correct Response to Question 8(a)

In extract 6.1, the candidate was able to explain the need for rational decisions such as it helps to solve problems, it facilitates development and it helps to promote good morals.

Moreover, the analysis made in the candidate's scripts shows that there were candidates who had average performance because their responses exhibited both strengths and weaknesses in answering this question. Some candidates for example, ended up mentioning correct points only without any explanation.

Likewise, some candidates could not score high marks because of repetition of points. One candidate for example, wrote the following points: *it helps to make proper choice* and *rational decisions helps to solve problems in the society*. He/she continued writing other points like *rational decision making helps to maintain harmony* and *it helps to avoid improper choices in life*. As the third and fourth points respectively, analytically and logically, the fourth point repeated to the first point because when a person makes choices, he/she automatically and at the same time avoid improper choices on the subject matter he/she makes choices. In addition, the second and third points communicate the same message because if society solves problems, it will be in the position of having a peaceful and secure life.

On the other hand, it was also observed that some of the candidates could not tackle this part of the question because of inadequate knowledge of the subject matter hence they omitted this question, inability to address the demands of the question and weak English language skills were attendant challenges to the candidates. One candidate for example, deviated from the demands of the question by pointing out steps for rational decision making such as *identification of the problems or challenge, to gathering information, to generate alternatives and to evaluate the alternatives*. This candidate was aware that rational decision is achieved through systematic procedures but overlooked the focus of the question, which was the need for rational decision. In the same trend, other candidates shifted their attention to various ways of obtaining information, which can lead one to make healthy decisions. Points such as *consulting the expert of the matter one wants to decide about, reading books and newspapers, and doing research* were observed from one of the candidate's script. The candidate was not aware that, ways of obtaining information for decision-making are just applicable during gathering information to succeed in the second stage of decision-making. In some extreme case, one candidate uplifted a phrase from the passage in question 3(a). The candidate wrote *the sector comprises individuals from all steps of the economic and education ladder*. Such kind of responses exemplifies the fact that some candidates lacked knowledge of the subject matter and out of desperation, they decided to copy phrases from the passage. Extract 6.2 is a sample of the candidates' incorrect responses in question 8(a)

8a)	The following are the needs for rational decisions in the event of any challenges;	
i)	Mass media; People can be able to make decision through internet by passing through different information which can help him/her to gain new knowledge which can help him/her to solve the problem which is facing through.	
ii)	Peer pressure / groups; A person can get advice from his/her friend so as to come up with the best choice which can help him/her to make a conclusion of his/her problem which is passing through and being aware.	
iii)	Parents; A person can get good advice from his/her parent so as he can come up with the best choice in the difficulties which they are passing through. so parents also contributes in ones decision making.	
iv)	Religious teachings; People can even get advice from the religious teachings can either be for christianity or muslims but it help a person to chose a be choice of his he wants in life. so religious teaching guide us and counseling us.	

Extract 6.2: A Sample of the Candidate's Incorrect Response to Question 8(a)

In extract 6.2, the candidate failed to identify the demands of the question by mentioning sources of life skills such as mass media, parents and religious teaching.

Similarly, in question 8(b) the analysis shows that there was good number of candidates who scored good marks because apart from the classroom learning of the tested topic the question was familiar to many candidates as it touched their daily life experience in school. As such, it was easy for many candidates to transfer their school experience to delineate some of the unacceptable student's behavior, which can be liable for termination from school. Points such as *destroying schools and private property, early sexual debut, fighting, substance abuse, disruptive behavior, truancy, stealing, use of abusive language and the use of restricted devices like mobile phones* featured in candidates' responses. The candidate, who pointed out *destroying school and private property* for example, was aware that the school incurred costs for purchasing and repairing property, intentional damage to the school or personal property should be discouraged to prolong the life span of

school or personal property. Likewise, the candidate who pointed out early sexual debut was a correct response because love relationships among students or between students and adults may expose students to sexually transmitted diseases such as HIV/AIDS, and unplanned pregnancies can contribute to the poor academic performance hence it is one of the unacceptable behaviours among students liable for termination.

Furthermore, a candidate who referred to *fighting and stealing* was aware that fighting might create a situation of disharmony in the school; thus, interfering with the normal teaching and learning process, also there is a possibility for some students to be injured or die during the confrontation. Likewise, *stealing* is also an unacceptable behaviour that should be discouraged in schools as students who steal public property like books or personal property may create a situation of disharmony and mistrust among the students. In the same vein, the candidate who presented *substance abuse, disruptive behaviour and truancy* was aware that the substances abuse such as smoking cigarettes, and marijuana and drinking alcoholic drinks leads to stealing, fighting among students and poor attitude toward academic work. For the sake of academic prosperity, this candidate confirmed that failure to observe the school timetable is unacceptable student's behaviour liable for termination thus it should be enshrined in the school codes of conduct. The candidate was intelligent enough to note that order is vital to be observed at school all the time, thus any attempt to disrupt order such as mobilising strikes, riots and boycotting classes is unacceptable and hence liable for termination.

Nevertheless, the analysis of this question gathered the candidates who had average scores. The candidate's responses exhibited both strengths and weaknesses to the extent that their scores were neither high nor low. Some of the candidates' pitfalls were repetition of points whereby they produced some points bearing similar or the same meaning as other points leading to average scores. One candidate for instance mentioned points such as; *dating, use of drugs, alcoholism, abusive language and smoking*. Analytically, points like alcoholism, and smoking, repeated to point number two, *use of drugs*. All these points have the same meaning, and they can commonly be referred to as substance abuse. In this regard, some candidates mentioned correct points only without elaborating them. One candidate, for example, mentioned points such as *use of abusive language, fighting, drug abuse, theft and robbery and prostitution*. Other examples of repetition of points featured in one candidate include; *prostitution and engaging in*

*premarital love affairs* while in fact the two points refers to one point. Another candidate cited *stealing and robbery* as if are independent points while in fact they referred to one point.

On the other hand, further analysis shows that there were candidates who had weak performance because of multiple challenges such as misconceptions, misinterpretations, omission of the question and lack of English language skills. Some candidates misconceived the question by putting forward proper behaviour required by students. One candidate wrote, *respecting elders, Teachers and fellow students, good dressing, hardworking, behavior and cooperation, and using proper language to communicate with others*. Another candidate added other two points such as *honest and caring the school property*. along the same line, some candidates focused on the responsibilities of students at school such as *He/she should participate in school activities example planting trees, he/she should report criminal cases at school, he/she should attend debate session and he/she should cooperate with others in academic matters*, were presented by one candidate. In a similar trend, one candidate, for instance, presented *poor parenting, bad peer groups, and influence of mass media or globalization*. The aforementioned points in fact refer to the root causes of improper behaviours among the youth in Tanzania. The candidate failed to use the knowledge acquired in the classroom teaching and learning to address the task in the question. Extract 6.3 shows candidate's incorrect response in question 8(b).

8.	by causes of improper behaviour-	
	i Peer pressure	
	ii Poor family upbringing	
	iii Globalization.	
	iv Self discipline	
	v Poverty.	

Extract 6.3: A Sample of Candidates Incorrect Response to Question 8(b)

In extract 6.3, the candidate failed to identify unacceptable student's behaviour liable for termination from school by pointing out causes of improper behaviour among the youth such as peer pressure, poor family upbringing, globalization and poverty.

2.9 Question 9: Culture

The question required the candidates to identify five negative aspects of socio cultural values in Tanzanian society and for each to analyse its impact. This was one of most the popular optional question as 515,466 (97.36%) of the candidates attempted it and their performance was good as, 25 per cent of the candidates scored from 9.5 marks to 15 marks, 42.42 per cent scored from 4.5 marks to 09 marks and 32.58 per cent scored from 00 mark to 04 marks. Figure 9 illustrates the candidates’ performance in question 9.

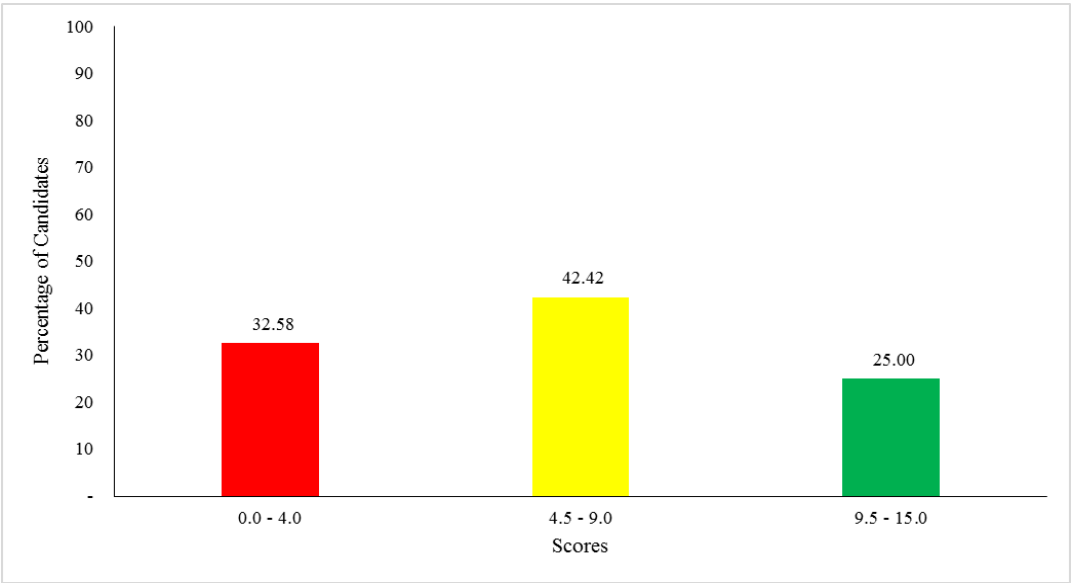


Figure 9: Candidates’ Performance in Question 9

Figure 9 shows good candidates’ performance in question 9 as 67.42 per cent of the candidates scored from 4.5 marks to 15 marks.

The category of candidates (25%) whose score ranged from 9.5 marks to 15 marks demonstrated mastery of the subject, ability to identify the demand of the question as well as organizational skills in terms relevant introduction, main body and conclusion as well as articulate English language skills. Candidates were also able to identify key terms from the question and provided plausible introductions. For instance, one candidate produced a relevant introduction by stating that; *social cultural values are behavior and actions collectively believed to be good or desirable and acceptable in the society, which influence the culture of that society.* Another candidate defined socio-cultural values as; *series of principles and values*

*that are passed from one generation to another in which the culture of the society is based.* He/she went further by giving examples of such values as *greeting elders, hospitality, compassion, and cooperation* these plausible introductions were promising factors for good performance. In the conclusion, one candidate stated that; *since some of the socio cultural values have negative effects and are outdated, there is a need to educate people and the society to discourage and abolish them.* This conclusion held a suggestion for the solution.

In the main body, candidates proved their mastery of the content, as they were able to identify negative socio-cultural values and analysed the impacts of each item as the question demanded. For example, one candidate wrote; *excluding women in decision-making and lack of children's participation in decision-making.* Thus, the candidates were aware that socio-cultural values are reinforced by the patriarchal system prevailing in most African societies. The system allows men to control the family in all aspects of life as result women and children find themselves underprivileged. Thus, women are not allowed to give their views on a matter to be decided, and children have nothing meaningful to contribute to society.

Additionally, another candidate explained the existence of *excessive imbalance between communalism and individualism and intolerance to people who do not take part in the community social events.* The candidate was aware that, the community is given priority over individual rights and interests. This leads to curtailment of individual freedom, creativity and personal initiatives this in turn makes members of the community passive recipients of decisions made by the community and alienates individuals from their community. Likewise, he/she knew that; in some circumstances, different societies punish people who are perceived to do wrong and one of the punishments is isolating them. There is intolerance to people who do not cooperate in community activities. Such a situation might fuel social disharmony among the community members and create division in society. Extract 7.1 is a sample of the correct response from one of the candidates in question 9.

9.

Social cultural values refers to all behaviours or deeds which are considered to be good by people and also are accepted and desired by the society. Tanzanian societies have both negative aspects and positive aspects of cultural values. The following are the five negative aspects of sociocultural values and their impacts;

Denying women to participate in decision making has led to women feeling inferior. Most of the Tanzanian societies believes that a man is intelligent and he is the decision maker in schools, family and a society at general. Women do not engage in decision making and this make or enable the women to feel

9. inferior that they are not able. Sometimes men may make decisions but intern. they are wrong. Therefore denying women to participate in decision making, which has led to women not feeling superior is one of negative aspects of socio-cultural values.

But also excessive imbalance between individualism and communalism has also led presence of decisions which affects people who did not make the decisions. Individualism refers to a lifestyle which values the life of an individual other than a society. While communalism is a lifestyle which values the life of a society than that of an individual. In a communal society, decisions are made by all people thus may affect other people who did not made the decisions.

Lack of children's participation in decision making has made children to be overdependant to the male relatives in making their decisions. Children are loved in the society and a family takes pride to have a child but they do not engage in decision making. This makes a platform for children to rely on their parents in making decisions.

9.	<p>Female genital mutilation has also led to spread of sexually transmitted diseases. Female genital mutilation involves the removal of clitoris from the female genitals. The society aimed at reducing sexual desire of a woman but due to use of unsterilized equipments it has led to spread of sexually transmitted diseases like syphilis, gonorrhoea and HIV/AIDS.</p> <p>Payment of high dowry has led to increase in bitterness and pain to women after marriage. Dowry refers to anything either material or money given to the bride's parents by the bridegroom in order to appreciate parenting. But most parents need high dowry to be paid so this makes the wife to be, to face a lot of pain in the marriage.</p> <p>Conclusively; there are many negative aspects of socio cultural values in Tanzanian society. But these aspects hinders development in our country. Thus we should abandon them and acquire positive aspects like sharing, cooperation, hospitality for attaining development.</p>
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Extract 7.1 A Sample of Candidate Correct Response to Question 9

In extract 7.1, the candidate was able to identify negative socio cultural values such as denying women to participate in decision making, lack of participation of

children in decision making and excessive imbalance between the community and the individual in the society.

Furthermore, some candidates (42.42%) had moderate scores ranging from 4.5 marks to 09 marks because their responses were characterized with a mixture of correct and incorrect responses, fewer numbers of points than the required and others could not adhere to essay writing rules that entails elaborations of points in a paragraph form. One candidate for example responded to the question by mentioning few relevant points alongside irrelevant points such as *drug abuse, stealing/taking other people's properties and improper dressing*. The aforementioned points in fact referred to elements of improper behavior *indeed* some of the candidates were not sure of what constitute negative cultural values consequently, they wrote everything they knew about cultural values. Responses such as *singing and dancing* characterized the candidate responses. Similarly, repetition of points was another feature, which characterized the candidate's responses. One candidate repeated male *dominance in the society* and *preference of male children in the society*. The two points referred to one point.

On the other hand, (32.58%) of the candidates faced difficulties in tackling this question as evidenced by weak scores which ranged from 00 mark to 04 marks. Most candidates in this category failed to give relevant introductions, they failed to identify the demands of the question, lacked adequate knowledge of the subject matter and inept organizational skills in terms of coherence of ideas and English language skills. For example, one candidate in his/her introduction defined the term socio-cultural values as *practice that are done or practiced in a society*. Such misconceptions affected the plausibility of their introductions.

In the main body, misinterpretation of the question demands and lack of knowledge of the subject matter characterized the candidate's responses. Some candidates, for example, identified the components of culture; others suggested the consequences of social and cultural values; still others advised steps to abolish gender discrimination; and the final group of candidates highlighted the significance of maintaining and advancing cultural values. One candidate for example addressed the question by pointing out the necessity of preserving our cultural values. Such as; *they are the basis of what is right and wrong, they minimize or eliminate segregation, cultural values constitute people's identity and they are foundation of a society because they are the source of unity and cohesion of people in a given society*. Another candidate pointed out the elements of culture

such as; *language, values, customs, norms, tradition, beliefs and lifestyle*. Similarly, some candidates wrote about improper or non-acceptable behaviour, which are experienced in society. One candidate, for example, cited *laziness, selfish, engaging in drug abuse, indecent dressing and use of abusive language and arrogance*.

Conclusively, the analysis from candidate responses under this category depicts the weaknesses of candidates to master the subject matter. Lack of mastery of the English language also was a barrier to candidates' performance. Most of the responses were not presented in a well-organised essay and points were not exhaustively explained. Extract 7.2 is a sample of incorrect response from one of the candidates in question 9.

9.	<p>Socio Cultural Values these are values that are done in different society hence they can either be positive aspects of socio cultural values example respecting elders, cooperation, hospitality, sharing and many other aspects on the same case, there are negative socio cultural values which are done in our societies and they bring bad impacts in the society. The following are the negative aspects of socio cultural values and their impacts in Tanzanian society.</p> <p>Indecent dressing, this is one of the negative aspect of socio cultural value whereby it is mostly done by the youth where girls wear half naked and boys they loosen their trousers and it has brought the impact of loose of respect in the society especially to elders and also young ones due to the improper dressing to both girls and boys.</p> <p>Engaging in prostitution, also is a negative aspect of socio cultural value where it may lead to unplanned pregnancies, spread of sexual transmitted diseases example HIV/AIDS, Gonorrhoea, syphilis and that is done mostly for the purpose of getting money and it is not safe hence it will lead to decline of development in our country Tanzania.</p> <p>Laziness and being irresponsible this brings an impact of no development in the country of Tanzania where if one does not work it will not be easy to access products or even production of various good from industrial sector and so through an individual being irresponsible to attend a certain duty it will not improve the country's development hence the country being poor and being exploited by other countries.</p>	
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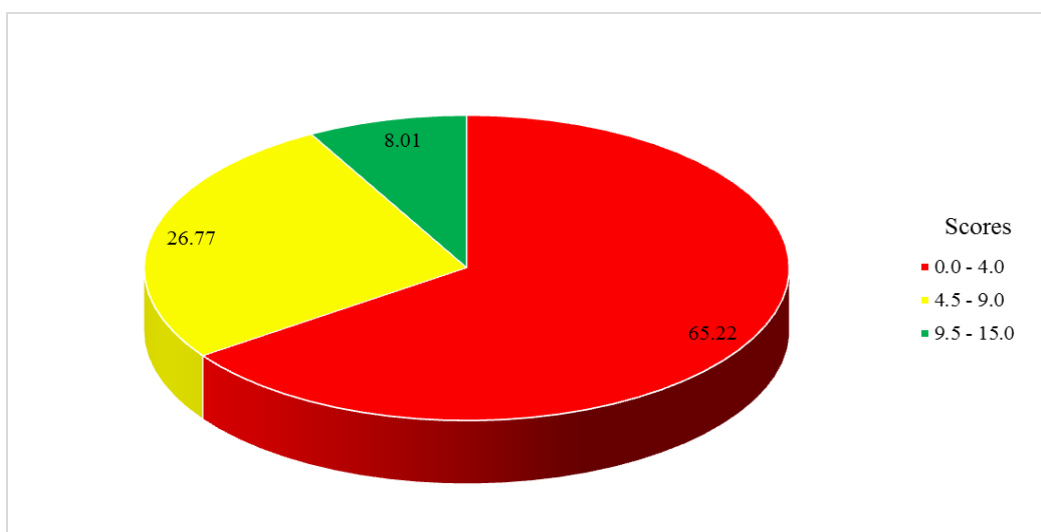
9.	Selfishness, this aspect brings an impact of being discriminated because if one is not ready to share his or her properties with other people hence the people surrounding him or her will not leave with him or her properly because he or she cannot assist anyone who is in a big problem and even helping the needy people example orphans, widows, Albinos and disabled people.	
	Engaging in theft and drug abuse also there are the negative social cultural values in which it will lead to poor development of the Tanzanian society due to theft and about drug abuse it will threaten one's life with the use of drugs hence incoming of drug addiction and therefore leading to cancer of lungs.	
	Generally the negative aspects of socio cultural values therefore lead to many consequences hence loss of respect, health problems, discrimination, lack of development to some societies and also the positive aspects promotes good relationships, promotes respect in the country and also the great of all leading to development of the country.	

Extract 7.2 A Sample of the Candidate's Incorrect Response to Question 9

In extract 7.2, the candidate deviated from the demands of the question by citing elements of improper behaviour such as prostitution, laziness, drug abuse and indecent dressing.

## 2.10 Question 10: Democracy

The candidates were instructed to propose five conditions to be adhered by all stakeholders in a country to achieve free and fair election. This question was attempted by a sizable number of candidates 337,992 (63.84%) and the performance was average as 08.01 per cent scored from 9.5 marks to 15 marks, 26.77 per cent scored from 4.5 marks to 09 marks and 65.22 per cent scored from 00 mark to 04 marks. The candidates' performance in question 10 is shown in Figure 10.



**Figure 10:** *Candidates Performance in Question 10*

Figure 10: shows average candidates performance in question 10 as 34.78 per cent of the candidates scored from 4.5 marks to 09 marks.

The candidates (8.01 %) who scored good marks ranging from 9.5 marks to 15 marks demonstrated adequate knowledge of the basic tenets of free and fair election in a democratic society. Coherence of ideas, exhaustive elaboration of points and organizational skills in terms of lucid introduction and relevant conclusion were the hallmark of the candidates' essays. For instance, one candidate in the introduction stated that *free and fair election refers to the situation in which the voting process in a country observes all the principles of democratic election*. Another candidate argued along the same line stating that *free and fair elections are elections that adhere to democratic principles and give chance to eligible voters regardless of status to choose the leader of their choice*.

In the main body, the candidates understood the prerequisites for a free and fair election. One candidate, for instance, put forward the following points: *universal suffrage, voting must be through a secret ballot box, there must be independent Electoral Commission, non-partisan coercive apparatuses, and equal access to the mass media*. This candidate was aware that equal voting chances for all adult people are necessary to ensure a free and fair election. All citizens are entitled to vote, regardless of their gender, colour, language, social class, occupation, level of

education, or political views. Additionally, he/she knew that when voters vote in secret, they are guaranteed being free from fear or any kind of intimidation.

Likewise, the candidate knew that, when the Electoral Commission is independent, it supervises and coordinate the General and by-elections in a free and fair way. On top of that, this candidate knew that the coercive apparatuses should play a neutral role during the electoral processes so that people get the opportunity to elect leaders of their choice without undue influence from state apparatuses. In addition, he/she knew that all competing candidates must have equal access to the mass media particularly those owned by the government. This is possible if there is freedom of the press and other mass media such as radio and television in the country where the media is free to report election campaigns to make voters aware of different issues in the election. Other relevant point put forward by candidates with adequate knowledge of conditions for free and fair elections include *freedom of expression, equal access to the use of public properties, fair provision of funds to political parties to facilitate campaign during election, adherence to the election code of conduct and provision of the civic education to voters*. At any rate, it can be argued that the candidates who scored higher marks they were able to do justice to the demands of the question. This is also exemplified by relevant conclusion. For example, one candidate concluded by stating that *election is an important exercise, it is a peaceful and civilized way to change and legitimize the government in power*. Extract 8.1: is a sample of the candidate's correct response to question 10.

10	<p>Free and fair election refers to the elections conducted by the registered voters to form the legitimate government by choosing their own leaders. All the eligible voters are registered and allowed to vote for their own leaders of their interest to form their own government. The following are some of the conditions to be adhered by all stakeholders in a country to achieve free and fair election:</p> <p>Free and independent National Electoral Organ: The nation should have an independent national electoral organ to supervise the election process in the country and it should be not bound by external control therefore this shall ensure free and fair elections are conducted in the country. For example in Tanzania there is an independent National Electoral Commission to supervise the election process.</p>	
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10.	<p>All the candidates must adhere to the code of conduct during the election process. The code of conduct provides a guidance of how the candidate must behave before the election. For example avoid interfering electoral campaigns of another political party. This may help to promote peace in the country and ensure that the election process is conducted fairly.</p> <p>Free and independent mass media. The mass media includes the newspapers, radio and television stations should be free and independent. This means that the mass media should be able to give information to the public fairly and freely without external control to ensure that all people and the candidates are equally treated. This may also help to promote free and fair election.</p> <p>Equal ground to all candidates during the election. All candidates must be treated fairly and also favoured fairly. This may involve the time for campaigning and distribution of the political posts to the political parties. This also helps to promote free and fair election in the country and all people are equally treated. Example equal time for campaigning.</p> <p>Freedom of expression and association. This goes hand in hand with multiparty system. There should be many political parties to offer wide range of alternatives and ensure that all people are free to choose the political parties of their interest and hence make rational decision making therefore this also promotes free and fair election in the country.</p>	
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10.	Conclusively, free and fair election in the country is very important since it promotes transparency and accountability, formation of legitimate government and also allow people to participate in decision making therefore it is very important in the society. Also by practising free and fair elections means promoting democracy in the country therefore maintaining peace in the nation.	
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Extract 8.1: A Sample of the Candidate's Correct Response to Question 10

In extract 8.1, the candidate was able to identify the conditions to be adhered by all stakeholders such as free mass media, equal ground to political parties, independent electoral commission, free campaign and abiding to agreed code of conduct.

Furthermore, the candidates who scored moderate marks ranging from 4.5 marks to 09 marks (26.77%) faced several pitfalls in tackling this question. Some of them supplied fewer points than the required number, some mixed the correct with incorrect responses, others listed points without explanations and other candidates' responses were repetitive. One candidate, for example repeated the following points; *election should be inclusive, interested political parties and individual should be allowed in election and universal suffrage*. This candidate was not aware that, embracing universal suffrage and participation of political parties in elections elevates or qualify the election to the level of inclusive election. In other words, the candidate suffered from tautology. Other candidates lacked focus on the requirement of the question as the result they mixed correct points with incorrect points. One candidate, for example pointed out two correct points such as *election should be inclusive* and *there should be a neutral electoral commission* alongside irrelevant responses such as *observation of human rights, accountability and transparency* and *separation of power*.

On the other hand, a sizable number of candidates (65.22%) could not score beyond the scores threshold of 00 mark to 04 marks. The major challenge encountered by these candidates ranged from lack of in-depth knowledge of the subject matter, inability to identify the demands of the question, inadequate English language skills and failure to observe essay writing rules. One candidate

for example in the introductory part of the essay asserted that *an election where someone get into power by force or threats*.

In the main body, misconception, misinterpretations, inadequate writing skills characterized the candidate's responses. A few of them highlighted the characteristics of democracy while others emphasized the significance of free and fair elections. One candidate for example pointed out the significance of democratic election. As follows; *elections give people power to choose their leaders who will make decisions on their behalf, they promote rule of law and good governance, election helps to legitimize the leaders and election are the means through which freedom of expression, right to choose and to be chosen and freedom of association are exercised*. Other candidates confined their discussion to the steps to be observed during the electoral process. One candidate, for example wrote, *registration of voters, nomination of voters, election campaign, voting, vote counting and celebration of election results/a winner*. Another striking misconception was observed whereby some candidates embarked in identifying the qualities of good leadership. One candidate for example pointed qualities of a good leader such as *a leader must be accountable, no- corrupt, transparent, accepting critics and respecting others*. Extract 8.2 is a sample of candidate's incorrect response to question 10.

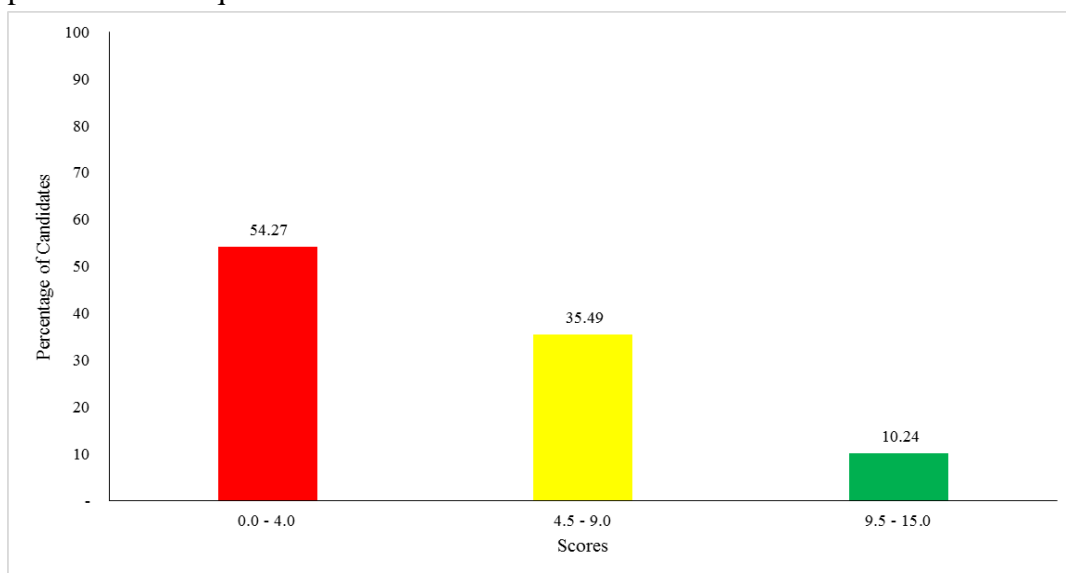
10.	<p>Free and fair election is among principles of the good government. It involve voting for leaders freely and fairly. It consists of certain conditions to be adhered by all stakeholders in the country. These conditions are as follows.</p> <p>Registering of political parties; Firstly, the political parties are registered so as to give out the contestant and each political party is allowed and it is free to register itself because Tanzania is a multiparty country.</p> <p>Registering of contestants from each political party; Secondly, the contestants from each political party are being registered whereby they take the forms and fill their informations for being registered ready for contesting.</p> <p>Conducting of campaigns; Thirdly, the contestants now conduct the campaigns so as to say their opinions on what they will do if they are chosen as their leaders and people listen to them so as to assess who is the best to be chosen.</p> <p>Voting; This is the step whereby people vote for their leaders freely and fairly and during this step every one votes the one who he/she feels to vote for and there is always good security, peace and good organisation for fair and free election.</p> <p>Lastly, announcing the results; This is the last step whereby results are announced to people according to the votes that people conducted for example election of a president in Tanzania.</p> <p>Lastly, free and fair election must have the above mentioned conditions comprised with peace and security during the whole processes.</p>	
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Extract 8.2: A Sample of the Candidate's Incorrect Response to Question 10

In extract 8.2, the candidate deviated from the demands of the question by pointing out the voting procedures such as registration of candidates, conducting campaign, voting and announcing the election results.

## 2.11 Question 11: Gender

This question sought to test the candidate's ability to generate solutions to gender inequality in Tanzania since it is socially constructed, thus it can be alleviated to achieve inclusive development. Specifically, the question required the candidates to propose five measures to address gender inequality. This question was the least attempted optional question as 205,375 (38.79%) of all the candidates opted for the question and the candidates' performance was average as 10.24 per cent scored from 9.5 marks to 15 marks, 35.49 per cent scored from 4.5 to 9 marks and 54.27 per cent scored from 00 to 04 marks. Figure 11 illustrates the candidates' performance in question 11.



**Figure 11:** *Candidate's Performance in Question 11*

Figure 11 shows the average candidates performance in question 11 as 45.73 per cent of the candidates scored from 4.5 marks to 15 marks.

The candidates (10.24%) who scored good marks (from 9.5 marks to 15 marks) though few in number demonstrated mastery of the subject matter, ability to identify the demands of the question, coherence of ideas and good organizational skills in terms of lucid introduction and relevant conclusion. One candidate, for example defined gender inequality as; *unequal treatment and availability of*

*opportunities to both males and females in the society.* This candidate was aware that gender inequality involves unequal availability and distribution of resources, opportunities and exercise of power between males and females. Another candidate stated that *gender inequality refers to unfair or unequal treatment of male and female in the society. A number of factors including social, economic, cultural and political factors fosters gender inequality.* Similarly, another candidate characterized gender inequality *to a situation in which one gender is oppressed and discriminated compared to another gender. This is dominant to women in Tanzania.* One can conclude from the previously mentioned definition that women are the most affected as far as gender inequality is concerned in Tanzania because of negative societal socio cultural values. In the conclusion part, some of the candidates provided plausible conclusion suggesting that they were familiar with gender issues in Tanzania. One candidate put forward the following conclusion; *despite the effort made by the government to promote women, there are still challenges in some societies. Therefore, there is a need for continued conscientisation of the society and the government can facilitate NGO's to work effectively on the process of promoting and defending women rights in the community.*

In the main body, the candidate with adequate knowledge were able to delineate measure which address gender inequality such as *promoting women in public services, abolition of laws which dehumanize women, eradication of harmful traditional practices, culture that violets women rights, provision of soft credits facilities to women and provision of education to women.* The candidate who suggested *provision of education to women*, for example was aware of the fact that education to women or girl child had far-reaching impact to the society because of the special role or position of women in the family. Women are expected to bear the responsibility of taking care of young children in the family, they are the first teachers in the family and women undertake most of the economic activities in most African societies. In fact, there is a worldwide known adage, which asserts that if you educate a woman you educate the whole family. The candidate who proposed *promoting women in public services*, was aware of the historical injustice against women, women were not involved in decision-making or allowed to hold leadership position in the society because most societies in Tanzania were patriarchal whereby men were superior in all aspects of life. Reserving special seats in the parliament of the Unite Republic of Tanzania was a decision in the right direction. Other relevant points provided by candidates include; *encouraging women to create self-confidence in everything they do and allow women to own property such as land and property acquired through marriage. Candidates with*

enough knowledge also pointed out sensitising the society on gender issues through non-governmental organization. Extract: 9.1 is a sample of a correct candidate's response.

11.	Gender inequality is a situation where by one gender is favoured than the other and also it means unfair treatment to different genders. Gender inequality is socially constructed but it can be alleviated to achieve inclusive development in a country. The following are the measures to address gender inequality in Tanzania
	Women empowerment. This is the process whereby women are also given chances to participate in government activities. Normally women are the ones who are treated unfairly compared to men especially in government posts since people believe that women are weak compared to men thus through women empowerment it will reduce gender inequality in Tanzania.
	Provision of education to the society on the effects of gender inequality like it leads to increase of dependence of women to men and underdevelopment at large. Through the provision of education to the society people will be aware of the importance of women contribution in decision making, like it promotes development hence will reduce gender inequality in Tanzania.
	The government should formulate good policies which will enable to reduce the problem of gender inequality. Example is "Elimu bure kwa wote" which means that both men and women have the right to get education without segregating women and also it should punishing all those who do not obey

11.	the set policies hence reduce gender inequality in Tanzania.
	Eradication of different bad social cultural practices such as male dominance in a family whereas only males are allowed to make decisions affecting a society or family. This should be discouraged because even women can make good decisions affecting the family hence eradication of this cultural value it reduces gender inequality in Tanzania.
	Establishment of different Non-governmental organization which aim at protecting women's rights in the society. Example of those organisation is Tanzania Women Lawyers Association (TAWLA) which protects women's rights hence it can reduce the gender inequality in Tanzania.
	Generally; Gender inequality has many effects to the society some of which are; it leads to underdevelopment in a country or society, it leads to violation of women's rights and it also leads to lack of peace, harmony, unity, love and cooperation among men and women in a society.

Extract 9.1: A Sample of Candidates' Correct Response to Question 11

In extract 9.1, the candidate was able to propose measures to address gender inequality such as women empowerment, provision of education to the society, establishment of the non-governmental organization and eradication of bad socio cultural practices.

Furthermore, the candidates (35.49%) whose scores ranged from 4.5 marks to 09 marks were deemed to have moderate performance. The candidate's responses

featured both strengths and weaknesses. Some of the weakness witnessed includes repetition of some points. For example, one candidate treated *increasing number of enrolling girls in education institutions* and *taking girls to school* as separate points similarly, *enactment of laws to discourage gender inequality in the society* and *strict punishment should be provided to those who violates women's right such as right to get education* were considered to be separate points inadvertently. Another weakness featuring the candidates' responses include inability to exhaust the required number of points and lack of elaboration of points and failure to observe the essay writing rules. Some of the candidates could not provide plausible introduction and conclusion this in turn affected their ability to score higher marks.

On the other hand, the candidates (54.27%) who scored low marks (from 00 mark to 4.5 marks) demonstrated several weakness including inadequate mastery of the subject matter, failure to identify the demands of the question, weak English language skills and failure to observe essay writing rules. In the introduction one candidate, for example defined *gender as a fact of being a female or a male*. The candidate failed to understand the key term was gender inequality. Other candidates used part of this question in their introduction. One candidate for example wrote, *despite the fact that gender inequality is socially constructed it can be alleviated to achieve inclusive development*. Such irrelevant descriptions in the introduction did not merit any mark.

In the main body, some of the candidates went astray by focusing their attention on different gender concepts. One candidate for instance pointed out gender *discrimination, gender bias, gender mainstreaming, gender equality and gender roles*. Other candidate's deviations focused on the importance of gender equality, as one candidate answered *it facilitates development, it promotes self-awareness, it also encourages community participation and cooperation*. Similarly, other candidates explained the effects of gender inequality. One candidate responded by stating; *it leads to underdevelopment; it hinders individual freedom, increases corruption and injustice in the society*. In the same manner, other candidates paid attention to agents of socialization. One candidate, for example pointed out *schools, non-governmental organizations, family, mass media and religion*. In addition to that, other candidates referred to institutions, which may affect gender balance. For example, one candidate wrote *religious institutions, learning institutions and tradition institutions*.

Moreover, other striking weaknesses observed in this category include candidate's partial responses. Some of the candidates confined their response to the introduction and ignoring other parts of the essay such as the main body and

conclusion, one candidate for example wrote, *Gender inequality refers to, unequal treatment between men and women in the society* as the introduction and he/she did not proceed with the main body. Generally, this myriad of challenges revealed that some candidates had inadequate knowledge of the subject matter, failed to grasp the demand of the question, they failed to identify measures to address gender inequality and inadequate English language proficiency compounded the challenges. Extract 9.2 is a sample of incorrect response from one of the candidates in question 11.

11.	<p>Gender is the state of being male or female. Due to gender inequality to be constructed, it has led to many effects on the issues concerning gender.</p> <p>The following are the measures taken to address inequality in Tanzania.</p> <p>Gender equality. This is equal treatment given to both sexes. Here men and women have the right given to the equally.</p> <p>Gender role. This is role given to both men and women that means both have the same rights and responsibilities to perform in the country.</p> <p>Gender balance. This is where by women and men are equally balanced on their rights. Through this women are no longer discriminated by men because of the equal balance given to them.</p> <p>Gender stereotyping. This is where by both men and women have the right to get their basic needs without discrimination from those with power.</p>	
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11.	Gender <del>equity</del> equality. This is where by both men and women are equally qualified to other because both of them have the right to.
	Generally, Through the above measures taken to address the inequality to both men and women, the government must oversee this problem and address it completely.

Extract 9.2 A Sample of the Candidate's Incorrect Response to Question 11

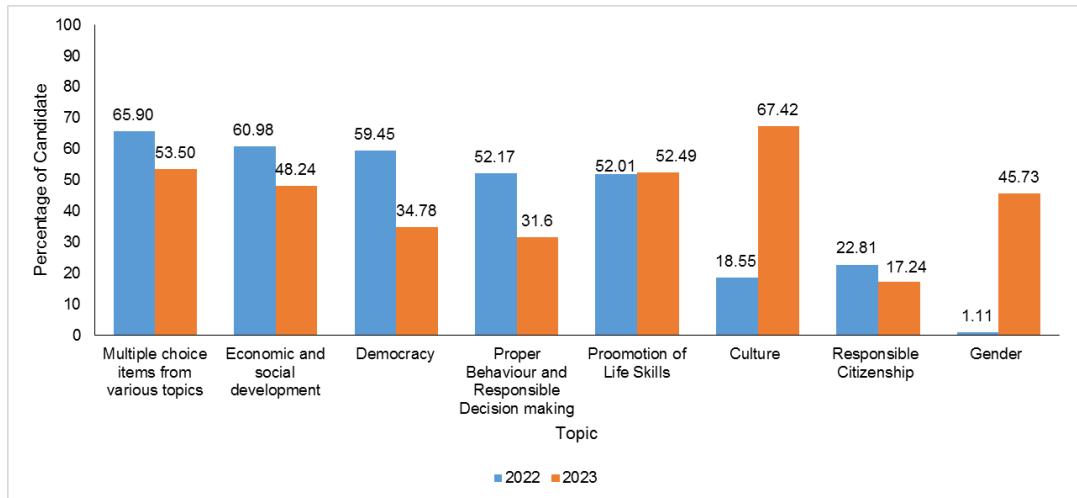
In extract 9.2, the candidate deviated from the demands of the question by providing various gender concepts such as gender stereotyping, gender equity, gender roles and gender balance.

### 3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of candidates' performance in each topic shows that the topic on *Culture* had good performance (67.42%) while a *multiple question from various topics such as; Our Nation, Road Safety Education, Globalization, Poverty, Family Life, Government of Tanzania, Work, Culture*, had average performance (53.50%). Other averagely performed topics include; *Promotion of Life Skills* (52.49%), *Economic and Socio development* (48.24%), *Gender* (45.73%), *Democracy* (34.60%), *Proper Behaviour and Responsible Decision making* (31.60%) and *The Government of Tanzania* (31.54%). On the other hand, weak candidate's performance was observed in the following topics; *Human Rights* (18.87%) and *Responsible Citizenship* (17.24%).

A comparison of the candidates' performance in the CSEEs for 2022 and 2023 reveals that, the candidates' performance in the topics of *Culture* and *Gender* has improved from weak performance in 2022 to good performance in 2023. As follows, *Culture* (from 18.55% in CSEE 2022 to 67.42% in CSEE 2023) and *Gender* (from 1.11% in CSEE 2022 to 45.73% in CSEE 2023). The quality of the performance of the following topic declined in CSEE 2023 compared to CSEE 2022. They are; *Multiple Choice items from various topics* (from 65.90% in 2022 to 53.50% in 2023), *Economic and Social Development* (from 60.98% in 2022 to

48.24% in 2023) *Democracy* (from 59.45% in 2022 to 34.78% in 2023), *Proper behavior and Responsible Decision Making* (from 52.17% in 2022 to 31.60% in 2023). Nevertheless, the topic *Promotion of Life skills* maintained a steady performance whereby in 2022 the performance was 52.01 per cent and in 2023, it was 52.49 per cent. Figure 12 illustrates the comparative candidates' performance in each topic for two years.



**Figure 10:** *Comparative Performance of Candidates in each Topic between CSEE 2023 and 2022*

Figure 12, Shows candidates' significant improvement in performance in the topics *Culture* and *Gender* from 18.55% in 2022 to 67.42% in 2023 and 1.11 % in 2022 to 45.73 % in 2023 respectively.

## 4.0 CONCLUSION

The analysis of the candidate's performance in the Certificate of Secondary Examinations CSEE 2023 for the Civics subject indicates that the performance of the candidates slightly declined by 2.21 per cent from 70.04 per cent in 2022 to 67.83 percent in 2023. The candidates who passed the examination had sufficient knowledge of the topics from which the questions were set. The candidates demonstrated adequate skills of the English language and ability in answering multiple-choice items, matching items, short answer and essay-type questions. On the other hand, the major root causes for some candidate's unsatisfactory performance were inadequate knowledge of the subject matter, misconception and misinterpretation of the demands of the questions, lack of proficiency in the English language and failure to observe essay writing principles. The overall candidate's performance was observed to be weak in the following topics; *Human Rights* (18.87%) and *Responsible Citizenship* (17.34%). It is worth noting that the topic *Responsible Citizenship* has registered a downward candidate performance for two consecutive years (22.81%) in CSEE 2022 and (17.24%) in CSEE 2023. Teachers are encouraged to revisit their teaching and learning strategy of this topic with a view to improve the candidate's performance. *For more details, see the attached appendix.*

## 5.0 RECOMMENDATIONS

The following are the recommendations for future improvement of the candidate's performance in examination;

- (a) School based assessment should be strengthened in terms of the quality of the items such as adherence to competence-based assessment, establishing a good feedback system to students on the tests administered in schools.
- (b) Teachers are encouraged to be innovative, employ more participatory teaching methodologies such as peer teaching, debate, study tours, inviting guest speakers, and role-play when teaching the topics on *Human Rights* and *Responsible Citizenship*. These topics registered weak candidate's performance in the CSEE 2023.
- (c) 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.

- (d) 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.
- (e) Schools should initiate the English language proficiency programme to help candidates understand the requirements of the questions and respond clearly and comprehensively in the English language.

## Appendix

### Appendix: Summary of Candidates' Performance per Topic in 2023 CSEE

S/N	Topic	Question Number	The percentage of candidates who scored 30 per cent and above	Candidates' Performance per topic (%)	Remarks
1	<i>Culture</i>	9	67.42	67.42	Good
2	<i>Our Nation, Road Safety Education, Globalization, Poverty, Family Life Government of Tanzania, Work and Culture</i>	1	53.50	53.50	Average
3	<i>Promotion of Life Skills</i>	2	67.5	52.49	Average
		6	37.47		
4	<i>Economic and Socio Development</i>	3	48.24	48.24	Average
5	<i>Gender</i>	11	45.73	45.73	Average
6	<i>Democracy</i>	10	34.78	34.78	Average
7	<i>Proper Behavior and Responsible Decision Making</i>	8	31.60	31.60	Average
8	<i>The Government of Tanzania</i>	5	31.54	31.54	Average
9	<i>Human Rights</i>	4	18.87	18.87	Weak
10	<i>Responsible Citizenship</i>	7	17.24	17.24	Weak

